



Hill Book

Undergraduate
Academic Catalog

2024-2025

LUX ET SPES



STONEHILL COLLEGE



The Hill Book contains information regarding the College's academic programs, degree requirements, academic policies, and other resources. The Hill Book does not constitute a contract between the College and any student or other person. The information contained in the Hill Book is meant to provide an explanation of the College's academic policies and practices. The College maintains and publishes electronically a separate Policies and Procedures manual which is incorporated into the Hill Book by reference. 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. Because the Hill Book is normally prepared in advance of the academic year it covers, changes may occur after the date of initial publication. If there is a discrepancy between the information contained in the explanation of a policy contained in the Hill Book and the information contained in the College's online Policy Manual, the Policy Manual will control.

The information in this PDF document is valid as of January 1, 2025. See the official online version at www.stonehill.edu/catalog/.

TABLE OF CONTENTS

Mission and History of Stonehill College.....	4
Degrees and Accreditations	6
Academics and The Curriculum.....	7
The Skyhawk Core Curriculum	13
Programs - Meehan School of Business.....	29
Programs - May School of Arts and Sciences	48
Courses.....	179
Academic Policies and Procedures.....	343
Academic Partnerships and Resources	367
International and Experiential Learning Programs.....	372
Financial Information and Aid.....	376
Veterans Administration Services.....	388
College Legal Notices	391
Faculty and Staff	397



MISSION AND HISTORY

Mission of the College

Stonehill College, a Catholic institution of higher learning founded and guided by the Congregation of Holy Cross, is a community of scholarship and faith, committed to fostering a culture where differences are affirmed and anchored by a belief in the inherent dignity of each person.

Through its undergraduate and graduate programs in liberal arts, sciences and business, Stonehill College provides an education of the highest caliber that fosters critical thinking, free inquiry and interchange of ideas.

In fulfillment of its motto, *Lux et Spes*, Stonehill College educates the whole person so that each Stonehill graduate thinks, acts and leads with courage to create 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.

Founding and History of the College

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

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

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

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

In September 1948, Stonehill College enrolled its first students. In 1951, the College expanded enrollment to welcome women students. Stonehill conducted its first commencement exercises in 1952. In December 1959, Stonehill received full accreditation from and membership in the New England Association of Colleges and Secondary Schools (NEASC). NEASC was renamed the New England Commission of Higher Education (NECHE) in 2018.

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.

In 2017, in order to better define institutional identity, signal institutional selectivity, and anchor new undergraduate and master's programs, the academic program was restructured into two schools: the School of Arts & Sciences and the School of Business. The Thomas and Donna May School of Arts & Sciences includes departments and programs in Education (including the graduate program in Special Education), Humanities, Natural Sciences, Social Sciences, and Visual and Performing Arts. Nearly two-thirds of all Stonehill students major in one of these programs. The Leo J. Meehan School of Business includes the departments of Business Administration, Economics and Healthcare Administration as well as the graduate program in Integrated Marketing Communication.

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. and to commit the Congregation to an active presence in both academic and pastoral positions at the College.



DEGREES AND ACCREDITATIONS

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

Stonehill College is accredited by the New England Commission of Higher Education (NECHE) (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university 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 Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee 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 Commission should be directed to the Stonehill College, Attn: Clerk of the Corporation, 320 Washington Street, Easton, MA 02357. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781-425-7785
[***info@neche.org***](mailto:info@neche.org)

Additional Accreditations

- Association to Advance Collegiate Schools of Business (AACSB International)
- American Chemical Society (ACS)
- Association of University Programs in Health Administration (AUPHA); Full Certification

Memberships

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

ACADEMICS AND THE CURRICULUM

Academics

The combination of the Skyhawk Core Curriculum and major programs of study promote a strong liberal education that challenges students of diverse backgrounds to enter into intellectual, social, and moral discovery. The synergy between the Core Curriculum and the high-quality academic programs offered through the Thomas and Donna May School of Arts & Sciences and the Leo J. Meehan School of Business gives our Stonehill graduates the essential tools to create meaningful lives, rewarding careers, and participatory citizenship.

The Stonehill curriculum cultivates a student-centered environment that is nurtured by small classes and enriching student-faculty relationships. Major and minor programs of study emphasize depth of knowledge and practice in a particular discipline. While students must complete requirements within the major or minor, they also have the flexibility to explore academic opportunities unique to their own educational plans. Such opportunities include the honors program, internships, international experiences, interdisciplinary concentrations, community-based learning opportunities, directed study, and independent research.

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

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



The Curriculum

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

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

The Skyhawk Core Curriculum

The Skyhawk Core Curriculum fosters inquiry, exploration, and discovery, anchored in the Holy Cross Catholic social justice tradition of compassion and concern for the dignity and welfare of every person. With a flexible foundation in the liberal arts, our students partner with a team of faculty and advisors to develop the skills, knowledge, and character to think, act, and lead with the courage to help create a more just and compassionate world.

See the Skyhawk Core Curriculum program on page 13 for more information!

The Major

Higher education should both facilitate intellectual growth and equip students to take their place as responsible members of society. Students are to prepare themselves for some field of graduate or professional study, or for a more immediate career in such areas as teaching, government, business, industry, or social service.

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

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

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

Disciplinary Minor (Optional)

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

Interdisciplinary Minor (Optional)

Interdisciplinary Minors give students the opportunity to explore, in some depth, a well-defined question or topic beyond the major. The Interdisciplinary Minor provides students with maximum flexibility to propose a course of study, comprised of classes and other academic experiences, as a path to conduct an interdisciplinary inquiry that may or may not be related to the Major or Disciplinary Minor. Students submit a proposal for an Interdisciplinary Minor that will include no less than four and no more than five academic units.

Electives

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

Moreau Honors Program

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

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

Participation in the Moreau Honors Program is designed to achieve the following additional and extended outcomes:

- Increased intellectual growth and independent thinking;
- Development of effective leadership qualities;
- Recognition of a sense of place within a community of scholars;
- Ability to conduct independent research in the context of scholarship in the discipline; and
- Exploration and setting of goals beyond Stonehill College.

Honors Program Curriculum

Program Director

Edward McGushin

May Hall 240

508-565-1316

emcgushin@stonehill.edu

Courses in the Moreau Honors Program are limited to 20 students (first-year, 100-level courses are limited to 16), ensuring that each is taught in a seminar style that invites vigorous participation. Faculty encourage Honors students to become engaged in course material through ongoing dialogue and presentations, and thus to become active rather than passive learners.

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

- In their first semester, Honors students will take at least one Honors core humanities course.
- In their second semester, Honors students will take the HON 100 - Honors Introductory Seminar. This one-credit course introduces the importance of leadership, intellectual curiosity, and service to the Stonehill community and will offer opportunities to enhance community life of the college (e.g., volunteer work, inviting speakers to the college, organizing faculty lecture series, helping coordinate visits by noteworthy guests, planning entertainment and cultural events, and bringing about changes in College policies on a variety of issues, etc.).
- To complete the requirement for five Honors courses, students may take Honors courses that satisfy either Core Curriculum or major/minor requirements or serve as general electives. Honors language courses count for no more than one honors requirement. One and only one of these courses can be a non-Honors course for Honors Program credit. A Moreau Honors student who completes the IDEAS seminar and facilitates an IDEAS course may receive credit for a single Moreau Honors 3-credit course. Contact the Honors Program Director for more information.
- In the senior year, Honors students will take HON 400 - Honors Senior Seminar, a one-credit course in the spring in which they will share in a series of conversations, workshops, and presentations that articulate and assess the outcomes of their academic career at Stonehill.

Moreau Honors students in the Notre-Dame 3+2 Engineering Program have to take three Honors courses (no conversions are permitted), plus the HON 100 - Honors Introductory Seminar and the HON 400 - Honors Senior Seminar.

Moreau Honors students must have a 3.5 cumulative grade-point-average (GPA) and graduate cum laude to graduate with a Moreau Honors Scholar designation.

Honors Program Resources

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

For more information about the Moreau Honors Program, contact The Honors Program Director.

Pre-Professional Advising

Pre-Health Professions Advising: Pre-Health Professions Advising provides guidance to those students with an interest in a career as chiropractor, dentist, nurse/nurse practitioner, occupational therapist, optometrist, pharmacist, physical therapist, physician, physician assistant, podiatrist, veterinarian or other health professional.

Stonehill does not offer a major in any one of the pre-health disciplines. Students pursuing one of these career paths usually major in one of the sciences (biochemistry, biology, chemistry, health science or neuroscience). However, a major in a non-science discipline is certainly a viable option. Regardless of the major you choose, what is important is that you take the courses that are prerequisites for the professional schools to which you intend to apply as well as those that will sufficiently prepare you to take the appropriate standardized entrance examination (e.g., MCAT, DAT, OAT, PCAT).

Andrew Leahy, Director of Career Development, is the primary Pre-Health Professions Advisor. He will work closely with you to ensure that you are well-informed about and prepared for the application process for professional school. Developing a strong working relationship with Andrew will ensure that you develop an appropriate four-year academic plan that not only includes the necessary prerequisite courses but also valuable clinical (e.g., shadowing, internship, work, and volunteer) and research experiences. He can also discuss with you the affiliation agreements that Stonehill College has with certain graduate programs. Students are not obligated to attend our affiliated schools and are able to apply to the programs of their choice.

Craig Kelley, Associate Vice President for Academic Operations, will work with pre-health professions school applicants during the application process and, when necessary, to arrange interviews with Stonehill's Pre-Health Professions Advisory Committee and to coordinate the writing and submission of composite Committee Letters of Evaluation.

Pre-Law Advising: A formal advising program for students interested in law school is coordinated by the Pre-Law Advisor, **Prof. Robert Rodgers**, Assistant Professor of Political Science. There is no required academic program for pre-law students.

Pre-Theology Advising: Advising is available for students who are interested in preparing for lay leadership positions in a parish or ecclesial community, or who are interested in preparing for a career in academic theology in secondary or higher education. **Rev. Stephen Wilbricht**, C.S.C., Associate Professor of Religious Studies, will advise students in the graduate school application process.

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

Integrating Democratic Education at Stonehill (IDEAS)

Integrating Democratic Education at Stonehill (IDEAS) is an interdisciplinary, student-centered program that fosters engagement and active learning by creating an environment for students to share their passions, wisdom, and knowledge with one another. The IDEAS Program is organized around peer-facilitated courses. These one-credit pass/fail elective classes are intended to complement, rather than replace, students' traditional academic experiences. Indeed, one of the program's main goals is to enhance student engagement in classes outside of the IDEAS Program.

IDEAS classes begin in the spring of the preceding academic year, when rising sophomores, juniors, and seniors can apply to be course facilitators. During the fall semester, facilitators meet several times with the faculty and student co-directors to discuss learning objectives, syllabus design, class activities, and lesson plans. Course enrollment takes place during the add/drop period in the late fall, when students can sign up through myHill on a first-come basis. Enrollment is limited to no fewer than four and no more than eight students in order to promote discussion and engagement. During the spring semester, IDEAS courses meet for approximately two hours per week over 13 weeks; students are required to attend and participate in each class meeting.

Ultimately, the IDEAS Program aspires to offer classes that are academically rigorous and engaging. In recent years students have facilitated classes on topics including the chemistry of baking, gender dynamics in popular culture, student activism and social justice, constitutional debates, culture and ethnicity, science and spirituality, and understanding stress reduction strategies such as yoga. Students can enroll in only one IDEAS course for credit each spring. Students may take up to three IDEAS classes (for a total of three credits) over their time at Stonehill.

For more information on IDEAS, contact Prof. Shane Savage-Rumbaugh, Director and Professor of Studio Arts.

Honor Societies

ALPHA ALPHA ALPHA Founded in 2018, Tri-Alpha is the National Honor Society for First-Generation college students. Students qualify for induction upon achieving above-average academic performance and neither of the student's parents, stepparents, nor legal guardians completed a bachelor's degree in the U.S. As of 2023, the society has nearly 1,000 chartered chapters across the U.S., and Canada. Staff Advisor: Omar Rodriguez

ALPHA KAPPA DELTA The International Sociology Honor Society recognizes academic excellence in the study of sociological theories and research methodologies, as well as the application of this knowledge to understanding social problems and social justice. Faculty Advisor: Prof. Jungyun Gill

ALPHA MU ALPHA The national marketing honor society for qualified marketing majors. Membership status in Alpha Mu Alpha is available to individuals who attend a college or university having an established AMA collegiate chapter, and/or who attend a regionally or nationally accredited institution. Faculty Advisor: Prof. Eddie Rhee

ALPHA PSI OMEGA Campus chapter, ZETA SIGMA, of the National Honor Society in Theatre Arts. Recognizes outstanding achievement by students in educational theatre. Faculty Advisor: Prof. Matthew Greene

BETA ALPHA PSI Founded in 1919, Beta Alpha Psi is an honor organization at Stonehill for Accounting majors and Master's Degree candidates in Data Analytics. There are over 300 chapters on college and university campuses with over 300,000 members initiated since Beta Alpha Psi's formation. All chapters are AACSB- and/or EQUIS-accredited. Faculty Advisor: Prof. Alex Yen

BETA GAMMA SIGMA BGS is the international honor society for AACSB-accredited schools, which are the top 5 percent of business school programs around the world. From the pool of Beta Gamma Sigma chapters, only the top 10 percent of undergraduate students, the top 20 percent of graduate students, and some of the most accomplished business practitioners are eligible to be recognized as a member. Faculty Advisor: Prof. Ginger Meng

EDWIN H. SUTHERLAND CRIMINOLOGY HONOR SOCIETY The Edwin H. Sutherland Criminology Honor Society recognizes students who demonstrate outstanding academic achievement in Criminology and fosters a community of young scholars dedicated to enhancing their understanding of the causes, prevention, control, and treatment of crime and delinquency. Faculty Advisor: Prof. Pamela Kelley

FINANCIAL MANAGEMENT ASSOCIATION INTERNATIONAL HONOR SOCIETY Founded in 1974, the NHS is the only international honor society specifically for Finance majors. NHS recognizes scholastic achievement through induction of students who have demonstrated superior scholarship. Faculty Advisor: Prof. Michael Mullen

KAPPA DELTA PI Founded in 1911, the Kappa Delta Pi (KDP), Honor Society in Education was the first discipline-specific honor society to welcome teachers who were women or people of color. KDP was founded to celebrate and embrace all teachers of excellence as an inclusive organization. Its membership is limited to the top 20 percent of those entering the field of education. Faculty Advisor: Prof. Stephen Pinzari

KAPPA MU EPSILON Founded in 1931, Kappa Mu Epsilon (KME) is a specialized honor society to promote the interest of mathematics among undergraduate students. Its motto is simply to "Develop an appreciation for the beauty in mathematics." Members are students of mathematics and other closely related fields who have attained academic distinction. Faculty Advisor: Prof. Timothy Woodcock

LAMBDA EPSILON SIGMA Stonehill Honor Society that recognizes academic accomplishments and fosters scholarly activities. Members selected from all major areas of concentration on the basis of academic accomplishment. Faculty Advisor: Prof. Jennifer Swanson

LAMBDA PI ETA Lambda Pi Eta (LPH) is the National Communication Association's official honor society at four-year colleges and universities for Communications majors. LPH represents what Aristotle described in Rhetoric as three ingredients of persuasion: logos (Lambda), meaning logic; pathos (Pi), relating to emotion; and ethos (Eta), defined as character credibility and ethics. LPH has more than 500 active chapters at four-year colleges and universities nationwide. Faculty Advisor: Prof. Anne Mattina

NU RHO PSI Nu Rho Psi is the National Honor Society in Neuroscience, founded in 2006 by the Faculty for Undergraduate Neuroscience and now an independent honor society. Membership is by invitation and is open to undergraduate and graduate students who are making the study of Neuroscience one of their major interests and who meet the other academic qualifications. Charters have been awarded to a select 110 chapters (including Stonehill) in all regions of the United States. Faculty Advisor: Prof. John McCoy

OMICRON DELTA EPSILON As one of the world's largest academic honor societies, Omicron Delta Epsilon honors outstanding academic achievement in Economics. Its mission is to establish closer ties between students and faculty in Economics within colleges and universities, and among colleges and universities. There are approximately 700 active ODE chapters worldwide. Faculty Advisor: Prof. Mark Kazarosian

PHI ALPHA THETA Established in 1921, Phi Alpha Theta (PAT) is an American honor society for undergraduate and graduate students and professors of History. The society has over 400,000 members, with some 9,000 new members joining each year through 970 chapters nationwide. Faculty Advisor: Prof. Todd Gernes

PHI LAMBDA UPSILON Phi Lambda Upsilon was founded as an Honorary Chemical Society in March 1899. This was the first honor society dedicated to a single scientific discipline. Over its more than 120-year history, Phi Lambda Upsilon has grown into an organization comprising seventy-three chapters and more than 60,000 members. Faculty Advisor: Prof. Marilena Hall

PI SIGMA ALPHA As the national Political Science Honor Society, Pi Sigma Alpha recognizes and promotes high academic achievement in the field of political science. Founded in 1920, the society's inductees include one president, three Supreme Court justices, dozens of members of Congress, and many outstanding political science majors who demonstrated academic excellence and a passion for politics and policy. Faculty Advisor: Prof. Rob Rodgers

PSI CHI Psi Chi, the International Honor Society in Psychology (founded in 1929), was created to acknowledge excellence in scholarship and to advance the scientific study of psychology. It is an organization that recognizes scholastic achievement, as well as encourages leadership and research within the field of psychology. To date, Psi Chi has more than three-quarters of a million members. Faculty Advisor: Prof. Erin O'Hea

SIGMA DELTA PI Founded in 1919, Sigma Delta Pi, the National Collegiate Hispanic Honor Society, is a non-profit organization that honors those who excel in the study of the Spanish language and in the study of the literature and culture of the Spanish-speaking world. Members foster an understanding, appreciation and respect for the peoples, cultures, and societies of the Spanish-speaking world. The society honors those who have promoted and reinforced a better understanding of the contributions of the Spanish-speaking world. Faculty Advisor: Prof. Juan Carlos Martín

SIGMA IOTA RHO Founded in 1984, Sigma Iota Rho promotes and rewards scholarship and service among students who have demonstrated exceptional academic performance and engagement in International Affairs. Faculty Advisor: Prof. Rob Rodgers

SIGMA TAU DELTA Sigma Tau Delta is the International English Honor Society that recognizes high achievement in the study of English language and literature. With over 770 active chapters located around the world, more than 7,500 members are inducted annually, Sigma Tau Delta celebrates and promotes the study of English language and literature. Faculty Advisor: Prof. Scott Cohen

SIGMA ZETA Founded in 1925, Sigma Zeta is a national undergraduate honor society to encourage and foster scholarly activity and recognize academic scholarship in the natural and Computer Sciences and Mathematics. Faculty Advisor: Prof. Rachel Monyak

THETA ALPHA KAPPA Founded in 1976, Theta Alpha Kappa recognizes the academic achievements of students in Religious Studies and Theology. Since then, Theta Alpha Kappa has chartered more than 350 chapters in higher educational institutions throughout the United States. It is the only national honor society dedicated to recognizing academic excellence in religious studies and theology for undergraduate and graduate students. Faculty Advisor: Prof. Shari Lowin

UPSILON PHI DELTA Upsilon Phi Delta (UPD) is a United States honor society for college students and individuals in the field of Healthcare Administration. The society was formed in 1965 to recognize and support academic excellence by health administration students and to advance the profession. UPD is a member of the Association of University Programs in Health Administration, which oversees its operations. Faculty Advisor: Prof. Mitch Glavin

The Skyhawk Core Curriculum

Program Director

Fr. Kevin Spicer
Dean of the May School of Arts & Sciences
May Hall 227
508-565-1090
kspicer@stonehill.edu

The Skyhawk Core Curriculum fosters inquiry, exploration, and discovery, anchored in the Holy Cross Catholic social justice tradition of compassion and concern for the dignity and welfare of every person. With a flexible foundation in the liberal arts, our students partner with a team of faculty and advisors to develop the skills, knowledge, and character to think, act, and lead with the courage to help create a more just and compassionate world.

Education Foundation

The Stonehill Skyhawk Core Curriculum is comprised of four foundational dimensions:

Writing

Writing is central to a Stonehill education. Stonehill's writing courses enable students to think through and explain complicated materials clearly and persuasively, developing strong arguments and powerful narratives.

Ways of Knowing: Sciences and Humanities

A key aspect of the Skyhawk Core Curriculum consists of courses in the sciences and humanities. Ways-of-Knowing courses raise essential human questions and provide social, historical, and scientific contexts for making sense of the world around us.

Mission: Justice and Compassion

At the heart of our curriculum stands our commitment to the inherent dignity of each person and to the creation of a more just and compassionate world. Mission courses help students wrestle with questions about justice, injustice, compassion, and cruelty, how to think creatively and critically about them, and to discover the resources that are available within our world's deep ethical and religious traditions.

Capstone

The Stonehill academic experience culminates in an integrative capstone project or experience, tailored to the individual student's major, goals, and interests.

Recommended Course Sequencing and Guidelines

First Year

First Year Writing Seminar (1 course)
Language, Arts, and Humanities (1 course)

First Year or Sophomore Year

Diversity, Power and Resistance (1 course)
History and Social Science (1 course)
Language, Arts, and Humanities (1 course)

Sophomore Year

Catholic Thought and Action (1 course)

Sophomore or Junior Year

Writing in the Disciplines (1 course)

Junior Year

Ethical Reasoning (1 course)

Any Year

Global Perspectives (satisfied through Language, Arts, and Humanities or History and Social Science)

History and Social Science (1 course)

Language, Arts and Humanities (2 courses)

Natural Science (1 course)

Statistical Reasoning (1 course)

Senior Year

Capstone (1 course)

WRITING

First Year Writing

First Year Writing courses focus on learning to write clearly and persuasively in small classes organized around engaging themes.

- FYW 100 - First Year Writing

Writing in the Disciplines (WID)

Writing in the Disciplines courses, fulfilled in a student's major, introduce students to the stylistic and scholarly conventions of particular disciplines and fields. If a specific WID is not articulated in the major, any of the courses below may be taken to fulfill the requirement (prerequisites apply).

- BCH 345 - Biochemistry Laboratory (WID)
- BIO 211 - Cell Biology
- CHM 441 - Advanced Chemistry Laboratory - Fall (WID)
- COM 441 - Rhetorical Criticism (WID)
- CRM 310 - Research Methods for Criminology (WID)
- CSC 400 - Capstone: Software Engineering (WID)
- CSD 370 - Clinical Methods in Communication Sciences and Disorders
- ECO 242 - Econometrics (WID)
- ENG 301 - Topics in Medieval Literature (WID)
- ENG 304 - Topics in Early Modern Literature (WID)
- ENG 306 - Topics in British Literature, 1700-1900 (WID)
- ENG 367 - Topics in Nineteenth-Century American Literature (WID)
- ENG 390 - Topics in Modernism (WID)
- ENG 392 - Topics in Postcolonial and Global Literature (WID)
- ENV 202 - Environmental Writing (WID)
- HCM 410 - Healthcare Management Senior Seminar (WID)
- HIS 420 - Historical Theory and Writing (WID)
- HSC 350 - Understanding Health Disparities (WID)
- JRN 101 - Advanced Reporting and News Writing (WID)
- MGT 352 - Legal Environment of Business (Writing in the Disciplines)
- MTH 191 - The Language of Mathematics (WID)
- NEU 271 - Research Methods in Neuroscience (WID)
- PHL 285 - Philosophy of Science
- PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?
- PHL 400 - Writing in the Disciplines, Philosophy Supplement
- PHY 224 - Quantum Waves
- POL 210 - Research Methods in Political Science
- PSY 271 - Research Methods in Psychology (WID)
- RST 411 - Approaches to the Study of Religious Traditions (WID)
- SOC 312 - Qualitative Research (WID)
- VPA 210 - Writing for the Arts (WID)
- VPM 245 - Music in World Religions (WID)
- VPT 306 - Introduction to Playwriting (WID)
- WRI 401 - Writing-in-the-Disciplines Supplement

WAYS OF KNOWING: SCIENCE AND HUMANITIES

Global Perspectives

Global Perspectives courses explore world views, cultures, and/or languages that are different from the dominant US/English-speaking culture.

- ANT 230 - Families in Cross-Cultural Perspective
- ANT 233 - Language and Culture
- ANT 315 - Latin American People and Cultures
- ANT 316 - People & Cultures of Russia & East Europe
- ANT 328 - Illness and Society
- ARB 131 - Elementary Arabic I
- ARB 132 - Elementary Arabic II
- ARB 231 - Intermediate Arabic I
- ARB 232 - Intermediate Arabic II
- ARB 490 - Directed Study: Topics in Arabic
- CHN 131 - Elementary Chinese I
- CHN 132 - Elementary Chinese II
- CHN 231 - Intermediate Chinese I
- CHN 232 - Intermediate Chinese II
- CHN 331 - Advanced Chinese I
- CHN 332 - Advanced Chinese II
- CHN 333 - Chinese TV Series
- CHN 334 - Chinese Conversation and Composition
- CHN 490 - Directed Study: Topics in Chinese
- CRM 355 - Global Crime
- CRM 356 - Terrorism
- ENG 100/116 - Literature in Translation?
- ENG 168 - Global Fictions
- GOS 178 - Spanish for Business Professionals I
- GOS 278 - Spanish for Business Professionals II
- GOS 279 - Spanish and Hispanic Cultures for Professionals I
- GOS 378 - Spanish and Hispanic Cultures for Professionals II
- HIS 205 - Irish American Experience
- HIS 214 - Ireland: From Colony to Nation State
- HIS 217 - Beneath the Skull and Cross Bones: A Global History of Piracy
- HIS 221 - Ancient Mediterranean Greece and Rome
- HIS 222 - Pathfinders: A Global History of Exploration
- HIS 223 - Crosscurrents and Connections: Encounters in the Atlantic World
- HIS 228 - History of U.S. Foreign Relations
- HIS 231 - Medicine, Healthcare, and Society in Europe 1000-1700
- HIS 232 - The Vietnam War in History and Memory
- HIS 236 - Money and Power in Europe 1000-1700
- HIS 238 - The Nuclear Age
- HIS 239 - Ecological History of the World
- HIS 242 - Crime, Punishment, and Justice in Europe 1000-1700
- HIS 243 - Asian American History
- HIS 244 - Colonial Latin America
- HIS 245 - Modern France
- HIS 271 - World History I
- HIS 272 - World History II
- HIS 278 - History of the Islamic World I
- HIS 290 - History of the Islamic World II
- HIS 295 - History of India
- ITA 131 - Elementary Italian I
- ITA 132 - Elementary Italian II
- ITA 231 - Intermediate Italian I
- ITA 232 - Intermediate Italian II
- ITA 490 - Directed Study: Topics in Italian (WID)
- PHL 255 - African Philosophy
- POL 143 - International Politics

- POL 277 - Global Wealth, Power and Poverty
- POL 331 - Global Security Studies
- POL 339 - The United States and Latin America
- POL 340 - European Politics
- POL 347 - Nationalism and Ethnic Conflict
- POL 352 - Democracy in Decline
- POL 356 - Politics of the Middle East
- POL 381 - Citizens of the World
- POL 384 - Contemporary Russian and Eurasian Politics
- RST 100/124 - God Doesn't Do Religion
- RST 100/129 - From Cloister to CrossFit: Religion in Medieval and Modern Worlds
- RST 206 - Islamic Traditions
- RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
- RST 336 - Women in the Islamic Tradition
- SOC 232 - Social Problems and Social Justice
- SOC 237 - Sociology of Gender
- SPA 131 - First Semester Spanish
- SPA 132 - Second Semester Spanish
- SPA 178 - Spanish for Business Professionals I
- SPA 231 - Third Semester Spanish
- SPA 232 - Fourth Semester Spanish
- SPA 250 - Coexistence and Conflict: Multiculturalism in Early Modern Spain
- SPA 251 - Conflict, Oppression, and Resistance in Hispanic Film
- SPA 252 - Conflict and Resistance: Today's Multicultural Spain
- SPA 253 - Queer Iberia: Sexualities in Early Modern Spain
- SPA 254 - Race, Religion, and Ethnicity in Early Modern Spain
- SPA 255 - Recuperating Female Voices from Fascist Spain
- SPA 256 - Race, Racialization, and Ethnocentricity in Spain
- SPA 278 - Spanish for Business Professionals II
- SPA 279 - Spanish and Hispanic Cultures for Professionals I
- SPA 331 - Perspectives in Spanish Language and Culture I
- SPA 333 - Survey of Latin American Culture and Literature I
- SPA 334 - Survey of Latin American Culture and Literature II
- SPA 335 - Survey of Spanish Culture and Literature I
- SPA 336 - Survey of Spanish Culture and Literature II
- SPA 337 - Multicultural Spain: From Dictatorship to Democracy
- SPA 340 - Hispanic Cultures Through Film
- SPA 343 - Seminar in Spanish: Cervantes
- SPA 344 - Introduction to Contemporary Spanish Narrative
- SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
- SPA 347 - 20th Century Hispanic Poetry
- SPA 348 - Science, Literature, and Film in Spain
- SPA 349 - U.S. Hispanic Literature: Voices and Experiences on Migration and Immigration
- SPA 350 - Spanish Linguistics
- SPA 351 - Spanish Conversation for Fluency
- SPA 353 - Spain's Multicultural Middle Ages
- SPA 354 - Vamps and Virgins: Sex in the (Medieval) City
- SPA 355 - Marginalized Voices from Colonial Latin America
- SPA 356 - The Sword and the Cross
- SPA 378 - Spanish and Hispanic Cultures for Professionals II
- SPA 475 - Internship in Spanish Studies
- SPA 490 - Directed Study: Topics in Spanish
- VPD 120 - Global Dance Traditions
- VPM 184 - Survey of World Music
- Or any topics or transfer course with a GP attribute

History and Social Science

History and Social Science courses focus on human behavior and interactions, institutions and social groups, and ideas and ideologies in the past and present. Two different subject areas must be taken to complete this requirement.

- ANT 105 - Introduction to Cultural Anthropology
- ANT 200 - Foundations of Archeology
- ANT 230 - Families in Cross-Cultural Perspective
- ANT 233 - Language and Culture
- ANT 304 - Museum Studies
- ANT 315 - Latin American People and Cultures
- ANT 316 - People & Cultures of Russia & East Europe
- ANT 328 - Illness and Society
- ANT 329 - Anthropology of Violence
- ANT 350 - Topics in Anthropology
- ANT 405 - History and Practice of Cultural Antropology
- ANT 497 - Anthropology Senior Thesis
- COM 105 - Interpersonal Communication
- COM 107 - Introduction to Media Studies
- COM 207 - Media Criticism
- COM 305 - The Art and Science of Happiness and Communication
- COM 310 - Organizational Communication
- COM 311 - Public Relations and Social Media
- COM 315 - Intercultural Communication
- COM 318 - Persuasion and Social Movements
- COM 325 - Leadership and Communication
- COM 333 - Topics in Media Studies
- COM 441 - Rhetorical Criticism (WID)
- CRM 120 - Critical Introduction to Criminal Justice
- CRM 204 - Sociology of the Prison
- CRM 205 - Introduction to Policing
- CRM 224 - Juvenile Delinquency
- CRM 225 - Probation & Parole
- CRM 227 - Introduction to Corrections
- CRM 273 - Criminal Mind, Mental Illness and Criminality
- CRM 355 - Global Crime
- CRM 356 - Terrorism
- ECO 176 - Microeconomic Principles
- ECO 178 - Macroeconomic Principles
- HIS 202 - American Family History
- HIS 205 - Irish American Experience
- HIS 206 - History of American Freedom
- HIS 210 - Shamans, Prophets, and Saints: Mystics in World History
- HIS 212 - Heretics, Reformers, and Radicals: Women and Power in American History
- HIS 214 - Ireland: From Colony to Nation State
- HIS 217 - Beneath the Skull and Cross Bones: A Global History of Piracy
- HIS 221 - Ancient Mediterranean Greece and Rome
- HIS 222 - Pathfinders: A Global History of Exploration
- HIS 223 - Crosscurrents and Connections: Encounters in the Atlantic World
- HIS 224 - The Life and Times of Frederick Douglass
- HIS 225 - History and Film
- HIS 228 - History of U.S. Foreign Relations
- HIS 231 - Medicine, Healthcare, and Society in Europe 1000-1700
- HIS 232 - The Vietnam War in History and Memory
- HIS 235 - Revolutionary History: Hamilton
- HIS 236 - Money and Power in Europe 1000-1700
- HIS 238 - The Nuclear Age
- HIS 239 - Ecological History of the World
- HIS 242 - Crime, Punishment, and Justice in Europe 1000-1700
- HIS 243 - Asian American History
- HIS 244 - Colonial Latin America

- HIS 245 - Modern France
- HIS 271 - World History I
- HIS 272 - World History II
- HIS 281 - American Nation I
- HIS 282 - American Nation II
- HIS 289 - African American History
- HIS 290 - History of the Islamic World II
- HIS 295 - History of India
- HIS 337 - The Electric Guitar in American Culture
- POL 123 - American Government and Politics
- POL 134 - Comparing States
- POL 143 - International Politics
- POL 233 - Law, Politics, and Society
- POL 245 - US Foreign Policy
- POL 247 - Elections in America
- POL 255 - Environmental Policy and Politics
- POL 277 - Global Wealth, Power and Poverty
- POL 280 - Introduction to Public Policy
- POL 329 - Campaigns: History, Practices, Communication
- POL 330 - The Politics of Cybersecurity
- POL 331 - Global Security Studies
- POL 332 - The American Presidency
- POL 333 - Power to the People: Understanding Democracy
- POL 336 - Constitutional Law and Politics
- POL 337 - Public Administration
- POL 339 - The United States and Latin America
- POL 340 - European Politics
- POL 346 - Immigration and the American Ideal
- POL 347 - Nationalism and Ethnic Conflict
- POL 352 - Democracy in Decline
- POL 353 - International Law and Organizations
- POL 355 - Terror, State, and Society
- POL 356 - Politics of the Middle East
- POL 358 - Massachusetts State Politics
- POL 360 - The United States Congress
- POL 381 - Citizens of the World
- POL 384 - Contemporary Russian and Eurasian Politics
- POL 390 - Politics in Washington, D.C.
- POL 410 - Global Development and Security Studies
- PSY 101 - Introduction to Psychology
- SOC 101 - Introduction to Sociology
- SOC 205 - Sociology of Marriage and Family
- SOC 227 - Human Services
- SOC 232 - Social Problems and Social Justice
- SOC 234 - Racial and Ethnic Diversity
- SOC 237 - Sociology of Gender
- SOC 250 - Sociology of Autism
- SOC 290 - Drugs and Society
- SOC 295 - Topics in Sociology
- SOC 305 - Sociological Theories
- SOC 328 - Community Organizing: People, Power & Change
- SOC 340 - Sociology of Childhood and Child Welfare
- SOC 405 - Seminar on Public Sociologies
- SOC 407 - Seminar: Social Movements
- SOC 409 - Seminar: Deviance and Control
- SOC 413 - Seminar: Sociology of Education
- SOC 415 - Seminar: American Inequality
- SOC 470 - Capstone Internship in Sociology
- SOC 497 - Senior Thesis
- Or any topics or transfer course with an HSS attribute

Language, Arts, and Humanities

Language, Arts, and Humanities courses explore the deepest human concerns and ideas through the lenses of art, literature, language, philosophy, and religion. A minimum of two subject areas must be taken to complete this requirement.

- ARB 131 - Elementary Arabic I
- ARB 132 - Elementary Arabic II
- ARB 231 - Intermediate Arabic I
- ARB 232 - Intermediate Arabic II
- ARB 490 - Directed Study: Topics in Arabic
- CHN 131 - Elementary Chinese I
- CHN 132 - Elementary Chinese II
- CHN 231 - Intermediate Chinese I
- CHN 232 - Intermediate Chinese II
- CHN 331 - Advanced Chinese I
- CHN 332 - Advanced Chinese II
- CHN 333 - Chinese TV Series
- CHN 334 - Chinese Conversation and Composition
- CHN 335 - Advanced Chinese III
- CHN 336 - Advanced Chinese IV
- CHN 337 - Chinese for Business
- CHN 338 - Topics in Chinese I
- CHN 490 - Directed Study: Topics in Chinese
- ENG 100/110 - Island Living/Island Leaving
- ENG 100/116 - Literature in Translation?
- ENG 100/119 - Gods and Monsters
- ENG 100/120 - "The Lunatic, the Lover, and the Poet": Metaphor and the Unconscious
- ENG 100/121 - Violence and Nonviolence
- ENG 100/123 - "In Sickness and in Health": Bodies in Literature
- ENG 100/124 - On the Road: Encounters with the "Other"
- ENG 100/126 - Love and Other Difficulties (Core/First-Year Seminar)
- ENG 100/128 - Wonderlands (Core/First-Year Seminar)
- ENG 100/139 - "Getting the Joke": Satire and Sentimentality
- ENG 100/140 - Daddy's Girls
- ENG 100/141 - Introduction to African American Literature
- ENG 100/142 - Between Two Worlds: Multi-Ethnic Literature and Film
- ENG 100/144 - Literary Evolutions
- ENG 100/146 - Telling It Slant: Unreliable Narrators in American Literature
- ENG 100/147 - Romanticism and How to Live
- ENG 100/148 - Sport Stories
- ENG 100/149 - Women in Literature: A Home in the Word
- ENG 100/150 - Writing About Film
- ENG 100/151 - In Passing: Performed Identities in Literature
- ENG 100/152 - Site-Specific Literature
- ENG 100/153 - Border Stories: Transcultural Literature
- ENG 100/154 - The Essay: Contemporary Voices
- ENG 100/157 - Poetry, Migration and Exile
- ENG 100/159 - Twice Told Tales
- ENG 100/160 - Marking Time
- ENG 100/161 - Dramatic Voices: Influences of Orality in Literature
- ENG 100/162 - Young Adult Literature: Marginalization and Coming of Age
- ENG 100/163 - American Nightmare/American Dream: Dystopic and Utopic American Literature
- ENG 105 - The Art of the Short Story
- ENG 164 - Introduction to Creative Writing
- ENG 166 - Tales of Mayhem and Mystery: An Introduction to Detective Fiction
- ENG 168 - Global Fictions
- ENG 169 - Poetic Idiom through the Ages
- ENG 172 - Literature of Protest
- ENG 173 - Fictional Futures
- ENG 200 - Introductory Topics in Literary Studies
- ENG 201 - British Literature to 1700
- ENG 204 - Drama

- ENG 205 - Fiction
- ENG 221 - Introductory Topics in Digital Humanities
- ENG 242 - Topics in Creative Writing: Poetry I
- ENG 243 - Topics in Creative Writing: Fiction I
- ENG 247 - Topics in Catholicism and Literature
- ENG 248 - Catholic Literature and the Modern World
- ENG 258 - Literature and Sports
- ENG 271 - Film and Story
- ENG 272 - Film and Culture
- ENG 273 - Hitchcock
- ENG 300 - Topics in Literary and Cultural Theory
- ENG 301 - Topics in Medieval Literature (WID)
- ENG 304 - Topics in Early Modern Literature (WID)
- ENG 306 - Topics in British Literature, 1700-1900 (WID)
- ENG 307 - Topics in British Literature, 1900 - Present
- ENG 310 - Topics in World and Comparative Literature
- ENG 317 - The Romantic Age I
- ENG 318 - The Romantic Age II
- ENG 326 - Topics in American Cinema
- ENG 344 - Topics in Creative Nonfiction
- ENG 345 - Topics in Creative Writing: Fiction II
- ENG 346 - Topics in Creative Writing: Poetry II
- ENG 348 - Topics in Religion and Literature
- ENG 349 - Irish Literature: Nationalism, Religion, Mother Ireland
- ENG 350 - Chaucer
- ENG 353 - Shakespeare
- ENG 358 - Desire and Death in Myth
- ENG 359 - Nineteenth-century British Poetry
- ENG 360 - American Literature to 1865
- ENG 361 - American Literature 1865-present
- ENG 362 - Topics in Poetry
- ENG 366 - Topics in Twentieth-Century American Literature
- ENG 367 - Topics in Nineteenth-Century American Literature (WID)
- ENG 368 - Race, Ethnicity, and American Culture
- ENG 369 - African American Literature
- ENG 372 - 'Zines, Chapbooks, and DIY Publishing
- ENG 373 - Gerard Manley Hopkins and his Contexts
- ENG 380 - Modern Poetry
- ENG 382 - American Drama
- ENG 389 - Alternative Modernisms
- ENG 390 - Topics in Modernism (WID)
- ENG 391 - Topics in Gender & Sexuality Studies
- ENG 392 - Topics in Postcolonial and Global Literature (WID)
- ENG 395 - Introduction to Postcolonial Literature and Culture
- ENG 398 - Telling Tales: Theories of Narrative
- ENG 422 - English Capstone Seminar
- ENG 475 - Internship in English
- ENG 476 - English Teaching Apprenticeship
- ENG 496 - Independent Research - English
- ENG 497 - Senior Thesis
- GND 101 - Introduction to Gender and Sexuality Studies
- GND 200 - Topics in Gender and Sexuality Studies
- GND 300 - Advanced Topics in Gender & Sexuality Studies
- GND 305 - Women of Color Writers
- GOS 178 - Spanish for Business Professionals I
- GOS 278 - Spanish for Business Professionals II
- GOS 279 - Spanish and Hispanic Cultures for Professionals I
- GOS 378 - Spanish and Hispanic Cultures for Professionals II
- ITA 131 - Elementary Italian I
- ITA 132 - Elementary Italian II
- ITA 231 - Intermediate Italian I

- ITA 232 - Intermediate Italian II
- ITA 490 - Directed Study: Topics in Italian (WID)
- PHL 114 - Our Bodies, Ourselves
- PHL 116 - What You Thought You Knew
- PHL 117 - Mind, Body, Self, and Science
- PHL 118 - Questions of Culture and Value
- PHL 120 - What is the Good Life?
- PHL 121 - Philosophy as a Way of Life
- PHL 123 - The Examined Life
- PHL 151 - Ethics and the Good Life
- PHL 160 - Freedom and the Just Society
- PHL 166 - Introductory Topics in Philosophy
- PHL 220 - Topics in Ethics
- PHL 225 - Moral Psychology
- PHL 235 - Biomedical Ethics
- PHL 241 - Think Better: Logic & Critical Thinking
- PHL 243 - This is What Feminism Looks Like
- PHL 250 - Is God Dead?
- PHL 251 - Political Philosophy
- PHL 252 - Minds, Brains and Technology
- PHL 255 - African Philosophy
- PHL 258 - Ancient Greek Philosophy
- PHL 260 - Buddhist Thought
- PHL 262 - Philosophy of Film
- PHL 265 - Readings in Contemporary Thought
- PHL 266 - Topics in Philosophy
- PHL 267 - Race and Racism
- PHL 270 - Freedom, Self, and Responsibility
- PHL 283 - Aesthetics
- PHL 285 - Philosophy of Science
- PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?
- PHL 325 - Ethical Leadership
- PHL 366 - Advanced Topics in Philosophy
- PHL 371 - Existentialism
- PHL 422 - Philosophy Seminar
- PHL 475 - Internship in Philosophy
- PHL 490 - Directed Study - Philosophy
- PHL 499 - Honors Research in Philosophy
- RST 100/112 - Saints and Sinners in Church History
- RST 100/117 - Gods, Myths, and Rituals in the Ancient Mediterranean
- RST 100/118 - Pilgrimage in Nature
- RST 100/120 - Deviance and the Divine
- RST 100/121 - Religion as Pharmakon: Poison or Cure
- RST 100/122 - Pilgrimage and Passage: Religion as "Sacred" Journey
- RST 100/123 - Demons, Devils and Satans: Monsters of Religion
- RST 100/124 - God Doesn't Do Religion
- RST 100/126 - Critique of Religion
- RST 100/129 - From Cloister to CrossFit: Religion in Medieval and Modern Worlds
- RST 135 - Experiencing God in Time: A Survey of Church History (Cornerstone Seminar)
- RST 206 - Islamic Traditions
- RST 208 - Capes, Veils, & Yarmulkes: Religion and Superheroes
- RST 209 - Introduction to Jewish Life and Religion
- RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
- RST 230 - Topics in Religious Studies
- RST 233 - American Catholic Social History
- RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
- RST 247 - Topics in Religious Approaches to Moral Issues
- RST 248 - Christian Prayer, Liturgy and Sacrament
- RST 249 - Sacraments, Justice, and the Moral Life
- RST 251 - Introduction to the Old Testament
- RST 252 - Introduction to the New Testament

- RST 253 - Models of the Church: Historical Developments
- RST 255 - Religions in the Roman Empire
- RST 256 - Church and Social Justice
- RST 262 - Religion in America
- RST 263 - Women's Religions in the Ancient Mediterranean World
- RST 264 - African American Biblical Interpretation
- RST 265 - Christian Theology and the Global World
- RST 266 - Race, Class, Gender and Ability in Biblical Texts
- RST 267 - Liberation Theology: Latin American Perspectives
- RST 268 - One Jesus, Many Portraits: Christology
- RST 269 - Jesus in the Islamic Tradition
- RST 274 - The Religions of Egypt
- RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
- RST 300 - The Catholic Tradition: Past and Present
- RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
- RST 302 - Gender, Power, and Ethnicity in the Bible
- RST 303 - The Virgin Mary and Divine Gender
- RST 304 - Households of Faith: Family in Early Christianity
- RST 307 - Buddhist Ethics
- RST 312 - Archaeology and the Bible
- RST 314 - Mysticism: The Experience of Transcendence
- RST 316 - Neoplatonism
- RST 317 - Gods, Kings and Justice in the Ancient World
- RST 318 - Archaeology and Religion in Ancient Greece
- RST 320 - Gospel Literature
- RST 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States
- RST 325 - Theology and Community Service
- RST 327 - Vatican II: Revolution or Reform
- RST 329 - Justice, Peace, and Ecology
- RST 331 - Introduction to Biblical Hebrew I
- RST 332 - Introduction to Biblical Hebrew II
- RST 333 - The American Catholic Experience
- RST 334 - The Mystery of Evil
- RST 336 - Women in the Islamic Tradition
- RST 337 - The God Question: Modern Challenges to Faith and Christian Responses
- RST 338 - Randy Rabbis, Naughty Imams: Love and Faith in Andalusia
- RST 346 - Feast or Famine? The Mass in the Modern Age
- RST 351 - Heretics, Saints & Martyrs
- RST 373 - Buddhism, Nature, and Environmental Ethics
- RST 411 - Approaches to the Study of Religious Traditions (WID)
- SPA 131 - First Semester Spanish
- SPA 132 - Second Semester Spanish
- SPA 178 - Spanish for Business Professionals I
- SPA 231 - Third Semester Spanish
- SPA 232 - Fourth Semester Spanish
- SPA 250 - Coexistence and Conflict: Multiculturalism in Early Modern Spain
- SPA 251 - Conflict, Oppression, and Resistance in Hispanic Film
- SPA 252 - Conflict and Resistance: Today's Multicultural Spain
- SPA 253 - Queer Iberia: Sexualities in Early Modern Spain
- SPA 254 - Race, Religion, and Ethnicity in Early Modern Spain
- SPA 255 - Recuperating Female Voices from Fascist Spain
- SPA 256 - Race, Racialization, and Ethnocentricity in Spain
- SPA 278 - Spanish for Business Professionals II
- SPA 279 - Spanish and Hispanic Cultures for Professionals I
- SPA 331 - Perspectives in Spanish Language and Culture I
- SPA 333 - Survey of Latin American Culture and Literature I
- SPA 334 - Survey of Latin American Culture and Literature II
- SPA 335 - Survey of Spanish Culture and Literature I
- SPA 336 - Survey of Spanish Culture and Literature II
- SPA 337 - Multicultural Spain: From Dictatorship to Democracy
- SPA 340 - Hispanic Cultures Through Film

- SPA 343 - Seminar in Spanish: Cervantes
- SPA 344 - Introduction to Contemporary Spanish Narrative
- SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
- SPA 347 - 20th Century Hispanic Poetry
- SPA 348 - Science, Literature, and Film in Spain
- SPA 349 - U.S. Hispanic Literature: Voices and Experiences on Migration and Immigration
- SPA 350 - Spanish Linguistics
- SPA 351 - Spanish Conversation for Fluency
- SPA 353 - Spain's Multicultural Middle Ages
- SPA 354 - Vamps and Virgins: Sex in the (Medieval) City
- SPA 355 - Marginalized Voices from Colonial Latin America
- SPA 356 - The Sword and the Cross
- SPA 378 - Spanish and Hispanic Cultures for Professionals II
- SPA 475 - Internship in Spanish Studies
- SPA 490 - Directed Study: Topics in Spanish
- VPA 101 - Introduction to Performing Arts
- VPA 102 - Introduction to Visual Thinking
- VPA 210 - Writing for the Arts (WID)
- VPD 120 - Global Dance Traditions
- VPD 141 - Dance and Movement
- VPD 151 - Dance Technique
- VPD 152 - Tap I
- VPD 186 - Introduction to Dance History
- VPD 210 - Teaching Dance
- VPD 253 - Jazz I
- VPD 254 - Modern Dance I
- VPD 255 - Ballet I
- VPD 256 - Dance for Musical Theatre
- VPD 257 - Introduction to Dance Composition
- VPD 260 - Topics in Dance
- VPD 354 - Modern Dance Technique II
- VPD 355 - Jazz Dance II
- VPD 356 - Ballet II
- VPD 360 - Arts Outreach: Dance
- VPG 101 - Graphic Design Foundations
- VPG 201 - Typography: Letterforms and Words in Graphic Design
- VPG 204 - Digital and Graphic Imaging
- VPG 205 - Type and Image
- VPG 302 - Package Design
- VPG 304 - Advertising Design
- VPG 305 - Web Site Design
- VPG 306 - Motion Graphics
- VPG 307 - 3-D Graphics, Illustration and Animation
- VPG 308 - Publication Design
- VPG 309 - Interactive Design
- VPG 320 - Topics in Graphic Design
- VPG 405 - Advanced Study in Graphic Design
- VPG 423 - Graphic Design Portfolio
- VPH 181 - Global Visual Traditions
- VPH 205 - History of Graphic Design
- VPH 209 - History of Photography
- VPH 217 - Early Modern Art: 1900-1945
- VPH 218 - Art Since 1945
- VPH 229 - Topics in Non-Western Art
- VPH 240 - Decolonizing Contemporary Art
- VPH 332 - Museums: Past and Present
- VPH 440 - Exhibitions & Collections: An Inside Look
- VPM 180 - Creating Music with Technology
- VPM 183 - History of Western Art Music
- VPM 184 - Survey of World Music
- VPM 186 - Introduction to Music Technology

- VPM 230 - Introduction to Music Improvisation
- VPM 231 - Piano Workshop
- VPM 240 - Music Theory
- VPM 243 - Hear Her Voice! Women Music Makers, Religion and Spirituality
- VPM 244 - Ten Centuries of the Musical Mass
- VPM 245 - Music in World Religions (WID)
- VPM 246 - Sound Recording Techniques
- VPM 248 - Sound Synthesis
- VPM 250 - Music in Disney's Animated Features
- VPM 331 - Advanced Piano Workshop
- VPM 341 - Composition: Songwriting
- VPM 450 - Capstone in Music
- VPS 102 - Introduction to Color Theory
- VPS 104 - Introduction to Drawing
- VPS 107 - Introduction to Studio Arts
- VPS 110 - Introduction to Painting
- VPS 115 - Introduction to Photography
- VPS 120 - The Handmade Studio: Making Art Material
- VPS 123 - The Nature of Art: Discovering the Artist Within
- VPS 125 - Artist, Craftsman, Alchemist
- VPS 201 - Sustainable Three-Dimensional Design
- VPS 204 - Intermediate Drawing
- VPS 206 - Printmaking
- VPS 208 - Watercolor Painting
- VPS 211 - Intermediate Photography
- VPS 215 - Sculpture
- VPS 230 - Arts Outreach: Studio Art
- VPS 235 - Collage
- VPS 243 - Documentary Photography
- VPS 312 - Topics in Contemporary Photography
- VPS 315 - Short Films and Graphic Novels
- VPS 324 - Figure Drawing
- VPS 326 - Portrait Studio
- VPS 327 - Topics in Painting
- VPS 330 - Abstract Painting
- VPS 331 - Landscape Painting
- VPS 335 - Experimental Media for the Artist
- VPS 406 - Advanced Studio Seminar
- VPT 110 - Introduction to Theatre History
- VPT 182 - Realism and Reality: Road to the Modern Stage
- VPT 203 - Acting I
- VPT 205 - Stagecraft
- VPT 212 - Musical Theatre
- VPT 216 - Improvisation
- VPT 220 - Production and Stage Management
- VPT 228 - Oral Interpretation
- VPT 300 - Acting II
- VPT 301 - Acting III
- VPT 302 - Directing
- VPT 310 - Introduction to Design
- VPT 312 - Musical Theatre II
- VPT 315 - Make-up for the Stage
- VPT 320 - Dramaturgy
- VPT 324 - Medieval Theatre: Staging the Divine
- VPT 331 - Topics in Theatre Arts I
- VPT 332 - Topics in Theatre Arts II
- VPT 360 - Arts Outreach: Theatre
- VPT 405 - Theatre Practicum

Natural Science

Natural Science courses explore the natural world and scientific methods and theories.

- BIO 101 - Biological Principles I
- BIO 102 - Biological Principles II
- BIO 290 - Scientific Methods: The Ocean
- CHM 113 - General Chemistry I
- CSC 102 - Introduction to Programming
- CSC 195 - How Computers Work
- DSC 105 - Introduction to Data Science
- ENV 200 - Principles of Environmental Science
- ENV 295 - Physical Geology
- ENV 326 - Sustainable Agriculture
- NEU 101 - Introduction to Neuroscience
- PHY 291 - Planets, Moons and the Search for Alien Life
- PHY 292 - The Universe
- VPS 125 - Artist, Craftsman, Alchemist
- Or any topics or transfer course with an NSCI attribute

Statistical Reasoning

Statistical Reasoning courses help students understand, interpret, evaluate, and organize quantitative and statistical data. If a specific statistics course is not articulated in the major, any of the courses below may be taken to fulfill the requirement (prerequisites apply).

- BIO 261 - Biological Statistics
- CHM 331 - Analytical Chemistry
- COM 206 - Introductory Statistics for Communication
- CRM 311 - Statistical Analysis in Criminology
- ECO 241 - Economic Statistics
- EDU 301 - Assessment and Analysis in Education
- EDU 308 - Assessment in Special Education
- HCM 203 - Statistics for Healthcare Managers
- MGT 206 - Business Statistics
- MTH 145 - Basic Quantitative Techniques
- MTH 207 - Statistical Reasoning: Chance
- MTH 225 - Statistics for Science
- MTH 396 - Probability and Statistics II
- PHY 321 - Statistical Physics
- PSY 261 - Introduction to Statistics
- SOC 311 - Quantitative Research
- Or any topics or transfer course with an STRE attribute

MISSION

Catholic Thought and Action

Catholic Thought and Action courses focus on the role and insights of Catholic thinkers and Biblical traditions.

- CRM 313 - Faith, Justice, and the Criminal Justice System
- ENG 247 - Topics in Catholicism and Literature
- ENG 248 - Catholic Literature and the Modern World
- ENG 349 - Irish Literature: Nationalism, Religion, Mother Ireland
- HIS 227 - Renaissance and Revolutions: Early Modern Europe
- HIS 262 - Medieval Europe, 400-1500
- HIS 326 - The Christian Churches in Nazi Germany
- JRN 305 - God Beat: Covering Catholicism in a Secular World
- PHL 250 - Is God Dead?
- POL 348 - Peace and Conflict Studies
- RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
- RST 233 - American Catholic Social History

- RST 247 - Topics in Religious Approaches to Moral Issues
- RST 248 - Christian Prayer, Liturgy and Sacrament
- RST 249 - Sacraments, Justice, and the Moral Life
- RST 252 - Introduction to the New Testament
- RST 253 - Models of the Church: Historical Developments
- RST 264 - African American Biblical Interpretation
- RST 266 - Race, Class, Gender and Ability in Biblical Texts
- RST 268 - One Jesus, Many Portraits: Christology
- RST 269 - Jesus in the Islamic Tradition
- RST 300 - The Catholic Tradition: Past and Present
- RST 303 - The Virgin Mary and Divine Gender
- RST 304 - Households of Faith: Family in Early Christianity
- RST 312 - Archaeology and the Bible
- RST 320 - Gospel Literature
- RST 325 - Theology and Community Service
- RST 333 - The American Catholic Experience
- RST 334 - The Mystery of Evil
- RST 337 - The God Question: Modern Challenges to Faith and Christian Responses
- RST 346 - Feast or Famine? The Mass in the Modern Age
- RST 351 - Heretics, Saints & Martyrs
- Or any topics or transfer course with a CTA attribute

Diversity, Power, and Resistance

Diversity, Power, and Resistance courses examine how understanding power and privilege may help us better answer the challenging questions connected to power, injustice, oppression, and resistance.

- ANT 233 - Language and Culture
- CRE 101 - Introduction to Critical Race and Ethnic Studies
- CRE 200 - Topics in Ethnic Studies
- CRE 300 - Advanced Topics in Ethnic Studies
- CRM 226 - Race, Racial Justice, and Equity
- CRM 304 - Victims of Crime
- CRM 315 - Women, Criminality, and the System
- CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
- ENG 100/141 - Introduction to African American Literature
- ENG 100/142 - Between Two Worlds: Multi-Ethnic Literature and Film
- ENG 366 - Topics in Twentieth-Century American Literature
- ENG 369 - African American Literature
- ENG 392 - Topics in Postcolonial and Global Literature (WID)
- GND 101 - Introduction to Gender and Sexuality Studies
- HCM 170 - Disability
- HIS 209 - Native American History
- HIS 210 - Shamans, Prophets, and Saints: Mystics in World History
- HIS 212 - Heretics, Reformers, and Radicals: Women and Power in American History
- HIS 224 - The Life and Times of Frederick Douglass
- HIS 229 - Women and Gender in Early Modern Europe
- HIS 234 - The Civil Rights Movement 1945-1966
- HIS 239 - Ecological History of the World
- HIS 243 - Asian American History
- HIS 244 - Colonial Latin America
- HIS 278 - History of the Islamic World I
- HIS 287 - Women in Modern America: 1865-1975
- HIS 289 - African American History
- HIS 290 - History of the Islamic World II
- HIS 295 - History of India
- HIS 301 - Colonial America
- HIS 303 - From Depression to Dominance
- HIS 304 - U.S. Popular Culture
- HIS 305 - U.S. Popular Music

- HIS 307 - From the New Frontier to a New Century
- HIS 323 - Africa in Stories: History, Literature and Film
- HIS 328 - Revolutionary America
- HIS 385 - Topics in U.S. Women's History
- POL 222 - Ideologies Left and Right
- POL 334 - Man, Woman, War: Gender and Defining (In)Security
- POL 339 - The United States and Latin America
- POL 341 - Civil Rights and Civil Liberties
- POL 347 - Nationalism and Ethnic Conflict
- POL 383 - Environmental Justice
- PSY 314 - Multicultural Psychology
- PSY 315 - Psychology of Women and Gender
- PSY 316 - The Psychology of Stereotyping and Prejudice
- RST 233 - American Catholic Social History
- RST 263 - Women's Religions in the Ancient Mediterranean World
- RST 264 - African American Biblical Interpretation
- RST 266 - Race, Class, Gender and Ability in Biblical Texts
- RST 302 - Gender, Power, and Ethnicity in the Bible
- SOC 232 - Social Problems and Social Justice
- SOC 234 - Racial and Ethnic Diversity
- SOC 237 - Sociology of Gender
- SOC 305 - Sociological Theories
- SOC 340 - Sociology of Childhood and Child Welfare
- SOC 415 - Seminar: American Inequality
- SPA 190 - Topics in Spanish I when topic is "Beyond Borders: Unveiling Power, Diversity, and Resistance in Spain"
- SPA 250 - Coexistence and Conflict: Multiculturalism in Early Modern Spain
- SPA 251 - Conflict, Oppression, and Resistance in Hispanic Film
- SPA 252 - Conflict and Resistance: Today's Multicultural Spain
- SPA 253 - Queer Iberia: Sexualities in Early Modern Spain
- SPA 254 - Race, Religion, and Ethnicity in Early Modern Spain
- SPA 255 - Recuperating Female Voices from Fascist Spain
- SPA 256 - Race, Racialization, and Ethnocentricity in Spain
- SPA 340 - Hispanic Cultures Through Film
- SPA 353 - Spain's Multicultural Middle Ages
- VPH 240 - Decolonizing Contemporary Art
- Or any topics or transfer course with a DPR attribute

Ethical Reasoning

Ethical Reasoning courses explore the plurality of ways in which human beings think and have thought about what is right and wrong and just and unjust.

- CHM 301 - Professional Ethics and Safety in Chemistry and Biochemistry
- CRM 353 - Ethics, Values, and Diversity in Criminal Justice
- ENG 300 - Topics in Literary and Cultural Theory
- ENV 270 - Environmental Ethics
- HIS 224 - The Life and Times of Frederick Douglass
- HIS 239 - Ecological History of the World
- HIS 287 - Women in Modern America: 1865-1975
- HIS 326 - The Christian Churches in Nazi Germany
- HIS 328 - Revolutionary America
- HIS 335 - Abolitionist and Proslavery Thought
- JRN 313 - Journalism Ethics and Law
- PHL 151 - Ethics and the Good Life
- PHL 160 - Freedom and the Just Society
- PHL 220 - Topics in Ethics
- PHL 225 - Moral Psychology
- PHL 235 - Biomedical Ethics
- POL 348 - Peace and Conflict Studies
- POL 380 - Dirty Hands: Moral Dilemmas

- POL 381 - Citizens of the World
- POL 383 - Environmental Justice
- RST 247 - Topics in Religious Approaches to Moral Issues
- RST 249 - Sacraments, Justice, and the Moral Life
- RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
- RST 302 - Gender, Power, and Ethnicity in the Bible
- RST 373 - Buddhism, Nature, and Environmental Ethics
- SOC 305 - Sociological Theories
- Or any topics or transfer course with an ER attribute

CAPSTONE

Capstone

Capstone projects or courses are opportunities for students to deepen and extend their knowledge, individual interests, and skills, as they continue to build and shape their futures. Each capstone course is specific to the major - see your myAudit for your major's specific capstone course.





PROGRAMS - MEEHAN SCHOOL OF BUSINESS

Degrees

The Meehan School of Business awards the following undergraduate degrees:

Bachelor of Science in Business Administration (B.S.B.A.)

Accounting
 Business Analytics
 Finance
 International Business
 Management
 Management Information Systems
 Marketing
 Sport Management
 Talent and Human Resources Management

All students the B.S.B.A. degree are required to take a set of 14 core business courses followed by six to eight courses within their major.

Bachelor of Arts (B.A.)

Economics
 Healthcare Management

Accreditation

The Meehan School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).*

The Healthcare Management major is accredited by the Association of University Programs in Health Administration (AUPHA).

Meehan School of Business Mission

Meehan graduates are broadly educated and rigorously prepared to realize their full potential and deliver long-term positive value to their communities.

Educational Competencies

The delivery of our business education program is guided by the following educational competencies that are assessed in accordance with the School's Assurance of Learning Plan.

- Business Literacy: Upon graduation, a Stonehill business learner will have a working knowledge of the major concepts and terminology essential to current business practice.
- Effective Communication: Upon graduation, a Stonehill business learner will be able to communicate clearly, persuasively, and knowledgeably to a business superior, peer, or client.
- Cultural Awareness & DEI: Upon graduation, a Stonehill business learner will recognize and understand interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe.
- Analytical & Digital Skills: Upon graduation, a Stonehill business learner will possess the ability to critically analyze data and leverage digital tools effectively to make informed business decisions and drive innovation.

Laptop Computer Requirement

The Meehan School of Business requires that students purchase a Windows PC laptop, and not an Apple. There are several software applications in various courses that will only run on a computer running Windows. Therefore, to set our students up to be successful in their classes, the School requires that all business students purchase a Windows PC laptop. For more information, please visit www.stonehill.edu/meehan/why-meehan/technology-services/laptop-requirements/. If you have any questions about the business laptop requirement, please contact Professor Michael Salé.

Business Internship Program

Business majors are encouraged to participate in multiple internships throughout the course of their studies. Junior and senior business majors with a cumulative GPA of 2.8 or higher may earn credits for participating in an internship.

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

B.S.B.A. majors may apply a maximum of 6 internship credits to their business degree.

Students who are interested in earning internship credit should contact Professor Katherine Marsland, Business Internship Coordinator at kmarsland@stonehill.edu.

Accounting B.S.B.A.

The Accounting major is offered in the Accounting Department in the Meehan School of Business.

Alex Yen
Meehan Business Building 204
508-565-1976
ayen@stonehill.edu

Business Core

The Business Core is comprised of 13-14 business courses.

Taken First Year

MGT 101 - First-Year Business Experience
MTH 111 - Applied Mathematics for Business or waiver by placement testing results
ACC 203 - Financial Accounting
ECO 176 - Microeconomic Principles
Statistical Reasoning Course
Pass Microsoft Excel Novice Exam

Typically Taken Sophomore Year

ACC 204 - Managerial Accounting
ECO 178 - Macroeconomic Principles
MGT 333 - Organizational Behavior
MKT 210 - Marketing Principles
Pass Microsoft Excel Proficiency Exam

Typically Taken Junior Year

FIN 320 - Corporate Finance
GOS 210 - International Business
GOS 360 - Operations Management
MGT 201 - Introduction to Data Analytics
MGT 352 - Legal Environment of Business (Writing in the Disciplines)
Pass Microsoft Excel Mastery Exam

Taken Senior Year

GOS 469 - Policy and Strategy

Complete Six Accounting Requirements**Taken Sophomore or Junior Year**

ACC 316 - Accounting Systems

Taken Junior Year

ACC 311 - Intermediate Accounting I
ACC 312 - Intermediate Accounting II

Taken Senior Year

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

Optional Electives

MGT 307 - Data Communications, Networking, and Security
MGT 309 - Data Management Using SQL
ACC 400 - Topics in Accounting (e.g., Government & Not-For-Profit, Fall Semester; Forensic Accounting, Spring Semester)
ACC 435 - Advanced Taxation
ACC 436 - Advanced Managerial Accounting

Business Analytics B.S.B.A.

The Business Analytics major is offered in the Management and Business Analytics Department in the Meehan School of Business.

Michael J. Salé
Meehan Business Building 229
508-565-5629
msale@stonehill.edu

Business Core

The Business Core is comprised of 13-14 business courses.

Taken First Year

MGT 101 - First-Year Business Experience
MTH 111 - Applied Mathematics for Business or waiver by placement testing results
ACC 203 - Financial Accounting
ECO 176 - Microeconomic Principles
Statistical Reasoning Course
Pass Microsoft Excel Novice Exam

Typically Taken Sophomore Year

ACC 204 - Managerial Accounting
ECO 178 - Macroeconomic Principles
MGT 333 - Organizational Behavior
MKT 210 - Marketing Principles
Pass Microsoft Excel Proficiency Exam

Typically Taken Junior Year

FIN 320 - Corporate Finance
GOS 210 - International Business
GOS 360 - Operations Management
MGT 201 - Introduction to Data Analytics
MGT 352 - Legal Environment of Business (Writing in the Disciplines)
Pass Microsoft Excel Mastery Exam

Taken Senior Year

GOS 469 - Policy and Strategy

Complete Eight Business Analytics Courses**Complete Five Core Business Analytics Courses**

MGT 305 - Data Mining Concepts
MGT 306 - Multivariate Statistics
MGT 309 - Data Management Using SQL
MGT 315 - Data Privacy and Equity
MGT 318 - Business Visualization

Choose Two Programming Languages

MGT 208 - Python for Business Analytics OR
MGT 209 - R for Business Analytics OR
MGT 210 - SAS I for Business Analytics

Complete One Elective Course

ACC 317 - Advanced Data Analytics for Accountants
MGT 337 - Project Management
MGT 420 - Topics in Business Analytics
MGT 475 - Internship in Management
MGT 490 - Directed Study in Management
SPM 314 - Sport Analytics
BIO 332 - Applied Bioinformatics
CSC 382 - Artificial Intelligence
ECO 242 - Econometrics (WID)
ENV 325 - Introduction to Geographic Information Systems
HCM 340 - Healthcare Data Analytics
MTH 364 - Differential Equations and Dynamics
MTH 365 - Bayesian Statistics
MTH 393 - Numerical Analysis
POL 330 - The Politics of Cybersecurity

Business Minor

The Business minor is offered in the Management and Business Analytics Department in the Meehan School of Business.

Michael J. Salé
Meehan Business Building 229
508-565-5629
msale@stonehill.edu

The Business minor allows Liberal Arts or Science majors to explore each of the functional areas of business at a beginning level to better prepare them for eventual careers within a business environment. Through the two elective course requirements, it also encourages students to investigate one or more business disciplines at an advanced level to allow them to possibly find connections between the skills that they have developed within their major and the needs of business employers. The minor can also be used as a preparation for non-business students who wish to pursue graduate studies in business.

The minor in Business requires the completion of seven courses.

Complete Five Required Courses

ACC 203 - Financial Accounting
ACC 204 - Managerial Accounting
FIN 320 - Corporate Finance
MGT 333 - Organizational Behavior
MKT 210 - Marketing Principles

Complete Two Business Elective Courses

Each student is required to take two elective courses in Business to be chosen after consultation with the Minor Advisor. Any course offered within a Meehan School of Business business department (excludes ECO and HCM) is eligible for credit.

Data Analytics Minor

The Data Analytics Minor is offered by the Management and Business Analytics Department of the Meehan School of Business.

Michael J. Salé
Meehan Business Building 229
508-565-5629
msale@stonehill.edu

Mission of the Minor Program

The Data Analytics minor equips students with a comprehensive toolkit of analytical skills critical for deciphering complex data sets and transforming them into actionable insights. Through a curriculum that combines statistical analysis, data visualization, and machine learning, students learn to navigate the vast landscapes of data that drive decision-making in today's digitally driven business environment. Beyond mastering these technical proficiencies, the program places a strong emphasis on ethical considerations, teaching students not only how to extract and manipulate data but also to do so with integrity, ensuring that their analytical endeavors promote fairness, privacy, and transparency. This balanced approach prepares students to lead with both expertise and responsibility, addressing the demand for professionals who can harness the power of data to inform strategy while upholding the highest ethical standards.

Business Analytics majors may not minor in Data Analytics.

The minor in Data Analytics requires the completion of six courses.

Complete Introduction to Data Analytics

MGT 201 - Introduction to Data Analytics

Choose One Database Management Course

MGT 309 - Data Management Using SQL
CSC 325 - Database Management Systems (for Computer Science majors only)

Choose Two Programming Courses

MGT 208 - Python for Business Analytics
MGT 209 - R for Business Analytics
MGT 210 - SAS I for Business Analytics
CSC 102 - Introduction to Programming

Choose Two Electives

These courses provide a grounding in analytic methods beyond elementary statistics.

BIO 316 - Introduction to R Programming for Biologists
BIO 331 - Bioinformatics
BIO 332 - Applied Bioinformatics
COM 322 - Communication Research Methods
CRM 310 - Research Methods for Criminology (WID)
CSC 321 - Data Visualization
CSC 322 - Machine Learning
CSC 382 - Artificial Intelligence
ECO 242 - Econometrics (WID)

ENV 325 - Introduction to Geographic Information Systems
FIN 325 - Fundamentals of Financial Technology
HCM 340 - Healthcare Data Analytics
MGT 306 - Multivariate Statistics
MGT 308 - Decision Support Systems and Business Intelligence
MGT 318 - Business Visualization
MKT 341 - Marketing Research
MTH 365 - Bayesian Statistics
MTH 396 - Probability and Statistics II
POL 330 - The Politics of Cybersecurity
SPM 314 - Sport Analytics
Or an equivalent course with permission of the Program Director

Economics B.A.

The Economics major is offered in the Economics Department in the Meehan School of Business.

Akira Motomura
Meehan Business Building 310
508-565-1149
amotomura@stonehill.edu

The major in Economics requires the completion of 12 courses.

Complete Five Required Courses

ECO 176 - Microeconomic Principles (or equivalent First-Year Seminar)
ECO 178 - Macroeconomic Principles
ECO 241 - Economic Statistics, MGT 206 - Business Statistics, MTH 225 - Statistics for Science, OR MTH 396 - Probability and Statistics II
ECO 301 - Intermediate Microeconomics
ECO 303 - Intermediate Macroeconomics

Complete Six of the Following Courses at the 200-Level or Above

ECO 205 - Economics of Social Issues and Public Policy
ECO 206 - United States Economic History
ECO 211 - Economics of Labor Unions
ECO 217 - Economic History of the 20th Century American Family
ECO 219 - History of World Economic Development
ECO 230 - Development Economics
ECO 242 - Econometrics (WID) ¹
ECO 244 - The Economics of Sports
ECO 246 - Forensic Economics
ECO 305 - Public Sector Economics
ECO 309 - Money and Banking
ECO 311 - International Economics
ECO 321 - Economics of Healthcare
ECO 323 - Labor Economics and Manpower Policy
ECO 329 - Industrial Organization
ECO 333 - Monetary Theory and Policy
ECO 343 - International Finance
ECO 420 - Fixed Income Analysis
ECO 449 - Economics Honors Thesis I
ECO 450 - Economics Honors Thesis II
ECO 475 - Internship in Economic Research ^{3 5}
ECO 490 - Directed Study - Economics
MTH 125 - Calculus I ²
MTH 126 - Calculus II ²
MTH 261 - Multivariable Calculus ²

Complete a Capstone in Economics

ECO 421 - Capstone Seminar in Economic Research ⁶ OR ECO 423 - Capstone Seminar in Economic Policy ⁶

Notes

1. Economics majors are strongly encouraged, although not required, to take ECO 242 - Econometrics to meet the Writing-in-the-Disciplines requirement.
2. Choosing any of the Calculus sequence (MTH 125, MTH 126, or MTH 261) may fulfill up to two of the six upper-level electives.
3. Students can apply only one three-credit internship towards one of the six upper-level electives.
4. Students can normally apply only one study abroad course per semester to help fulfill their electives.
5. Internships and the study abroad course(s) must be approved by the Department Chair, as well as by the internship faculty moderator selected by the student.
6. Students must consult with the Chair of the Economics Department regarding their Capstone requirements prior to selecting their Fall senior year courses.

Economics Honors Program

Students who complete the honors requirements in Economics below will be awarded a degree with Honors in Economics.

Departmental Honors Scholars must satisfy the following criteria:

- Minimum cumulative GPA of 3.30 in the major.
- Completion of either ECO 421 - Capstone Seminar in Economic Research or ECO 449 - Economics Honors Thesis I and then ECO 450 - Economics Honors Thesis II. Students should typically take ECO 421, but should consult the ECO 421 instructor and their prospective Honors thesis mentor to select the appropriate Fall senior year course.

Contact Prof. Akira Motomura, Economics Department Chair, for more information.

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 appropriate depending upon each student's preferences. Faculty in the Economics Department are willing and eager to work with students on an individual basis to address particular needs.

A. Law School

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

Economics Department electives with content related to legal matters include:

ECO 206 - United States Economic History
ECO 211 - Economics of Labor Unions
ECO 244 - The Economics of Sports
ECO 246 - Forensic Economics
ECO 305 - Public Sector Economics
ECO 311 - International Economics
ECO 321 - Economics of Healthcare
ECO 327 - Environmental Economics
ECO 329 - Industrial Organization

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 include:

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

Students planning to pursue a PhD in Economics or Finance should also consider taking:

MTH 361 - Real Analysis I
MTH 364 - Differential Equations and Dynamics
MTH 395 - Probability and Statistics I
MTH 396 - Probability and Statistics II

Completing ECO 242 - Econometrics (WID) before senior year, as well as the Honors Program in Economics, is also helpful for graduate school bound students.

Other strongly recommended Economics electives that rely heavily on the application of Intermediate Microeconomic or Macroeconomic Theory include:

Courses with Microeconomic foundations:

ECO 305 - Public Sector Economics
ECO 311 - International Economics
ECO 323 - Labor Economics and Manpower Policy
ECO 329 - Industrial Organization

Courses with Macroeconomic foundations:

ECO 309 - Money and Banking
ECO 343 - International Finance
ECO 420 - Fixed Income Analysis

C. Business School

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

ACC 203 - Financial Accounting
ACC 311 - Intermediate Accounting I
ACC 312 - Intermediate Accounting II

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

ECO 242 - Econometrics (WID)
ECO 309 - Money and Banking
ECO 329 - Industrial Organization
ECO 343 - International Finance

D. Financial Market Occupations

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

ECO 242 - Econometrics (WID)

Advanced theoretical training courses include:

ECO 305 - Public Sector Economics
ECO 309 - Money and Banking
ECO 329 - Industrial Organization
ECO 343 - International Finance
ECO 420 - Fixed Income Analysis

Economics Minor

The Economics major is offered in the Economics Department in the Meehan School of Business.

Akira Motomura
Meehan School of Business 310
508-565-1149
amotomura@stonehill.edu

The minor in Economics requires the completion of six courses.

Complete Three Required Courses

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

Complete Three Economics Courses at the 200-Level or Higher

ECO 205 - Economics of Social Issues and Public Policy
ECO 206 - United States Economic History
ECO 211 - Economics of Labor Unions
ECO 217 - Economic History of the 20th Century American Family
ECO 230 - Development Economics
ECO 242 - Econometrics (WID)
ECO 244 - The Economics of Sports
ECO 246 - Forensic Economics
ECO 301 - Intermediate Microeconomics (if not taken above)
ECO 303 - Intermediate Macroeconomics (if not taken above)
ECO 305 - Public Sector Economics
ECO 309 - Money and Banking
ECO 311 - International Economics
ECO 321 - Economics of Healthcare
ECO 323 - Labor Economics and Manpower Policy
ECO 329 - Industrial Organization
ECO 333 - Monetary Theory and Policy
ECO 343 - International Finance
ECO 420 - Fixed Income Analysis

Notes

1. ECO 475 - Internship in Economic Research, ECO 241 - Economic Statistics, MTH 125 - Calculus I and MTH 126 - Calculus II cannot be used as electives for the economics minor.
2. No more than one study abroad course may be counted toward the minor.
3. Students who take both ECO 301 and ECO 303 may count the second of the two courses as one of the three electives.
4. Even though it cannot be used towards the Economics minor, it is recommended that Economics minors take ECO 241, MGT 206, MTH 225 or MTH 396 to fulfill their General Education Statistical Reasoning requirement.

Entrepreneurship Minor

The Entrepreneurship minor is offered by the Finance Department in the Meehan School of Business.

Elif Sisli Ciamarra
Meehan Business Building 203
508-565-1975
esisliciamarr@stonehill.edu

The minor in Entrepreneurship requires the completion of six courses.

Complete Four Required Courses

ACC 203 - Financial Accounting
FIN 320 - Corporate Finance
MKT 210 - Marketing Principles
FIN 358 - Fundamentals of Entrepreneurship and Small Business

Complete Two Elective Courses

Elective courses may not overlap with any courses taken to fulfill a major requirement.

MKT 345 - Business-to-Business Marketing
MKT 347 - New Products Management
FIN 429 - Entrepreneurial Finance
MKT 443 - Digital Marketing and Entrepreneurial Strategies
MKT 446 - Social Media Marketing

Finance B.S.B.A.

The Finance degree is offered in the Finance Department in the Meehan School of Business.

Elif Sisli Ciamarra
Meehan Business Building 203
508-565-1975
esisliciamarr@stonehill.edu

Business Core

The Business Core is comprised of 13-14 business courses.

Taken First Year

MGT 101 - First-Year Business Experience
MTH 111 - Applied Mathematics for Business or waiver by placement testing results
ACC 203 - Financial Accounting
ECO 176 - Microeconomic Principles
Statistical Reasoning Course
Pass Microsoft Excel Novice Exam

Typically Taken Sophomore Year

ACC 204 - Managerial Accounting
ECO 178 - Macroeconomic Principles
MGT 333 - Organizational Behavior
MKT 210 - Marketing Principles
Pass Microsoft Excel Proficiency Exam

Typically Taken Junior Year

FIN 320 - Corporate Finance
GOS 210 - International Business
GOS 360 - Operations Management
MGT 201 - Introduction to Data Analytics
MGT 352 - Legal Environment of Business (Writing in the Disciplines)
Pass Microsoft Excel Mastery Exam

Taken Senior Year

GOS 469 - Policy and Strategy

Complete Six Finance Requirements

Taken Junior Year

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

Taken Senior Year

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

Optional Electives

FIN 429 - Entrepreneurial Finance
ECO 309 - Money and Banking
ECO 333 - Monetary Theory and Policy
ECO 420 - Fixed Income Analysis

Stonehill College Investment Finance Initiative (SCIFI) Program

The SCIFI academic program is a senior level course of study in investment finance. Applications for the program are accepted from students taking FIN 327 - Investments either in the fall or spring semester of junior year. However, students with a strong academic record can seek participation in Junior year. Prerequisite course requirements include: ACC 203 - Financial Accounting and FIN 320 - Corporate Finance. Students need not be business majors or business minors to apply. Participation in the program provides an advanced forum for learning with an emphasis of putting classroom knowledge into practice.

SCIFI enables students to explore in-depth financial topics such as:
Modern Investment Philosophy
Economic and Industry Analysis
Investment Valuation Tools
Portfolio Management Theory and Practice
Options and Futures
Behavioral Finance

SCIFI Senior Year Coursework

Student participants in SCIFI are committing to coursework for two semesters that involve active management of the Student Run Investment Fund for the entire year: FIN 432 - Applied Research and Portfolio Management (Fall Semester)

Healthcare Management B.A.

The Healthcare Management major is offered in the Healthcare Management Department in the Meehan School of Business.

Mitch Glavin
Meehan Business Building 326
508-565-1012
mglavin@stonehill.edu

The Healthcare Administration major requires the completion of 16 courses.

Complete Sixteen Required Courses

HCM 105 - Healthcare Foundations
HCM 203 - Statistics for Healthcare Managers
HCM 205 - Computers in Healthcare Management
HCM 216 - Population Health Management
HCM 220 - Healthcare Policy and Politics
HCM 230 - Healthcare Accounting
HCM 301 - Health Communication
HCM 321 - Economics of Healthcare
HCM 323 - Healthcare Law
HCM 325 - Healthcare Finance
HCM 330 - Healthcare Product and Service Delivery
HCM 335 - Healthcare Employment Law
HCM 336 - Supervision/Leadership
HCM 410 - Healthcare Management Senior Seminar (WID)
HCM 475 - Internship in Healthcare Management
ECO 176 - Microeconomic Principles

Complete One of the Following Concentrations

Healthcare Management majors must complete a concentration.

Public Health

HCM 209 - Public and Community Health
HCM 219 - Epidemiology

Complete any two of the following:

HCM 234 - Comparative Health Systems OR
HCM 340 - Healthcare Data Analytics OR
MGT 357 - The Roles of Not-for-Profit Organizations in America OR
SOC 290 - Drugs and Society

Healthcare Supply Chain Management

HCM 326 - Healthcare Supply Chain Management
HCM 340 - Healthcare Data Analytics
MGT 326 - Managerial Negotiation and Decision Making

Complete one of the following:

HCM 300 - Healthcare Quality: Trends and Applications OR
HCM 303 - Quality Improvement and Methods in Healthcare

Healthcare for Priority/At-risk Populations

HCM 209 - Public and Community Health

Complete three of the following:

HCM 103 - Introduction to Gerontology OR
HCM 170 - Disability OR
HCM 208 - The Continuum of Long-term Healthcare Service OR
HCM 302 - Disability II OR
HCM 340 - Healthcare Data Analytics OR
ANT 328 - Illness and Society

Performance Improvement & Consulting

HCM 303 - Quality Improvement and Methods in Healthcare
HCM 337 - Strategic Management of Healthcare Organizations
HCM 340 - Healthcare Data Analytics

Complete one of the following:

HCM 219 - Epidemiology OR
HCM 300 - Healthcare Quality: Trends and Applications OR
MGT 337 - Project Management OR
MKT 349 - Healthcare Marketing

Fundraising & Development for Not-for-Profit Health Organizations

HCM 209 - Public and Community Health
MGT 357 - The Roles of Not-for-Profit Organizations in America

Complete one of the following:

HCM 340 - Healthcare Data Analytics OR
MKT 349 - Healthcare Marketing

Healthcare Management Minor

The Healthcare Management major is offered in the Healthcare Management Department in the Meehan School of Business.

Mitchell Glavin
Meehan Business Building 326
508-565-1012
mglavin@stonehill.edu

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

The minor in Healthcare Management requires the completion of six courses.

Complete One Required Course

HCM 105 - Healthcare Foundations

Complete Five Elective Courses

Take any five Healthcare Management courses chosen in conjunction with the Department advisor to complement the student's major and career interests. These courses must be 200-level to 400-level courses. Occasionally, by permission of the Department Chairperson, courses outside the Healthcare Management departmental offerings will satisfy one elective course requirement.

HCM 205 - Computers in Healthcare Management
HCM 208 - The Continuum of Long-term Healthcare Service
HCM 209 - Public and Community Health

HCM 216 - Population Health Management
HCM 219 - Epidemiology
HCM 220 - Healthcare Policy and Politics
HCM 230 - Healthcare Accounting
HCM 300 - Healthcare Quality: Trends and Applications
HCM 301 - Health Communication
HCM 303 - Quality Improvement and Methods in Healthcare
HCM 321 - Economics of Healthcare
HCM 323 - Healthcare Law
HCM 325 - Healthcare Finance
HCM 326 - Healthcare Supply Chain Management
HCM 330 - Healthcare Product and Service Delivery
HCM 234 - Comparative Health Systems
HCM 335 - Healthcare Employment Law
HCM 336 - Supervision/Leadership
HCM 337 - Strategic Management of Healthcare Organizations
HCM 340 - Healthcare Data Analytics
HCM 410 - Healthcare Management Senior Seminar (WID)
HCM 411 - Topics in Healthcare
HCM 475 - Internship in Healthcare Management

International Business B.S.B.A.

The International Business major is offered in the Global Business, Operations, and Strategy Department in the Meehan School of Business.

Jennifer Swanson
Meehan Business Building 234
508-565-1349
jswanson@stonehill.edu

Business Core

The Business Core is comprised of 13-14 business courses.

Taken First Year

MGT 101 - First-Year Business Experience
MTH 111 - Applied Mathematics for Business or waiver by placement testing results
ACC 203 - Financial Accounting
ECO 176 - Microeconomic Principles
Statistical Reasoning Course
Pass Microsoft Excel Novice Exam

Typically Taken Sophomore Year

ACC 204 - Managerial Accounting
ECO 178 - Macroeconomic Principles
MGT 333 - Organizational Behavior
MKT 210 - Marketing Principles
Pass Microsoft Excel Proficiency Exam

Typically Taken Junior Year

FIN 320 - Corporate Finance
GOS 210 - International Business
GOS 360 - Operations Management
MGT 201 - Introduction to Data Analytics
MGT 352 - Legal Environment of Business (Writing in the Disciplines)
Pass Microsoft Excel Mastery Exam

Taken Senior Year

GOS 469 - Policy and Strategy

Complete Six International Business Requirements

Complete One Cultural Environments Course (Taken Junior Year)

ANT 105 - Introduction to Cultural Anthropology

COM 315 - Intercultural Communication

Complete One Global Politics Course (Taken Junior Year)

POL 143 - International Politics

POL 353 - International Law and Organizations

Complete One Global Economic Issues Course (Taken Junior Year)

GOS 400 - Topics in International Business

ECO 219 - History of World Economic Development

ECO 311 - International Economics OR

A substitute course approved by the Director of the International Business Program

Complete Three Additional Courses (Taken Senior Year)

ACC 400 - Topics in Accounting (When the topic is International Accounting), OR FIN 425 - Multinational Corporate Finance

MKT 448 - Global Marketing

GOS 465 - International Management

International Experience Requirement

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

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

Management B.S.B.A.

The Management major is offered in the Management and Business Analytics Department in the Meehan School of Business.

Michael J. Salé

Meehan Business Building 229

508-565-5629

msale@stonehill.edu

Business Core

The Business Core is comprised of 13-14 business courses.

Taken First Year

MGT 101 - First-Year Business Experience

MTH 111 - Applied Mathematics for Business or waiver by placement testing results

ACC 203 - Financial Accounting

ECO 176 - Microeconomic Principles

Statistical Reasoning Course

Pass Microsoft Excel Novice Exam

Typically Taken Sophomore Year

ACC 204 - Managerial Accounting

ECO 178 - Macroeconomic Principles

MGT 333 - Organizational Behavior

MKT 210 - Marketing Principles

Pass Microsoft Excel Proficiency Exam

Typically Taken Junior Year

FIN 320 - Corporate Finance

GOS 210 - International Business

GOS 360 - Operations Management

MGT 201 - Introduction to Data Analytics

MGT 352 - Legal Environment of Business (Writing in the Disciplines)

Pass Microsoft Excel Mastery Exam

Taken Senior Year

GOS 469 - Policy and Strategy

General Management Concentration

Required Courses

MGT 350 - Human Resource Management (Taken Junior or Senior Year)

MGT 326 - Managerial Negotiation and Decision Making (Taken Senior Year)

Complete Four of the Following Management Electives

MGT 308 - Decision Support Systems and Business Intelligence OR GOS 360 - Operations Management (must take both classes for one to count as a management elective)

MGT 240 - Management Information Systems

MGT 337 - Project Management

MKT 343 - Sales Management OR MKT 347 - New Products Management OR MKT 443 - Digital Marketing and Entrepreneurial Strategies

MGT 357 - The Roles of Not-for-Profit Organizations in America

FIN 358 - Fundamentals of Entrepreneurship and Small Business

MGT 400 - Topics in Management

GOS 465 - International Management

SOC 237 - Sociology of Gender

Management Information Systems B.S.B.A.

The Management Information Systems major is offered in the Management and Business Analytics Department in the Meehan School of Business.

Michael J. Salé

Meehan Business Building 229

508-565-5629

msale@stonehill.edu

In today's rapidly evolving business environment, effective IT management is crucial for organizational success. The Management Information Systems (MIS) major equips students with the skills to analyze, design, and manage information systems that support business operations and decision-making processes. Students will learn to leverage technology to solve complex business problems, improve efficiency, and drive innovation within an organization. The coursework emphasizes the integration of business and technology, ensuring that graduates can bridge the gap between technical expertise and business acumen.

Students in the MIS program will gain proficiency in key areas such as project management, data communications, networking, security, and data management using SQL. They will also have the option to develop programming skills through courses in computer science. With these skills, graduates are well-prepared for careers in IT management, systems analysis, data management, and more.

The Management Information Systems major requires a total of 20 courses.

Business Core

The Business Core is comprised of 13-14 business courses.

Taken First Year

MGT 101 - First-Year Business Experience

MTH 111 - Applied Mathematics for Business or waiver by placement testing results

ACC 203 - Financial Accounting

ECO 176 - Microeconomic Principles

Statistical Reasoning Course

Pass Microsoft Excel Novice Exam

Typically Taken Sophomore Year

ACC 204 - Managerial Accounting

ECO 178 - Macroeconomic Principles

MGT 333 - Organizational Behavior

MKT 210 - Marketing Principles

Pass Microsoft Excel Proficiency Exam

Typically Taken Junior Year

FIN 320 - Corporate Finance
GOS 210 - International Business
GOS 360 - Operations Management
MGT 201 - Introduction to Data Analytics
MGT 352 - Legal Environment of Business (Writing in the Disciplines)
Pass Microsoft Excel Mastery Exam

Taken Senior Year

GOS 469 - Policy and Strategy

Complete Six Management Information Systems Courses**Required Courses**

MGT 240 - Management Information Systems
MGT 307 - Data Communications, Networking, and Security
MGT 309 - Data Management Using SQL
MGT 337 - Project Management

Choose One CSC Course

CSC 102 - Introduction to Programming OR
CSC 103 - Computer Science I

Complete One MIS Elective

ACC 316 - Accounting Systems OR
CSC 195 - How Computers Work OR
MGT 400 - Topics in Management OR
MGT 475 - Internship in Management OR
VPG 305 - Web Site Design

Note: Other courses may be suitable as MIS electives with permission.

Marketing B.S.B.A.

The Marketing major is offered in the Marketing Department in the Meehan School of Business.

Eddie Rhee
Meehan Business Building 232
508-565-1854
erhee@stonehill.edu

Business Core

The Business Core is comprised of 13-14 business courses.

Taken First Year

MGT 101 - First-Year Business Experience
MTH 111 - Applied Mathematics for Business or waiver by placement testing results
ACC 203 - Financial Accounting
ECO 176 - Microeconomic Principles
Statistical Reasoning Course
Pass Microsoft Excel Novice Exam

Typically Taken Sophomore Year

ACC 204 - Managerial Accounting
ECO 178 - Macroeconomic Principles
MGT 333 - Organizational Behavior
MKT 210 - Marketing Principles
Pass Microsoft Excel Proficiency Exam

Typically Taken Junior Year

FIN 320 - Corporate Finance
GOS 210 - International Business

GOS 360 - Operations Management
MGT 201 - Introduction to Data Analytics
MGT 352 - Legal Environment of Business (Writing in the Disciplines)
Pass Microsoft Excel Mastery Exam

Taken Senior Year

GOS 469 - Policy and Strategy

Complete Six Marketing Requirements

Required

MKT 341 - Marketing Research (Taken Junior Year)
MKT 342 - Consumer Behavior (Taken Sophomore or Junior Year)
MKT 454 - Marketing Strategy (Taken Senior Year)

Complete Three of the Following Electives

MKT 343 - Sales Management
MKT 344 - Advertising Management
MKT 345 - Business-to-Business Marketing
MKT 347 - New Products Management
MKT 348 - Sport Marketing
MKT 349 - Healthcare Marketing
MKT 400 - Topics in Marketing
MKT 443 - Digital Marketing and Entrepreneurial Strategies
MKT 446 - Social Media Marketing
MKT 448 - Global Marketing
COM 311 - Public Relations and Social Media OR VPG 101 - Graphic Design Foundations OR VPG 204 - Digital and Graphic Imaging OR VPG 304 - Advertising Design OR VPG 305 - Web Site Design OR DMP 230 - Video Marketing *

Note

* Only one of the following courses (COM 311, DMP 230, VPG 101, VPG 204, VPG 304, and VPG 305) may be taken toward the major.

Sport Management B.S.B.A.

The Sport Management major is offered in the Management and Business Analytics Department in the Meehan School of Business.

Michael Salé
Meehan Business Building 229
508-565-5629
msale@stonehill.edu

Business Core

The Business Core is comprised of 13-14 business courses.

Taken First Year

MGT 101 - First-Year Business Experience
MTH 111 - Applied Mathematics for Business or waiver by placement testing results
ACC 203 - Financial Accounting
ECO 176 - Microeconomic Principles
Statistical Reasoning Course
Pass Microsoft Excel Novice Exam

Typically Taken Sophomore Year

ACC 204 - Managerial Accounting
ECO 178 - Macroeconomic Principles
MGT 333 - Organizational Behavior
MKT 210 - Marketing Principles
Pass Microsoft Excel Proficiency Exam

Typically Taken Junior Year

FIN 320 - Corporate Finance
GOS 210 - International Business
GOS 360 - Operations Management
MGT 201 - Introduction to Data Analytics
MGT 352 - Legal Environment of Business (Writing in the Disciplines)
Pass Microsoft Excel Mastery Exam

Taken Senior Year

GOS 469 - Policy and Strategy

Required Sport Management Courses

SPM 215 - Introduction to Sport Management
SPM 313 - Diversity, Equity, and Inclusion in Sport
SPM 314 - Sport Analytics
SPM 453 - Sport Event Management

Choose Two Sport Management Electives

ECO 244 - The Economics of Sports
MKT 348 - Sport Marketing
SPM 400 - Topics in Sport Management
SPM 452 - Sport and the Law
SPM 475 - Internship in Sport Management

Talent and Human Resources Management B.S.B.A.

The Talent and Human Resources Management major is offered in the Management and Business Analytics Department in the Meehan School of Business.

Michael Salé
Meehan Business Building 229
508-565-5629
msale@stonehill.edu

In today's competitive business landscape, effective talent and human resources management is essential for organizational success. The Talent and Human Resources Management major prepares students to attract, develop, and retain top talent, fostering a productive and inclusive work environment. Students will learn to implement strategic HR practices that align with business goals, manage diverse workforces, and enhance employee engagement and performance. The program emphasizes the development of both theoretical knowledge and practical skills necessary for effective HR leadership.

Students in the Talent and Human Resources Management program will gain expertise in key areas such as talent acquisition, diversity management, negotiation, and decision-making. They will also have the flexibility to tailor their education through electives in areas like total rewards or international human resources management. Graduates of this program are well-equipped for careers in various HR roles, including HR manager, talent acquisition specialist, diversity and inclusion manager, compensation and benefits manager, and international HR consultant. These roles involve strategic planning, employee relations, performance management, and more, making graduates valuable assets to any organization.

The Talent and Human Resources Management major requires a total of 20 courses.

Business Core

The Business Core is comprised of 13-14 business courses.

Taken First Year

MGT 101 - First-Year Business Experience
MTH 111 - Applied Mathematics for Business or waiver by placement testing results
ACC 203 - Financial Accounting
ECO 176 - Microeconomic Principles
Statistical Reasoning Course
Pass Microsoft Excel Novice Exam

Typically Taken Sophomore Year

ACC 204 - Managerial Accounting
ECO 178 - Macroeconomic Principles
MGT 333 - Organizational Behavior
MKT 210 - Marketing Principles
Pass Microsoft Excel Proficiency Exam

Typically Taken Junior Year

FIN 320 - Corporate Finance
GOS 210 - International Business
GOS 360 - Operations Management
MGT 201 - Introduction to Data Analytics
MGT 352 - Legal Environment of Business (Writing in the Disciplines)
Pass Microsoft Excel Mastery Exam

Taken Senior Year

GOS 469 - Policy and Strategy

Complete Six Talent & Human Resources Management Courses**Complete Three Courses**

MGT 350 - Human Resource Management
MGT 355 - Talent Acquisition and Development
MGT 444 - Managing Diversity in Organizations

Choose One Course

MGT 326 - Managerial Negotiation and Decision Making OR
MGT 447 - Total Rewards OR
MGT 450 - International Human Resources Management

Choose Two Courses

MGT 337 - Project Management OR
MGT 326 - Managerial Negotiation and Decision Making OR
MGT 447 - Total Rewards OR
MGT 450 - International Human Resources Management OR
MGT 376 - Teamwork in Organizations OR
MGT 475 - Internship in Management





PROGRAMS - MAY SCHOOL OF ARTS AND SCIENCES

Degrees

The May School of Arts and Sciences awards the following undergraduate degrees:

Bachelor of Science (B.S.)

- Astronomy
- Biochemistry
- Biology
- Chemistry
- Communication Sciences and Disorders
- Computer Engineering
- Computer Science
- Data Science
- Earth and Planetary Sciences
- Electrical Engineering
- Environmental Science
- Interdisciplinary Studies
- Mathematics
- Neuroscience
- Photonics
- Physics

Bachelor of Arts (B.A.)

- Actuarial Mathematics
- Anthropology
- Arts and Visual Culture
- Astronomy
- Biology
- Chemistry
- Communication
- Computer Science
- Criminology
- Critical Race and Ethnic Studies
- Early Childhood Education
- Education Studies
- Elementary Education
- English
- Environmental Studies
- Gender and Sexuality Studies
- Graphic Design
- Health Science
- History

Interdisciplinary Studies
Mathematics
Neuroscience
Performing Arts
Philosophy
Philosophy with Ethical Leadership Emphasis
Photonics
Physics
Political Science & International Studies
Psychology
Religious Studies
Secondary Education
Sociology
Spanish
Special Education
Theology

About the May School

For nearly 70 years, Stonehill graduates have made an impact in law and government, the STEM fields, education, the arts, and humanities, as well as in corporate and nonprofit work. The Thomas and Donna May School of Arts & Sciences encourages students to explore their full potential through thoughtful coursework and experiential learning.

The School fosters a strong liberal arts foundation, with an emphasis on developing global awareness. Students are empowered to think creatively and critically as they prepare for success and leadership in their chosen fields. The result is intellectually adaptable graduates who can anticipate change as well as recognize and seize opportunities for growth and impact.

Actuarial Mathematics B.A.

The Actuarial Mathematics major is offered in the Mathematics department in the May School of Arts and Sciences.

Hsin-hao Su
Duffy Academic Center 231
508-565-1242
hsu@stonehill.edu

Departmental Mission

The teaching mission of the department is to introduce students to the central ideas and methods of actuarial mathematics, and to develop such general intellectual skills as rigorous reasoning, problem solving and persuasive expression. Actuarial mathematics students work with mathematics faculty, as well as faculty in economics and finance.

The actuarial mathematics major prepares students to work as an actuary and related careers such as economists, financial analysts, investment analysts or financial risk specialists. Graduates engage in life-long learning and growing.

Learning Goals

- Students will develop effective thinking, communication, and mathematical problem solving skills.
 - state problems carefully, articulate assumptions, understand the importance of precise definition, and reason logically to conclusions;
 - identify and model essential features of a complex situation, modify models as necessary for tractability, and draw useful conclusions;
 - assess the correctness of solutions, create and explore examples, carry out mathematical experiments, and devise and test conjectures;
 - communicate mathematical ideas clearly and coherently both verbally and in writing to audiences of varying mathematical sophistication.
- Students will gain the subject knowledge needed for the early stages of an actuarial career.
 - learn topics in probability and successfully pass Exam P by the Society of Actuaries (SOA);
 - learn topics in interest theory and its applications, and successfully pass Exam FM by the SOA;
 - complete the Validation by Educational Experience (VEE) requirements of the SOA in economics, accounting and finance, and mathematical statistics.
- Students will learn to use technological tools.
 - become proficient in at least one programming language used for statistics and data analysis.

- Students will develop independence and experience open-ended inquiry.
 - prepare students to pursue open-ended questions and to speak and write about methods, techniques, and applications with increasing depth and sophistication.

The major in Actuarial Mathematics requires the completion of 23 courses.

Complete 11 Mathematics Courses

DSC 105 - Introduction to Data Science
 MTH 125 - Calculus I
 MTH 126 - Calculus II
 MTH 225 - Statistics for Science
 MTH 251 - Linear Algebra
 MTH 261 - Multivariable Calculus
 MTH 381 - Financial Mathematics
 MTH 395 - Probability and Statistics I
 MTH 396 - Probability and Statistics II
 MTH 420 - Senior Capstone: Mathematical Modeling

Choose One Introduction to Proofs Course

MTH 191 - The Language of Mathematics (WID) OR MTH 270 - Discrete Mathematics

Complete Three Actuarial Mathematics Courses

AMT 331 - Roads to Become an Actuary I
 AMT 332 - Roads to Become an Actuary II
 AMT 333 - Roads to Become an Actuary III

Complete Three Accounting/Finance Courses

ACC 203 - Financial Accounting
 FIN 320 - Corporate Finance
 FIN 327 - Investments

Complete Three Economics Courses

ECO 176 - Microeconomic Principles
 ECO 178 - Macroeconomic Principles
 ECO 242 - Econometrics (WID)

Choose Three Electives

MTH 351 - Abstract Algebra I
 MTH 352 - Abstract Algebra II
 MTH 361 - Real Analysis I
 MTH 362 - Real Analysis II
 MTH 363 - Modern Geometry
 MTH 364 - Differential Equations and Dynamics
 MTH 365 - Bayesian Statistics
 MTH 366 - Linear Models
 MTH 371 - Combinatorics and Graph Theory
 MTH 377 - Number Theory
 MTH 384 - Theory of Computation
 MTH 393 - Numerical Analysis
 MTH 399 - Topics in Mathematics
 ACC 324 - Corporate Financial Reporting
 DSC 205 - Modeling for Data Science
 ECO 321 - Economics of Healthcare
 ECO 351 - Futures, Options, and Other Derivative Products
 ECO 420 - Fixed Income Analysis
 FIN 325 - Fundamentals of Financial Technology
 FIN 400 - Topics in Finance
 FIN 432 - Applied Research and Portfolio Management
 MGT 305 - Data Mining Concepts
 MGT 306 - Multivariate Statistics
 MGT 309 - Data Management Using SQL

Anthropology B.A.

The Anthropology major is offered in the Sociology and Anthropology department in the May School of Arts and Sciences.

Jungyun Gill
Martin Institute 236
508-565-1985
jgill@stonehill.edu

Mission of the Program

The Anthropology Program at Stonehill College focuses on the holistic study of human cultural diversity over time and across the globe. Anthropologists seek to understand the cultures we study from an insider's point of view, utilizing ethnographic research methods and theory regarding social behavior to do so. The Anthropology Program at Stonehill is focused primarily on cultural anthropology, which studies the ways that humans create meaning and order, assert differences, form alliances, and foment and cope with social, political, and economic change.

The mission of the program is to help students gain the skills to understand and appreciate human culture, and to study how people understand, organize, preserve and transform their social worlds. Students will develop techniques of observation, writing fieldnotes, interviewing, and analyzing human behavior. At the most basic level we invite students to reconsider what they take to be normal or natural and to reflect on their position in the world. The program aims to enhance students' ability to thrive in an increasingly interconnected and globalized world by offering them an important critical framework for assessing the needs and appreciating the values and interests of diverse communities.

The Anthropology Major and Minor are open to students of any major, preparing them for a range of careers including nonprofit work, careers in museums, healthcare, education, and business.

Student Learning Goals

Anthropology majors and minors will:

- Understand the types of questions asked by anthropologists and the research methods they employ to answer them.
- Become familiar with anthropological literature and data sources, and demonstrate the ability to access such data.
- Develop knowledge of anthropological perspectives, concepts, and theories.
- Cultivate skills of critical reading, scholarly research, and composition.
- Develop their own research questions and proposals, and demonstrate the ability to collect and analyze data.
- Develop an understanding of the main issues and debates in at least one sub-discipline of anthropology
- Demonstrate the ability to critically evaluate ethnographic research and anthropological theory.

The major in Anthropology requires the completion of 10 courses.

Complete Three Core Courses

ANT 105 - Introduction to Cultural Anthropology
SOC 312 - Qualitative Research (WID)
ANT 405 - History and Practice of Cultural Anthropology

Complete Two Regionally-Based Culture Area Courses

ANT 315 - Latin American People and Cultures
ANT 316 - People & Cultures of Russia & East Europe
CHN 333 - Chinese TV Series
RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
RST 318 - Archaeology and Religion in Ancient Greece
SPA 250 - Coexistence and Conflict: Multiculturalism in Early Modern Spain
SPA 335 - Survey of Spanish Culture and Literature I
SPA 336 - Survey of Spanish Culture and Literature II
SPA 337 - Multicultural Spain: From Dictatorship to Democracy
SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
SPA 353 - Spain's Multicultural Middle Ages
SPA 356 - The Sword and the Cross

Complete Two Topical Courses

ANT 200 - Foundations of Archeology
ANT 230 - Families in Cross-Cultural Perspective
ANT 233 - Language and Culture
ANT 304 - Museum Studies
ANT 328 - Illness and Society
ANT 329 - Anthropology of Violence
ANT 350 - Topics in Anthropology

Complete Two Additional Courses

Courses may be chosen from the following list of courses that are informed by anthropological theory, ethnographic, or archaeological research.

ANT 200 - Foundations of Archeology
ANT 230 - Families in Cross-Cultural Perspective
ANT 233 - Language and Culture
ANT 304 - Museum Studies
ANT 315 - Latin American People and Cultures
ANT 316 - People & Cultures of Russia & East Europe
ANT 328 - Illness and Society
ANT 329 - Anthropology of Violence
ANT 350 - Topics in Anthropology
CHN 333 - Chinese TV Series
ECO 219 - History of World Economic Development
HIS 209 - Native American History
HIS 244 - Colonial Latin America
HIS 278 - History of the Islamic World I
HIS 290 - History of the Islamic World II
RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
RST 312 - Archaeology and the Bible
RST 318 - Archaeology and Religion in Ancient Greece
SOC 234 - Racial and Ethnic Diversity
SOC 237 - Sociology of Gender
SPA 250 - Coexistence and Conflict: Multiculturalism in Early Modern Spain
SPA 335 - Survey of Spanish Culture and Literature I
SPA 336 - Survey of Spanish Culture and Literature II
SPA 337 - Multicultural Spain: From Dictatorship to Democracy
SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
SPA 353 - Spain's Multicultural Middle Ages
SPA 356 - The Sword and the Cross
VPM 184 - Survey of World Music

Complete a Capstone Thesis

ANT 497 - Anthropology Senior Thesis

Anthropology Minor

The Anthropology minor is offered in the Sociology and Anthropology department in May School of Arts and Sciences.

Jungyun Gill
Martin Institute 236
508-565-1985
jgill@stonehill.edu

The minor in Anthropology requires the completion of six courses.

Complete Three Required Courses

ANT 105 - Introduction to Cultural Anthropology
SOC 312 - Qualitative Research (WID)
ANT 405 - History and Practice of Cultural Anthropology

Complete One Regionally Based Culture Area Course

ANT 315 - Latin American People and Cultures
ANT 316 - People & Cultures of Russia & East Europe
CHN 333 - Chinese TV Series
RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
RST 318 - Archaeology and Religion in Ancient Greece
SPA 250 - Coexistence and Conflict: Multiculturalism in Early Modern Spain
SPA 335 - Survey of Spanish Culture and Literature I
SPA 336 - Survey of Spanish Culture and Literature II
SPA 337 - Multicultural Spain: From Dictatorship to Democracy
SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
SPA 353 - Spain's Multicultural Middle Ages
SPA 356 - The Sword and the Cross

Note: Some of the classes taught under the ANT 350 - Topics in Anthropology may also fulfill this requirement. Contact the Program Director for more information.

Complete One Ethnographic Topical Course

ANT 200 - Foundations of Archeology
ANT 230 - Families in Cross-Cultural Perspective
ANT 233 - Language and Culture
ANT 304 - Museum Studies
ANT 328 - Illness and Society
ANT 329 - Anthropology of Violence
ANT 350 - Topics in Anthropology

Complete One Additional Course

Choose one course from the following list of courses taught in a variety of departments that are informed by anthropological theory and/or ethnographic or archaeological research.

ANT 200 - Foundations of Archeology
ANT 230 - Families in Cross-Cultural Perspective
ANT 233 - Language and Culture
ANT 304 - Museum Studies
ANT 315 - Latin American People and Cultures
ANT 316 - People & Cultures of Russia & East Europe
ANT 328 - Illness and Society
ANT 329 - Anthropology of Violence
ANT 350 - Topics in Anthropology
CHN 333 - Chinese TV Series
ECO 219 - History of World Economic Development
HIS 209 - Native American History
HIS 244 - Colonial Latin America
HIS 278 - History of the Islamic World I
RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
RST 312 - Archaeology and the Bible
RST 318 - Archaeology and Religion in Ancient Greece
SOC 234 - Racial and Ethnic Diversity
SOC 237 - Sociology of Gender
SPA 250 - Coexistence and Conflict: Multiculturalism in Early Modern Spain
SPA 335 - Survey of Spanish Culture and Literature I
SPA 336 - Survey of Spanish Culture and Literature II
SPA 337 - Multicultural Spain: From Dictatorship to Democracy
SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
SPA 353 - Spain's Multicultural Middle Ages
SPA 356 - The Sword and the Cross
VPM 184 - Survey of World Music

Note for Sociology Majors

Please note that Anthropology Minors who are Sociology Majors must take five classes in addition to the 10 that count towards their sociology major.

Art History Minor

The Art History minor is offered by the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 030
508-565-1954
alampton@stonehill.edu

The minor in Art History requires the completion of six courses.

Complete the Following Required Course

VPH 181 - Global Visual Traditions

Complete Three 200-Level Art History Courses

VPH 205 - History of Graphic Design
VPH 209 - History of Photography
VPH 217 - Early Modern Art: 1900-1945
VPH 218 - Art Since 1945
VPH 229 - Topics in Non-Western Art

Complete Two 300-Level Art History Courses

Note:

It is recommended that Art History minors also take VPN 440 - Exhibitions and Collections: An Inside Look and/or do an VPH 475 - Internship in Visual Studies.

Arts and Visual Culture B.A.

The Arts and Visual Culture major is offered by the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 030
508-565-1954
alampton@stonehill.edu

The major in Arts and Visual Culture requires the completion of 33-35 credits.

Students must choose a Concentration in Studio Arts or Visual Studies.

Complete Five Core Courses

Complete Three Required Courses

VPS 107 - Introduction to Studio Arts
VPH 181 - Global Visual Traditions
VPS 102 - Introduction to Color Theory OR VPS 104 - Introduction to Drawing

Complete One Art History Course that does not focus on the Western Canon

VPH 229 - Topics in Non-Western Art
VPH 240 - Decolonizing Contemporary Art
VPH 441 - Research Seminar in Art History (if focus is Non-Western)
VPH 475 - Internship in Visual Studies (if focus is Non-Western)

Choose One 200- or 300-Level Studio Arts Course

VPS 201 - Sustainable Three-Dimensional Design
VPS 204 - Intermediate Drawing
VPS 206 - Printmaking
VPS 208 - Watercolor Painting
VPS 211 - Intermediate Photography
VPS 215 - Sculpture
VPS 230 - Arts Outreach: Studio Art
VPS 235 - Collage

VPS 243 - Documentary Photography
VPS 250 - Studio Critique, Practicum
VPS 312 - Topics in Contemporary Photography
VPS 315 - Short Films and Graphic Novels
VPS 324 - Figure Drawing
VPS 326 - Portrait Studio
VPS 327 - Topics in Painting
VPS 330 - Abstract Painting
VPS 331 - Landscape Painting
VPS 335 - Experimental Media for the Artist
VPS 380 - Special Projects

Choose One of the Following Concentrations

Arts and Visual Culture majors must choose a Concentration in Studio Arts or Visual Studies.

Studio Arts Concentration

Majors with a concentration in Studio Arts will:

- learn to think creatively and holistically.
- develop critical thinking skills.
- work productively in groups and learn teamwork.
- problem solve.
- learn to give and receive criticism gracefully and effectively.
- learn the fundamental skills and vocabulary of art and of visual communication.
- be exposed to and gain appreciation for a wide variety of artistic practices and traditions
- explore new as well as traditional media.
- create and display a body of creative work.
- develop practical skills to sustain and maintain creative practice outside of college.

Complete One Additional 100-Level Studio Arts

VPS 102 - Introduction to Color Theory
VPS 104 - Introduction to Drawing
VPS 110 - Introduction to Painting
VPS 115 - Introduction to Photography
VPS 120 - The Handmade Studio: Making Art Material
VPS 123 - The Nature of Art: Discovering the Artist Within
VPS 125 - Artist, Craftsman, Alchemist

Complete Two 200-Level Studio Arts Courses

VPS 201 - Sustainable Three-Dimensional Design
VPS 204 - Intermediate Drawing
VPS 206 - Printmaking
VPS 208 - Watercolor Painting
VPS 211 - Intermediate Photography
VPS 215 - Sculpture
VPS 230 - Arts Outreach: Studio Art
VPS 243 - Documentary Photography

Complete Two 300- or 400-Level Studio Arts Courses

VPS 312 - Topics in Contemporary Photography
VPS 315 - Short Films and Graphic Novels
VPS 324 - Figure Drawing
VPS 326 - Portrait Studio
VPS 327 - Topics in Painting
VPS 380 - Special Projects
VPS 475 - Internship in Studio Arts

Complete the Following Capstone

VPS 406 - Advanced Studio Seminar

Complete One Semester of the Studio Critique Practicum. Recommended Fall of Senior Year.

VPS 250 - Studio Critique, Practicum (1 Credit)

Visual Studies Concentration

Majors with a concentration in Visual Studies will:

- understand and employ different art historical methods of research and criticism.
- develop effective communication skills, both written and oral.
- develop a knowledge of a wide range of visual objects from contemporary art and commerce from around the world and throughout different times.
- integrate experiential learning and art historical theory and practice.

Complete Graphic Design Foundations

VPG 101 - Graphic Design Foundations

Complete Three Credits of Experiential Learning Courses

VPH 475 - Internship in Visual Studies

VPH 490 - Directed Study - Visual Studies

VPH 496 - Independent Research - Visual Studies

Pre-Approved Abroad Experience or Course

Complete Three Visual Studies Courses Outside the Department Approved by the Advisor

These courses should focus on Theory, history or cultural implications of visual culture from a methodological position such as (but not limited to) cinema studies, critical theory, or gender and sexuality studies.

COM 107 - Introduction to Media Studies

COM 207 - Media Criticism

COM 220 - Understanding Film

COM 321 - Topics in Film Genres

COM 323 - Topics in Film (*with Visual Studies Attribute)

ENG 271 - Film and Story

ENG 272 - Film and Culture

ENG 273 - Hitchcock

ENG 300 - Topics in Literary and Cultural Theory

ENG 326 - Topics in American Cinema (*with Visual Studies Attribute)

PHL 262 - Philosophy of Film

PHL 283 - Aesthetics

* Topics courses must be approved to have the Visual Studies attribute by the Chair of the Visual & Performing Arts Department prior to registering.

Astronomy B.A.

The Astronomy, B.A. major is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Hassan Bajwa

College Center 110D

508-565-1126

hbajwa@stonehill.edu

Mission of the Program

The Astronomy, B.A. major is meant to serve students with a strong interest in math, physics, chemistry and computational methods applied to astronomy, who wish to pursue careers in teaching or graduate studies at research universities in fields that do research in astronomy. The program is tailored to be potentially combined in a double major. The major can be useful to those wishing to pursue advanced degrees in areas such as planetology and space exploration, planetary astrophysics, cosmology and stellar astrophysics, including the study of black holes and other collapsed objects.

Learning Goals

Majors in Astronomy B.A. will:

- demonstrate a clear understanding of these five core curriculum areas: classical mechanics & relativity, electromagnetism, optics & waves, quantum mechanics & atomic physics, and astrophysics.
- use the aforementioned knowledge in physics as well as in the math required to describe and explain astronomical systems.
- understand how science is performed: observation, hypothesis development, experimental design & execution, data collection and interpretation.
- understand the philosophical, ethical, and societal dimensions of astronomy as a human endeavor.

The B.A. in Astronomy requires the completion of 20 courses.

Complete the Following Required Courses

Typically Taken Freshman Year

CHM 113 - General Chemistry I
MTH 125 - Calculus I
MTH 126 - Calculus II
PHY 105 - Physics Problem Solving I
PHY 121 - Physics I
PHY 122 - Physics II

Typically Taken Sophomore Year

MTH 251 - Linear Algebra
MTH 261 - Multivariable Calculus
PHY 205 - Physics Problem Solving II
PHY 221 - Physics III
PHY 222 - Classical Mechanics
PHY 223 - Introduction to Physics Computing OR
MTH 364 - Differential Equations and Dynamics

Typically Taken Junior and Senior Years

PHY 305 - Physics Problem Solving III
PHY 321 - Statistical Physics
PHY 322 - Astrophysics and Cosmology
PHY 405 - Physics Problem Solving IV

Note: Completion of PHY 105, 204, 305 & 405 fulfills the Physics Capstone.

Complete Two of the Following Courses

PHY 326 - Geophysics
PHY 404 - Topics in Astronomy

Complete One of the Following Electives

PHY 310 - Introduction to Optics
PHY 320 - Introduction to Photonics
PHY 323 - Quantum Physics
PHY 324 - Electromagnetism
PHY 327 - Introduction to Fluid Mechanics
PHY 401 - Great Experiments in Modern Physics I

Astronomy B.S.

The Astronomy, B.S. major is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

Mission of the Program

The Astronomy B.S. major is meant to serve students with a strong interest in math, physics, chemistry and computational methods applied to astronomy, who wish to pursue careers in graduate studies at research universities in fields that do research in astronomy. The major Astronomy B.S. can be useful to those wishing to pursue advanced degrees in areas such as planetology and space exploration, planetary astrophysics, cosmology and stellar astrophysics, including the study of black holes and other collapsed objects.

Learning Goals

Majors in Astronomy B.S. will:

- demonstrate a clear understanding of these five core curriculum areas: classical mechanics & relativity, electromagnetism, optics & waves, quantum mechanics & atomic physics, and astrophysics.
- use the aforementioned knowledge in physics as well as in the math required to describe and explain astronomical systems.
- understand how science is performed: observation, hypothesis development, experimental design & execution, data collection and interpretation.
- understand the philosophical, ethical, and societal dimensions of astronomy as a human endeavor.

The B.S. in Astronomy requires the completion of 22 courses.

Complete the Following Required Courses

Typically Taken Freshman Year

CHM 113 - General Chemistry I

MTH 125 - Calculus I

MTH 126 - Calculus II

PHY 105 - Physics Problem Solving I

PHY 121 - Physics I

PHY 122 - Physics II

Typically Taken Sophomore Year

MTH 251 - Linear Algebra

MTH 261 - Multivariable Calculus

PHY 205 - Physics Problem Solving II

PHY 221 - Physics III

PHY 222 - Classical Mechanics

PHY 223 - Introduction to Physics Computing OR

MTH 364 - Differential Equations and Dynamics

Typically Taken Junior and Senior Years

PHY 305 - Physics Problem Solving III

PHY 321 - Statistical Physics

PHY 322 - Astrophysics and Cosmology

PHY 323 - Quantum Physics

PHY 324 - Electromagnetism

PHY 405 - Physics Problem Solving IV

Note: Completion of PHY 105, 204, 305 & 405 fulfills the Physics Capstone.

Complete Two of the Following Courses

PHY 326 - Geophysics

PHY 404 - Topics in Astronomy

Complete One of the Following Electives

PHY 310 - Introduction to Optics

PHY 320 - Introduction to Photonics

PHY 327 - Introduction to Fluid Mechanics

PHY 401 - Great Experiments in Modern Physics I

Astronomy Minor

The Astronomy minor is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Hassan Bajwa

College Center 110D

508-565-1126

hbajwa@stonehill.edu

Mission of the Program

A minor program in Astronomy is intended to provide a basic understanding of the solar system and the universe, and to provide additional development of physical and mathematical reasoning skills, beyond those provided by the student's major. A minor program in Astronomy is an excellent complement to programs in Mathematics, Chemistry, Computer Science, or Life Sciences, especially for students planning on teaching at the secondary level, or for elementary education students with an interest in science. The emphasis on quantitative skills also makes the minor useful for Business or Economics majors especially those who will seek employment in science-related businesses.

The minor in Astronomy requires the completion of six courses.

Complete Five Required Courses

PHY 121 - Physics I
PHY 122 - Physics II
PHY 221 - Physics III
PHY 322 - Astrophysics and Cosmology
PHY 404 - Topics in Astronomy

Complete One Upper-Level Elective Course

PHY 223 - Introduction to Physics Computing
PHY 310 - Introduction to Optics
PHY 320 - Introduction to Photonics
PHY 321 - Statistical Physics
PHY 323 - Quantum Physics
PHY 324 - Electromagnetism
PHY 325 - Electronics
PHY 326 - Geophysics
PHY 404 - Topics in Astronomy (if topic differs from previous PHY 404 taken above)

Note

Students may have one of the following courses approved as a substitute for an upper-level course above with the approval of the program director.

ENV 350 - Climate Science
ENV 360 - Introduction to Oceanography
MTH 363 - Modern Geometry
MTH 393 - Numerical Analysis

Biochemistry B.S.

The Biochemistry major is offered by the Chemistry Department in the May School of Arts and Sciences.

Daniel Rogers
Shields 315
508-565-1589
drogers2@stonehill.edu

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

Program Description

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.

Learning Goals

Majors in Biochemistry follow a curriculum approved by the American Chemical Society and will:

- gain chemical knowledge, technical training, and logical and analytical thinking abilities in order to obtain and succeed in chemically/biochemically related jobs or to successfully attend graduate or professional school.
- develop written and oral communication skills to convey scientific information clearly and accurately to both the scientifically-trained and general public.
- develop a strong sense of professional ethics and a fundamental understanding of the impact of chemistry/biochemistry on society, and act accordingly.

The course of study normally pursued by Biochemistry majors is:

First Year

Taken Fall Semester

BIO 101 - Biological Principles I¹

CHM 113 - General Chemistry I¹

MTH 125 - Calculus I

Taken Spring Semester

BIO 102 - Biological Principles II⁷

CHM 221 - Organic Chemistry I⁷

MTH 126 - Calculus II

Sophomore Year

Taken Fall Semester

BIO 211 - Cell Biology

CHM 222 - Organic Chemistry II⁶

PHY 121 - Physics I⁶

Taken Spring Semester

BIO 212 - Genetics⁷

CHM 244 - Inorganic Chemistry⁷

PHY 122 - Physics II⁷

Junior Year

Taken Fall Semester

BCH 343 - Biochemistry I⁶

CHM 301 - Professional Ethics and Safety in Chemistry and Biochemistry^{2 6}

CHM 333 - Physical Chemistry I⁶

BIO 304 - Molecular Biology⁶ (or BIO 309 in Spring)

BCH 447 - Junior Fall Biochemistry Seminar^{3 6}

Taken Spring Semester

BCH 344 - Biochemistry II⁷

BCH 345 - Biochemistry Laboratory (WID)^{4 7}

BIO 309 - Microbiology⁷ (or BIO 304 in Fall)

CHM 331 - Analytical Chemistry^{5 7}

BCH 448 - Junior Spring Biochemistry Seminar^{3 7}

Senior Year

Taken Fall Semester

BCH 449 - Senior Fall Biochemistry Seminar^{3 6}

Taken Spring Semester

BCH 450 - Senior Spring Biochemistry Seminar & Thesis^{3 7}

Taken Either Fall or Spring Semester

One 300- or 400-level Biology (BIO), Chemistry (CHM), or Biochemistry (BCH) course (except for CHM, BIO, or BCH 497)

Notations

- 1 Fulfills the Natural Scientific Inquiry requirement of the Core Curriculum.
- 2 Fulfills the Ethical Reasoning requirement of the Core Curriculum.
- 3 Required in each semester of the junior and senior years and satisfies the Capstone Experience requirement of the Core Curriculum. Four credits are obtained in the second semester of the senior year.
- 4 Fulfills the Writing-in-the-Disciplines requirement of the Core Curriculum.
- 5 Fulfills the Statistical Reasoning requirement of the Core Curriculum.
- 6 Course is offered only in the Fall semester.
- 7 Course is offered only in the Spring semester.

Biochemistry Honors Program

Students who complete the honors requirements in Biochemistry below will be awarded a degree “with honors in Biochemistry.”

- an overall GPA of at least 3.40; and
- a science (Biochemistry, Biology and Chemistry) GPA of at least 3.40.
- conduct research approved by the Program Director and earn at least a “B+” on both the thesis and thesis defense required for BCH 450 - Senior Spring Biochemistry Seminar & Thesis. This thesis will be based on thesis research, internship, S.U.R.E. project, or other college-level research experience.

Contact the chair of the Chemistry Department (listed above) for additional details and deadlines.

American Chemical Society Certification

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

Biochemistry Minor

The Biochemistry minor is offered by the Chemistry Department in the May School of Arts and Sciences.

Daniel Rogers
Shields Science Center 315
508-565-1589
drogers2@stonehill.edu

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 minor in Biochemistry requires the completion of 10 courses.

Complete the Following Required Courses

- BIO 101 - Biological Principles I ¹
- BIO 102 - Biological Principles II ²
- BIO 211 - Cell Biology ¹
- BIO 212 - Genetics ²
- CHM 113 - General Chemistry I
- CHM 221 - Organic Chemistry I ²
- CHM 222 - Organic Chemistry II ¹
- CHM 232 - General Chemistry II ² OR CHM 244 - Inorganic Chemistry ²
- BCH 343 - Biochemistry I ¹
- BCH 345 - Biochemistry Laboratory (WID) ²

Notations

- 1 Course is offered only in the Fall semester.
- 2 Course is offered only in the Spring semester.

Biology B.A.

The Biology B.A. major is offered by the Biology Department in the May School of Arts and Sciences.

Daniel Rogers
Shields Science Center 315
508-565-1589
drogers2@stonehill.edu

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

The B.A. in Biology requires the completion of 15 courses.

Complete Five Core Courses

BIO 101 - Biological Principles I
BIO 102 - Biological Principles II
BIO 211 - Cell Biology
BIO 212 - Genetics
BIO 323 - Evolution

Complete One Ecological Course

BIO 303 - Environmental Botany
BIO 305 - Marine Ecosystems
BIO 307 - Ecology

Complete One Molecular/Cellular Course

BIO 304 - Molecular Biology
BIO 309 - Microbiology
BIO 310 - Developmental Biology
BIO 324 - Endocrinology
BIO 409 - Immunology
BIO 423 - Virology
NEU 412 - Neurobiology of Disease

Complete One Organismal Course

BIO 301 - Parasitology
BIO 311 - Comparative Vertebrate Anatomy
BIO 312 - Vertebrate Physiology
BIO 406 - Behavioral Ecology
BIO 416 - Adaptation to the Environment
BIO 407 - Ornithology

Complete Six Additional Courses

Two 300- or 400-level electives in Biology, Biochemistry or Neuroscience
BIO 261 - Biological Statistics
CHM 113 - General Chemistry I
CHM 221 - Organic Chemistry I OR CHM 244 - Inorganic Chemistry
PHY 101 - Basic Physics I OR PHY 121 - Physics I

Complete a Capstone 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.

Option 2 requires written approval from the faculty member supervising the Capstone project and the department chair before the first day of classes.

1. Enroll as a senior in BIO 406 - Behavioral Ecology, BIO 407 - Ornithology, BIO 409 - Immunology, BIO 423 - Virology, NEU 412 - Neurobiology of Disease, or BIO 498 - Senior Honors Thesis I & BIO 499 - Senior Honors Thesis II.
2. Petition to have any 300- or 400-level Biology class (taken in the senior year) fulfill the capstone requirement. This option will result in additional work in that class.

Major Field Test in Biology

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

Biology Honors Program

Students who complete the Honors Program in Biology will be awarded a degree “with honors in Biology.” The Departmental Honor Scholars, including the Outstanding Student of the Year awardee, must satisfy the following criteria:

- Overall GPA of 3.50;
- Meet one of the following criteria:
 1. GPA of 3.30 in science courses (Biochemistry, Biology, Chemistry, Neuroscience, Physics);
 2. score within the top 10% of Stonehill students on the Major Field Test in Biology (MFT; Educational Testing Service, Princeton, NJ); or
 3. 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); and
- Submit, and present orally, an acceptable (“A-” or better) senior honors thesis, which is evaluated by a panel of three science faculty. Ordinarily, this thesis will be based on a directed study, research internship, S.U.R.E. project, or other college-level research experience.

Contact the chair of the Biology Department for additional details and deadlines.

Biology B.S.

The Biology B.S. major is offered by the Biology Department in the May School of Arts and Sciences.

Daniel Rogers
Shields Science Center 315
508-565-1589
drogers2@stonehill.edu

The Biology major curriculum fulfills entrance requirements for dental, medical, physician assistant, veterinary, and graduate schools. 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.

The B.S. in Biology requires the completion of 19 courses.

Complete the Following Thirteen Courses

Typically Taken in the First Year

BIO 101 - Biological Principles I
CHM 113 - General Chemistry I
MTH 125 - Calculus I
BIO 102 - Biological Principles II
CHM 221 - Organic Chemistry I
MTH 126 - Calculus II

Typically Taken in the Sophomore Year

BIO 211 - Cell Biology
BIO 212 - Genetics
CHM 222 - Organic Chemistry II
CHM 232 - General Chemistry II OR CHM 244 - Inorganic Chemistry
PHY 101 - Basic Physics I OR PHY 121 - Physics I

Typically Taken Junior or Senior Year

BIO 261 - Biological Statistics

BIO 323 - Evolution

Complete One Ecological Course

BIO 303 - Environmental Botany

BIO 305 - Marine Ecosystems

BIO 307 - Ecology

BIO 407 - Ornithology (may not also count as an Organismal Course)

Complete One Molecular/Cellular Course

BIO 304 - Molecular Biology

BIO 309 - Microbiology

BIO 310 - Developmental Biology

BIO 324 - Endocrinology

BIO 409 - Immunology (Capstone option)

BIO 423 - Virology (Capstone option)

NEU 412 - Neurobiology of Disease (Capstone option)

Complete One Organismal Course

BIO 301 - Parasitology

BIO 311 - Comparative Vertebrate Anatomy

BIO 312 - Vertebrate Physiology

BIO 406 - Behavioral Ecology (Capstone option)

BIO 407 - Ornithology (Capstone option)

BIO 416 - Adaptation to the Environment

Complete One Bioinformatics Course or One Additional Molecular/Cellular or Organismal Course

Bioinformatics Classes

BIO 316 - Introduction to R Programming for Biologists

BIO 331 - Bioinformatics

BIO 332 - Applied Bioinformatics

Complete One Additional 300 or 400-Level Course

May be a Biology, Biochemistry or Neuroscience course from any category above or from the list below (minimum of 3 credits).

BCH 343 - Biochemistry I

BIO 417 - Biology of Whales

BIO 418 - Biology of Fishes

BIO 419 - Wetlands: Ecology, Hydrology, Restoration

BIO 475 - Internship in Biological Sciences

BIO 490 - Directed Study - Biological Studies

BIO 496 - Independent Research - Biology

BIO 498 - Senior Honors Thesis I

BIO 499 - Senior Honors Thesis II

NEU 302 - Sensory and Motor Neurobiology

NEU 400 - Psychopharmacology

Complete a Capstone 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.

Option 2 requires written approval from the faculty member supervising the Capstone project and the department chair before the first day of classes.

1. Enroll as a senior in BIO 406 - Behavioral Ecology, BIO 407 - Ornithology, BIO 409 - Immunology, BIO 423 - Virology, NEU 412 - Neurobiology of Disease, or BIO 498 - Senior Honors Thesis I & BIO 499 - Senior Honors Thesis II.
2. Petition to have any 300- or 400-level Biology class (taken in the senior year) fulfill the capstone requirement. This option will result in additional work in that class.

Major Field Test in Biology

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

Biology Honors Program

Students who complete the Honors Program in Biology will be awarded a degree “with honors in Biology.” The Departmental Honor Scholars, including the Outstanding Student of the Year awardee, must satisfy the following criteria:

- Overall GPA of 3.50;
- Meet one of the following criteria:
 1. GPA of 3.30 in science courses (Biochemistry, Biology, Chemistry, Neuroscience, Physics);
 2. score within the top 10% of Stonehill students on the Major Field Test in Biology (MFT; Educational Testing Service, Princeton, NJ); or
 3. 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); and
- Submit, and present orally, an acceptable (“A-” or better) senior honors thesis, which is evaluated by a panel of three science faculty. Ordinarily, this thesis will be based on a directed study, research internship, S.U.R.E. project, or other college-level research experience.

Contact the chair of the Biology Department for additional details and deadlines.

Biology Minor

The Biology minor is offered by the Biology Department in the May School of Arts and Sciences.

Daniel Rogers
Shields Science Center 315
508-565-1589
drogers2@stonehill.edu

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

The minor in Biology requires the completion of six courses (minimum of 21 credits).

Complete Three Required Courses

BIO 101 - Biological Principles I
BIO 102 - Biological Principles II
BIO 307 - Ecology OR BIO 323 - Evolution

Complete Two Biology Courses at the 200-Level or Above

Complete a minimum of 6 credits. The following courses may not count towards the minor in Biology: BIO 261, BIO 290, BIO 291, and BIO 296.

BIO 200 - Topics in Biology
BIO 203 - Human Anatomy and Physiology I
BIO 204 - Human Anatomy and Physiology II
BIO 211 - Cell Biology
BIO 212 - Genetics
BIO 301 - Parasitology
BIO 303 - Environmental Botany
BIO 304 - Molecular Biology
BIO 305 - Marine Ecosystems
BIO 307 - Ecology
BIO 309 - Microbiology
BIO 310 - Developmental Biology
BIO 311 - Comparative Vertebrate Anatomy

BIO 312 - Vertebrate Physiology
BIO 316 - Introduction to R Programming for Biologists
BIO 323 - Evolution
BIO 324 - Endocrinology
BIO 331 - Bioinformatics
BIO 332 - Applied Bioinformatics

Complete One Biology Course at the 300-Level or Above

Complete a minimum of 3 credits. The following courses may not count towards the minor in Biology: BIO 475, BIO 490, BIO 496.

BIO 301 - Parasitology
BIO 303 - Environmental Botany
BIO 304 - Molecular Biology
BIO 305 - Marine Ecosystems
BIO 307 - Ecology
BIO 309 - Microbiology
BIO 310 - Developmental Biology
BIO 311 - Comparative Vertebrate Anatomy
BIO 312 - Vertebrate Physiology
BIO 316 - Introduction to R Programming for Biologists
BIO 323 - Evolution
BIO 324 - Endocrinology
BIO 331 - Bioinformatics
BIO 332 - Applied Bioinformatics
BIO 406 - Behavioral Ecology
BIO 407 - Ornithology
BIO 409 - Immunology
BIO 416 - Adaptation to the Environment
BIO 417 - Biology of Whales
BIO 418 - Biology of Fishes
BIO 419 - Wetlands: Ecology, Hydrology, Restoration
BIO 423 - Virology

Business in the Spanish-Speaking World Minor

The Business in the Spanish-Speaking World minor is offered by the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Peter Mahoney
Duffy Academic Center 236
508-565-1680
pmahoney@stonehill.edu

Jennifer Swanson
Meehan Business Building 234
508-565-1349
jswanson@stonehill.edu

The Business in the Spanish-Speaking World minor provides students with an interdisciplinary opportunity to develop and hone advanced-language skills and cultural competencies in order to successfully engage in professional ventures in the Spanish-speaking world.

Learning Outcomes

Students in the minor will:

1. appreciate a broader cultural awareness of business and Spanish
2. be prepared for international internships and jobs
3. acquire a new linguistic ability
4. understand and navigate more adeptly significant cultural differences

The Business in the Spanish-Speaking World minor consists of seven courses.

Complete Spanish and Hispanic Cultures for Business Professionals I and II

SPA 279 - Spanish and Hispanic Cultures for Professionals I

SPA 378 - Spanish and Hispanic Cultures for Professionals II

Choose Two 300-level Spanish Electives

One of these courses may be taken abroad.

SPA 331 - Perspectives in Spanish Language and Culture I

SPA 333 - Survey of Latin American Culture and Literature I

SPA 334 - Survey of Latin American Culture and Literature II

SPA 335 - Survey of Spanish Culture and Literature I

SPA 336 - Survey of Spanish Culture and Literature II

SPA 337 - Multicultural Spain: From Dictatorship to Democracy

SPA 340 - Hispanic Cultures Through Film

SPA 343 - Seminar in Spanish: Cervantes

SPA 344 - Introduction to Contemporary Spanish Narrative

SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean

SPA 347 - 20th Century Hispanic Poetry

SPA 348 - Science, Literature, and Film in Spain

SPA 349 - U.S. Hispanic Literature: Voices and Experiences on Migration and Immigration

SPA 350 - Spanish Linguistics

SPA 351 - Spanish Conversation for Fluency

SPA 353 - Spain's Multicultural Middle Ages

SPA 354 - Vamps and Virgins: Sex in the (Medieval) City

SPA 355 - Marginalized Voices from Colonial Latin America

SPA 356 - The Sword and the Cross

SPA 378 - Spanish and Hispanic Cultures for Professionals II

Complete International Business

GOS 210 - International Business

Choose Two International Business Electives

GOS 400 - Topics in International Business

GOS 465 - International Management

FIN 425 - Multinational Corporate Finance

MKT 448 - Global Marketing

Chemistry B.A.

The Chemistry, B.A. major is offered by the Chemistry Department in the May School of Arts and Sciences.

Daniel Rogers

Shields Science Center 315

508-565-1182

drogers2@stonehill.edu

The Bachelor of Arts degree in Chemistry is appropriate for a student 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. For example, combined with English, it makes possible a career as a technical writer or editor; with Environmental Studies, an environmental advocate; with Education, a science teacher at both the primary and secondary levels; with Business, a technical manager, administrator or sales representative; and with Computer Science, a developer in bioinformatics. The B.A. degree alone allows Chemistry majors to pursue admission into professional schools such as medical or dental school as well as careers in forensic science, art conservation, food science, or nutrition.

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

First Year

Taken Fall Semester

CHM 113 - General Chemistry I ¹
MTH 125 - Calculus I

Taken Spring Semester

CHM 221 - Organic Chemistry I ⁶
MTH 126 - Calculus II

Sophomore Year

Taken Fall Semester

CHM 222 - Organic Chemistry II ⁵
PHY 121 - Physics I ⁵

Taken Spring Semester

CHM 244 - Inorganic Chemistry ⁶
CHM 331 - Analytical Chemistry ^{2 6}
PHY 122 - Physics II ⁶

Junior or Senior Year

Taken Fall Semester

CHM 301 - Professional Ethics and Safety in Chemistry and Biochemistry ^{3 5}
CHM 333 - Physical Chemistry I ⁵
CHM 441 - Advanced Chemistry Laboratory - Fall (WID) ^{4 5}
CHM 447 - Junior Fall Chemistry Seminar ^{5 9}
CHM 449 - Senior Fall Chemistry Seminar ^{5 9}

Taken Spring Semester

CHM 448 - Junior Spring Chemistry Seminar ^{6 9}
CHM 450 - Senior Spring Chemistry Seminar & Thesis ^{6 9}

Complete Three Advanced Courses from the Following List

BCH 343 - Biochemistry I ⁵
BCH 344 - Biochemistry II ^{6 8}
BCH 446 - Advanced Topics in Biochemistry ^{5 8}
CHM 334 - Physical Chemistry II ⁶
CHM 432 - Advanced Topics in Analytical Chemistry ⁵
CHM 435 - Advanced Topics in Organic Chemistry ⁶
CHM 443 - Advanced Topics in Physical Chemistry ⁶
CHM 444 - Advanced Topics in Inorganic Chemistry ⁵
CHM 496 - Independent Chemistry Research ^{7 10}

Notations

- 1 Fulfills the Natural Scientific Inquiry requirement of the Core Curriculum.
- 2 Fulfills the Statistical Reasoning requirement of the Core Curriculum.
- 3 Fulfills the Ethical Reasoning requirement of the Core Curriculum.
- 4 Fulfills the Writing-in-the-Disciplines requirement of the Core Curriculum.
- 5 Course is offered only in the Fall Semester.
- 6 Course is offered only in the Spring Semester.
- 7 Independent Research can be taken more than once but will only count once toward the major.
- 8 Advanced Topics in Biochemistry and Biochemistry II can both be taken but only one will count toward the major.
- 9 Required in each semester of the junior and senior years and satisfies the Capstone Experience requirement of the Core Curriculum. Four credits are obtained in the second semester of the senior year.
- 10 Independent Research must be taken for three credits to count as a course towards the major.

American Chemical Society Certification

B.A. Chemistry majors desiring an American Chemical Society certified degree must complete BCH 343 - Biochemistry I and have at least 64 hours of additional for-credit chemistry or biochemistry laboratory experience in addition to the specific requirements listed above.

Contact the Chemistry Department Chair for more information.

Chemistry Honors Program

The student who completes the honors requirements in Chemistry below is awarded a degree "with honors in Chemistry."

- Overall GPA of at least 3.40;
- Chemistry GPA of at least 3.40; and
- Conduct research in the department and earn at least a "B+" on both the thesis and thesis defense required for CHM 450 - Senior Spring Chemistry Seminar & Thesis.

Contact the Chemistry Department Chair for additional details and deadlines.

Chemistry B.A./Chemical Engineering B.S. Dual Degree (with Notre Dame)

The Chemistry, B.A./Chemical Engineering, B.S. Dual Degree major is offered by the Chemistry Department in the May School of Arts and Sciences.

Daniel Rogers
Shields Science Center 315
508-565-1182
drogers2@stonehill.edu

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

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

Students in this program typically complete the following courses:

First Year

Taken Fall Semester

CHM 113 - General Chemistry I ¹
MTH 125 - Calculus I
PHY 121 - Physics I ⁵

Taken Spring Semester

CHM 221 - Organic Chemistry I ⁶
MTH 126 - Calculus II
PHY 122 - Physics II ⁶

Sophomore Year

Taken Fall Semester

CHM 222 - Organic Chemistry II ⁵
CSC 103 - Computer Science I ⁵
MTH 261 - Multivariable Calculus ⁵

Taken Spring Semester

CHM 244 - Inorganic Chemistry ⁶
CHM 331 - Analytical Chemistry ^{2 3 6}
CSC 104 - Computer Science II ⁶
MTH 251 - Linear Algebra ⁶ OR MTH 264 - Linear Algebra and Differential Equations

Junior Year

Taken Fall Semester

CHM 333 - Physical Chemistry I ⁵
CHM 441 - Advanced Chemistry Laboratory - Fall (WID) ⁵
BCH 343 - Biochemistry I (suggested) ⁵
CHM 447 - Junior Fall Chemistry Seminar ^{4 5}

Taken Spring Semester

CHM 334 - Physical Chemistry II ⁶

One Advanced Chemistry course at the 300- or 400-level

CHM 448 - Junior Spring Chemistry Seminar ^{4 6}

Notation

1 Fulfills the Natural Scientific Inquiry requirement of the Core Curriculum.

2 Fulfills the Statistical Reasoning requirement of the Core Curriculum.

3 Could also take the spring semester of Junior year.

4 CHM 447 and CHM 448 are required to be taken in the junior year to satisfy the Capstone Experience requirement of the Core Curriculum. One pass/fail credit is obtained in the second semester of the junior year.

5 Course is offered only in the Fall Semester.

6 Course is offered only in the Spring Semester.

Core Curriculum Requirements

In addition to the courses above, students must also fulfill the Skyhawk Core Curriculum requirements of Stonehill College before transferring to The University of Notre Dame.

Course work taken in the first year at The University of Notre Dame fulfill the senior capstone requirement of the Stonehill major.

Chemistry B.S.

The Chemistry, B.S. major is offered by the Chemistry Department in the May School of Arts and Sciences.

Daniel Rogers

Shields Science Center 315

508-565-1182

drogers2@stonehill.edu

The B.S. in Chemistry is an American Chemical Society certified degree and is designed for the student desiring a thorough background in chemistry; one who plans to attend graduate school in chemistry or closely related field or seek immediate employment in the field of chemistry. Students completing the B.S. in Chemistry will graduate with an American Chemical Society certified degree.

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

First Year

Taken Fall Semester

CHM 113 - General Chemistry I ¹

MTH 125 - Calculus I

PHY 121 - Physics I ⁵

Taken Spring Semester

CHM 221 - Organic Chemistry I ⁶

MTH 126 - Calculus II

PHY 122 - Physics II ⁶

Sophomore Year

Taken Fall Semester

CHM 222 - Organic Chemistry II ⁵

Taken Spring Semester

CHM 244 - Inorganic Chemistry ⁶

CHM 331 - Analytical Chemistry ^{2 6}

Junior Year

Taken Fall Semester

CHM 301 - Professional Ethics and Safety in Chemistry and Biochemistry ^{3 5}

CHM 333 - Physical Chemistry I ⁵
CHM 441 - Advanced Chemistry Laboratory - Fall (WID) ^{4 5}
CHM 447 - Junior Fall Chemistry Seminar ^{5 9}

Taken Spring Semester

CHM 448 - Junior Spring Chemistry Seminar ^{6 9}

Junior or Senior Year

Taken Fall Semester

BCH 343 - Biochemistry I ⁵
CHM 449 - Senior Fall Chemistry Seminar ^{5 9}

Taken Spring Semester

CHM 334 - Physical Chemistry II ⁶
CHM 442 - Advanced Chemistry Laboratory - Spring ⁶
CHM 450 - Senior Spring Chemistry Seminar & Thesis ^{6 9}

Complete Four Advanced Courses from the Following List

BCH 344 - Biochemistry II ^{6 8}
BCH 446 - Advanced Topics in Biochemistry ^{5 8}
CHM 432 - Advanced Topics in Analytical Chemistry ⁵
CHM 435 - Advanced Topics in Organic Chemistry ⁶
CHM 443 - Advanced Topics in Physical Chemistry ⁶
CHM 444 - Advanced Topics in Inorganic Chemistry ⁵
CHM 496 - Independent Chemistry Research ^{7 10}

Notations

- 1 Fulfills the Natural Scientific Inquiry requirement of the Core Curriculum.
- 2 Fulfills the Statistical Reasoning requirement of the Core Curriculum.
- 3 Fulfills the Ethical Reasoning requirement of the Core Curriculum.
- 4 Fulfills the Writing-in-the-Disciplines requirement of the Core Curriculum.
- 5 Course is offered only in the Fall Semester.
- 6 Course is offered only in the Spring Semester.
- 7 Independent Research can be taken more than once but will only count once toward the major.
- 8 Advanced Topics in Biochemistry and Biochemistry II can both be taken but only one will count toward the major.
- 9 Required in each semester of the junior and senior years and satisfies the Capstone Experience requirement of the Core Curriculum. Four credits are obtained in the second semester of the senior year.
- 10 Independent Research must be taken for three credits to count as a course towards the major.

Chemistry Honors Program

The student who completes the honors requirements in Chemistry below is awarded a degree "with honors in Chemistry."

- Overall GPA of at least 3.40;
- Chemistry GPA of at least 3.40; and
- Conduct research in the department and earn at least a "B+" on both the thesis and thesis defense required for CHM 450 - Senior Spring Chemistry Seminar & Thesis.

Contact the Chemistry Department Chair for additional details and deadlines.

Chemistry Minor

The Chemistry minor is offered by the Chemistry Department in the May School of Arts and Sciences.

Daniel Rogers
Shields Science Center 315
508-565-1182
drogers2@stonehill.edu

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.

The minor in Chemistry requires the completion of six courses.

Complete the Following Four Required Courses

CHM 113 - General Chemistry I¹
CHM 221 - Organic Chemistry I
CHM 222 - Organic Chemistry II
CHM 232 - General Chemistry II OR CHM 244 - Inorganic Chemistry

Complete Two Electives Courses

BCH 343 - Biochemistry I
BCH 446 - Advanced Topics in Biochemistry
CHM 331 - Analytical Chemistry
CHM 333 - Physical Chemistry I
CHM 334 - Physical Chemistry II
CHM 444 - Advanced Topics in Inorganic Chemistry OR CHM 244 - Inorganic Chemistry (if CHM 232 was taken to fulfill the required courses above)

Notation

¹ CHM 113 - General Chemistry I will not count towards the Chemistry minor for Biology and Neuroscience majors. Instead Biology and Neuroscience majors must complete three electives which can also include courses from the expanded list of electives below:

CHM 432 - Advanced Topics in Analytical Chemistry
CHM 435 - Advanced Topics in Organic Chemistry
CHM 441 - Advanced Chemistry Laboratory - Fall (WID)
CHM 442 - Advanced Chemistry Laboratory - Spring
CHM 443 - Advanced Topics in Physical Chemistry
CHM 444 - Advanced Topics in Inorganic Chemistry

Neuroscience majors must take one extra course from Cluster 2 in their major if they use Biochemistry I to fulfill the Chemistry minor. For Health Science majors, at least three of the courses used to fulfill the Chemistry minor cannot be used to fulfill the Health Science major.

Chinese Minor

The Chinese minor is offered by the Languages, Literatures, and Cultures Department in the May School of Arts and Sciences.

Peter Mahoney
Duffy Academic Center 236
508-565-1680
pmahoney@stonehill.edu

The minor in Chinese requires the completion of six courses determined in consultation with the departmental minor advisor.

Complete Six Courses

At least two of these courses must be taken at the 300-level or above.

CHN 131 - Elementary Chinese I
CHN 132 - Elementary Chinese II
CHN 231 - Intermediate Chinese I
CHN 232 - Intermediate Chinese II
CHN 331 - Advanced Chinese I
CHN 332 - Advanced Chinese II
CHN 333 - Chinese TV Series
CHN 490 - Directed Study: Topics in Chinese

Study Abroad for Language Minors

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

Students may transfer in two pre-approved courses taken abroad to the minor. Additional language courses may be pre-approved as general electives.

Cinema Studies Minor

The Cinema Studies minor is offered by the Communication and Media Studies Department in the May School of Arts and Sciences.

Ron Leone
Cushing-Martin 112
508-565-1113
rleone@stonehill.edu

Mission of the Program

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

The minor in Cinema Studies requires the completion of six courses.

Complete at least One 200-Level Course

COM 220 - Understanding Film
ENG 271 - Film and Story
ENG 272 - Film and Culture
ENG 273 - Hitchcock
VPM 250 - Music in Disney's Animated Features

Complete at least Three 300 or 400-Level Courses

COM 321 - Topics in Film Genres
COM 323 - Topics in Film
ENG 326 - Topics in American Cinema
ENG 422 - English Capstone Seminar (If topic is offered in Cinema Studies)
Note: Any topical 300-level course above may be taken twice as the topics differ

Complete Two Additional Courses

Additional course from either list above
Additional course from either list above

Communication B.A.

The Communication major is offered by the Communication and Media Studies Department in the May School of Arts and Sciences.

Ron Leone
Cushing-Martin 112
508-565-1113
rleone@stonehill.edu

Departmental Mission

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

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

Learning Goals

Majors in Communication will:

- develop effective written and oral communication skills in personal and professional contexts.
- demonstrate knowledge of communication theories and their relationship to the world around us.
- become critically engaged citizens aware of roles as producers and consumers of messages.
- understand the methods used by scholars in the field to conduct research, and the relationship between research and theory.

The Communication major requires the completion of 11 courses in total and the selection of a concentration in either Communication Studies or Media Studies.

Complete Three Introductory Courses

COM 103 - Public Speaking

COM 105 - Interpersonal Communication

COM 107 - Introduction to Media Studies OR

COM 110 - Navigating the Media Landscape (First-Year Seminar)

Complete the Following Research Methods Course

COM 322 - Communication Research Methods

Complete Seven Theory/Application Courses in One of the Following Concentrations:

Communication Studies Concentration

COM 203 - Studies in Persuasion

COM 310 - Organizational Communication

COM 420 - Capstone in Communication and Media Studies

Media Studies Concentration

COM 207 - Media Criticism

COM 333 - Topics in Media Studies

COM 420 - Capstone in Communication and Media Studies

Complete One 200-Level Communication Elective*

Complete Three Communication Electives* at the 300-Level or Above.

*Additional Elective Options

One of the following courses may be counted as a Communication major or minor course.

DMP 210 - Digital Filmmaking I

DMP 320 - Screenwriting: Short and Long Format

ENG 326 - Topics in American Cinema

HCM 301 - Health Communication

JRN 100 - Reporting and News Writing

JRN 313 - Journalism Ethics and Law

Note:

Students who major in Communication and minor in Journalism may not double dip courses between the two programs.

Internship Requirements

Only Communication majors and minors with a 3.0 GPA after the completion of the second semester of Sophomore year are eligible for Communication internships.

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

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

In addition, both majors and minors **MUST** have completed at least four (4) COM courses before being eligible for an internship. Without exception, interns must have successfully completed the prerequisite course(s) for the desired internship. Prospective interns must have a specific kind (e.g., TV production, Public Relations, Newspaper, etc.) of internship in mind prior to seeking the Director's permission.

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

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

No more than one internship, for a total of three credits, may be counted toward the major requirements:
COM 475 - Internship in Mass Communication

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

Students doing a summer-fall "split" internship may not do another internship during the same semester they are completing work for the "split."

Communication Honors Program

The student who completes the Honors Program in Communication is awarded a degree "with honors in Communication." To enter the program, a student must be a Communication major and must have completed six communication courses; the student's cumulative grade-point average must be at least 3.5 overall and at least 3.6 in the major; finally, one full-time Communication faculty member must sponsor the student's application.

To complete the program, the student must write and orally defend an Honors Thesis during Senior year on a topic in Communication. The student who achieves a "B" or better on the Honors Thesis and whose overall GPA is 3.5 will have successfully completed the Honors Program in Communication.

Please contact the Communication Department Chair for information.

Communication Minor

The Communication minor is offered by the Communication and Media Studies Department in the May School of Arts and Sciences.

Ron Leone
Cushing-Martin 112
508-565-1113
rleone@stonehill.edu

The minor in Communication requires the completion of six courses.

Complete Three Required Courses

COM 103 - Public Speaking
COM 105 - Interpersonal Communication
COM 107 - Introduction to Media Studies OR
COM 110 - Navigating the Media Landscape (First-Year Seminar)

Complete One Communication Elective at the 200-Level or Above

COM 203 - Studies in Persuasion
COM 207 - Media Criticism
COM 220 - Understanding Film (or take three of the 300- or 400-level courses listed below)

Complete Two Communication Electives at the 300-Level or Above

COM 310 - Organizational Communication
COM 311 - Public Relations and Social Media
COM 312 - Crisis Communication
COM 315 - Intercultural Communication
COM 316 - Family Communication
COM 318 - Persuasion and Social Movements
COM 321 - Topics in Film Genres
COM 322 - Communication Research Methods
COM 323 - Topics in Film

COM 325 - Leadership and Communication
COM 333 - Topics in Media Studies
COM 414 - Topics in Communication
COM 420 - Capstone in Communication and Media Studies
COM 441 - Rhetorical Criticism (WID)
COM 452 - Communication Honors Thesis
COM 475 - Internship in Communication
COM 490 - Directed Study - Communication

*Additional Elective Options

One of the following courses may be counted as a Communication major or minor course.

DMP 210 - Digital Filmmaking I
DMP 320 - Screenwriting: Short and Long Format
ENG 326 - Topics in American Cinema
HCM 301 - Health Communication
JRN 100 - Reporting and News Writing
JRN 313 - Journalism Ethics and Law

Internship Requirements

Only Communication majors and minors with a 3.0 GPA after the completion of the second semester of Sophomore year are eligible for Communication internships.

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

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

In addition, both majors and minors MUST have completed at least four (4) COM courses before being eligible for an internship. Without exception, interns must have successfully completed the prerequisite course(s) for the desired internship. Prospective interns must have a specific kind (e.g., TV production, Public Relations, Newspaper, etc.) of internship in mind prior to seeking the Director's permission.

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

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

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

COM 475 - Internship in Mass Communication

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

Students doing a summer-fall "split" internship may not do another internship during the same semester they are completing work for the "split."

Communication Sciences and Disorders B.S.

The Communication Sciences and Disorders Major is offered by the Health Science Department in the May School of Arts and Sciences.

Robin Goldberg, MS/CCC-SLP
Duffy Academic Center 247
508-565-1122
rgoldberg@stonehill.edu

Learning Outcomes

Upon completion of the major, students will have fulfilled the requisite requirements for graduate school, as determined by ASHA. Specifically, they will:

1. Begin to meet the professional standards for ASHA certification.
2. Understand typical and disordered communication across a person's lifespan while developing cultural competence in clinical approach and service delivery.
3. Grasp the basic principles and methods of prevention, assessment, and intervention for people with communication, swallowing, and hearing disorders.
4. Develop an appreciation and understanding for the human need to effectively communicate.
5. Apply the knowledge of hearing sciences and audiological testing to remediation techniques for specific individuals or groups, under the supervision of a licensed speech pathologist.

The major in CSD requires the completion of 16 courses.

Complete 11 Core Courses

BIO 101 - Biological Principles I
 CSD 101 - Introduction to Communication Sciences and Disorders
 CSD 200 - Speech Anatomy and Physiology
 CSD 205 - Speech and Language Development
 CSD 301 - Phonetics
 CSD 308 - Speech and Language Disorders
 CSD 310 - Speech and Hearing Science
 CSD 312 - Audiology
 CSD 370 - Clinical Methods in Communication Sciences and Disorders
 PSY 101 - Introduction to Psychology
 PSY 201 - Child Development

Complete One Statistical Reasoning Course

PSY 261 - Introduction to Statistics
 BIO 261 - Biological Statistics
 MTH 225 - Statistics for Science
 MTH 207 - Statistical Reasoning: Chance

Complete One Chemistry or Physics Course

CHM 113 - General Chemistry I
 PHY 101 - Basic Physics I

Complete Two Speech, Language, and/or Hearing Courses

CSD 305 - Language Science
 CSD 320 - Neurological Bases of Speech, Language, and Hearing
 CSD 330 - Introduction to Aural Rehabilitation

Complete the Capstone in Communication Sciences and Disorders

CSD 475 - Internship in Communication Sciences and Disorders

Communication Sciences and Disorders Minor

The Communication Sciences and Disorders minor is offered by the Health Science Department in the May School of Arts and Sciences.

Robin Goldberg, MS/CCC-SLP
 Duffy Academic Center 247
 508-565-1122
rgoldberg@stonehill.edu

The minor in CSD requires the completion of 6 courses.

Complete Six Required Courses

CSD 101 - Introduction to Communication Sciences and Disorders
 CSD 200 - Speech Anatomy and Physiology
 CSD 205 - Speech and Language Development
 CSD 301 - Phonetics
 CSD 310 - Speech and Hearing Science
 CSD 312 - Audiology

Computer Engineering B.S.

The Computer Engineering major is offered by the Engineering Department in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

The Computer Engineering program at Stonehill College seeks to provide students with the skills and background needed to thrive in their profession while also giving them the intellectual flexibility that comes from a well-rounded liberal arts education.

Unlike the highly specialized engineering degrees provided at research universities, our approach is intended to be interdisciplinary and application-oriented, and to emphasize the moral and social background within which the engineer will be working.

Educational Objectives:

Following is the listing of the Program Educational Objectives for the undergraduate Computer and Electrical Engineering programs. Three to five years after graduation, our graduates will demonstrate:

- Technical competence, including design and problem-solving approaches leading to meaning full designs that have positive economic, environmental and social impact. [Problem Solving and Engr System Design]
- Leaderships skills through their daily interactions and further support the success of others by creating the culture of collaboration. [Communication]
- Commitment to humanitarian values, such as being committed to equality, inclusion, diversity, and social justice, while solving technical problems, ethically and responsibly. [Humanistic values]
- Commitment to lifelong learning through the pursuit of advanced degrees, knowledge, skills, values and professional development in their field. [Life-Long Learning]

Student Outcomes

To achieve the educational objectives, the graduates of the programs will have and ability to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics [Fundamental/Problem Solving]
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors [Design]
- Communicate effectively with a range of audiences [Communications]
- Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts [Ethics/ Profession/Economics]
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives [Teamwork]
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions [Experiment/Results]
- Acquire and apply new knowledge using appropriate learning strategies [Diversity and LLL]

Basic Engineering Core

EGR 101 - Introduction to Engineering
EGR 305 - Design for Public Good
EGR 307 - Engineering for Public Good

Computer Engineering Core

CSC 103 - Computer Science I
CSC 104 - Computer Science II
CSC 201 - Discrete Mathematics for Computer Science I
CSC 211 - Data Structures
CSC 304 - Computer Architecture
CSC 390 - Computer Networks
EGC 221 - Digital Design I OR CSC 221 - Computer Logic and Organization
EGC 321 - Embedded System Design
EGC 335 - Digital Design II

EGE 201 - Circuits I
EGE 203 - Circuits II
EGE 301 - Microelectronics
EGE 333 - Signals and Systems
EGC 349 - Senior Design for Computer Engineering

Basic Science Core

CHM 113 - General Chemistry I
MTH 125 - Calculus I
MTH 126 - Calculus II
MTH 261 - Multivariable Calculus
MTH 264 - Linear Algebra and Differential Equations
MTH 395 - Probability and Statistics I
PHY 121 - Physics I
PHY 122 - Physics II

Choose Three Tech and Sustainability Electives

Choose three technology and sustainability electives from the following subjects: CSC, EGE, ENV.

CSC 102 - Introduction to Programming
CSC 195 - How Computers Work
CSC 202 - Discrete Mathematics for Computer Science II
CSC 305 - Mobile Computing
CSC 310 - Cybersecurity
CSC 311 - Algorithms and Complexity
CSC 312 - Compiler Design
CSC 314 - Operating Systems
CSC 321 - Data Visualization
CSC 322 - Machine Learning
CSC 323 - Programming Languages
CSC 324 - Web Programming
CSC 325 - Database Management Systems
CSC 326 - Mathematical Experiments in Computer Science
CSC 382 - Artificial Intelligence
CSC 384 - Theory of Computation
CSC 393 - Numerical Analysis
CSC 399 - Topics in Computer Science
CSC 475 - Internship in Computer Science
CSC 490 - Directed Study - Computer Science
EGE 221 - Vibrations and Waves
EGE 331 - Control Systems Engineering
EGE 343 - Power Electronics
ENV 200 - Principles of Environmental Science
ENV 201 - Research Methods in Environmental Science
ENV 202 - Environmental Writing (WID)
ENV 204 - Food Justice
ENV 270 - Environmental Ethics
ENV 275 - Environmental Law
ENV 295 - Physical Geology
ENV 301 - Water Resources in a Changing Climate
ENV 302 - Coastal Zone Management
ENV 315 - Women and Ecology
ENV 316 - Case Studies in Environmental Management
ENV 321 - Environmental Racism Toward Environmental Justice
ENV 325 - Introduction to Geographic Information Systems
ENV 326 - Sustainable Agriculture
ENV 330 - Intermediate Geographic Information Systems
ENV 340 - Human Dimensions of Wildlife Conservation
ENV 345 - Conservation Biology
ENV 350 - Climate Science
ENV 360 - Introduction to Oceanography

ENV 375 - Topics in Environmental Studies
ENV 376 - Topics in Environmental Sciences
ENV 475 - Environmental Internship
ENV 490 - Directed Study - Environmental
ENV 496 - Independent Research - Environmental

Computer Engineering Minor

The Computer Engineering minor is offered by the Engineering Department in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

An engineering minor requires a minimum of six courses in the major. Four courses must be unique to the minor and may not count toward the fulfillment of majors or additional minors. The Engineering minors are not intended to provide specialization within an engineering discipline but are designed to complement different majors offered at Stonehill College. Non-Engineering majors are allowed to pursue a minor in Engineering, provided that the course prerequisites are met.

* This minor is not open to Electrical Engineering students.

Complete the Following Computer Engineering Courses

EGE 201 - Circuits I
EGE 203 - Circuits II
CSC 104 - Computer Science II
CSC 221 - Computer Logic and Organization

Complete Two of the Following Courses

CSC 211 - Data Structures
CSC 314 - Operating Systems
EGC 321 - Embedded System Design
EGC 335 - Digital Design II
EGE 301 - Microelectronics

Computer Science B.A./Computer Engineering B.S. Dual Degree (Notre Dame)

The Computer Science, B.A./Computer Engineering, B.S. Dual Degree major is offered by the Computer Science Department in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

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

Students in this program complete the following required courses:

First Year

Taken Fall Semester

CSC 103 - Computer Science I
MTH 125 - Calculus I (offered both semesters)
PHY 121 - Physics I

Taken Spring Semester

CSC 104 - Computer Science II
MTH 126 - Calculus II (offered both semesters)
PHY 122 - Physics II

Sophomore Year

Taken Fall Semester

CSC 201 - Discrete Mathematics for Computer Science I
CSC 211 - Data Structures
MTH 261 - Multivariable Calculus

Junior Year

Taken Fall Semester

CHM 113 - General Chemistry I (offered both semesters)
CSC 221 - Computer Logic and Organization

Taken Spring Semester

MTH 251 - Linear Algebra OR MTH 264 - Linear Algebra and Differential Equations
Four additional upper-level CSC electives chosen in consultation with the Director of the Engineering Program

Core Curriculum Requirements

In addition to the courses above, students must also fulfill the Core Curriculum requirements of Stonehill College before transferring to The University of Notre Dame.

Course work taken in the first year at The University of Notre Dame fulfill the senior capstone requirement of the Stonehill major.

Computer Science B.S.

The Computer Science Major is offered by the Computer Science Department in the May School of Arts and Sciences,

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

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.

The B.S. in Computer Science requires the completion of 22 courses.

First year

Taken Fall Semester

CSC 103 - Computer Science I
MTH 125 - Calculus I (offered both semesters)

Taken Spring Semester

CSC 104 - Computer Science II
MTH 126 - Calculus II (offered both semesters)

Sophomore year

Taken Fall Semester

CSC 201 - Discrete Mathematics for Computer Science I
CSC 211 - Data Structures

Taken Spring Semester

CSC 202 - Discrete Mathematics for Computer Science II
MTH 225 - Statistics for Science

Junior and Senior years

Taken Fall Semester (courses offered every other year)

CSC 221 - Computer Logic and Organization
CSC 314 - Operating Systems
CSC 384 - Theory of Computation OR MTH 384 - Theory of Computation
CSC 311 - Algorithms and Complexity
CSC 400 - Capstone: Software Engineering (WID)

Complete Five of the Following Courses

CSC 304 - Computer Architecture
CSC 305 - Mobile Computing
CSC 310 - Cybersecurity
CSC 312 - Compiler Design
CSC 321 - Data Visualization
CSC 322 - Machine Learning
CSC 323 - Programming Languages
CSC 324 - Web Programming
CSC 325 - Database Management Systems
CSC 326 - Mathematical Experiments in Computer Science
CSC 382 - Artificial Intelligence
CSC 390 - Computer Networks
CSC 393 - Numerical Analysis OR MTH 393 - Numerical Analysis
CSC 399 - Topics in Computer Science

Computer Science Honors Program

The student who completes the honors requirements in Computer Science below will be awarded a degree "with honors in computer science."

- Cumulative GPA of 3.5 in all major (CSC) courses; and
- Completion of 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 and the student must earn at least a "B" or better in the thesis.

Contact the Computer Science Department Chair for more information.

Computer Science Minor

The Computer Science Minor is offered by the Computer Science Department in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

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.

The minor in Computer Science requires the completion of seven courses.

Complete Four Required Courses

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

Complete Three of the Following 300-Level Courses

CSC 304 - Computer Architecture
CSC 311 - Algorithms and Complexity
CSC 312 - Compiler Design
CSC 314 - Operating Systems

CSC 321 - Data Visualization
CSC 322 - Machine Learning
CSC 323 - Programming Languages
CSC 324 - Web Programming
CSC 325 - Database Management Systems
CSC 382 - Artificial Intelligence
CSC 384 - Theory of Computation OR MTH 384 - Theory of Computation
CSC 390 - Computer Networks
CSC 393 - Numerical Analysis OR MTH 393 - Numerical Analysis
CSC 399 - Topics in Computer Science

Creative Writing Minor

The Creative Writing minor is offered by the English Department in the May School of Arts and Sciences.

Laura Scales
Cushing-Martin 123
508-565-1793
lscales@stonehill.edu

Mission of the Program

The minor in Creative Writing consists of courses in poetry, fiction, creative non-fiction, and playwriting. The minor provides new writers at all levels and from all academic disciplines with the opportunity to explore the wide variety of ways to write creatively and experiment with style, voice, form, concept, and genre. Advanced courses can accommodate work in many genres including but not limited to experimental writing to do-it-yourself publishing and literary journal production, to graphic novels, novella writing, and memoirs, among others. In addition, more experienced writers who might be considering an advanced degree or career in creative writing can hone their craft with advanced coursework that helps build portfolios useful for graduate applications and submission for publication. The minor also hosts readings, lectures, and events by visiting writers, as well as student readings at the end of each semester.

The Creative Writing minor requires the completion of six courses.

Complete Five of the Following Writing Courses

ENG 164 - Introduction to Creative Writing
ENG 242 - Topics in Creative Writing: Poetry I (Course may be taken twice)
ENG 243 - Topics in Creative Writing: Fiction I (Course may be taken twice)
ENG 344 - Topics in Creative Nonfiction (Course may be taken twice)
ENG 345 - Topics in Creative Writing: Fiction II (Course may be taken twice)
ENG 346 - Topics in Creative Writing: Poetry II (Course may be taken twice)
ENG 372 - 'Zines, Chapbooks, and DIY Publishing
VPT 306 - Introduction to Playwriting (WID)

Complete One of the Following 200-level or Higher Literature Courses

ENG 273 - Hitchcock
ENG 300 - Topics in Literary and Cultural Theory
ENG 301 - Topics in Medieval Literature (WID)
ENG 304 - Topics in Early Modern Literature (WID)
ENG 306 - Topics in British Literature, 1700-1900 (WID)
ENG 307 - Topics in British Literature, 1900 - Present
ENG 310 - Topics in World and Comparative Literature
ENG 221 - Introductory Topics in Digital Humanities
ENG 247 - Topics in Catholicism and Literature
ENG 248 - Catholic Literature and the Modern World
ENG 258 - Literature and Sports
ENG 271 - Film and Story
ENG 272 - Film and Culture
ENG 200 - Introductory Topics in Literary Studies
ENG 201 - British Literature to 1700
ENG 204 - Drama

ENG 205 - Fiction
ENG 326 - Topics in American Cinema
ENG 358 - Desire and Death in Myth
ENG 359 - Nineteenth-century British Poetry
ENG 360 - American Literature to 1865
ENG 361 - American Literature 1865-present
ENG 362 - Topics in Poetry
ENG 366 - Topics in Twentieth-Century American Literature
ENG 367 - Topics in Nineteenth-Century American Literature (WID)
ENG 368 - Race, Ethnicity, and American Culture
ENG 348 - Topics in Religion and Literature
ENG 349 - Irish Literature: Nationalism, Religion, Mother Ireland
ENG 350 - Chaucer
ENG 353 - Shakespeare
ENG 391 - Topics in Gender & Sexuality Studies
ENG 392 - Topics in Postcolonial and Global Literature (WID)
ENG 395 - Introduction to Postcolonial Literature and Culture
ENG 398 - Telling Tales: Theories of Narrative
ENG 369 - African American Literature
ENG 372 - 'Zines, Chapbooks, and DIY Publishing
ENG 373 - Gerard Manley Hopkins and his Contexts
ENG 380 - Modern Poetry
ENG 382 - American Drama
ENG 389 - Alternative Modernisms
ENG 390 - Topics in Modernism (WID)

Criminology B.A.

The Criminology Major is offered by the Criminology Department in the May School of Arts and Sciences.

Kathleen Currul-Dykeman
Martin Institute 235
508-565-1941
kcurruldykeman@stonehill.edu

The Criminology program at Stonehill provides students with a foundation to understand the practices of law, the criminal justice system, and the causes and consequences of crime. The program requires that students take a critical look at the organization and operation of criminal justice agencies at the local, state, federal and international level including the police, the courts, and prisons. In addition, other courses examine the nature of individuals and groups in conflict with the law or that cause willful social harm, as well as those who are victims of crime. Direct contact with social service or criminal justice agencies is required through an internship placement.

The Criminology program not only prepares students for typical positions in policing, the courts, and corrections, it provides a broader platform on crime and justice, allowing students to enter into an array of positions, including private and non-profit organizations, graduate and law school.

The major in Criminology requires the completion of 11 courses.

Complete One Introductory Course

ANT 105 - Introduction to Cultural Anthropology
POL 123 - American Government and Politics
PSY 101 - Introduction to Psychology
SOC 101 - Introduction to Sociology

Complete Four Required Courses

Typically Taken First or Sophomore Year

CRM 120 - Critical Introduction to Criminal Justice

Typically Taken Sophomore Year

CRM 201 - Criminological Theories

Typically Taken Junior Year

CRM 310 - Research Methods for Criminology (WID)

CRM 311 - Statistical Analysis in Criminology

Complete Two Criminal Law Courses

CRM 303 - Procedural Criminal Law

CRM 305 - Substantive Criminal Law

CRM 307 - Mechanics of the Courtroom

CRM 309 - The Jury System

Note: CRM 303, CRM 305, CRM 307 or CRM 309 may be used as an elective course if not used to satisfy the law requirement above.

Complete Three Elective Courses

One of the following electives must be a 400-level seminar.

ANT 329 - Anthropology of Violence

CRM 204 - Sociology of the Prison

CRM 205 - Introduction to Policing

CRM 208 - Sex Offenders: Patterns and Behaviors

CRM 224 - Juvenile Delinquency

CRM 225 - Probation & Parole

CRM 226 - Race, Racial Justice, and Equity

CRM 227 - Introduction to Corrections

CRM 273 - Criminal Mind, Mental Illness and Criminality

CRM 295 - Topics in Criminology

CRM 304 - Victims of Crime

CRM 306 - Trauma: Its Impact on Children

CRM 312 - Youth and the Law

CRM 313 - Faith, Justice, and the Criminal Justice System

CRM 314 - Practicum: Victims in the Courtroom

CRM 315 - Women, Criminality, and the System

CRM 318 - Federal Criminal Process

CRM 353 - Ethics, Values, and Diversity in Criminal Justice

CRM 355 - Global Crime

CRM 356 - Terrorism

CRM 357 - American Street Gangs

CRM 410 - Seminar: Juvenile Justice

CRM 411 - Seminar: Police and Society

CRM 412 - Seminar: Punishment and Public Policy

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

CRM 432 - Seminar: At-Risk Families and Youth

CRM 440 - Seminar: White Collar Crime

CRM 475 - Internship in Criminology

CRM 490 - Directed Study - Criminology

CRM 496 - Independent Research - Criminology

POL 337 - Public Administration

POL 355 - Terror, State, and Society

SOC 290 - Drugs and Society

Complete One Capstone Course in Criminology

May be completed in the 2nd semester of Junior year, the summer between Junior and Senior Year, or Senior Year.

CRM 470 - Capstone Internship in Criminology (4 credits)

CRM 471 - Capstone Internship in Criminology (6 credits)

CRM 497 - Senior Thesis

Criminology Minor

The Criminology minor is offered by the Criminology Department in the May School of Arts and Sciences.

Katie Currul-Dykeman
Martin Institute 235
508-565-1941
kcurreldykeman@stonehill.edu

The minor in Criminology requires the completion of six courses.

Complete One Required Course

CRM 201 - Criminological Theories

Complete One Criminal Law Course

CRM 303 - Procedural Criminal Law
CRM 305 - Substantive Criminal Law
CRM 307 - Mechanics of the Courtroom
CRM 309 - The Jury System

Complete Three Additional Elective Courses

CRM 120 - Critical Introduction to Criminal Justice
CRM 204 - Sociology of the Prison
CRM 205 - Introduction to Policing
CRM 208 - Sex Offenders: Patterns and Behaviors
CRM 224 - Juvenile Delinquency
CRM 225 - Probation & Parole
CRM 226 - Race, Racial Justice, and Equity
CRM 273 - Criminal Mind, Mental Illness and Criminality
CRM 295 - Topics in Criminology
CRM 304 - Victims of Crime
CRM 306 - Trauma: Its Impact on Children
CRM 312 - Youth and the Law
CRM 313 - Faith, Justice, and the Criminal Justice System
CRM 314 - Practicum: Victims in the Courtroom
CRM 318 - Federal Criminal Process
CRM 353 - Ethics, Values, and Diversity in Criminal Justice
CRM 355 - Global Crime
CRM 356 - Terrorism
CRM 357 - American Street Gangs
CRM 410 - Seminar: Juvenile Justice
CRM 411 - Seminar: Police and Society
CRM 412 - Seminar: Punishment and Public Policy
CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
CRM 432 - Seminar: At-Risk Families and Youth
CRM 440 - Seminar: White Collar Crime

Complete One of the Following 400-level Seminars

CRM 410 - Seminar: Juvenile Justice
CRM 411 - Seminar: Police and Society
CRM 412 - Seminar: Punishment and Public Policy
CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
CRM 432 - Seminar: At-Risk Families and Youth
CRM 440 - Seminar: White Collar Crime

Critical Race and Ethnic Studies B.A.

The Critical Race and Ethnic Studies Major is offered by the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Stanley Thangaraj
May Hall 234
508-565-1408
sthangaraj@stonehill.edu

The Critical Race and Ethnic Studies major aims to help students study African American, Asian American, Indigenous, and Latinx peoples; understand race and ethnicity in the United States along transnational and transhistorical lines, centering the study of racialized power and its circuits; and situate forms of resistance and social justice in the present moment.

Learning Outcomes

Students who complete the major will:

1. Become familiar with, apply, and differentiate concepts, theories, and debates central to the interdisciplinary study of race and ethnicity
2. Examine histories of racial formations and the exercises of racialized power, in the form of white supremacy and settler colonialism, in the U.S. and beyond
3. Identify and compare resistance movements and the role they play in liberation, community-building, and nation-building
4. Analyze how race and ethnicity intersect with and impact each other and with gender, gender expression, sexuality, ability, religion, and nationality
5. Recognize their own assumptions about race, interpersonal racism, and understand how racialized power has impacted their experience
6. Analyze how race and ethnicity are implicated in questions of social justice
7. Combine academic learning with practical application through SURE, internships, and/or co-curricular programming
8. Analyze how race and ethnicity are also managed through desires, pleasures, and world-building
9. Combine academic learning with professional development through presentations at the Stonehill undergraduate conference and association conferences

The major in CRE requires the completion of 10 courses. All courses should be chosen with the help of an advisor to ensure that at least two different ethnic/racialized formations are covered.

Complete Introduction to Critical Race and Ethnic Studies

CRE 101 - Introduction to Critical Race and Ethnic Studies

Complete Eight CRE Electives

Five of the electives must be 300- or 400-level.

All electives should be chosen with the help of an advisor to ensure that at least two different ethnic/racialized formations are covered. All CRE topics courses, internships, and directed studies may be taken twice as long as topics differ.

CRE 200 - Topics in Ethnic Studies

CRE 300 - Advanced Topics in Ethnic Studies

CRE 475 - Internship in Critical Race and Ethnic Studies

CRE 490 - Directed Study in Critical Race and Ethnic Studies

ANT 233 - Language and Culture

ANT 304 - Museum Studies

ANT 315 - Latin American People and Cultures

CRM 224 - Juvenile Delinquency

CRM 226 - Race, Racial Justice, and Equity

CRM 353 - Ethics, Values, and Diversity in Criminal Justice

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

ECO 206 - United States Economic History

ENG 366 - Topics in Twentieth-Century American Literature (Topic must be Native American or Asian American Literature)

ENG 368 - Race, Ethnicity, and American Culture

ENG 369 - African American Literature

ENG 390 - Topics in Modernism (WID) (Topic must be From Harlem to Hollywood in the Jazz Age)

ENV 375 - Topics in Environmental Studies (Topic must be Environmental Racism)

GND 200 - Topics in Gender and Sexuality Studies (Topic must be Black Women Writers)

GND 305 - Women of Color Writers

HIS 209 - Native American History
HIS 224 - The Life and Times of Frederick Douglass
HIS 234 - The Civil Rights Movement 1945-1966
HIS 243 - Asian American History
HIS 244 - Colonial Latin America
HIS 289 - African American History
HIS 335 - Abolitionist and Proslavery Thought
PHL 160 - Freedom and the Just Society
PHL 243 - This is What Feminism Looks Like
PHL 267 - Race and Racism
SOC 232 - Social Problems and Social Justice
SOC 234 - Racial and Ethnic Diversity
SOC 328 - Community Organizing: People, Power & Change
SOC 340 - Sociology of Childhood and Child Welfare
SOC 415 - Seminar: American Inequality

Complete Senior Seminar in Critical Race and Ethnic Studies (Capstone)

CRE 450 - Senior Seminar in Critical Race and Ethnic Studies

Critical Race and Ethnic Studies Minor

The Critical Race and Ethnic Studies Minor is offered by the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Stanley Thangaraj
May Hall 234
508-565-1408
sthangaraj@stonehill.edu

Learning Outcomes

Students who complete the minor will:

1. Become familiar with, apply, and differentiate concepts, theories, and debates central to the interdisciplinary study of race and ethnicity
2. Examine histories of racial formations and the exercises of racialized power, in the form of white supremacy and settler colonialism, in the U.S. and beyond
3. Identify and compare resistance movements and the role they play in liberation, community-building, and nation-building
4. Analyze how race and ethnicity intersect with and impact each other and with gender, gender expression, sexuality, ability, religion, and nationality
5. Recognize their own assumptions about race, interpersonal racism, and understand how racialized power has impacted their experience
6. Combine academic learning with practical application through SURE, internships, and/or co-curricular programming

The minor in CRE requires the completion of six courses.

Complete Introduction to Critical Race and Ethnic Studies

CRE 101 - Introduction to Critical Race and Ethnic Studies

Complete Five CRE Electives

Two of the electives must be 300- or 400-level.

All CRE topics courses, internships, and directed studies may be taken twice as long as topics differ.

CRE 200 - Topics in Ethnic Studies
CRE 300 - Advanced Topics in Ethnic Studies
CRE 475 - Internship in Critical Race and Ethnic Studies
CRE 490 - Directed Study in Critical Race and Ethnic Studies
ANT 233 - Language and Culture
ANT 304 - Museum Studies
ANT 315 - Latin American People and Cultures
CRM 224 - Juvenile Delinquency
CRM 226 - Race, Racial Justice, and Equity
CRM 353 - Ethics, Values, and Diversity in Criminal Justice

CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
ECO 206 - United States Economic History
ENG 366 - Topics in Twentieth-Century American Literature (Topic must be Native American or Asian American Literature)
ENG 368 - Race, Ethnicity, and American Culture
ENG 369 - African American Literature
ENG 390 - Topics in Modernism (WID) (Topic must be From Harlem to Hollywood in the Jazz Age)
ENV 375 - Topics in Environmental Studies (Topic must be Environmental Racism)
GND 200 - Topics in Gender and Sexuality Studies (Topic must be Black Women Writers)
GND 305 - Women of Color Writers
HIS 209 - Native American History
HIS 224 - The Life and Times of Frederick Douglass
HIS 234 - The Civil Rights Movement 1945-1966
HIS 243 - Asian American History
HIS 244 - Colonial Latin America
HIS 289 - African American History
HIS 335 - Abolitionist and Proslavery Thought
PHL 160 - Freedom and the Just Society
PHL 267 - Race and Racism
SOC 232 - Social Problems and Social Justice
SOC 234 - Racial and Ethnic Diversity
SOC 328 - Community Organizing: People, Power & Change
SOC 340 - Sociology of Childhood and Child Welfare
SOC 415 - Seminar: American Inequality

Dance Minor

The Dance minor is offered by the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 30
508-565-1922
alampton@stonehill.edu

The minor in Dance requires the completion of six courses.

Complete Three Required Courses

VPD 186 - Introduction to Dance History
VPD 257 - Introduction to Dance Composition
VPD 255 - Ballet I OR VPD 356 - Ballet II

Complete One 300-Level Dance Course

VPD 355 - Jazz Dance II
VPD 356 - Ballet II (if not taken above)
VPD 360 - Arts Outreach: Dance

Complete Two Additional Dance Courses

VPD 141 - Dance and Movement
VPD 151 - Dance Technique
VPD 152 - Tap I
VPD 253 - Jazz I
VPD 254 - Modern Dance I
VPD 256 - Dance for Musical Theatre
VPD 257 - Introduction to Dance Composition
VPD 260 - Topics in Dance
VPD 355 - Jazz Dance II (if not taken above)
VPD 356 - Ballet II (if not taken above)
VPD 360 - Arts Outreach: Dance (if not taken above)
VPD 490 - Directed Study - Dance

Note

Dance minors are also encouraged, though not required, to participate in VPD 357 - Dance Company or VPD 358 - Dance Company, Production.

Data Science B.S.

The Data Science major is offered by the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Hsin-hao Su
Duffy Academic Center 231
508-565-1242
hsu@stonehill.edu

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

Data science is the study of data: how to collect, explore, manipulate, model, and visualize data in order to answer questions about the world. Data scientists use tools from mathematics, statistics, and computer science to develop data analysis methods and work with unusual or complex datasets, using technical and intellectual problem-solving skills, rigorous reasoning, and persuasive expression. To develop their skills, data science majors take courses in topics like probability and statistics, linear algebra, database management and artificial intelligence. As data science can be applied to a variety of different subject areas, data science majors also complete a minor in another subject of their choice. Finally, data science majors complete a capstone project which applies their data science skills to their minor subject.

Learning Goals

- Students will develop effective thinking, communication, and problem-solving skills.
 - state problems carefully, articulate assumptions, understand the importance of clear definition of questions and goals, and reason logically to conclusions. This will include the concept of translating questions from the business/client perspective to answerable questions based in data;
 - evaluate the quality of data and collection methods, create statistically reasonable data collection plans, devise effective experiments to answer questions and test conjectures;
 - identify, explore, describe, and model essential features of a complex situation. Select appropriate statistical and visualization methods to discover key insights in data. Build and modify models as necessary for prediction, classification, generation, and exploratory tasks, and draw useful conclusions;
 - evaluate the quality and effectiveness of solutions using data, consider human contexts and ethics;
 - communicate results clearly and coherently both verbally and in writing to audiences of varying technical backgrounds.
- Students will learn to apply data science principles to other domains.
 - encounter real-world applications of data science, both inside and outside of the computational sciences, that motivate and illustrate the ideas they are studying;
 - develop domain knowledge of another discipline through a minor and apply that knowledge to complete a capstone project involving both data science and their minor discipline.
- Students will learn to use technological tools.
 - use and manage databases;
 - become proficient in at least one modern programming language, both theoretically and as a tool used efficiently in the above goals.
- Students will develop independence and experience open-ended inquiry.
 - prepare students to pursue open-ended questions and to speak and write about methods, techniques, and applications with increasing depth and sophistication.

Complete 11 Courses

Typically Taken in the First Year

CSC 103 - Computer Science I
CSC 104 - Computer Science II
DSC 105 - Introduction to Data Science
MTH 125 - Calculus I
MTH 126 - Calculus II

Typically Taken Sophomore Year

CSC 211 - Data Structures
DSC 205 - Modeling for Data Science
MTH 225 - Statistics for Science
MTH 264 - Linear Algebra and Differential Equations OR MTH 251 - Linear Algebra
MTH 270 - Discrete Mathematics OR CSC 201 - Discrete Mathematics for Computer Science I

Typically Taken Junior and Senior Years

DSC 470 - Data Science Integrated Capstone Project

Choose Six Electives

CSC 321 - Data Visualization

CSC 322 - Machine Learning

CSC 324 - Web Programming

CSC 325 - Database Management Systems

CSC 382 - Artificial Intelligence

MTH 364 - Differential Equations and Dynamics

MTH 365 - Bayesian Statistics

MTH 366 - Linear Models

MTH 393 - Numerical Analysis

MTH 395 - Probability and Statistics I

MTH 396 - Probability and Statistics II

MTH 420 - Senior Capstone: Mathematical Modeling

Completion of a Minor or Concentration

Students are required to select a minor or concentration in a discipline other than mathematics or computer science. A concentration for the Data Science major is a selection of 4 or 5 courses from any department, specified by the Department Chair or Program Director.

Digital Humanities Minor

The Digital Humanities minor is offered by the English Department in the May School of Arts and Sciences.

Laura Scales

Cushing-Martin 123

508-565-1793

lscales@stonehill.edu

Mission of the Program

The Digital Humanities minor at Stonehill invites students to explore their world at the nexus of computer science and the humanities. Our program represents a broad array of interpretive methodologies, computational skills, and cross-disciplinary strategies for understanding and representing human knowledge, creations, and community. Studies in the digital humanities apply computational models for analyzing and visualizing data to the inquiry and study of traditional humanities disciplines, such as literature and languages, philosophy, history, religious studies, and the arts as well as the social sciences and business.

This six-course multidisciplinary minor, housed in the English Department and run in partnership with the Digital Innovation Lab, offers collaborative mapping, visualizing, interpreting and digital archiving strategies and project-based learning experiences that yield new insights into history, politics, economic relations, social structures, belief systems, and culture. Courses for the digital humanities minor are “digital-intensive,” which means that the coursework involves substantial use of or engagement with information technologies and computational tools for humanities research, algorithmic analysis, digitization of materials and artistic production.

Digital Humanities students pursue coursework in their choice of disciplines in order to develop practical information literacy, data analysis, data visualization, coding and web design skills, combined with such humanities approaches as literary analysis, cultural studies, visual and performing arts, and media production. While the program allows students to tailor the minor to their own scholarly, creative, and professional interests, all graduates will emerge with the cultural competency and critical thinking that the humanities foster, along with the competitive edge in the post-college job market that a digital skill set provides.

Learning Goals

Minors in Digital Humanities will:

- Advance in three core curriculum areas: digital literacy, applied digital skills, and digital cultural studies.
- Acquire practical information literacy, data analysis, data visualization, coding and web design skills.
- Recognize that digital media, including the algorithms that govern many aspects of contemporary life, are shaped by historical and cultural contexts.

- Understand how to approach digital media as a set of historical, cultural, and aesthetic practices both distinct from and in resonance with other forms of expression.

The minor in Digital Humanities requires the completion of six courses.

Complete One of the Following Digital Literacy Courses

MGT 201 - Introduction to Data Analytics

ENG 221 - Introductory Topics in Digital Humanities

Complete Two of the Following Digital Skills Courses

CSC 102 - Introduction to Programming

CSC 103 - Computer Science I

CSC 104 - Computer Science II

DMP 210 - Digital Filmmaking I

VPG 204 - Digital and Graphic Imaging

VPG 305 - Web Site Design

Complete Three of the Following Digital-Intensive Electives

Electives may be taken from any of the disciplines offering digital-intensive courses, but students are invited to take courses in multiple disciplines and are not confined to courses in a major.

Computer Science

CSC 102 - Introduction to Programming

CSC 103 - Computer Science I

CSC 104 - Computer Science II

CSC 195 - How Computers Work

CSC 324 - Web Programming

CSC 325 - Database Management Systems

CSC 382 - Artificial Intelligence

Data Science

DSC 105 - Introduction to Data Science

Digital Media Production

DMP 210 - Digital Filmmaking I

DMP 315 - Digital Filmmaking II

DMP 320 - Screenwriting: Short and Long Format

Digital Art, Graphic Design, and Music

VPG 204 - Digital and Graphic Imaging

VPG 305 - Web Site Design

VPG 307 - 3-D Graphics, Illustration and Animation

VPM 186 - Introduction to Music Technology

English

ENG 221 - Introductory Topics in Digital Humanities

ENG 390 - Topics in Modernism (WID) (when topic is "Literature as Information" OR "Ruin & Re-Begetting: British Lit & Culture Around WWI")

History

HIS 224 - The Life and Times of Frederick Douglass

Interdisciplinary Studies

IND 310 - Research and Peer Consulting

Management

MGT 201 - Introduction to Data Analytics

MGT 309 - Data Management Using SQL

Note:

Courses may only count in one area.

Digital Media Production Minor

The Digital Media Production minor is offered by the Communication and Media Studies Department in the May School of Arts and Sciences.

Ron Leone
Cushing-Martin 112
508-565-1113
rleone@stonehill.edu

Mission of the Program

The Digital Media Production program is devoted to providing students with hands-on experience in the creation of visual screen media.

Students will learn about studio and single-camera production, editing and other post-production techniques, and writing for different media outlets and audiences. Coursework emphasizes both team production and development of individual projects. Students will have the opportunity to augment their coursework with an internship, possibly in New York, and culminate their experience by producing their own short film.

The Digital Media Production minor requires the completion of six courses.

Complete Four Digital Media Production Courses

DMP 210 - Digital Filmmaking I
DMP 315 - Digital Filmmaking II
DMP 320 - Screenwriting: Short and Long Format
DMP 497 - DMP Capston: Thesis Film

Complete One of the Following Cinema Studies Courses

COM 220 - Understanding Film
COM 321 - Topics in Film Genres
COM 323 - Topics in Film
ENG 271 - Film and Story
ENG 272 - Film and Culture
ENG 273 - Hitchcock
ENG 326 - Topics in American Cinema
ENG 422 - English Capstone Seminar

Complete One Elective Course

DMP 230 - Video Marketing OR DMP 475 - Internship in Digital Media Production OR take one additional Cinema Studies course from the list above.

Early Childhood Education B.A.

The Early Childhood Education major is offered by the Education Department in the May School of Arts and Sciences.

Lyndsey Benharris
Duffy Academic Center
508-565-1133
lbenharris@stonehill.edu

Departmental Mission

The Department of Education Studies' mission is to prepare students to become knowledgeable, skillful, and caring educators of the highest caliber.

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

Teacher Preparation Program Mission

Teacher preparation in the 21st century involves a marriage between knowledge of content and pedagogical knowledge and skills. Language arts, mathematics, social studies, science, fine arts, and foreign language make up the content of the PK-12 school curriculum. All Stonehill College teacher candidates take liberal arts courses to acquire the content knowledge necessary to teach students in today's schools. This, combined with education coursework, pre-practicum, and practicum experiences, enables students to develop the knowledge and skills to teach the diverse population of students with schools. Stonehill College teacher candidates become reflective practitioners who apply educational theory to instructional practice in various classrooms, schools, and communities

Vision

The Stonehill College Department of Education Studies aims to enhance individuals' development while producing graduates who aspire to excellence for themselves, their peers, schools, communities, and the education profession.

Program Goals and Objectives

Stonehill students majoring in Education will meet the following goals and objectives:

Goal 1: Education majors will demonstrate oral and written communication skills necessary to be effective in their professional practice.

Objectives:

- Students will communicate effectively to a wide range of audiences using oral explanation and a variety of symbol systems, including visual display.
- Students will communicate effectively in writing with a wide range of audiences using language and format appropriate to the purpose.
- Students will communicate effectively with diverse learners.
- Students will demonstrate ethical, culturally proficient, and collaborative communication practices.
- Students will provide learners and/or families with effective, constructive feedback.

Goal 2: Education majors will demonstrate the professional disposition necessary to be effective in their professional practice.

Objectives:

- Students will demonstrate an active and open stance to professional learning.
- Students will engage respectfully in discussions about students, families, school professionals, and communities
- Students will engage professionally with school/organization personnel in field placements, pre-practica, internships, and practica
- Students will collaborate effectively with colleagues and education professionals
- Students will show improvement in their practice based on targeted feedback and personal reflection

Goal 3: Education majors have the content knowledge necessary to be effective in their professional practice.

Objectives:

- Students will demonstrate fluent knowledge of relevant curriculum content
- Students will apply principles of child and adolescent development to the design of developmentally appropriate materials and experiences.
- Students will design and teach coherent lessons on a clearly defined topic, appropriately anchored in a sequence that shows breadth and depth of content knowledge.

Goal 4: Education majors demonstrate the pedagogical skills necessary to be effective in their professional practice.

Objectives:

- Students will use effective practices to develop safe, healthy classroom communities that foster student engagement and learning.
- Students will write meaningful learning objectives
- Students will design and administer assessments that monitor student learning, provide purposeful feedback on progress, and furnish evidence to inform instruction.
- Students will manage attention, momentum, routines, space, time, and discipline to ensure effective operation in the learning environment.
- Students will design and teach lessons that skillfully integrate pedagogical techniques, including content-specific pedagogy, to promote the learning of all students.

Licensure Program: Early Childhood Education (PK-2)

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

Complete Eight Courses in the Professional Strand

EDU 104 - Early Care and Education

EDU 202 - Reading: Theory and Instruction

EDU 207 - English Language Learners in the Classroom

EDU 210 - Children in Preschools and Kindergarten

EDU 213 - Inclusive Learning in Early Education

EDU 220 - Children's Literature OR

EDU 306 - Speech and Language Development

EDU 301 - Assessment and Analysis in Education (fulfills Gen. Ed. Statistical Reasoning)

EDU 312 - Art, Music and Movement

Complete Three Courses in the Practicum Strand

EDU 315 - Curriculum and Instructional Design

EDU 430 - Practicum: Early Childhood Education

EDU 440 - Practicum: Reflective Seminar

Practicum Prerequisites

In order to register for EDU 430 - Practicum: Early Childhood Education and EDU 440 - Practicum: Reflective Seminar, the Early Childhood major must:

hold a 3.00 GPA;

- pass all appropriate sections of the Massachusetts Tests of Educational Licensure (MTEL); and
- complete all Education coursework or obtain consent of the Department Chair.

EDU 430 and EDU 440 may be completed either fall or spring semester of senior year, in consultation with student's education advisor.

Complete One Course in the Liberal Arts/Sciences Strand

EDU 201 - Developmental Theories OR PSY 201 - Child Development (taken by Psychology double majors)

Complete a Second Major or Minor

In addition to Education coursework, Early Childhood, Elementary Education, and Special Education majors must also complete a major or minor in a second program of study.

Earth and Planetary Sciences B.S.

The Earth and Planetary Science major is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Hassan Bajwa

College Center 110D

508-565-1126

hbajwa@stonehill.edu

The Earth and Planetary Science, B.S. is an interdisciplinary program offered jointly by the Biology, Chemistry, Mathematics, and Physics Departments.

Mission of the Program

The Earth and Planetary Sciences major is meant to serve students with a strong interest in math, physics, chemistry and computational methods applied to planetary sciences, who wish to pursue technical careers (e.g., traditional/alternative energy industries) or graduate studies at research universities with strong Earth and Planetary Science programs. The major would be useful to those wishing to pursue advanced degrees in areas such as planetology and space exploration, planetary astrophysics, geology/geophysics, Earth's evolution, climate modeling or meteorology.

Learning Goals

Majors in Earth and Planetary Science will:

- demonstrate a clear understanding of these five core curriculum areas: general chemistry, general physics, general principles of environmental science and geology, climate science and oceanography.

- use the aforementioned knowledge in these areas to describe and explain Earth cycles and the main drivers of geological phenomena.
- understand how science is performed: observation, hypothesis development, experimental design & execution, data collection and interpretation.
- understand the philosophical, ethical, and societal dimensions of planetary science as a human endeavor.

The major in Earth and Planetary Sciences requires the completion of 17 courses.

Complete Fifteen Required Courses

Taken Freshman Year

CHM 113 - General Chemistry I
 CHM 232 - General Chemistry II
 MTH 125 - Calculus I
 MTH 126 - Calculus II
 PHY 121 - Physics I
 PHY 122 - Physics II

Taken Sophomore Year

ENV 200 - Principles of Environmental Science
 ENV 295 - Physical Geology
 MTH 261 - Multivariable Calculus
 PHY 221 - Physics III

Typically taken Junior or Senior Year

CHM 333 - Physical Chemistry I
 CHM 250 - How to Build a Habitable Planet
 ENV 350 - Climate Science
 ENV 360 - Introduction to Oceanography
 PHY 326 - Geophysics

Complete Two of the Following Upper-Level Courses

CHM 221 - Organic Chemistry I
 CHM 334 - Physical Chemistry II
 ENV 325 - Introduction to Geographic Information Systems
 PHY 223 - Introduction to Physics Computing
 PHY 322 - Astrophysics and Cosmology
 PHY 327 - Introduction to Fluid Mechanics

Education Studies B.A. (Non-Licensure)

The Education Studies major is offered by the Education Department in the May School of Arts and Sciences.

Lyndsey Benharris
 Duffy Academic Center
 508-565-1133
lbenharris@stonehill.edu

The Education Department offers a major in education studies for scholars who wish to study the social science of education. This non-licensure major is a flexible program designed to accommodate a variety of interests. Majors will be prepared for graduate study and/or careers in education related fields.

The non-licensure major requires the completion of 33 credits in education.

Complete One of the Following Foundational Courses

Students may apply only one of these courses to their education major.
 EDU 102 - Foundations of Education
 EDU 104 - Early Care and Education
 EDU 130 - Introduction to Special Education

Complete One of the Following Child Development Courses

Students may apply only one of these courses to their education major.

EDU 140 - Teaching the Adolescent Learner

EDU 201 - Developmental Theories (Note: PSY 201 may be taken to waive this requirement, but it cannot count towards the 33 credits for the major.)

Complete at Least One of the Following Courses on Special Populations

EDU 207 - English Language Learners in the Classroom

EDU 208 - Planning for Multicultural Learning

EDU 209 - Creating an Inclusive Learning Environment

EDU 213 - Inclusive Learning in Early Education

EDU 214 - The Inclusive Secondary Classroom

Complete at Least One of the Following Practicum Strand Courses

EDU 315 - Curriculum and Instructional Design

EDU 320 - Teaching Math, Science, and Technology

EDU 210 - Children in Preschools and Kindergarten

EDU 309 - Curriculum and Methods for Special Education

Complete Two of the Following 300-level Education Courses

To be selected in consultation with the advisor.

EDU 310 - Content Specific Pedagogy

EDU 301 - Assessment and Analysis in Education

EDU 306 - Speech and Language Development

EDU 307 - Classroom Management

EDU 308 - Assessment in Special Education

EDU 309 - Curriculum and Methods for Special Education

EDU 312 - Art, Music and Movement

EDU 315 - Curriculum and Instructional Design

EDU 320 - Teaching Math, Science, and Technology

EDU 330 - Reading & Writing in the Content Areas

EDU 333 - Topics in Education

Complete Three Additional 200 or 300-Level Education Courses

The remainder of the 33 credits should be selected in consultation with the advisor from this list of courses.

EDU 201 - Developmental Theories

EDU 202 - Reading: Theory and Instruction

EDU 203 - The NUMB3RS Project (1 Credit)

EDU 206 - Behavior Management

EDU 207 - English Language Learners in the Classroom

EDU 209 - Creating an Inclusive Learning Environment

EDU 210 - Children in Preschools and Kindergarten

EDU 213 - Inclusive Learning in Early Education

EDU 214 - The Inclusive Secondary Classroom

EDU 215 - Language and Literacy in Special Education (2 Credits)

EDU 216 - Teaching Math to Students with Disabilities (2 Credits)

EDU 217 - Professional Practice in Special Education (2 Credits)

EDU 220 - Children's Literature

EDU 301 - Assessment and Analysis in Education

EDU 306 - Speech and Language Development

EDU 307 - Classroom Management

EDU 308 - Assessment in Special Education

EDU 309 - Curriculum and Methods for Special Education

EDU 310 - Content Specific Pedagogy

EDU 312 - Art, Music and Movement

EDU 315 - Curriculum and Instructional Design

EDU 320 - Teaching Math, Science, and Technology

EDU 330 - Reading & Writing in the Content Areas

EDU 333 - Topics in Education

Complete One Capstone Seminar and One Internship in Education

Students take the Capstone Seminar and Internship in the Spring semester.

EDU 450 - Education Capstone Seminar

EDU 476 - Internship in Education

Education Studies Minor (Non-Licensure)

The Education Studies minor is offered by the Education Department in the May School of Arts and Sciences.

Lyndsey Benharris

Duffy Academic Center

508-565-1133

lbharris@stonehill.edu

Students who wish to pursue a nonlicensure minor in Education Studies must complete 18 credits (a minimum of six courses) in the Department. Students must choose courses in consultation with the Department Chair prior to declaring the minor.

Students who minor in Education Studies must complete:

Complete one (and only one) Introductory Education course

EDU 102 - Foundations of Education

EDU 104 - Early Care and Education

EDU 130 - Introduction to Special Education

Complete at least one Special Populations course

EDU 207 - English Language Learners in the Classroom

EDU 208 - Planning for Multicultural Learning

EDU 209 - Creating an Inclusive Learning Environment

EDU 213 - Inclusive Learning in Early Education

EDU 214 - The Inclusive Secondary Classroom

Complete at least one PreK-12 Placement-Embedded course

Course may not overlap with the Special Populations course.

EDU 206 - Behavior Management

EDU 209 - Creating an Inclusive Learning Environment

EDU 210 - Children in Preschools and Kindergarten

EDU 213 - Inclusive Learning in Early Education

EDU 214 - The Inclusive Secondary Classroom

EDU 310 - Content Specific Pedagogy

EDU 320 - Teaching Math, Science, and Technology

Complete 3 Additional Courses

Complete a minimum of three additional Education courses for a total of 18 credits in the minor.

Electrical Engineering B.S.

The Electrical Engineering major is offered by the Engineering Department in the May School of Arts and Sciences.

Hassan Bajwa

College Center 110D

508-565-1126

hbajwa@stonehill.edu

The Electrical Engineering program at Stonehill College seeks to provide students with the skills and background needed to thrive in their profession while also giving them the intellectual flexibility that comes from a well-rounded liberal arts education.

Unlike the highly specialized engineering degrees provided at research universities, our approach is intended to be interdisciplinary and application-oriented, and to emphasize the moral and social background within which the engineer will be working.

Educational Objectives

Following is the listing of the Program Educational Objectives for the undergraduate Computer and Electrical Engineering programs. Three to five years after graduation, our graduates will demonstrate:

- Technical competence, including design and problem-solving approaches leading to meaning full designs that have positive economic, environmental and social impact. [Problem Solving and Engr System Design]
- Leaderships skills through their daily interactions and further support the success of others by creating the culture of collaboration. [Communication]
- Commitment to humanitarian values, such as being committed to equality, inclusion, diversity, and social justice, while solving technical problems, ethically and responsibly. [Humanistic values]
- Commitment to lifelong learning through the pursuit of advanced degrees, knowledge, skills, values and professional development in their field. [Life-Long Learning]

Student Outcomes

To achieve the educational objectives, the graduates of the programs will have and ability to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics [Fundamental/Problem Solving]
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors [Design]
- Communicate effectively with a range of audiences [Communications]
- Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts [Ethics/ Profession/Economics]
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives [Teamwork]
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions [Experiment/Results]
- Acquire and apply new knowledge using appropriate learning strategies [Diversity and LLL]

Basic Engineering Core

EGR 101 - Introduction to Engineering

EGR 305 - Design for Public Good

EGR 307 - Engineering for Public Good

Electrical Engineering Core

CSC 103 - Computer Science I

CSC 221 - Computer Logic and Organization

EGE 201 - Circuits I

EGE 203 - Circuits II

EGE 301 - Microelectronics

EGE 331 - Control Systems Engineering

EGE 221 - Vibrations and Waves

EGE 333 - Signals and Systems

EGE 343 - Power Electronics

PHY 324 - Electromagnetism

EGC 321 - Embedded System Design

EGC 335 - Digital Design II

EGE 349 - Senior Design in Electrical Engineering

Basic Science Core

CHM 113 - General Chemistry I

MTH 125 - Calculus I

MTH 126 - Calculus II

MTH 261 - Multivariable Calculus

MTH 264 - Linear Algebra and Differential Equations

MTH 395 - Probability and Statistics I

PHY 121 - Physics I

PHY 122 - Physics II

Choose Three Tech and Sustainability Electives

Choose three technology and sustainability electives from the following subjects: CSC, EGC, ENV.

CSC 102 - Introduction to Programming
CSC 104 - Computer Science II
CSC 195 - How Computers Work
CSC 201 - Discrete Mathematics for Computer Science I
CSC 202 - Discrete Mathematics for Computer Science II
CSC 211 - Data Structures
CSC 304 - Computer Architecture
CSC 305 - Mobile Computing
CSC 310 - Cybersecurity
CSC 311 - Algorithms and Complexity
CSC 312 - Compiler Design
CSC 314 - Operating Systems
CSC 321 - Data Visualization
CSC 322 - Machine Learning
CSC 323 - Programming Languages
CSC 324 - Web Programming
CSC 325 - Database Management Systems
CSC 326 - Mathematical Experiments in Computer Science
CSC 382 - Artificial Intelligence
CSC 384 - Theory of Computation
CSC 390 - Computer Networks
CSC 393 - Numerical Analysis
CSC 399 - Topics in Computer Science
EGC 325 - Microcontroller Applications
ENV 200 - Principles of Environmental Science
ENV 201 - Research Methods in Environmental Science
ENV 202 - Environmental Writing (WID)
ENV 204 - Food Justice
ENV 270 - Environmental Ethics
ENV 275 - Environmental Law
ENV 295 - Physical Geology
ENV 301 - Water Resources in a Changing Climate
ENV 302 - Coastal Zone Management
ENV 315 - Women and Ecology
ENV 316 - Case Studies in Environmental Management
ENV 321 - Environmental Racism Toward Environmental Justice
ENV 325 - Introduction to Geographic Information Systems
ENV 326 - Sustainable Agriculture
ENV 330 - Intermediate Geographic Information Systems
ENV 340 - Human Dimensions of Wildlife Conservation
ENV 345 - Conservation Biology
ENV 350 - Climate Science
ENV 360 - Introduction to Oceanography
ENV 375 - Topics in Environmental Studies
ENV 376 - Topics in Environmental Sciences
ENV 475 - Environmental Internship
ENV 490 - Directed Study - Environmental
ENV 496 - Independent Research - Environmental

Electrical Engineering Minor

The Electrical Engineering minor is offered by the Engineering Department in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

An engineering minor requires a minimum of six courses in the major. Four courses must be unique to the minor and may not count toward the fulfillment of majors or additional minors. The Engineering minors are not intended to provide

specialization within an engineering discipline but are designed to complement different majors offered at Stonehill College. Non-Engineering majors are allowed to pursue a minor in Engineering, provided that the course pre-requisites are met.

* This minor is not open to Computer Engineering students.

Complete the Following Electrical Engineering Courses

EGE 201 - Circuits I
EGE 203 - Circuits II
EGE 301 - Microelectronics
EGE 331 - Control Systems Engineering

Complete Two of the Following Courses

EGE 221 - Vibrations and Waves
EGE 333 - Signals and Systems
EGE 343 - Power Electronics
PHY 310 - Introduction to Optics
PHY 320 - Introduction to Photonics
PHY 324 - Electromagnetism
PHY 340 - Semiconductor Materials and Devices

Elementary Education B.A.

The Elementary Education major is offered by the Education Department in the May School of Arts and Sciences.

Lyndsey Benharris
Duffy Academic Center
508-565-1133
lbharris@stonehill.edu

Departmental Mission

The Department of Education Studies' mission is to prepare students to become knowledgeable, skillful, and caring educators of the highest caliber.

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

Teacher Preparation Program Mission

Teacher preparation in the 21st century involves a marriage between knowledge of content and pedagogical knowledge and skills. Language arts, mathematics, social studies, science, fine arts, and foreign language make up the content of the PK-12 school curriculum. All Stonehill College teacher candidates take liberal arts courses to acquire the content knowledge necessary to teach students in today's schools. This, combined with education coursework, pre-practicum, and practicum experiences, enables students to develop the knowledge and skills to teach the diverse population of students with schools. Stonehill College teacher candidates become reflective practitioners who apply educational theory to instructional practice in various classrooms, schools, and communities

Vision

The Stonehill College Department of Education Studies aims to enhance individuals' development while producing graduates who aspire to excellence for themselves, their peers, schools, communities, and the education profession.

Program Goals and Objectives

Stonehill students majoring in Education will meet the following goals and objectives:

Goal 1: Education majors will demonstrate oral and written communication skills necessary to be effective in their professional practice.

Objectives:

- Students will communicate effectively to a wide range of audiences using oral explanation and a variety of symbol systems, including visual display.

- Students will communicate effectively in writing with a wide range of audiences using language and format appropriate to the purpose.
- Students will communicate effectively with diverse learners.
- Students will demonstrate ethical, culturally proficient, and collaborative communication practices.
- Students will provide learners and/or families with effective, constructive feedback.

Goal 2: Education majors will demonstrate the professional disposition necessary to be effective in their professional practice.

Objectives:

- Students will demonstrate an active and open stance to professional learning.
- Students will engage respectfully in discussions about students, families, school professionals, and communities
- Students will engage professionally with school/organization personnel in field placements, pre-practica, internships, and practica
- Students will collaborate effectively with colleagues and education professionals
- Students will show improvement in their practice based on targeted feedback and personal reflection

Goal 3: Education majors have the content knowledge necessary to be effective in their professional practice.

Objectives:

- Students will demonstrate fluent knowledge of relevant curriculum content
- Students will apply principles of child and adolescent development to the design of developmentally appropriate materials and experiences.
- Students will design and teach coherent lessons on a clearly defined topic, appropriately anchored in a sequence that shows breadth and depth of content knowledge.

Goal 4: Education majors demonstrate the pedagogical skills necessary to be effective in their professional practice.

Objectives:

- Students will use effective practices to develop safe, healthy classroom communities that foster student engagement and learning.
- Students will write meaningful learning objectives
- Students will design and administer assessments that monitor student learning, provide purposeful feedback on progress, and furnish evidence to inform instruction.
- Students will manage attention, momentum, routines, space, time, and discipline to ensure effective operation in the learning environment.
- Students will design and teach lessons that skillfully integrate pedagogical techniques, including content-specific pedagogy, to promote the learning of all students.

Licensure Program: Elementary Education (1-6)

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

Complete Seven Courses in the Professional Strand

EDU 202 - Reading: Theory and Instruction

EDU 207 - English Language Learners in the Classroom

EDU 209 - Creating an Inclusive Learning Environment

EDU 301 - Assessment and Analysis in Education (fulfills Gen. Ed. Statistical Reasoning)

EDU 307 - Classroom Management

Choose two of the following courses:

EDU 102 - Foundations of Education

EDU 220 - Children's Literature

EDU 306 - Speech and Language Development

Complete Four Courses in the Practicum Strand

EDU 315 - Curriculum and Instructional Design

EDU 320 - Teaching Math, Science, and Technology

EDU 435 - Practicum: Elementary Education

EDU 440 - Practicum: Reflective Seminar

Practicum Prerequisites

In order to register for EDU 435 - Practicum: Elementary Education and EDU 440 - Practicum: Reflective Seminar during senior year, the elementary education major must:

- hold a cumulative GPA of 3.00;
- pass all appropriate sections of the Massachusetts Tests of Educational Licensure (MTEL); and
- complete all Education coursework or obtain consent of the Education Department Chair.

EDU 435 and EDU 440 may be completed either fall or spring semester of senior year, in consultation with the student's education advisor.

Complete Five Courses in the Liberal Arts/Sciences Strand

EDU 201 - Developmental Theories OR PSY 201 - Child Development (taken by Psychology double majors)

HIS 281 - American Nation I OR HIS 206 - History of American Freedom

MTH 143 - Mathematical Reasoning for Education

Complete One of the Following World/European History Courses

HIS 222 - Pathfinders: A Global History of Exploration

HIS 210 - Shamans, Prophets, and Saints: Mystics in World History

HIS 271 - World History I

HIS 272 - World History II

Complete One of the following Lab Science Courses

(These courses also fulfill the Core Curriculum Natural Scientific Inquiry requirement.)

BIO 101 - Biological Principles I

BIO 290 - Scientific Methods: The Ocean

CHM 113 - General Chemistry I

ENV 200 - Principles of Environmental Science

ENV 295 - Physical Geology

PHY 291 - Planets, Moons and the Search for Alien Life

PHY 292 - The Universe

Commonwealth of Massachusetts Coverage Requirements

Elementary Education majors are required by the Commonwealth of Massachusetts to complete coursework covering:

- composition,
- American literature,
- world history (including European history, from ancient time to present),
- American history,
- geography,
- economics,
- U.S. government (including founding documents),
- child development,
- science laboratory work, and
- mathematics and science coursework (appropriate for the elementary school teacher.)

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

Complete a Second Major or Minor

In addition to Education coursework, Early Childhood, Elementary Education, and Special Education majors must also complete a major or minor in a second program of study.

English B.A.

The English major is offered by the English Department in the May School of Arts and Sciences.

Laura Scales
Cushing-Martin 123
505-565-1793
lscales@stonehill.edu

Departmental Mission

The English major and minor alike offer a multi-disciplinary approach to literary study that forges connections between texts and contexts, as well as between the literary arts and other studies in the Humanities. Our program enjoins students to explore the literary arts as a contact zone where history, critical analysis, literary theory, and creativity converge.

By encouraging disciplined inquiry and creative critical thinking, English courses challenge students to examine their cultural and historical positions and to organize and articulate their discoveries in writing and discussion. The program provides students with an understanding not only of traditional Western literary history, but also of non-European and multi-ethnic American voices that have been historically excluded from this tradition.

Through courses in poetry, fiction, drama, creative writing, graphic narrative, cinema, and digital media, students examine the world through multiple lenses, navigate the variety of literatures in English, and pursue new ways of seeing received truths.

Learning Outcomes

Majors in English will:

- advance in six core curriculum areas: critical writing, critical reading, literary history, cultural studies, creative writing, and literary-critical methodologies.
- analyze, evaluate, and incorporate primary and secondary sources to formulate substantive critical claims supported by effectively integrated textual evidence.
- recognize that literary texts shape and are shaped by their historical and cultural contexts and that different time periods and cultures have unique perspectives, norms, assumptions, and views about literature itself.
- understand how to approach literature as a historical, cultural and aesthetic object of inquiry that is both distinct from and in resonance with other forms of expression.

The major in English requires the completion of 11 courses, though students are encouraged to take additional courses so as to gain a full sense of their discipline.

Complete Four Methods and Genres Courses

Complete One Literary History Course

ENG 201 - British Literature to 1700 (normally completed in the 1st or 2nd year)

Complete Two 200-Level Literary Studies Courses

ENG 200 - Introductory Topics in Literary Studies

ENG 204 - Drama

ENG 205 - Fiction

ENG 221 - Introductory Topics in Digital Humanities

ENG 248 - Catholic Literature and the Modern World

ENG 258 - Literature and Sports

Complete One of the following Literary and Cultural Theory Courses

ENG 300 - Topics in Literary and Cultural Theory

ENG 391 - Topics in Gender & Sexuality Studies

ENG 398 - Telling Tales: Theories of Narrative

GND 300 - Advanced Topics in Gender & Sexuality Studies

Complete Four Historical and Cultural Contexts Courses

Complete One of the following Literature Prior to 1700 Courses

ENG 301 - Topics in Medieval Literature (WID)

ENG 304 - Topics in Early Modern Literature (WID)

ENG 350 - Chaucer

ENG 353 - Shakespeare

Complete Two of the following Literature 1700-1900 Courses

ENG 306 - Topics in British Literature, 1700-1900 (WID)
ENG 359 - Nineteenth-century British Poetry
ENG 360 - American Literature to 1865
ENG 367 - Topics in Nineteenth-Century American Literature (WID)
ENG 373 - Gerard Manley Hopkins and his Contexts

Complete One of the following Literature 1900-Present Courses

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

Complete One Additional English Course at the 200-Level or Above

Depending on the topic, the following courses may count toward this requirement:
COM 321 - Topics in Film Genres (may count)

Cultural Area Requirements

In addition to ENG 201 - British Literature to 1700, one of the courses above must be in American Literature, one must be in British Literature, and one must be a Cross-Cultural Literature course.

Majors are encouraged to continue to take courses in these cultural areas beyond the minimum requirements.

American Literature: Complete one of the following:

ENG 271 - Film and Story
ENG 273 - Hitchcock
ENG 326 - Topics in American Cinema
ENG 360 - American Literature to 1865
ENG 361 - American Literature 1865-present
ENG 366 - Topics in Twentieth-Century American Literature
ENG 367 - Topics in Nineteenth-Century American Literature (WID)
ENG 382 - American Drama

British Literature: Complete one of the following:

ENG 301 - Topics in Medieval Literature (WID)
ENG 304 - Topics in Early Modern Literature (WID)
ENG 306 - Topics in British Literature, 1700-1900 (WID)
ENG 307 - Topics in British Literature, 1900 - Present
ENG 317 - The Romantic Age I
ENG 318 - The Romantic Age II
ENG 349 - Irish Literature: Nationalism, Religion, Mother Ireland
ENG 350 - Chaucer
ENG 353 - Shakespeare
ENG 359 - Nineteenth-century British Poetry
ENG 373 - Gerard Manley Hopkins and his Contexts

Cross-Cultural Literature: Complete one of the following:

ENG 310 - Topics in World and Comparative Literature
ENG 368 - Race, Ethnicity, and American Culture
ENG 369 - African American Literature
ENG 389 - Alternative Modernisms
ENG 391 - Topics in Gender & Sexuality Studies
ENG 392 - Topics in Postcolonial and Global Literature (WID)

ENG 398 - Telling Tales: Theories of Narrative
GND 300 - Advanced Topics in Gender & Sexuality Studies
GND 305 - Women of Color Writers

Complete a Capstone in English

Completed in the junior or senior year.
ENG 422 - English Capstone Seminar

Complete a Practicum Experience

The practicum requirement is typically fulfilled in the junior or senior year, when students may intern at a professional workplace (for instance, a publishing company, public relations firm, law firm, newspaper, television or radio station, film production company, advertising company) or work as a teaching apprentice with a faculty member teaching a Literature Cornerstone course. English majors who are also Education majors or minors fulfill the practicum requirement by completing their student teaching requirement.

ENG 475 - Internship in English
ENG 476 - English Teaching Apprenticeship
EDU 430 - Practicum: Early Childhood Education
EDU 435 - Practicum: Elementary Education
EDU 437 - Practicum: Secondary Education 5-12 Level
EDU 439 - Practicum: Secondary Education 8-12 Level

English Minor

The English Minor is offered by the English Department in the May School of Arts and Sciences.

Laura Scales
Cushing-Martin 123
505-565-1793
lscales@stonehill.edu

The minor in English requires the completion of six courses beyond English courses in the Skyhawk Core Curriculum.

Complete Six Courses

Courses are chosen in consultation with an English Department Advisor of the student's choosing.

ENG 200 - Introductory Topics in Literary Studies (Strongly Recommended)
ENG 300 - Topics in Literary and Cultural Theory (Strongly Recommended)
ENG 201 - British Literature to 1700
ENG 204 - Drama
ENG 205 - Fiction
ENG 221 - Introductory Topics in Digital Humanities
ENG 242 - Topics in Creative Writing: Poetry I
ENG 243 - Topics in Creative Writing: Fiction I
ENG 248 - Catholic Literature and the Modern World
ENG 258 - Literature and Sports
ENG 271 - Film and Story
ENG 272 - Film and Culture
ENG 273 - Hitchcock
ENG 301 - Topics in Medieval Literature (WID)
ENG 304 - Topics in Early Modern Literature (WID)
ENG 306 - Topics in British Literature, 1700-1900 (WID)
ENG 307 - Topics in British Literature, 1900 - Present
ENG 310 - Topics in World and Comparative Literature
ENG 317 - The Romantic Age I
ENG 318 - The Romantic Age II
ENG 326 - Topics in American Cinema
ENG 344 - Topics in Creative Nonfiction
ENG 345 - Topics in Creative Writing: Fiction II
ENG 346 - Topics in Creative Writing: Poetry II
ENG 348 - Topics in Religion and Literature
ENG 349 - Irish Literature: Nationalism, Religion, Mother Ireland

ENG 350 - Chaucer
ENG 353 - Shakespeare
ENG 358 - Desire and Death in Myth
ENG 359 - Nineteenth-century British Poetry
ENG 360 - American Literature to 1865
ENG 361 - American Literature 1865-present
ENG 362 - Topics in Poetry
ENG 366 - Topics in Twentieth-Century American Literature
ENG 367 - Topics in Nineteenth-Century American Literature (WID)
ENG 368 - Race, Ethnicity, and American Culture
ENG 369 - African American Literature
ENG 372 - 'Zines, Chapbooks, and DIY Publishing
ENG 373 - Gerard Manley Hopkins and his Contexts
ENG 380 - Modern Poetry
ENG 382 - American Drama
ENG 389 - Alternative Modernisms
ENG 390 - Topics in Modernism (WID)
ENG 391 - Topics in Gender & Sexuality Studies
ENG 392 - Topics in Postcolonial and Global Literature (WID)
ENG 395 - Introduction to Postcolonial Literature and Culture
ENG 398 - Telling Tales: Theories of Narrative

Environmental Science B.S.

The Environmental Science, B.S. major is offered by the Environmental Sciences and Studies Department in the May School of Arts and Sciences.

Kristin Burkholder
Shields Science Center 101
508-565-1047
kburkholder@stonehill.edu

The B.S. in Environmental Science is designed to serve students intending a career in environmental science and will prepare them for entry level work as environmental scientists and graduate programs in environmental science.

Environmental Science majors are strongly encouraged to study away from campus for at least one semester; studying another ecosystem and the human culture(s) that resides there greatly enhances one's preparation for environmental work. Options available to ENV students, in addition to traditional study in another country or the SEA semester oceanography sailing program based at Woods Hole Oceanographic Institution.

Students in the major and minor programs frequently enroll in the upper-level courses from a variety of disciplines listed in the major without completing the pre-requisites that majors in those disciplines are required to complete. In these cases, students will need the professor's approval prior to course selection.

Departmental Mission

The Environmental Sciences and Studies program provides students with knowledge of the basic principles of ecology and environmental science, including economic, political, sociological, and philosophical dimensions. Students can tailor their degrees to their career and personal goals through the choice of major, course selection, directed study, internships, independent research, and senior thesis.

Given the complexity and multidisciplinary nature of environmental problems, students aspiring to contribute toward the solutions must acquire knowledge in a variety of areas. Consequently, faculty from across the college contribute classes to the ENV curriculum. Additionally, the program collaborates with student clubs such as the Students for Environmental Action (SEA), as success in environmental work ultimately demands organizing and activism skills which Environmental Sciences and Studies majors and minors are encouraged to develop via taking leadership roles in such clubs here on campus.

Learning Goals

Majors in Environmental Science will demonstrate:

- An in-depth understanding of fundamental concepts in the natural sciences & mathematics (biology, chemistry, geology, physics & math), particularly as they pertain to understanding the natural environment.

- The ability to integrate knowledge across those disciplines, becoming skilled in the use of multiple lenses to analyze complexity.
- Competence in the collection, analysis and interpretation of environmental science data.
- Critical & constructive thinking on environmental issues and problems, at both the local and global levels.
- Valuing the natural world and future humanity, developing/adopting an environmental ethic as part of a broader commitment to social justice, and taking personal and political action in keeping with those values.
- Effective communication skills (written & oral), for audiences of natural scientists and beyond, into the public arena.

The major in Environmental Science requires the completion of 20 courses.

Complete 11 Required Natural Science & Mathematics Courses

BIO 101 - Biological Principles I
 BIO 102 - Biological Principles II
 BIO 261 - Biological Statistics OR MTH 225 - Statistics for Science
 BIO 307 - Ecology
 CHM 113 - General Chemistry I
 CHM 221 - Organic Chemistry I
 ENV 200 - Principles of Environmental Science
 ENV 201 - Research Methods in Environmental Science
 ENV 295 - Physical Geology
 ENV 325 - Introduction to Geographic Information Systems
 ENV 350 - Climate Science

Choose One Additional Computational/Quantitative Course

BIO 331 - Bioinformatics
 BIO 316 - Introduction to R Programming for Biologists
 CSC 102 - Introduction to Programming
 CSC 103 - Computer Science I
 ENV 330 - Intermediate Geographic Information Systems
 MTH 125 - Calculus I

Complete Three Additional Natural Science & Mathematics Courses

BIO 303 - Environmental Botany
 BIO 305 - Marine Ecosystems
 BIO 312 - Vertebrate Physiology
 BIO 332 - Applied Bioinformatics
 BIO 323 - Evolution
 BIO 406 - Behavioral Ecology
 BIO 407 - Ornithology
 BIO 416 - Adaptation to the Environment
 BIO 417 - Biology of Whales
 BIO 418 - Biology of Fishes
 BIO 419 - Wetlands: Ecology, Hydrology, Restoration
 CHM 222 - Organic Chemistry II
 CHM 232 - General Chemistry II OR CHM 244 - Inorganic Chemistry
 CHM 250 - How to Build a Habitable Planet
 CHM 331 - Analytical Chemistry
 ENV 326 - Sustainable Agriculture
 ENV 360 - Introduction to Oceanography
 ENV 376 - Topics in Environmental Sciences

Complete One Humanities Course

ENV 202 - Environmental Writing (WID)
 ENV 270 - Environmental Ethics
 ENV 315 - Women and Ecology
 ENV 375 - Topics in Environmental Studies
 POL 383 - Environmental Justice
 RST 329 - Justice, Peace, and Ecology
 RST 373 - Buddhism, Nature, and Environmental Ethics
 VPS 201 - Sustainable Three-Dimensional Design
 VPS 380 - Special Projects (When topic is Making Art Material)

Complete One Social Science Course

ENV 275 - Environmental Law
ENV 301 - Water Resources in a Changing Climate OR
ENV 302 - Coastal Zone Management
ENV 375 - Topics in Environmental Studies
POL 255 - Environmental Policy and Politics
POL 383 - Environmental Justice
SOC 328 - Community Organizing: People, Power & Change

Complete One Environmental Equity Course

Environmental Themed Learning Community offerings vary from year to year. Check yearly course offerings online.
ENV 270 - Environmental Ethics
ENV 315 - Women and Ecology
ENV 204 - Food Justice
POL 383 - Environmental Justice

Complete a Senior Capstone

ENV 470 - Environmental Senior Seminar (One credit) AND
ENV 475 - Environmental Internship OR ENV 490 - Directed Study - Environmental OR ENV 496 - Independent Research - Environmental OR ENV 497 - Senior Thesis

Environmental Science B.S./Environmental Engineering B.S. Dual Degree (Notre Dame)

The Environmental Science B.S./Environmental Engineering B.S. Dual Degree major is offered by the Environmental Sciences and Studies Department in the May School of Arts and Sciences.

Kristin Burkholder
Shields Science Center 101
508-565-1047
kburkholder@stonehill.edu

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

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

Students in this program typically complete the following courses:

Complete Twenty Required Natural Science & Mathematics Courses

BIO 101 - Biological Principles I
BIO 102 - Biological Principles II
BIO 307 - Ecology
CHM 113 - General Chemistry I
CHM 221 - Organic Chemistry I
CSC 103 - Computer Science I
CSC 104 - Computer Science II
ENV 200 - Principles of Environmental Science
ENV 201 - Research Methods in Environmental Science
ENV 295 - Physical Geology
ENV 325 - Introduction to Geographic Information Systems
ENV 350 - Climate Science
MTH 125 - Calculus I
MTH 126 - Calculus II
MTH 225 - Statistics for Science

MTH 251 - Linear Algebra OR MTH 264 - Linear Algebra and Differential Equations
MTH 261 - Multivariable Calculus
PHY 121 - Physics I
PHY 122 - Physics II
PHY 420 - Engineering Statics

Complete One Humanities Course

ENV 270 - Environmental Ethics

Complete One Social Science Course

ENV 275 - Environmental Law
ENV 301 - Water Resources in a Changing Climate OR ENV 302 - Coastal Zone Management
POL 255 - Environmental Policy and Politics
POL 383 - Environmental Justice
SOC 328 - Community Organizing: People, Power & Change

Complete One Environmental Equity Course

Environmental Themed Learning Community offerings vary from year to year. Check yearly course offerings online.
ENV 270 - Environmental Ethics
ENV 315 - Women and Ecology
ENV 204 - Food Justice
POL 383 - Environmental Justice

Core Curriculum Requirements

In addition to the courses above, students must also fulfill the Core Curriculum requirements of Stonehill College. Most core requirements are met within the major. The Catholic Thought and Action requirement can be satisfied at Notre Dame.

Course work taken in the first year at The University of Notre Dame fulfill the senior capstone requirement of the Stonehill major.

Environmental Sciences and Studies Minor

The Environmental Sciences and Studies minor is offered by the Environmental Sciences and Studies Department in the May School of Arts and Sciences.

Kristin Burkholder
Shields Science Center 101
508-565-1047
kburkholder@stonehill.edu

The Environmental Sciences & Studies minor provides introductory knowledge in several areas of knowledge, as well as the opportunity to connect the program to one's major. For example, a typical program for a student majoring in Political Science might be: ENV 200 - Principles of Environmental Science; POL 255 - Environmental Policy and Politics; ENV 325 - Introduction to Geographic Information Systems; BIO 307 - Ecology; and ENV 301 - Water Resources in a Changing Climate.

The minor in Environmental Sciences and Studies requires the completion of six courses.

Complete the Following Requirement

ENV 200 - Principles of Environmental Science

Complete Two Natural Science Courses

At least one course must be at the 300-level or above
BIO 290 - Scientific Methods: The Ocean
BIO 303 - Environmental Botany
BIO 305 - Marine Ecosystems
BIO 307 - Ecology
BIO 309 - Microbiology
BIO 312 - Vertebrate Physiology
BIO 323 - Evolution

BIO 407 - Ornithology
BIO 419 - Wetlands: Ecology, Hydrology, Restoration
BIO 416 - Adaptation to the Environment
CHM 250 - How to Build a Habitable Planet
CHM 331 - Analytical Chemistry
ENV 295 - Physical Geology
ENV 325 - Introduction to Geographic Information Systems
ENV 326 - Sustainable Agriculture
ENV 360 - Introduction to Oceanography
ENV 376 - Topics in Environmental Sciences

Complete Two Humanities and Social Science Courses

ENV 202 - Environmental Writing (WID)
ENV 270 - Environmental Ethics
ENV 275 - Environmental Law
ENV 301 - Water Resources in a Changing Climate OR
ENV 302 - Coastal Zone Management
ENV 315 - Women and Ecology
ENV 375 - Topics in Environmental Studies
POL 255 - Environmental Policy and Politics
POL 383 - Environmental Justice
RST 329 - Justice, Peace, and Ecology
RST 373 - Buddhism, Nature, and Environmental Ethics
SOC 328 - Community Organizing: People, Power & Change
VPS 123 - The Nature of Art: Discovering the Artist Within

Complete One Additional Course

The sixth course may come from either category above.

Note:

Minors may not enroll in the following Environmental senior capstone experiences:
ENV 470, ENV 475, ENV 490, ENV 496, or ENV 497.

Environmental Studies B.A.

The Environmental Studies B.A. is offered by the Environmental Sciences and Studies Department in the May School of Arts and Sciences.

Kristin Burkholder
Shields Science Center 101
508-565-1047
kburkholder@stonehill.edu

Departmental Mission

The Environmental Sciences and Studies program provides students with knowledge of the basic principles of ecology and environmental science, including economic, political, sociological, and philosophical dimensions. Students can tailor their degrees to their career and personal goals through the choice of major, course selection, directed study, internships, independent research, and senior thesis.

Given the complexity and multidisciplinary nature of environmental problems, students aspiring to contribute toward the solutions must acquire knowledge in a variety of areas. Consequently, faculty from across the college contribute classes to the ENV curriculum. Additionally, the program collaborates with student clubs such as the Students for Environmental Action (SEA), as success in environmental work ultimately demands organizing and activism skills which Environmental Sciences and Studies majors and minors are encouraged to develop via taking leadership roles in such clubs here on campus.

Learning Goals

Majors in Environmental Studies will demonstrate:

Relevant disciplinary knowledge in the natural and social sciences as well as in the humanities.

- The ability to integrate knowledge across those disciplines, becoming skilled in the use of multiple lenses to analyze complexity.

- Critical & constructive thinking on environmental issues and problems, at both the local and global levels.
- Valuing the natural world and future humanity, developing/adopting an environmental ethic as part of a broader commitment to social justice, and taking personal and political action in keeping with those values.
- Effective communication skills (written & oral) for various audiences, including the public.

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

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

Environmental Studies majors are strongly encouraged to study away from campus for at least one semester; studying another ecosystem and the human culture(s) that resides there greatly enhances one's preparation for environmental work. Options available to ENV students, in addition to traditional study in another country or the SEA semester oceanography sailing program based at Woods Hole Oceanographic Institution.

Students in the major and minor programs frequently enroll in the upper-level courses from a variety of disciplines listed in the major without completing the pre-requisites that majors in those disciplines are required to complete. In these cases, students will need approval from the professor prior to course selection.

The major in Environmental Studies requires the completion of 13 courses: five in natural sciences, five in the humanities/social sciences, two integrative seminars, and one senior capstone experiential course (internship, directed study, independent research, or senior thesis).

Complete Five Required Courses

BIO 102 - Biological Principles II

BIO 307 - Ecology

ENV 200 - Principles of Environmental Science

ENV 295 - Physical Geology

ENV 325 - Introduction to Geographic Information Systems

Complete Five of the Following Courses

ENV 202 - Environmental Writing (WID)

ENV 270 - Environmental Ethics

ENV 275 - Environmental Law

ENV 301 - Water Resources in a Changing Climate OR ENV 302 - Coastal Zone Management

ENV 315 - Women and Ecology

ENV 326 - Sustainable Agriculture

ENV 375 - Topics in Environmental Studies

POL 255 - Environmental Policy and Politics

POL 383 - Environmental Justice

RST 329 - Justice, Peace, and Ecology

RST 373 - Buddhism, Nature, and Environmental Ethics

SOC 328 - Community Organizing: People, Power & Change

VPS 201 - Sustainable Three-Dimensional Design

VPS 380 - Special Projects

Complete One Environmental Equity Course

Environmental Themed Learning Community offerings vary from year to year. Check yearly course offerings online.

ENV 270 - Environmental Ethics

ENV 315 - Women and Ecology

ENV 204 - Food Justice

POL 383 - Environmental Justice

Complete a Senior Capstone

ENV 470 - Environmental Senior Seminar (One credit) AND

ENV 475 - Environmental Internship OR ENV 490 - Directed Study - Environmental OR ENV 496 - Independent Research - Environmental OR ENV 497 - Senior Thesis

Ethical Leadership Minor

The Ethical Leadership minor is offered by the Philosophy Department in the May School of Arts and Sciences.

Brendan O'Sullivan

May Hall 218

508-565-1253

bosullivan@stonehill.edu

The minor in Ethical Leadership requires the completion of five courses.

Ethical Leadership Required Courses

PHL 225 - Moral Psychology

PHL 325 - Ethical Leadership

Complete Three Ethical Leadership Electives

PHL 151 - Ethics and the Good Life

PHL 160 - Freedom and the Just Society

PHL 235 - Biomedical Ethics

PHL 243 - This is What Feminism Looks Like

PHL 255 - African Philosophy

PHL 267 - Race and Racism

PHL 270 - Freedom, Self, and Responsibility

POL 380 - Dirty Hands: Moral Dilemmas

Gender and Sexuality Studies B.A.

The Gender and Sexuality Studies major is offered in the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Megan Mitchell

May Hall 217

508-565-1410

mmitchell@stonehill.edu

Mission of the Program

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

Among the topics students can expect to study are:

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

Learning Goals

Majors in Gender Studies & Sexuality will:

- examine the impact of gender and sexual identity on human relations within local, national, transnational and/or global communities (historically and/or currently).

- analyze how race, class, ethnicity, sexuality, ability, religion and/or nationality intersect with gender identity and impact gendered analyses.
- critically read, recognize, and analyze the construction of gender and sexuality in a variety of texts (written, visual, other).
- understand how gender and sexuality are defined and reproduced within institutions.
- examine their own gender role assumptions and identity.
- understand the history and implications of gender and sexuality in questions of social justice.

The interdisciplinary major in Gender and Sexuality Studies requires the completion of nine courses from a variety of areas.

Complete an Introduction to Gender & Sexuality Studies Course

GND 101 - Introduction to Gender and Sexuality Studies

GND Electives

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

Anthropology

ANT 220 - Human Sex Differences: Behavior, Biology, Ecology

ANT 230 - Families in Cross-Cultural Perspective

Biology

BIO 324 - Endocrinology

Communication

COM 321 - Topics in Film Genres (when topic is Gender & Sexuality related)

COM 323 - Topics in Film (when topic is Gender & Sexuality related)

Criminology

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

English

ENG 273 - Hitchcock

ENG 300 - Topics in Literary and Cultural Theory

ENG 306 - Topics in British Literature, 1700-1900 (WID) (when topic is Gender & Sexuality related)

ENG 389 - Alternative Modernisms

ENG 390 - Topics in Modernism (WID) (when topic is Gender & Sexuality related)

ENG 391 - Topics in Gender & Sexuality Studies

Environmental Science & Studies

ENV 315 - Women and Ecology

Gender and Sexuality Studies

GND 200 - Topics in Gender and Sexuality Studies

GND 300 - Advanced Topics in Gender & Sexuality Studies

GND 305 - Women of Color Writers

History

HIS 212 - Heretics, Reformers, and Radicals: Women and Power in American History

HIS 229 - Women and Gender in Early Modern Europe

HIS 287 - Women in Modern America: 1865-1975

HIS 304 - U.S. Popular Culture

HIS 305 - U.S. Popular Music

HIS 330 - United States Seminar: Topical (when topic is Gender & Sexuality related)

HIS 385 - Topics in U.S. Women's History

Languages, Literatures, and Cultures

SPA 253 - Queer Iberia: Sexualities in Early Modern Spain

SPA 255 - Recuperating Female Voices from Fascist Spain

Music

VPM 243 - Hear Her Voice! Women Music Makers, Religion and Spirituality

Philosophy

PHL 243 - This is What Feminism Looks Like

PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?

Political Science

POL 334 - Man, Woman, War: Gender and Defining (In)Security

Psychology

PSY 315 - Psychology of Women and Gender

Religious Studies

RST 263 - Women's Religions in the Ancient Mediterranean World

RST 302 - Gender, Power, and Ethnicity in the Bible

RST 303 - The Virgin Mary and Divine Gender

RST 304 - Households of Faith: Family in Early Christianity

RST 317 - Gods, Kings and Justice in the Ancient World

RST 336 - Women in the Islamic Tradition

RST 338 - Randy Rabbis, Naughty Imams: Love and Faith in Andalusia

Sociology

SOC 205 - Sociology of Marriage and Family

SOC 237 - Sociology of Gender

SOC 328 - Community Organizing: People, Power & Change

SOC 415 - Seminar: American Inequality

Complete an Internship or Capstone Seminar

GND 475 - Internship in Gender and Sexuality Studies (recommended junior year) OR

GND 480 - Gender & Sexuality Studies Capstone Seminar (recommended senior year)

Gender and Sexuality Studies Minor

The Gender and Sexuality Studies minor is offered in the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Megan Mitchell

May Hall 217

508-565-1410

mmitchell@stonehill.edu

The interdisciplinary minor in Gender and Sexuality Studies requires the completion of six courses from the range of available interdisciplinary offerings.

Complete One Required Course

GND 101 - Introduction to Gender and Sexuality Studies

Complete Five Elective Courses

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

Anthropology

ANT 220 - Human Sex Differences: Behavior, Biology, Ecology

ANT 230 - Families in Cross-Cultural Perspective

Biology

BIO 324 - Endocrinology

Communication

COM 321 - Topics in Film Genres (when topic is Gender & Sexuality related)

COM 323 - Topics in Film (when topic is Gender & Sexuality related)

Criminology

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

English

ENG 273 - Hitchcock

ENG 300 - Topics in Literary and Cultural Theory

ENG 306 - Topics in British Literature, 1700-1900 (WID) (when topic is Gender & Sexuality related)

ENG 389 - Alternative Modernisms

ENG 390 - Topics in Modernism (WID) (when topic is Gender & Sexuality related)

ENG 391 - Topics in Gender & Sexuality Studies

Environmental Science & Studies

ENV 315 - Women and Ecology

Gender and Sexuality Studies

GND 200 - Topics in Gender and Sexuality Studies

GND 300 - Advanced Topics in Gender & Sexuality Studies

GND 305 - Women of Color Writers

History

HIS 212 - Heretics, Reformers, and Radicals: Women and Power in American History

HIS 229 - Women and Gender in Early Modern Europe

HIS 287 - Women in Modern America: 1865-1975

HIS 304 - U.S. Popular Culture

HIS 305 - U.S. Popular Music

HIS 330 - United States Seminar: Topical (when topic is Gender & Sexuality related)

HIS 385 - Topics in U.S. Women's History

Languages, Literatures, and Cultures

SPA 253 - Queer Iberia: Sexualities in Early Modern Spain

SPA 255 - Recuperating Female Voices from Fascist Spain

Music

VPM 243 - Hear Her Voice! Women Music Makers, Religion and Spirituality

Philosophy

PHL 243 - This is What Feminism Looks Like

PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?

Political Science

POL 334 - Man, Woman, War: Gender and Defining (In)Security

Psychology

PSY 315 - Psychology of Women and Gender

Religious Studies

RST 263 - Women's Religions in the Ancient Mediterranean World

RST 302 - Gender, Power, and Ethnicity in the Bible

RST 303 - The Virgin Mary and Divine Gender

RST 304 - Households of Faith: Family in Early Christianity

RST 317 - Gods, Kings and Justice in the Ancient World

RST 336 - Women in the Islamic Tradition

RST 338 - Randy Rabbis, Naughty Imams: Love and Faith in Andalusia

Sociology

SOC 205 - Sociology of Marriage and Family

SOC 237 - Sociology of Gender

SOC 328 - Community Organizing: People, Power & Change

SOC 415 - Seminar: American Inequality

Graphic Design B.A.

The Graphic Design major is offered by the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 30
508-565-1954
alampton@stonehill.edu

Departmental Mission

The Visual and Performing Arts Department provides a variety of courses to enhance students' Liberal Arts foundation through appreciation of the world's cultural past and present. Students develop perceptual and analytical skills while exploring the ideological, religious, political, and personal forces that have shaped creative expression throughout the centuries and into today.

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 and its practical application in the wider world.

The Department of Visual and Performing Arts at Stonehill prepares students for a world where problems are solved by those who can think creatively and who can work between traditional roles. Our curriculum is designed to encourage disciplinary overlap and independent thinking while allowing for the studio artist, dancer, actor, musician, designer or art historian to engage with the unique language of the tradition. All students begin with a core curriculum that stresses a broad understanding of the arts and an ability to contextualize one's education within the larger creative fields. Starting with these shared values, students then move into Graphic Design, Art and Visual Culture or Performing Arts, choosing a concentration in the specific discipline that most interests them. At the end of their program, students participate in a "Capstone" experience that synthesizes their experiences into a formal project, performance or internship. All this while passionately pursuing their dreams.

Learning Goals

Majors in Graphic Design will:

- Develop the knowledge, skills, and competencies as well as participate in applied learning experiences that graduate schools and employers seek.
- Work successfully as a member of a creative team.
- Sharpen visual communication skills.
- Accurately gather and process information.
- Creatively problem solve.
- Develop the skills to produce concepts and visual communication solutions in a variety of media.
- Gain knowledge of the different uses of effective, persuasive communication tools to reach and appeal to target audiences.

The major in Graphic Design requires the completion of 14 courses.

Complete Three Core Courses

VPG 101 - Graphic Design Foundations
VPH 205 - History of Graphic Design
VPA 210 - Writing for the Arts (WID)

Complete Three Intermediate Graphic Design Courses

VPG 201 - Typography: Letterforms and Words in Graphic Design
VPG 204 - Digital and Graphic Imaging
VPG 205 - Type and Image

Complete Five of the Following Discipline-Focused Courses

Primarily Print-Based

VPG 302 - Package Design
VPG 304 - Advertising Design
VPG 308 - Publication Design

Screen-Based

VPG 305 - Web Site Design
VPG 306 - Motion Graphics
VPG 307 - 3-D Graphics, Illustration and Animation
VPG 309 - Interactive Design

Complete Three Advanced Courses

VPG 405 - Advanced Study in Graphic Design (Recommended during the spring of Senior year)
VPG 423 - Graphic Design Portfolio (Required to take during the fall of Senior year)
VPG 475 - Internship in Graphic Design (Completed Junior or Senior year)

Participation in the Following Groups

Participation in the Graphic Design Annual

The Graphic Design Annual is a student-designed exhibition produced in the spring semester of Senior year, showcasing their design work in a gallery setting.

Participation in InHouse Design

InHouse Design is a student-run graphic design service that regularly does work for campus organizations and off-site non-profit institutions.

Membership and Participation in AIGA Stonehill

AIGA Stonehill is a branch of a professional organization for design that was founded in 1914 as the American Institute of Graphic Arts. Its members practice all forms of communication design, including graphic design, typography, interaction design, branding and identity. AIGA's aim is to be the standard bearer for professional ethics and practices for the design profession.

Note

All Graphic Design majors who choose to study abroad must do so prior to their Senior year. This will ensure that the student can enroll in the (2) required graphic design courses that must be taken Fall and Spring of the Senior year, on campus, in order to graduate.

Graphic Design Minor

The Graphic Design minor is offered by the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 30
508-565-1954
alampton@stonehill.edu

The minor in Graphic Design requires the completion of six courses.

Complete the Following Required Courses

VPG 101 - Graphic Design Foundations
VPG 201 - Typography: Letterforms and Words in Graphic Design
VPG 204 - Digital and Graphic Imaging
VPG 205 - Type and Image

Complete Two of the Following Courses

VPG 302 - Package Design
VPG 304 - Advertising Design
VPG 305 - Web Site Design
VPG 306 - Motion Graphics
VPG 307 - 3-D Graphics, Illustration and Animation
VPG 308 - Publication Design
VPG 309 - Interactive Design

Health Science B.A.

The Health Science Major is offered by the Health Science Department in the May School of Arts and Sciences.

Katharine M. Harris
Shields Science Center 306
508-565-5393
kharris1@stonehill.edu

Program Mission

The Health Science major is designed to promote deep, interdisciplinary study of human health and offers prerequisite courses for pre-service in the modern healthcare industry. Students are exposed to expertise in social science, natural science, and healthcare management through coursework and practical experience.

Learning Goals

Majors in Health Science will:

- Demonstrate a clear understanding of foundations in human anatomy, organ function, molecular cell biology, public health and health disparities, and management of healthcare in the U.S.
- Evaluate scientific information in the context of philosophical, ethical, and societal concerns of human health science.
- Understand the scientific method.
- Gain direct experience critical to the discernment of post-baccalaureate and graduate school plans in professional healthcare settings.

The B.A. in Health Science requires the completion of 18 courses.

Complete Ten Core Courses

BIO 101 - Biological Principles I
BIO 102 - Biological Principles II
CHM 113 - General Chemistry I
CHM 221 - Organic Chemistry I OR CHM 232 General Chemistry II
HCM 105 - Healthcare Foundations
HSC 276 - Clinical Epidemiology OR HCM 219 - Epidemiology
PSY 101 - Introduction to Psychology
HSC 350 - Understanding Health Disparities (WID)
HSC 475 - Clinical Internship in Health Science
HSC 476 - Capstone Seminar in Health Science

Complete One Pair of the Following Courses

BIO 203 - Human Anatomy and Physiology I AND BIO 204 - Human Anatomy and Physiology II OR
BIO 311 - Comparative Vertebrate Anatomy AND BIO 312 - Vertebrate Physiology

Complete One of the Following Courses

BIO 211 - Cell Biology (This is the WID for Biology Majors)
HSC 218 - Nutrition

Complete Two of the Following Courses

BCH 343 - Biochemistry I
BIO 212 - Genetics
BIO 301 - Parasitology
BIO 309 - Microbiology
BIO 310 - Developmental Biology
BIO 311 - Comparative Vertebrate Anatomy (may only count if BIO 203 and BIO 204 are taken)
BIO 312 - Vertebrate Physiology (may only count if BIO 203 and BIO 204 are taken)
BIO 324 - Endocrinology
BIO 331 - Bioinformatics
BIO 409 - Immunology
BIO 423 - Virology
HSC 300 - Yoga: Structure and Function in Health
HSC 341 - Maternal and Child Health

HSC 404 - Exercise Physiology
HSC 407 - Biomechanics
NEU 300 - Cognitive Neuroscience
NEU 400 - Psychopharmacology
NEU 412 - Neurobiology of Disease

Complete One of the Following Psychology Courses

NEU 271 - Research Methods in Neuroscience (WID) (This is the WID for Neuroscience Majors)
PSY 201 - Child Development
PSY 207 - Introduction to Psychopathology
PSY 320 - Introduction to Health Psychology
PSY 351 - Child Psychopathology and Its Treatment
PSY 415 - Brain and Behavior

Complete Two Elective Courses

Students choose two additional 300- or 400-level courses in Biochemistry (BCH), Biology (BIO), Chemistry (CHM), Healthcare Administration (HCA), Health Science (HSC), Neuroscience (NEU), or Psychology (PSY).

Elective internship experience(s) (i.e. BIO 475, HSC 475, PSY 475), a directed study, or an independent research experience for credit (i.e. BIO 49X, HSC 49X, PSY 49X) may not satisfy the elective requirement.

Recommended Additional Courses

Students should choose the following additional courses as needed for graduate or professional school programs.

BIO 212 - Genetics
CHM 222 - Organic Chemistry II
CHM 232 - General Chemistry II OR CHM 244 - Inorganic Chemistry
MTH 125 - Calculus I AND MTH 126 - Calculus II
(PHY 101 - Basic Physics I AND PHY 102 - Basic Physics II) OR (PHY 121 - Physics I AND PHY 122 - Physics II)

History B.A.

The History major is offered by the History Department in the May School of Arts and Sciences.

James Wadsworth
May Hall 223
508-565-1282
jwadsworth@stonehill.edu

The History major provides students both breadth of coverage of the human past and in-depth exposure to a variety of sub-fields.

Mission Statement

The study of history is an essential element of the human experience and an integral part of the liberal arts tradition at Stonehill College. History majors and minors explore the past in multiple contexts and develop the skills and perspectives to thrive in an ever-changing, globally interconnected world. Engaging with history as an ongoing debate connected to, yet distinct from, the present, students focus both on events that have shaped our world and on the specifics of everyday experience in myriad contexts. Students encounter a diverse array of cultures, societies, and eras, examining forces of continuity and change. History majors and minors tackle enduring questions and controversies and are introduced to a host of methodological approaches drawn from the humanities and social sciences. As a result, students gain proficiency in reading critically, conducting research and analysis effectively, and communicating persuasively. These skills provide a foundation for a dynamic range of career trajectories, including a wide variety of graduate programs and professions: law, education, library science, journalism, information technology, publishing, business, non-profit leadership, the Foreign Service, museums, and public history.

Learning Goals

Majors and minors in History will be able to:

- Analyze, evaluate, and contextualize different types of primary sources, and engage in historical research, which synthesizes and integrates a variety of sources.

- Evaluate secondary sources and demonstrate familiarity with problems of historical interpretation, knowledge of the “schools” of historical analysis, and an awareness of the historiographical nature of secondary sources.
- Formulate a historical question and develop skills and knowledge to find resources to answer that question. Locate and use historical information through traditional and newer technology sources including print and electronic databases, on-line secondary sources, and e-texts. Discriminate among sources and develop protocols of utility and relevance.
- Develop critical reading, writing, and oral communication skills. Show depth of experience in doing history through sustained historical analysis, argument, and narrative. Format research and document sources according to the conventions of the discipline.

The major in History requires the completion of 11 courses.

Complete Five Courses at the 200-Level or Above

Complete Five Courses at the 200-level or above, from at least four different thematic approaches.

Women/Gender/Sexuality Theme

HIS 229 - Women and Gender in Early Modern Europe

HIS 262 - Medieval Europe, 400-1500

HIS 271 - World History I

HIS 272 - World History II

HIS 281 - American Nation I

HIS 282 - American Nation II

HIS 287 - Women in Modern America: 1865-1975

HIS 304 - U.S. Popular Culture

HIS 305 - U.S. Popular Music

HIS 306 - Topics in U.S. Cultural History

HIS 307 - From the New Frontier to a New Century

HIS 328 - Revolutionary America

HIS 385 - Topics in U.S. Women’s History

Global Connections Theme

HIS 205 - Irish American Experience

HIS 209 - Native American History

HIS 214 - Ireland: From Colony to Nation State

HIS 219 - History of World Economic Development

HIS 227 - Renaissance and Revolutions: Early Modern Europe

HIS 228 - History of U.S. Foreign Relations

HIS 244 - Colonial Latin America

HIS 245 - Modern France

HIS 271 - World History I

HIS 272 - World History II

HIS 281 - American Nation I

HIS 282 - American Nation II

HIS 290 - History of the Islamic World II

HIS 295 - History of India

HIS 301 - Colonial America

HIS 278 - History of the Islamic World I

HIS 323 - Africa in Stories: History, Literature and Film

HIS 351 - The French Revolution

HIS 353 - A World at War

Race/Ethnicity/Justice Theme

HIS 209 - Native American History

HIS 225 - History and Film

HIS 234 - The Civil Rights Movement 1945-1966

HIS 244 - Colonial Latin America

HIS 245 - Modern France

HIS 251 - United States Economic History

HIS 271 - World History I

HIS 272 - World History II

HIS 281 - American Nation I

HIS 282 - American Nation II

HIS 287 - Women in Modern America: 1865-1975
HIS 289 - African American History
HIS 301 - Colonial America
HIS 303 - From Depression to Dominance
HIS 304 - U.S. Popular Culture
HIS 305 - U.S. Popular Music
HIS 306 - Topics in U.S. Cultural History
HIS 307 - From the New Frontier to a New Century
HIS 324 - From Jackson to Lincoln
HIS 325 - Lincoln and His America
HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 328 - Revolutionary America
HIS 335 - Abolitionist and Proslavery Thought
HIS 385 - Topics in U.S. Women's History

Crisis and Conflict Theme

HIS 209 - Native American History
HIS 214 - Ireland: From Colony to Nation State
HIS 219 - History of World Economic Development
HIS 221 - Ancient Mediterranean Greece and Rome
HIS 225 - History and Film
HIS 227 - Renaissance and Revolutions: Early Modern Europe
HIS 228 - History of U.S. Foreign Relations
HIS 234 - The Civil Rights Movement 1945-1966
HIS 251 - United States Economic History
HIS 262 - Medieval Europe, 400-1500
HIS 271 - World History I
HIS 272 - World History II
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I
HIS 282 - American Nation II
HIS 289 - African American History
HIS 290 - History of the Islamic World II
HIS 295 - History of India
HIS 301 - Colonial America
HIS 303 - From Depression to Dominance
HIS 307 - From the New Frontier to a New Century
HIS 309 - The Gilded Age and the Progressive Era 1865-1929
HIS 323 - Africa in Stories: History, Literature and Film
HIS 324 - From Jackson to Lincoln
HIS 325 - Lincoln and His America
HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 328 - Revolutionary America
HIS 335 - Abolitionist and Proslavery Thought
HIS 351 - The French Revolution
HIS 353 - A World at War

Ideas/Values/Beliefs Theme

HIS 205 - Irish American Experience
HIS 221 - Ancient Mediterranean Greece and Rome
HIS 227 - Renaissance and Revolutions: Early Modern Europe
HIS 229 - Women and Gender in Early Modern Europe
HIS 262 - Medieval Europe, 400-1500
HIS 271 - World History I
HIS 272 - World History II
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I
HIS 282 - American Nation II

HIS 287 - Women in Modern America: 1865-1975
HIS 289 - African American History
HIS 290 - History of the Islamic World II
HIS 295 - History of India
HIS 323 - Africa in Stories: History, Literature and Film
HIS 324 - From Jackson to Lincoln
HIS 325 - Lincoln and His America
HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 335 - Abolitionist and Proslavery Thought
HIS 337 - The Electric Guitar in American Culture
HIS 351 - The French Revolution

Culture/Class/Society Theme

HIS 205 - Irish American Experience
HIS 214 - Ireland: From Colony to Nation State
HIS 221 - Ancient Mediterranean Greece and Rome
HIS 229 - Women and Gender in Early Modern Europe
HIS 244 - Colonial Latin America
HIS 245 - Modern France
HIS 251 - United States Economic History
HIS 271 - World History I
HIS 272 - World History II
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I
HIS 282 - American Nation II
HIS 289 - African American History
HIS 290 - History of the Islamic World II
HIS 295 - History of India
HIS 301 - Colonial America
HIS 303 - From Depression to Dominance
HIS 304 - U.S. Popular Culture
HIS 305 - U.S. Popular Music
HIS 306 - Topics in U.S. Cultural History
HIS 307 - From the New Frontier to a New Century
HIS 309 - The Gilded Age and the Progressive Era 1865-1929
HIS 323 - Africa in Stories: History, Literature and Film
HIS 324 - From Jackson to Lincoln
HIS 325 - Lincoln and His America
HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 335 - Abolitionist and Proslavery Thought
HIS 337 - The Electric Guitar in American Culture
HIS 351 - The French Revolution
HIS 353 - A World at War

Complete Three Additional History Courses at the 300-Level or Above

Three additional courses at the 300-level or above may be taken in any of the thematic approaches.

Complete the History Capstone Sequence

HIS 420 - Historical Theory and Writing (WID)
HIS 425 - History Lab
HIS 430 - History Thesis

History Internships and Experiential Learning Opportunities

Hands-on experience in a professional setting has never been as important a component in undergraduate education as it is today. History majors and minors are strongly encouraged to undertake experiential learning/internship as part of their program of study. Internships can be as short as two weeks or as long as a year. Museums, educational institutions, archives, historic sites, government organizations and non-profits are just a few of the many internship options available. Students

may take an internship for credit (HIS 475) during the academic year or over the summer or participate in internships without credit; both options offer students the opportunity to experience the relevance of the past to the present through participation in contemporary institutions and organizations.

Internship Requirements:

1. To earn three (3) credits, students should devote an average of eight (8) hours per week to the internship.
 2. Students seeking to pursue an internship should consult the Internship Coordinator, Prof. Edward McCarron, at least two weeks before registering for HIS 475 - History Internship.
 3. Complete the online U.S. Internship Request for Approval Form (myHill > myPlans > U.S. Internship Application) to start the registration process.
 4. During the period of the internship, students will keep a journal or field notes, meet periodically with Prof. McCarron, the Internship Coordinator, who will direct and grade the internship (with input from the intern's on-site supervisor), and submit by the last day of classes an academic paper of 10-12 typed pages on a topic related to the internship.
- For additional information regarding internships, and a sampling of recent History and other internships, see: www.stonehill.edu/academics/areas-of-study/history/internships-opportunities or email Prof. Edward McCarron at emccarron@stonehill.edu.

History Minor

The History minor is offered by the History Department in the May School of Arts and Sciences.

James Wadsworth
May Hall 223
508-565-1281
jwadsworth@stonehill.edu

The minor in history requires the completion of seven courses.

Complete Six Courses at the 200-Level or Above

Complete six History Courses at the 200-level or above. Four of these courses must be from different thematic approaches.

Women/Gender/Sexuality Theme

HIS 229 - Women and Gender in Early Modern Europe
HIS 262 - Medieval Europe, 400-1500
HIS 271 - World History I
HIS 272 - World History II
HIS 281 - American Nation I
HIS 282 - American Nation II
HIS 287 - Women in Modern America: 1865-1975
HIS 304 - U.S. Popular Culture
HIS 305 - U.S. Popular Music
HIS 306 - Topics in U.S. Cultural History
HIS 307 - From the New Frontier to a New Century
HIS 328 - Revolutionary America
HIS 385 - Topics in U.S. Women's History

Global Connections Theme

HIS 205 - Irish American Experience
HIS 209 - Native American History
HIS 214 - Ireland: From Colony to Nation State
HIS 219 - History of World Economic Development
HIS 227 - Renaissance and Revolutions: Early Modern Europe
HIS 228 - History of U.S. Foreign Relations
HIS 244 - Colonial Latin America
HIS 245 - Modern France
HIS 271 - World History I
HIS 272 - World History II
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I
HIS 282 - American Nation II
HIS 290 - History of the Islamic World II
HIS 295 - History of India
HIS 301 - Colonial America

HIS 323 - Africa in Stories: History, Literature and Film
HIS 351 - The French Revolution
HIS 353 - A World at War

Race/Ethnicity/Justice Theme

HIS 209 - Native American History
HIS 225 - History and Film
HIS 234 - The Civil Rights Movement 1945-1966
HIS 244 - Colonial Latin America
HIS 245 - Modern France
HIS 251 - United States Economic History
HIS 271 - World History I
HIS 272 - World History II
HIS 281 - American Nation I
HIS 282 - American Nation II
HIS 287 - Women in Modern America: 1865-1975
HIS 289 - African American History
HIS 301 - Colonial America
HIS 303 - From Depression to Dominance
HIS 304 - U.S. Popular Culture
HIS 305 - U.S. Popular Music
HIS 306 - Topics in U.S. Cultural History
HIS 307 - From the New Frontier to a New Century
HIS 324 - From Jackson to Lincoln
HIS 325 - Lincoln and His America
HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 328 - Revolutionary America
HIS 385 - Topics in U.S. Women's History

Crisis and Conflict Theme

HIS 209 - Native American History
HIS 214 - Ireland: From Colony to Nation State
HIS 221 - Ancient Mediterranean Greece and Rome
HIS 225 - History and Film
HIS 227 - Renaissance and Revolutions: Early Modern Europe
HIS 228 - History of U.S. Foreign Relations
HIS 234 - The Civil Rights Movement 1945-1966
HIS 251 - United States Economic History
HIS 262 - Medieval Europe, 400-1500
HIS 271 - World History I
HIS 272 - World History II
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I
HIS 282 - American Nation II
HIS 289 - African American History
HIS 290 - History of the Islamic World II
HIS 295 - History of India
HIS 301 - Colonial America
HIS 303 - From Depression to Dominance
HIS 307 - From the New Frontier to a New Century
HIS 309 - The Gilded Age and the Progressive Era 1865-1929
HIS 323 - Africa in Stories: History, Literature and Film
HIS 324 - From Jackson to Lincoln
HIS 325 - Lincoln and His America
HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 328 - Revolutionary America
HIS 335 - Abolitionist and Proslavery Thought
HIS 351 - The French Revolution
HIS 353 - A World at War

Ideas/Values/Beliefs Theme

HIS 205 - Irish American Experience
HIS 219 - History of World Economic Development
HIS 221 - Ancient Mediterranean Greece and Rome
HIS 225 - History and Film
HIS 227 - Renaissance and Revolutions: Early Modern Europe
HIS 229 - Women and Gender in Early Modern Europe
HIS 262 - Medieval Europe, 400-1500
HIS 271 - World History I
HIS 272 - World History II
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I
HIS 282 - American Nation II
HIS 287 - Women in Modern America: 1865-1975
HIS 289 - African American History
HIS 290 - History of the Islamic World II
HIS 295 - History of India
HIS 323 - Africa in Stories: History, Literature and Film
HIS 324 - From Jackson to Lincoln
HIS 325 - Lincoln and His America
HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 337 - The Electric Guitar in American Culture
HIS 351 - The French Revolution

Culture/Class/Society Theme

HIS 205 - Irish American Experience
HIS 214 - Ireland: From Colony to Nation State
HIS 221 - Ancient Mediterranean Greece and Rome
HIS 225 - History and Film
HIS 229 - Women and Gender in Early Modern Europe
HIS 244 - Colonial Latin America
HIS 245 - Modern France
HIS 251 - United States Economic History
HIS 271 - World History I
HIS 272 - World History II
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I
HIS 282 - American Nation II
HIS 289 - African American History
HIS 290 - History of the Islamic World II
HIS 295 - History of India
HIS 301 - Colonial America
HIS 303 - From Depression to Dominance
HIS 304 - U.S. Popular Culture
HIS 305 - U.S. Popular Music
HIS 306 - Topics in U.S. Cultural History
HIS 307 - From the New Frontier to a New Century
HIS 309 - The Gilded Age and the Progressive Era 1865-1929
HIS 323 - Africa in Stories: History, Literature and Film
HIS 324 - From Jackson to Lincoln
HIS 325 - Lincoln and His America
HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 335 - Abolitionist and Proslavery Thought
HIS 337 - The Electric Guitar in American Culture
HIS 351 - The French Revolution
HIS 353 - A World at War

Complete One Historical Theory and Writing Course

HIS 420 - Historical Theory and Writing (WID)

Interdisciplinary Studies B.A. or B.S.

The Interdisciplinary majors are offered by the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Rev. Kevin Spicer, C.S.C.
May Hall 202
508-565-1090
kspicer@stonehill.edu

The B.A. or B.S. in Interdisciplinary Studies is an option for students who seek to accomplish intellectual goals outside of a conventional major or a combination of a major or minor. The program of study, to be formulated with faculty advisors - one of whom will be designated as the principal advisor - must reflect the objectives of a liberal arts education illustrated in the Hill Book.

B.S.B.A. Interdisciplinary Studies majors are not allowed.

The program proposal includes a statement describing the educational goals sought and the sequence of courses that would enable the student to achieve these goals. The course content must focus on a specific theme and include a significant number of courses beyond the introductory level as well as a senior Capstone Experience.

A proposal to create a self-directed Interdisciplinary major must follow the guidelines below.

- Must be approved prior to the senior year or enrollment in the final ten courses of their Stonehill degree.
- A B.A. interdisciplinary major must be composed of 12 to 20 3- or 4-credit courses. Courses must be selected from at least three academic programs. Each program needs to be represented by a minimum of three courses, and at least two of the courses must be at the 300-level or above.
- A B.S. Interdisciplinary Major must be composed of 16 to 22 3- or 4-credit courses. The major must include at least 16 required science, engineering, and mathematics courses. Courses must be selected from at least three academic programs. Each program needs to be represented by a minimum of three courses, and at least two of the courses must be at the 300-level or above.
- No more than 50% of the courses may be applied to fulfill the requirements of another major.
- Must adhere to the application process.
- The self-directed Interdisciplinary major must be approved by the designated faculty advisors and the Interdisciplinary Studies Program Director.

Any subsequent changes to the approved course plan must be submitted to the Program Director for approval.

Interdisciplinary Studies Minor

The Interdisciplinary minor is offered by the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Rev. Kevin Spicer, C.S.C.
May Hall 202
508-565-1090
kspicer@stonehill.edu

Interdisciplinary minors give students the opportunity to explore, in some depth, a well-defined question or topic beyond the major. The Interdisciplinary minor allows students to propose a course of study comprising classes and other academic experiences as a path to conduct an interdisciplinary inquiry that may or may not be related to their major or minor. Students submit a proposal for an Interdisciplinary minor that will include six academic classes. Students may undertake no more than one Interdisciplinary minor during their academic careers at Stonehill.

Journalism Minor

The Journalism minor is offered by the Communication and Media Studies Department in the May School of Arts and Sciences.

Maureen E. Boyle
Cushing-Martin 116
508-565-1824
mboyle@stonehill.edu

Mission of the Program

The Journalism program provides students with hands-on experience in the news writing and online media field.

Students learn to write fair and balanced hard news, feature and long-form journalistic stories for a wide range of print and online publications. Students learn how to interview people, research information and cover stories in the field. Students also learn how to use social media and video for news story telling. Coursework emphasizes the best practices in the field, fine writing and legal challenges the media faces. Publication of student work is a goal in several courses. Students are offered internship opportunities in the news field in the area or in their home states.

The minor in Journalism requires the completion of six courses.

Complete Four Required Courses

JRN 100 - Reporting and News Writing

JRN 215 - Introduction to Broadcast Journalism

JRN 313 - Journalism Ethics and Law

JRN 421 - Journalism Practicum *

*Note: JRN 421 - Journalism Practicum may be taken twice but can only be counted once toward the minor.

Complete Two of the Following Courses

JRN 101 - Advanced Reporting and News Writing (WID)

JRN 222 - Development of American News Media

JRN 309 - Narrative Writing

JRN 475 - Internship in Journalism

Internship Requirements

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

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

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

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

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

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

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

Students doing a summer-fall split internship may not do another internship during the same semester they are completing work for the "split."

Mathematics B.A.

The Mathematics, B.A. is offered the the Mathematics Department in the May School of Arts and Sciences.

Hsin-hao Su

Duffy Academic Center 231

508-565-1242

hsu@stonehill.edu

Departmental Mission

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. Mathematics students work with faculty dedicated to the development of mathematics, as well as the learning and appreciation of both the nature and application of mathematics.

The mathematics majors prepare students to work in mathematics and related areas or pursue graduate studies. Students are able to gain valuable skills for careers in technology-based industries, business, education, and service professions. Graduates engage in life-long learning and growing.

Learning Goals

Majors in Mathematics will develop the following cognitive goals, as recommended by the Mathematical Association of America for undergraduate programs in mathematics found [here](#).

1. Students will develop effective thinking, communication, and mathematical problem solving skills.
 - state problems carefully, articulate assumptions, understand the importance of precise definition, and reason logically to conclusions;
 - identify and model essential features of a complex situation, modify models as necessary for tractability, and draw useful conclusions;
 - assess the correctness of solutions, create and explore examples, carry out mathematical experiments, and devise and test conjectures;
 - communicate mathematical ideas clearly and coherently both verbally and in writing to audiences of varying mathematical sophistication.
2. Students will learn to link applications and theory.
 - encounter a range of contemporary applications that motivate and illustrate the ideas they are studying;
 - become aware of connections to other areas (both in and out of the mathematical sciences), and learn to apply mathematical ideas to problems in those areas.
3. Students will learn to use technological tools.
 - use technology effectively, both as a tool for solving problems and as an aid to exploring mathematical ideas.
4. Students will develop mathematical independence and experience open-ended inquiry.
 - prepare students to pursue open-ended questions and to speak and write about mathematics with increasing depth and sophistication.

The B.A. in Mathematics requires the completion of 17 courses and is intended for students planning a career in early childhood, elementary, secondary, or special education.

Complete 10 Required Mathematics Courses

MTH 125 - Calculus I
MTH 126 - Calculus II
MTH 191 - The Language of Mathematics (WID)
MTH 225 - Statistics for Science
MTH 251 - Linear Algebra
MTH 261 - Multivariable Calculus
MTH 270 - Discrete Mathematics
MTH 351 - Abstract Algebra I
MTH 361 - Real Analysis I
MTH 363 - Modern Geometry

Choose One Computer Science Course

CSC 102 - Introduction to Programming
CSC 103 - Computer Science I
DSC 105 - Introduction to Data Science

Complete One Two-Course Sequence

PHY 121 - Physics I and PHY 122 Physics II
BIO 101 - Biological Principles I and BIO 102 Biological Principles II
CHM 113 - General Chemistry I and CHM 232 General Chemistry II
ACC 203 - Financial Accounting and ACC 204 - Managerial Accounting OR FIN 320 - Corporate Finance
ECO 176 - Microeconomic Principles and ECO 178 Macroeconomic Principles
ENV 200 - Principles of Environmental Science and any 300-level ENV course

Choose Three Mathematics Electives

MTH 352 - Abstract Algebra II
MTH 362 - Real Analysis II
MTH 364 - Differential Equations and Dynamics
MTH 365 - Bayesian Statistics
MTH 366 - Linear Models
MTH 371 - Combinatorics and Graph Theory
MTH 377 - Number Theory
MTH 381 - Financial Mathematics
MTH 384 - Theory of Computation OR CSC 384 - Theory of Computation
MTH 393 - Numerical Analysis OR CSC 393 - Numerical Analysis
MTH 395 - Probability and Statistics I
MTH 396 - Probability and Statistics II
MTH 399 - Topics in Mathematics
MTH 420 - Senior Capstone: Mathematical Modeling
MTH 490 - Directed Study - Mathematics (with Dept. Chair permission)
MTH 496 - Independent Research - Mathematics (with Dept. Chair permission)
MTH 497 - Senior Thesis

Complete One Capstone in Mathematics

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

EDU 430 - Practicum: Early Childhood Education
EDU 433 - Practicum: Moderate Disabilities PreK-8 Level
EDU 435 - Practicum: Elementary Education
EDU 437 - Practicum: Secondary Education 5-12 Level
EDU 439 - Practicum: Secondary Education 8-12 Level

Mathematics B.S.

The Mathematics, B.S. is offered the the Mathematics Department in the May School of Arts and Sciences.

Hsin-hao Su
Duffy Academic Center 231
508-565-1242
hsu@stonehill.edu

Departmental Mission

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. Mathematics students work with faculty dedicated to the development of mathematics, as well as the learning and appreciation of both the nature and application of mathematics.

The mathematics majors prepare students to work in mathematics and related areas or pursue graduate studies. Students are able to gain valuable skills for careers in technology-based industries, business, education, and service professions. Graduates engage in life-long learning and growing.

Learning Goals

Majors in Mathematics will develop the following cognitive goals, as recommended by the Mathematical Association of America for undergraduate programs in mathematics found [here](#).

1. Students will develop effective thinking, communication, and mathematical problem solving skills.
 - state problems carefully, articulate assumptions, understand the importance of precise definition, and reason logically to conclusions;
 - identify and model essential features of a complex situation, modify models as necessary for tractability, and draw useful conclusions;
 - assess the correctness of solutions, create and explore examples, carry out mathematical experiments, and devise and test conjectures;
 - communicate mathematical ideas clearly and coherently both verbally and in writing to audiences of varying mathematical sophistication.

2. Students will learn to link applications and theory.
 - encounter a range of contemporary applications that motivate and illustrate the ideas they are studying;
 - become aware of connections to other areas (both in and out of the mathematical sciences), and learn to apply mathematical ideas to problems in those areas.
3. Students will learn to use technological tools.
 - use technology effectively, both as a tool for solving problems and as an aid to exploring mathematical ideas.
4. Students will develop mathematical independence and experience open-ended inquiry.
 - prepare students to pursue open-ended questions and to speak and write about mathematics with increasing depth and sophistication.

The B.S. in Mathematics requires the completion of 19 courses.

Complete 10 Required Mathematics Courses

MTH 125 - Calculus I
 MTH 126 - Calculus II
 MTH 191 - The Language of Mathematics (WID)
 MTH 251 - Linear Algebra
 MTH 261 - Multivariable Calculus
 MTH 270 - Discrete Mathematics
 MTH 351 - Abstract Algebra I
 MTH 361 - Real Analysis I
 MTH 364 - Differential Equations and Dynamics
 MTH 395 - Probability and Statistics I

Choose One Second-Level Mathematics Course

MTH 352 - Abstract Algebra II
 MTH 362 - Real Analysis II
 MTH 396 - Probability and Statistics II

Choose Three Additional 300- of 400-Level MTH Courses

MTH 352 - Abstract Algebra II
 MTH 362 - Real Analysis II
 MTH 363 - Modern Geometry
 MTH 364 - Differential Equations and Dynamics
 MTH 365 - Bayesian Statistics
 MTH 366 - Linear Models
 MTH 371 - Combinatorics and Graph Theory
 MTH 377 - Number Theory
 MTH 381 - Financial Mathematics
 MTH 384 - Theory of Computation OR CSC 393 - Numerical Analysis
 MTH 393 - Numerical Analysis OR CSC 393 - Numerical Analysis
 MTH 396 - Probability and Statistics II
 MTH 399 - Topics in Mathematics
 MTH 420 - Senior Capstone: Mathematical Modeling
 MTH 475 - Internship in Mathematics
 MTH 490 - Directed Study - Mathematics
 MTH 496 - Independent Research - Mathematics
 MTH 497 - Senior Thesis

Complete a Capstone in Mathematics

MTH 420 - Senior Capstone: Mathematical Modeling OR MTH 497 - Senior Thesis

*Note: The thesis is completed in consultation with a faculty member who acts as the student's major advisor. A committee of three faculty members evaluate the thesis. The student also presents the thesis in a colloquium open to the full college community.

Choose Two Coding Courses

CSC 102 - Introduction to Programming
CSC 103 - Computer Science I
CSC 104 - Computer Science II
DSC 105 - Introduction to Data Science
DSC 205 - Modeling for Data Science
MTH 225 - Statistics for Science
MTH 393 - Numerical Analysis

Complete One Two-Course Sequence

PHY 121 - Physics I and PHY 122 Physics II
BIO 101 - Biological Principles I and BIO 102 Biological Principles II
CHM 113 - General Chemistry I and CHM 232 General Chemistry II
ACC 203 - Financial Accounting and ACC 204 - Managerial Accounting OR FIN 320 - Corporate Finance
ECO 176 - Microeconomic Principles and ECO 178 Macroeconomic Principles
ENV 200 - Principles of Environmental Science and any 300-level ENV course

Mathematics Minor

The Mathematics minor is offered by the Mathematics Department in the May School of Arts and Sciences.

Hsin-hao Su
Duffy Academic Center 231
508-565-1242
hsu@stonehill.edu

The minor in Mathematics requires the completion of eight courses.

Complete Five Required Courses

MTH 125 - Calculus I
MTH 126 - Calculus II
MTH 261 - Multivariable Calculus

Choose One Linear Algebra Course

MTH 251 - Linear Algebra OR MTH 264 - Linear Algebra and Differential Equations

Choose One Introduction to Proofs Course

MTH 270 - Discrete Mathematics OR MTH 191 - The Language of Mathematics (WID)

Complete Three 300- or 400-level Mathematics Courses

Elective courses should be selected in consultation with a member of the mathematics faculty.

MTH 351 - Abstract Algebra I
MTH 352 - Abstract Algebra II
MTH 361 - Real Analysis I
MTH 362 - Real Analysis II
MTH 363 - Modern Geometry
MTH 364 - Differential Equations and Dynamics
MTH 365 - Bayesian Statistics
MTH 366 - Linear Models
MTH 371 - Combinatorics and Graph Theory
MTH 377 - Number Theory
MTH 381 - Financial Mathematics
MTH 384 - Theory of Computation OR CSC 384 - Theory of Computation
MTH 393 - Numerical Analysis OR CSC 393 - Numerical Analysis
MTH 395 - Probability and Statistics I
MTH 396 - Probability and Statistics II
MTH 399 - Topics in Mathematics
MTH 420 - Senior Capstone: Mathematical Modeling

MTH 475 - Internship in Mathematics
MTH 490 - Directed Study - Mathematics
MTH 496 - Independent Research - Mathematics

Note

It is strongly recommended that mathematics minors fulfill their natural scientific inquiry and writing-in-the disciplines requirements by taking MTH 191 - The Language of Mathematics (WID), in their freshman or sophomore year.

Music Minor

The Music minor is offered by the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 030
508-565-1954
alampton@stonehill.edu

The minor in Music requires the completion of 18 credits.

Complete Twelve Credits

VPM 183 - History of Western Art Music
VPM 184 - Survey of World Music (3 credits)
VPM 231 - Piano Workshop (3 credits)
VPM 240 - Music Theory (3 credits)

Complete Three Credits in the Same Ensemble

VPM 133 - Collegiate Chorale (1 credit)
VPM 134 - Concert Ensemble (1 credit)
VPM 135 - Music Technology Ensemble (1 credit)
VPM 139 - Guitar Ensemble (1 credit)

Complete Three Additional Credits from the Following Courses

VPM 133 - Collegiate Chorale (1 credit)
VPM 134 - Concert Ensemble (1 credit)
VPM 135 - Music Technology Ensemble (1 credit)
VPM 139 - Guitar Ensemble (1 credit)
VPM 140 - Studio Guitar (1 credit)
VPM 141 - Studio Piano (1 credit) *
VPM 142 - Studio Brass (1 credit)
VPM 143 - Studio Percussion (1 credit)
VPM 144 - Studio Strings (1 credit of Violin/Viola or Cello)
VPM 145 - Studio Woodwinds (1 credit)
VPM 146 - Studio Voice (1 credit)
VPM 186 - Introduction to Music Technology (3 credits)
VPM 230 - Introduction to Music Improvisation (3 credits)
VPM 243 - Hear Her Voice! Women Music Makers, Religion and Spirituality (3 credits)
VPM 245 - Music in World Religions (WID) (3 credits)
VPM 246 - Sound Recording Techniques (3 credits)
VPM 248 - Sound Synthesis (3 credits)
VPM 250 - Music in Disney's Animated Features (3 credits)
VPM 331 - Advanced Piano Workshop (3 credits)
VPM 341 - Composition: Songwriting (3 credits)
VPM 360 - Arts Outreach: Music (3 credits)

Music Technology Minor

The Music Technology minor is offered by the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 30
508-565-1954
alampton@stonehill.edu

A minor in music technology may be of interest to students in a variety programs, including Business, Communications, Computer Science, English, and the Visual and Performing Arts. Such cross-disciplinary interest can be a platform for building multidisciplinary activities at Stonehill College.

The minor in Music Technology requires the completion of 18 credits.

Complete Fifteen Required Credits

VPM 186 - Introduction to Music Technology

VPM 231 - Piano Workshop

VPM 240 - Music Theory OR

VPM 230 - Introduction to Music Improvisation OR VPM 341 - Composition: Songwriting OR VPM 180 Creating Music with Technology

VPM 246 - Sound Recording Techniques

VPM 248 - Sound Synthesis

Complete Three Credits in the Same Ensemble

VPM 133 - Collegiate Chorale (1 credit)

VPM 134 - Concert Ensemble (1 credit)

VPM 135 - Music Technology Ensemble (1 credit)

VPM 139 - Guitar Ensemble (1 credit)

Neuroscience B.A.

The Neuroscience, B.A. major is offered by the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Nicole Cyr
Shields Science Center 208
508-565-1705
ncyr@stonehill.edu

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

Departmental Mission

The mission of the Neuroscience Program is to prepare students to actively engage in and contribute to the process, understanding and application of neuroscience. Neuroscience is an interdepartmental major that provides an integrated and in-depth foundation for understanding the complex functions of the nervous system including the brain. The major is appropriate for students who plan to pursue a career in neuroscience, or in a related field.

Learning Goals

Majors in Neuroscience will:

- demonstrate foundational knowledge in neuroscience, chemistry, biology and psychology. (Additionally, students taking the premedical curriculum and those applying to Ph.D. programs in neuroscience should also demonstrate knowledge in Physics and Calculus.)
- demonstrate technical training in neuroscience at the molecular, cellular, systems and behavioral/cognitive levels of analysis as well as possess the ability to apply analytical thinking and statistical reasoning in the design of research studies.

- understand and practice the ethical principles that guide the professional behavior of neuroscientists and related careers (e.g., neurologists, clinical neuropsychologists, etc.). This includes a grasp of the ethical issues pertaining to the use of human subjects and the use of animals in research.
- develop competency in written and oral communication skills with emphasis on scientific writing and formal scientific presentations.

The B.A. in Neuroscience requires the completion of 13 courses.

Complete Eight Core Courses

BIO 101 - Biological Principles I
 CHM 113 - General Chemistry I
 PSY 101 - Introduction to Psychology
 PSY 261 - Introduction to Statistics OR
 BIO 261 - Biological Statistics
 NEU 101 - Introduction to Neuroscience
 NEU 271 - Research Methods in Neuroscience (WID)
 NEU 302 - Sensory and Motor Neurobiology
 NEU 412 - Neurobiology of Disease

Complete Five Elective Courses

BCH 344 - Biochemistry II
 BIO 203 - Human Anatomy and Physiology I
 BIO 323 - Evolution
 BIO 324 - Endocrinology
 BIO 332 - Applied Bioinformatics
 BIO 406 - Behavioral Ecology
 NEU 300 - Cognitive Neuroscience
 NEU 400 - Psychopharmacology
 PHL 252 - Minds, Brains and Technology
 PHL 270 - Freedom, Self, and Responsibility
 PSY 201 - Child Development
 PSY 207 - Introduction to Psychopathology
 PSY 415 - Brain and Behavior

Neuroscience B.S.

The Neuroscience, B.S. major is offered in the Interdisciplinary Studies Department in the May School of Arts and Sciences.

Nicole Cyr
 Shields Science Center 208
 508-565-1705
 ncyr@stonehill.edu

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

Departmental Mission

The mission of the Neuroscience Program is to prepare students to actively engage in and contribute to the process, understanding and application of neuroscience. Neuroscience is an interdepartmental major that provides an integrated and in-depth foundation for understanding the complex functions of the nervous system including the brain. The major is appropriate for students who plan to pursue a career in neuroscience, or in a related field.

Learning Goals

Majors in Neuroscience will:

- demonstrate foundational knowledge in neuroscience, chemistry, biology and psychology. (Additionally, students taking the premedical curriculum and those applying to Ph.D. programs in neuroscience should also demonstrate knowledge in Physics and Calculus.)

- demonstrate technical training in neuroscience at the molecular, cellular, systems and behavioral/cognitive levels of analysis as well as possess the ability to apply analytical thinking and statistical reasoning in the design of research studies.
- understand and practice the ethical principles that guide the professional behavior of neuroscientists and related careers (e.g., neurologists, clinical neuropsychologists, etc.). This includes a grasp of the ethical issues pertaining to the use of human subjects and the use of animals in research.
- develop competency in written and oral communication skills with emphasis on scientific writing and formal scientific presentations.

The B.S. in Neuroscience requires the completion of 17 courses.

Complete Thirteen Core Courses

BIO 101 - Biological Principles I

BIO 102 - Biological Principles II

BIO 211 - Cell Biology (*fulfills the WID for Biology majors only)

BIO 212 - Genetics

CHM 113 - General Chemistry I

CHM 221 - Organic Chemistry I

CHM 222 - Organic Chemistry II

MTH 125 - Calculus I OR CSC 102 - Introduction to Programming OR CSC 103 - Computer Science I

NEU 271 - Research Methods in Neuroscience (WID)

NEU 302 - Sensory and Motor Neurobiology

PSY 101 - Introduction to Psychology

PSY 261 - Introduction to Statistics OR BIO 261 - Biological Statistics

PSY 415 - Brain and Behavior

Complete One Course from each Cluster below

Cluster 1

BIO 312 - Vertebrate Physiology

BIO 324 - Endocrinology

BIO 406 - Behavioral Ecology

BIO 409 - Immunology

Cluster 2

BCH 343 - Biochemistry I

BIO 203 - Human Anatomy and Physiology I

BIO 310 - Developmental Biology

BIO 323 - Evolution

NEU 400 - Psychopharmacology

Cluster 3

NEU 300 - Cognitive Neuroscience

PHL 252 - Minds, Brains and Technology

PHL 270 - Freedom, Self, and Responsibility

PSY 405 - Theories of Learning

Cluster 4

PSY 201 - Child Development

PSY 207 - Introduction to Psychopathology

PSY 209 - Social Psychology

PSY 351 - Child Psychopathology and Its Treatment

Complete a Capstone in Neuroscience

NEU 412 - Neurobiology of Disease

Additional Suggested Courses

1. It is strongly recommended that all Neuroscience majors take two semesters of English.
2. Students who plan to apply to either medical school or a graduate program with a heavy biology focus should also take the following recommended courses:
 - CHM 232 - General Chemistry II
 - MTH 126 - Calculus II
 - PHY 121 - Physics I
 - PHY 122 - Physics II

Performing Arts B.A.

The Performing Arts major is offered in the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 030
508-565-1954
alampton@stonehill.edu

Departmental Mission

The Visual and Performing Arts Department provides a variety of courses to enhance students' Liberal Arts foundation through appreciation of the world's cultural past and present. Students develop perceptual and analytical skills while exploring the ideological, religious, political, and personal forces that have shaped creative expression throughout the centuries and into today.

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 and its practical application in the wider world.

The Department of Visual and Performing Arts at Stonehill prepares students for a world where problems are solved by those who can think creatively and who can work between traditional roles. Our curriculum is designed to encourage disciplinary overlap and independent thinking while allowing for the studio artist, dancer, actor, musician, designer or art historian to engage with the unique language of the tradition. All students begin with a core curriculum that stresses a broad understanding of the arts and an ability to contextualize one's education within the larger creative fields. Starting with these shared values, students then move into Graphic Design, Art and Visual Culture or Performing Arts, choosing a concentration in the specific discipline that most interests them. At the end of their program, students participate in a "Capstone" experience that synthesizes their experiences into a formal project, performance or internship. All this while passionately pursuing their dreams.

Learning Goals

Majors in Performing Arts will:

- Have the ability to conduct research in medium-specific histories.
- Publicly and professionally perform or support performance by engaging in a theatrical/ musical/ or dance productions consistently throughout a 4-year career.
- Develop time management and budgeting skills
- Develop proficiency in a performance related field (instrument, dance, acting etc.)

The major in Performing Arts requires the completion of 33-39 credits.

Students must choose a Concentration in Dance, Music, Theatre, or Cross-Disciplinary Performance.

Complete Two Core Courses (6 credits)

VPA 101 - Introduction to Performing Arts
VPA 210 - Writing for the Arts (WID)

*Note: Students with a Dance or Theatre concentration may take VPA 306 Introduction to Playwriting (WID) instead of VPA 210.

Choose One of the Following Concentrations

Performing Arts Majors must choose a concentration in Dance, Music, or Theatre. Student may also choose a Cross-Disciplinary concentration which combines two of the other concentrations.

Dance Concentration (27 credits)

Majors with a concentration in Dance will:

- demonstrate technical proficiency and artistic expression in a variety of dance traditions by performing on stage;
- demonstrate technical ability at a level to audition for professional companies;
- show the ability to develop individual ideas and collaborate with others; and
- develop pre-professional skills that will help them in developing and running their own small business or dance company.

Complete Two 100-level Dance Courses

VPD 120 - Global Dance Traditions

VPD 141 - Dance and Movement

VPD 151 - Dance Technique

VPD 152 - Tap I

VPD 186 - Introduction to Dance History

Complete Two 200-level Dance Courses

VPD 253 - Jazz I

VPD 254 - Modern Dance I

VPD 255 - Ballet I

VPD 256 - Dance for Musical Theatre

VPD 257 - Introduction to Dance Composition

VPD 260 - Topics in Dance

Complete Two 300- and 400-level Dance Courses

VPD 354 - Modern Dance Technique II

VPD 355 - Jazz Dance II

VPD 356 - Ballet II

VPD 357 - Dance Company

VPD 358 - Dance Company, Production

VPD 360 - Arts Outreach: Dance

VPD 490 - Directed Study - Dance (Cannot count here when taken as the Capstone)

Complete Teaching Dance

VPD 210 - Teaching Dance

Complete at Least Three Semesters of Production

VPT 225 - Play Production OR VPD 357 - Dance Company OR VPD 358 - Dance Company, Production

Dance Capstone

VPD 490 - Directed Study - Dance

Music Concentration (33 credits)

Majors with a concentration in Music will:

- develop competence in instrument/voice technique;
- develop competence in basic music theory including sight singing, ear-training, harmonization and compositional techniques;
- show competence in basic keyboard skills;
- display an understanding of history of music including the ability to analyze instrumental and vocal music; and
- communicate orally and in written form through research and critical readings.

Complete Three Music History Courses (9 credits)

VPM 183 - History of Western Art Music

VPM 184 - Survey of World Music

VPM 243 - Hear Her Voice! Women Music Makers, Religion and Spirituality OR VPM 245 Music in World Religions (WID)

Complete Three Music Theory/Technology Courses (9 credits)

VPM 186 - Introduction to Music Technology

VPM 240 - Music Theory

VPM 230 - Introduction to Music Improvisation OR VPM 246 - Sound Recording Techniques OR VPM 248 - Sound Synthesis OR VPM 341 - Composition: Songwriting

Complete Three Credits of Piano Workshop (3 credits) *

VPM 231 - Piano Workshop (3 credits)

* Note: Students who already have a command of piano may test out through a piano proficiency exam. These students must substitute three additional credits of studio lessons on the same instrument or voice.

Complete at least Nine Credits of Performance Based Courses (9 credits)

Option A:

Complete Three credits of studio lessons (on same instrument/voice)

Complete Six credits of participation in ensembles (6 in one ensemble or 3 in two of the same ensembles)

Option B:

Complete Six credits of studio lessons (on same instrument/voice)

Complete Three credits of participation in one ensemble

Studio Lessons

VPM 140 - Studio Guitar (1 credit)

VPM 141 - Studio Piano (1 credit)

VPM 142 - Studio Brass (1 credit)

VPM 143 - Studio Percussion (1 credit)

VPM 144 - Studio Strings (1 credit)

VPM 145 - Studio Woodwinds (1 credit)

VPM 146 - Studio Voice (1 credit)

VPM 331 - Advanced Piano Workshop (3 credits)

Performance Ensembles

VPM 133 - Collegiate Chorale (1 credit)

VPM 134 - Concert Ensemble (1 credit)

VPM 135 - Music Technology Ensemble (1 credit)

VPM 139 - Guitar Ensemble (1 credit)

Complete the Music Capstone Course (3 credits)

VPM 450 - Capstone in Music

Theatre Concentration (27 credits)

Majors with a concentration in Theatre will:

- show an understanding and ability to conduct research in theatre history;
- understand the demands of a performance both onstage and off;
- understand and analyze dialogue and plot situations in;
- to take a performance, design, or written concept and publicly present and defend the work to others; and
- develop time management and budgeting skills that are valuable for employers seeking creative employees.

Take any 3 credits in 100-200 level Dance

VPD 141 - Dance and Movement

VPD 151 - Dance Technique

VPD 152 - Tap I

VPD 186 - Introduction to Dance History

VPD 253 - Jazz I

VPD 254 - Modern Dance I

VPD 255 - Ballet I

VPD 256 - Dance for Musical Theatre

VPD 257 - Introduction to Dance Composition

Complete up to Seven of the Following Theatre (VPT) Courses (21 credits)

VPT 110 - Introduction to Theatre History

VPT 182 - Realism and Reality: Road to the Modern Stage

VPT 203 - Acting I

VPT 205 - Stagecraft

VPT 212 - Musical Theatre
VPT 216 - Improvisation
VPT 220 - Production and Stage Management
VPT 315 - Make-up for the Stage
VPT 300 - Acting II
VPT 301 - Acting III
VPT 302 - Directing
VPT 306 - Introduction to Playwriting (WID)
VPT 310 - Introduction to Design
VPT 312 - Musical Theatre II
VPT 320 - Dramaturgy
VPT 324 - Medieval Theatre: Staging the Divine
VPT 331 - Topics in Theatre Arts I
VPT 332 - Topics in Theatre Arts II
VPT 360 - Arts Outreach: Theatre
VPT 405 - Theatre Practicum
VPT 475 - Internship in Theatre Arts (may take up to 6 credits)
VPT 490 - Directed Study - Theatre Arts

Theatre Capstone

VPT 496 - Independent Research - Theatre Arts

Cross-Disciplinary Performance Concentration (27 credits)

Majors concentrating in Cross-Disciplinary Performing Arts will:

- Show an understanding and ability to conduct research in medium-specific histories;
- Publicly and professionally perform or support performance by engaging in a theatrical/ musical/ or dance productions consistently throughout a 4-year career;
- Develop time management and budgeting skills;
- Develop proficiency in a performance related field (instrument, dance, acting etc.); and
- Understand the intersection of multiple performing arts disciplines as it relates to the professional world.

Students must complete an additional 27 credits from courses chosen from Dance (VPD), Music (VPM), or Theatre (VPT).

Complete Three 100-Level VPD, VPM, or VPT courses (9 credits).

Complete Three 200-Level VPD, VPM, or VPT courses (9 credits).

Complete Three 300- or 400-Level VPD, VPM, or VPT courses (9 credits).

Note: Students may complete an Internship (VPx) 475, Directed Study (VPx 490) (3 credits), or up to 3 semesters of the same 1-credit Performance Courses to fulfill the requirements above:

VPD 357 - Dance Company (1 credit)
VPD 358 - Dance Company, Production (1 credit)
VPM 133 - Collegiate Chorale (1 credit)
VPM 134 - Concert Ensemble (1 credit)
VPM 135 - Music Technology Ensemble (1 credit)
VPM 139 - Guitar Ensemble (1 credit)
VPM 140 - Studio Guitar (1 credit)
VPM 141 - Studio Piano (1 credit)
VPM 142 - Studio Brass (1 credit)
VPM 143 - Studio Percussion (1 credit)
VPM 144 - Studio Strings (1 credit)
VPM 145 - Studio Woodwinds (1 credit)
VPM 146 - Studio Voice (1 credit)
VPT 225 - Play Production (1 credit)

Philosophy B.A.

The Philosophy major is offered by the Philosophy Department in the May School of Arts and Sciences.

Brendan O'Sullivan
May Hall 218
508-565-1253
bosullivan@stonehill.edu

Departmental Mission

The Department of Philosophy is committed to the ideals of a liberal education and understands the study of Philosophy as an essential to such an education. 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 our culture. The study of Philosophy reveals the complexity of reality and the difficulty of the problems to be faced in the search for truth.

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

Learning Goals

Majors in Philosophy will complete a senior seminar in which they will demonstrate mastery of the following learning goals:

- An ability to clearly state a nuanced position on a philosophical question and argue effectively for that position.
- Explain clearly a significant portion of the relevant philosophical literature.
- Argue effectively against relevant alternative positions or draw out some interesting philosophical and/or existential implications of the position.

The major in Philosophy requires the completion of 12 courses.

The selection and sequence of courses for the major should be made in consultation with the Chairperson or Department Advisor.

Complete One 100-Level Philosophy Course

Choose one course from Group A or Group B. No more than two 100-level courses can count towards the PHL major/minor. Only one course from Group A may count towards the major/minor.

Group A

PHL 114 - Our Bodies, Ourselves
PHL 116 - What You Thought You Knew
PHL 117 - Mind, Body, Self, and Science
PHL 118 - Questions of Culture and Value
PHL 121 - Philosophy as a Way of Life
PHL 123 - The Examined Life

Group B

PHL 151 - Ethics and the Good Life
PHL 160 - Freedom and the Just Society
PHL 166 - Introductory Topics in Philosophy

Complete One Ancient Philosophy Course

PHL 258 - Ancient Greek Philosophy

Complete One Modern to Contemporary Course

PHL 259 - Modern Philosophy
PHL 371 - Existentialism

Complete One Logic Course

PHL 241 - Think Better: Logic & Critical Thinking

Complete One Ethical Reasoning Course

PHL 151 - Ethics and the Good Life
PHL 160 - Freedom and the Just Society
PHL 220 - Topics in Ethics
PHL 225 - Moral Psychology
PHL 235 - Biomedical Ethics
POL 380 - Dirty Hands: Moral Dilemmas

Complete Writing in the Disciplines, Philosophy Supplement

Through co-enrollment with a PHL course (200-399) bearing at least 3 credits, the Writing in the Disciplines (WID) PHL Supplement course allows instructors to modify a non-WID course to fulfill the PHL WID requirement. Each PHL course modified with the WID Supplement requires a minimum of 20 pages of writing, for which students have the opportunity to revise with feedback from instructors and peers.

PHL 400 - Writing in the Disciplines, Philosophy Supplement

Complete Five Philosophy Elective Courses

No more than two PHL ER courses can count towards the PHL major/minor.

PHL 151 - Ethics and the Good Life (Ethical Reasoning)
PHL 160 - Freedom and the Just Society (Ethical Reasoning)
PHL 220 - Topics in Ethics (Ethical Reasoning)
PHL 225 - Moral Psychology (Ethical Reasoning)
PHL 235 - Biomedical Ethics (Ethical Reasoning)
PHL 243 - This is What Feminism Looks Like
PHL 251 - Political Philosophy
PHL 252 - Minds, Brains and Technology
PHL 259 - Modern Philosophy
PHL 260 - Buddhist Thought
PHL 262 - Philosophy of Film
PHL 265 - Readings in Contemporary Thought
PHL 266 - Topics in Philosophy
PHL 270 - Freedom, Self, and Responsibility
PHL 283 - Aesthetics
PHL 285 - Philosophy of Science
PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?
PHL 250 - Is God Dead?
PHL 351 - Contemporary Social and Political Philosophy
PHL 366 - Advanced Topics in Philosophy
PHL 371 - Existentialism
PHL 475 - Internship in Philosophy
PHL 490 - Directed Study - Philosophy
PHL 499 - Honors Research in Philosophy

Complete the Philosophy Capstone Seminar

PHL 422 - Philosophy Seminar

Philosophy Minor

The Philosophy minor is offered by the Philosophy Department in the May School of Arts and Sciences.

Brendan O'Sullivan
May Hall 218
508-565-1253
bosullivan@stonehill.edu

The minor in Philosophy requires the completion of six courses.

Complete One 100-Level Philosophy Course

Choose one course from Group A or Group B. No more than two 100-level courses can count toward the PHL minor. Only one course from Group A may count toward the minor.

Group A

PHL 114 - Our Bodies, Ourselves
PHL 116 - What You Thought You Knew
PHL 117 - Mind, Body, Self, and Science
PHL 118 - Questions of Culture and Value
PHL 121 - Philosophy as a Way of Life
PHL 123 - The Examined Life

Group B

PHL 151 - Ethics and the Good Life (Ethical Reasoning)
PHL 160 - Freedom and the Just Society (Ethical Reasoning)
PHL 166 - Introductory Topics in Philosophy

Complete Five Additional Philosophy Courses

No more than two Ethical Reasoning (ER) courses may count in the minor.

PHL 151 - Ethics and the Good Life (Ethical Reasoning)
PHL 160 - Freedom and the Just Society (Ethical Reasoning)
PHL 220 - Topics in Ethics (Ethical Reasoning)
PHL 225 - Moral Psychology (Ethical Reasoning)
PHL 235 - Biomedical Ethics (Ethical Reasoning)
PHL 241 - Think Better: Logic & Critical Thinking
PHL 243 - This is What Feminism Looks Like
PHL 251 - Political Philosophy
PHL 252 - Minds, Brains and Technology
PHL 260 - Buddhist Thought
PHL 262 - Philosophy of Film
PHL 265 - Readings in Contemporary Thought
PHL 266 - Topics in Philosophy
PHL 270 - Freedom, Self, and Responsibility
PHL 283 - Aesthetics
PHL 285 - Philosophy of Science
PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?
PHL 250 - Is God Dead?
PHL 351 - Contemporary Social and Political Philosophy
PHL 366 - Advanced Topics in Philosophy
PHL 371 - Existentialism
PHL 422 - Philosophy Seminar *(with Instructor's permission)
PHL 475 - Internship in Philosophy
PHL 490 - Directed Study - Philosophy
PHL 499 - Honors Research in Philosophy

Philosophy with Ethical Leadership Emphasis B.A.

The Philosophy with Ethical Leadership Emphasis major is offered by the Philosophy Department in the May School of Arts and Sciences.

Brendan O'Sullivan
May Hall 218
508-565-1253
bosullivan@stonehill.edu

Departmental Mission

The Department of Philosophy is committed to the ideals of a liberal education and understands the study of Philosophy as an essential to such an education. 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 our culture. The study of Philosophy reveals the complexity of reality and the difficulty of the problems to be faced in the search for truth.

Stonehill graduates with a major in Philosophy have become college presidents and vice presidents, academic deans, professors, judges, lawyers, priests, businesspeople, and authors. Some have become directors of personnel, others political

and social analysts; still others have entered government service and politics. Liberally educated persons are ready to move in many directions. But more than preparing students for a career, a major in Philosophy prepares them for life and a lifelong pursuit of wisdom.

Learning Goals

Majors in Philosophy will complete a senior seminar in which they will demonstrate mastery of the following learning goals:

- An ability to clearly state a nuanced position on a philosophical question and argue effectively for that position.
- Explain clearly a significant portion of the relevant philosophical literature.
- Argue effectively against relevant alternative positions or draw out some interesting philosophical and/or existential implications of the position.

The major in Philosophy with Ethical Leadership emphasis (PHL + ETL) combines the standard philosophy major (12 courses) with the Ethical Leadership minor.

The ETL requirements allows for two non-PHL courses to count towards ETL. However, the PHL + ETL major still requires students to take a total of at least 12 PHL courses satisfying the requirements below.

The selection and sequence of courses for PHL + ETL should be made in consultation with the Chairperson or Department Advisor.

Complete One 100-Level Philosophy Course

Choose one course from Group A or Group B. No more than two 100-level courses can count towards the PHL major/minor. Only one course from Group A may count towards the major/minor.

Group A

PHL 114 - Our Bodies, Ourselves
PHL 116 - What You Thought You Knew
PHL 117 - Mind, Body, Self, and Science
PHL 118 - Questions of Culture and Value
PHL 121 - Philosophy as a Way of Life
PHL 123 - The Examined Life

Group B

PHL 151 - Ethics and the Good Life
PHL 160 - Freedom and the Just Society
PHL 166 - Introductory Topics in Philosophy

Complete One Ancient Philosophy Course

PHL 258 - Ancient Greek Philosophy

Complete One Modern to Contemporary Course

PHL 259 - Modern Philosophy
PHL 371 - Existentialism

Complete One Logic Course

PHL 241 - Think Better: Logic & Critical Thinking

Complete One Ethical Reasoning Course

PHL 151 - Ethics and the Good Life
PHL 160 - Freedom and the Just Society
PHL 220 - Topics in Ethics
PHL 225 - Moral Psychology
PHL 235 - Biomedical Ethics
POL 380 - Dirty Hands: Moral Dilemmas

Complete One Moral Psychology Course

PHL 225 - Moral Psychology

Complete Ethical Leadership

PHL 325 - Ethical Leadership

Complete Writing in the Disciplines, Philosophy Supplement

Through co-enrollment with a PHL course (200-399) bearing at least 3 credits, the Writing in the Disciplines (WID) PHL Supplement course allows instructors to modify a non-WID course to fulfill the PHL WID requirement. Each PHL course modified with the WID Supplement requires a minimum of 20 pages of writing, for which students have the opportunity to revise with feedback from instructors and peers.

PHL 400 - Writing in the Disciplines, Philosophy Supplement

Complete Three Ethical Leadership Electives

No more than 2 non-PHL courses may be taken as electives.

PHL 151 - Ethics and the Good Life

PHL 160 - Freedom and the Just Society

PHL 235 - Biomedical Ethics

PHL 243 - This is What Feminism Looks Like

PHL 255 - African Philosophy

PHL 267 - Race and Racism

PHL 270 - Freedom, Self, and Responsibility

POL 380 - Dirty Hands: Moral Dilemmas

Complete Two Philosophy Elective Courses

No more than two 100-level PHL courses may count toward the major, and no more than one course from Group A above may be taken. No more than 4 ER courses may be taken towards the PHL + ETL major.

PHL 114 - Our Bodies, Ourselves

PHL 116 - What You Thought You Knew

PHL 117 - Mind, Body, Self, and Science

PHL 118 - Questions of Culture and Value

PHL 121 - Philosophy as a Way of Life

PHL 123 - The Examined Life

PHL 151 - Ethics and the Good Life

PHL 160 - Freedom and the Just Society

PHL 166 - Introductory Topics in Philosophy

PHL 220 - Topics in Ethics

PHL 235 - Biomedical Ethics

PHL 243 - This is What Feminism Looks Like

PHL 251 - Political Philosophy

PHL 252 - Minds, Brains and Technology

PHL 255 - African Philosophy

PHL 262 - Philosophy of Film

PHL 265 - Readings in Contemporary Thought

PHL 266 - Topics in Philosophy

PHL 267 - Race and Racism

PHL 270 - Freedom, Self, and Responsibility

PHL 283 - Aesthetics

PHL 285 - Philosophy of Science

PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?

PHL 351 - Contemporary Social and Political Philosophy

PHL 366 - Advanced Topics in Philosophy

PHL 371 - Existentialism

PHL 475 - Internship in Philosophy

PHL 490 - Directed Study - Philosophy

PHL 499 - Honors Research in Philosophy

Complete the Philosophy Capstone Seminar

PHL 422 - Philosophy Seminar

Photonics B.A.

The Photonics B.A. is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Ruby Gu
Shields Science Center 313
508-565-1623
ggu@stonehill.edu

Mission of the Program

Photonics involves the study of light-based technology and its applications. This rapidly expanding field interacts extensively with nearly every other branch of science and technology, including Physics, Electrical Engineering, and Semiconductors, among others. The Photonics majors at Stonehill College aim to establish a robust foundation in the physical and optical sciences while fostering the development of mathematical and computational skills for solving real-world problems.

The Photonics B.A. program offers a robust foundation for students looking to pursue careers in teaching, further their education at research universities, or work in industry. Specifically, the Photonics B. A. program can offer several advantages in various industries, particularly those that involve optics, lasers, telecommunications, and semiconductor technology. In addition to serving as a standalone major, it is also structured to complement studies in chemistry, biology, engineering, or astronomy as a second major, thereby enhancing the educational experience and career opportunities of students.

Learning Goals

Majors in the Photonics, B.A. will:

- Demonstrate a thorough understanding of the fundamental principles underlying electromagnetism, optics & waves, and electronics.
- Apply the principles from the aforementioned disciplines to analyze the workings of photonic devices and optical phenomena in nature.
- Perform mathematical and computational analysis of physical and photonic systems.
- Grasp how scientific research is performed, including observation, hypothesis development, experimental design and execution, data collection, and interpretation.
- Comprehend the philosophical, ethical, and societal dimensions of science and technology as human endeavors.
- Understand the applications and implications of photonic technology in scientific contexts and in daily life.

The B.A. in Photonics requires the completion of 16 courses.

Complete the Following Required Courses

Typically Taken in the First Year

MTH 125 - Calculus I
PHY 121 - Physics I
MTH 126 - Calculus II
PHY 122 - Physics II
PHY 105 - Physics Problem Solving I

Typically Taken Sophomore Year

MTH 261 - Multivariable Calculus
PHY 221 - Physics III
PHY 310 - Introduction to Optics
PHY 320 - Introduction to Photonics
PHY 205 - Physics Problem Solving II

Typically Taken Junior Year

PHY 324 - Electromagnetism
PHY 330 - Optics and Photonics Lab

Typically Taken Senior Year

CHM 113 - General Chemistry I
PHY 325 - Electronics

Complete Two of the Following Elective Courses

Typically Taken Junior or Senior Year

PHY 323 - Quantum Physics (requires MTH 251 or MTH 264 as a prerequisite)

PHY 340 - Semiconductor Materials and Devices (requires PHY 323 as a prerequisite)

PHY 370 - Integrated Photonics

Photonics B.S.

The Photonics B.S. is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Ruby Gu

Shields Science Center 313

508-565-1623

ggu@stonehill.edu

Mission of the Program

Photonics involves the study of light-based technology and its applications. This rapidly expanding field interacts extensively with nearly every other branch of science and technology, including Physics, Electrical Engineering, and Semiconductors, among others. The Photonics majors at Stonehill College aim to establish a robust foundation in the physical and optical sciences while fostering the development of mathematical and computational skills for solving real-world problems.

Similarly, the Photonics B.S. program provides a strong foundation for students aiming to engage in teaching careers, undertake graduate studies at research universities, or proceed to medical school. The Photonics B.S. is particularly beneficial for those seeking advanced degrees in optical science, optical physics, experimental or theoretical physics, Photonics, electrical engineering, semiconductors or biomedical sciences.

Learning Goals

Majors in the Photonics, B.S. will:

- Demonstrate a thorough understanding of the fundamental principles underlying electromagnetism, optics & waves, and electronics.
- Apply the principles from the aforementioned disciplines to analyze the workings of photonic devices and optical phenomena in nature.
- Perform mathematical and computational analysis of physical and photonic systems.
- Grasp how scientific research is performed, including observation, hypothesis development, experimental design and execution, data collection, and interpretation.
- Comprehend the philosophical, ethical, and societal dimensions of science and technology as human endeavors.
- Understand the applications and implications of photonic technology in scientific contexts and in daily life.

The B.S. in Photonics requires the completion of 15 required courses in physics, photonics, and mathematics, plus three photonics electives. A number of internship possibilities exist with local companies for students studying photonics.

Required Courses

PHY 121 - Physics I

PHY 122 - Physics II

PHY 205 - Physics Problem Solving II

PHY 221 - Physics III

PHY 310 - Introduction to Optics

PHY 320 - Introduction to Photonics

PHY 323 - Quantum Physics

PHY 324 - Electromagnetism

PHY 325 - Electronics

PHY 330 - Optics and Photonics Lab

PHY 340 - Semiconductor Materials and Devices

PHY 370 - Integrated Photonics

Choose Three Electives

CHM 443 - Advanced Topics in Physical Chemistry - Topic must be "Lasers and their Applications"

PHY 315 - Optical Imaging and Sensing

PHY 370 - Integrated Photonics

PHY 410 - Introduction to Quantum Optics

PHY 415 - Introduction to Electro-optical Devices

Other Required Courses

MTH 125 - Calculus I
MTH 126 - Calculus II
MTH 261 - Multivariable Calculus

Photonics Minor

The Photonics minor is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Ruby Gu
Shields Science Center 313
508-565-1623
ggu@stonehill.edu

Mission of the Program

Photonics is the study of light-based technology and its applications. It is a rapidly growing area that has extensive interactions with nearly every other branch of science and technology. The Photonics minor is intended to build a strong background in physical and optical sciences, while developing skill in the application of mathematical and computational skills to real world problems. The Photonics minor can be useful to those wishing to pursue advanced degrees in science, engineering, or medicine by being paired with major studies in a complementary science such as chemistry, biology, engineering, or astronomy.

The minor in Photonics requires the completion of seven courses.

Complete Six Required Courses

PHY 121 - Physics I (requires a co-requisite of MTH 125)
PHY 122 - Physics II (requires a co-requisite of MTH 126)
PHY 221 - Physics III
PHY 310 - Introduction to Optics
PHY 320 - Introduction to Photonics
PHY 330 - Optics and Photonics Lab

Complete One of the Following Electives

PHY 323 - Quantum Physics (requires MTH 251 or MTH 264 as a pre-requisite)
PHY 324 - Electromagnetism
PHY 325 - Electronics
PHY 340 - Semiconductor Materials and Devices (requires PHY 323 as a prerequisite)
PHY 370 - Integrated Photonics

Physics B.A.

The Physics, B.A. is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

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

Mission of the Program

The Physics, B.A. major is meant to serve students with a strong interest in math, physics, chemistry and computational methods applied to physical systems, who wish to pursue careers in teaching or graduate studies at research universities in fields that do research in physics. The program is tailored to be potentially combined in a double major. The major can be useful to those wishing to pursue advanced degrees in areas such as optical physics, quantum physics, relativity, astrophysics, engineering, geosciences.

Learning Goals

Majors in Physics, B.A. and/or participating in the 5-year Dual Degree Engineering Program with the University of Notre Dame will:

- demonstrate a clear understanding of these four core curriculum areas: classical mechanics & relativity, electromagnetism, optics & waves, quantum mechanics & atomic physics.
- use the aforementioned knowledge in physics as well as in the math required to do physics to describe and explain physical systems.
- understand how science is performed: observation, hypothesis development, experimental design & execution, data collection and interpretation.
- understand the philosophical, ethical, and societal dimensions of physics as a human endeavor.

The B.A. in Physics requires the completion of 20 courses.

Complete the Following Required Courses

Typically Taken in the First Year

CHM 113 - General Chemistry I

MTH 125 - Calculus I

MTH 126 - Calculus II

PHY 105 - Physics Problem Solving I

PHY 121 - Physics I

PHY 122 - Physics II

Typically Taken Sophomore Year

MTH 251 - Linear Algebra

MTH 261 - Multivariable Calculus

PHY 205 - Physics Problem Solving II

PHY 221 - Physics III

PHY 222 - Classical Mechanics

PHY 223 - Introduction to Physics Computing OR MTH 364 - Differential Equations and Dynamics

Typically Taken Junior and Senior Years

PHY 224 - Quantum Waves

PHY 305 - Physics Problem Solving III

PHY 321 - Statistical Physics

PHY 323 - Quantum Physics

PHY 401 - Great Experiments in Modern Physics I

PHY 405 - Physics Problem Solving IV

Note: Completion of PHY 105, 204, 305 & 405 fulfills the Physics Capstone.

Complete Two of the Following Elective Courses

PHY 310 - Introduction to Optics

PHY 320 - Introduction to Photonics

PHY 322 - Astrophysics and Cosmology

PHY 324 - Electromagnetism

PHY 325 - Electronics

PHY 326 - Geophysics

PHY 327 - Introduction to Fluid Mechanics

PHY 340 - Semiconductor Materials and Devices (requires PHY 323 as a prerequisite)

Physics B.A./Aerospace Engineering B.S. Dual Degree (Notre Dame)

The Physics, B.A./Aerospace Engineering, B.S. Dual Degree is offered by the Physics and Astronomy and Engineering Departments in the May School of Arts and Sciences.

Hassan Bajwa

College Center 110

508-565-1126

hbajwa@stonehill.edu

Physics Department Requirements for the 3+2 Engineering Program with The University of Notre Dame

Stonehill College offers a Dual Degree Engineering Program in collaboration with The University of Notre Dame. Here we list the Physics, Chemistry, Computer Science and Math courses required by our department prior to the transfer to The University of Notre Dame at the end of the junior year.

Successfully completing these courses and finishing the studies at Notre Dame leads to a B.A. in Physics from Stonehill College and a B.S. in Engineering from The University of Notre Dame.

Courses Required to Pursue Aerospace Engineering

Complete in the First Year

CSC 103 - Computer Science I
CSC 104 - Computer Science II
MTH 125 - Calculus I
MTH 126 - Calculus II
PHY 121 - Physics I
PHY 122 - Physics II
PHY 105 - Physics Problem Solving I

Complete Sophomore Year

MTH 261 - Multivariable Calculus
PHY 221 - Physics III
PHY 205 - Physics Problem Solving II

Complete Sophomore or Junior Year

CHM 113 - General Chemistry I
CHM 232 - General Chemistry II OR CHM 221 - Organic Chemistry I
MTH 251 - Linear Algebra OR MTH 264 - Linear Algebra and Differential Equations
PHY 222 - Classical Mechanics
PHY 223 - Introduction to Physics Computing OR MTH 364 - Differential Equations and Dynamics
PHY 305 - Physics Problem Solving III
PHY 321 - Statistical Physics
PHY 420 - Engineering Statics
PHY 425 - Solid Mechanics

Core Curriculum Requirements

In addition to the courses above, students must also fulfill the Core Curriculum requirements of Stonehill College before transferring to The University of Notre Dame.

Course work taken in the first year at The University of Notre Dame fulfill the senior capstone requirement of the Stonehill major.

Physics B.A./Civil Engineering B.S. Dual Degree (Notre Dame)

The Physics, B.A./Civil Engineering, B.S. Dual Degree is offered by the Physics and Astronomy and Engineering Departments in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110
508-565-1126
hbajwa@stonehill.edu

Physics Department Requirements for the 3+2 Engineering Program with The University of Notre Dame

Stonehill College offers a Dual Degree Engineering Program in collaboration with The University of Notre Dame. Here we list the Physics, Chemistry, Computer Science and Math courses required by our department prior to the transfer to The University of Notre Dame at the end of the junior year.

Successfully completing these courses and finishing the studies at Notre Dame leads to a B.A. in Physics from Stonehill College and a B.S. in Engineering from The University of Notre Dame.

Courses Required to Pursue Civil Engineering

Complete in the First Year

CSC 103 - Computer Science I
CSC 104 - Computer Science II
MTH 125 - Calculus I
MTH 126 - Calculus II
PHY 121 - Physics I
PHY 122 - Physics II
PHY 105 - Physics Problem Solving I

Complete Sophomore Year

MTH 261 - Multivariable Calculus
PHY 221 - Physics III
PHY 205 - Physics Problem Solving II

Complete Sophomore or Junior Year

CHM 113 - General Chemistry I
MTH 251 - Linear Algebra OR MTH 264 - Linear Algebra and Differential Equations
PHY 223 - Introduction to Physics Computing OR MTH 364 - Differential Equations and Dynamics
PHY 305 - Physics Problem Solving III
PHY 321 - Statistical Physics OR MTH 225 - Statistics for Science
PHY 420 - Engineering Statics
PHY 425 - Solid Mechanics

Core Curriculum Requirements

In addition to the courses above, students must also fulfill the Core Curriculum requirements of Stonehill College before transferring to The University of Notre Dame.

Course work taken in the first year at The University of Notre Dame fulfill the senior capstone requirement of the Stonehill major.

Physics B.A./Electrical Engineering B.S. Dual Degree (Notre Dame)

The Physics, B.A./Electrical Engineering, B.S. Dual Degree is offered by the Physics and Astronomy and Engineering Departments in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110
508-565-1126
hbajwa@stonehill.edu

Physics Department Requirements for the 3+2 Engineering Program with The University of Notre Dame

Stonehill College offers a Dual Degree Engineering Program in collaboration with The University of Notre Dame. Here we list the Physics, Chemistry, Computer Science and Math courses required by our department prior to the transfer to The University of Notre Dame at the end of the junior year.

Successfully completing these courses and finishing the studies at Notre Dame leads to a B.A. in Physics from Stonehill College and a B.S. in Engineering from The University of Notre Dame.

Courses Required to Pursue Electrical Engineering

Complete in the First Year

CSC 103 - Computer Science I
CSC 104 - Computer Science II
MTH 125 - Calculus I
MTH 126 - Calculus II
PHY 121 - Physics I
PHY 122 - Physics II
PHY 105 - Physics Problem Solving I

Complete Sophomore Year

MTH 261 - Multivariable Calculus

PHY 221 - Physics III

PHY 205 - Physics Problem Solving II

Complete Sophomore or Junior Year

CHM 113 - General Chemistry I

CSC 221 - Computer Logic and Organization

PHY 321 - Statistical Physics OR MTH 225 - Statistics for Science

MTH 251 - Linear Algebra OR MTH 264 - Linear Algebra and Differential Equations

PHY 223 - Introduction to Physics Computing OR MTH 364 - Differential Equations and Dynamics

PHY 324 - Electromagnetism

PHY 325 - Electronics

PHY 305 - Physics Problem Solving III

Core Curriculum Requirements

In addition to the courses above, students must also fulfill the Core Curriculum requirements of Stonehill College before transferring to The University of Notre Dame.

Course work taken in the first year at The University of Notre Dame fulfill the senior capstone requirement of the Stonehill major.

Physics B.A./Mechanical Engineering B.S. Dual Degree (Notre Dame)

The Physics, B.A./Aerospace Engineering, B.S. Dual Degree is offered by the Physics and Astronomy and Engineering Departments in the May School of Arts and Sciences.

Hassan Bajwa

College Center 110D

508-565-1126

hbajwa@stonehill.edu

Physics Department Requirements for the 3+2 Engineering Program with The University of Notre Dame

Stonehill College offers a Dual Degree Engineering Program in collaboration with The University of Notre Dame. Here we list the Physics, Chemistry, Computer Science and Math courses required by our department prior to the transfer to The University of Notre Dame at the end of the junior year.

Successfully completing these courses and finishing the studies at Notre Dame leads to a B.A. in Physics from Stonehill College and a B.S. in Engineering from The University of Notre Dame.

Courses Required to Pursue Mechanical Engineering

Complete in the First Year

CSC 103 - Computer Science I

CSC 104 - Computer Science II

MTH 125 - Calculus I

MTH 126 - Calculus II

PHY 121 - Physics I

PHY 122 - Physics II

PHY 105 - Physics Problem Solving I

Complete Sophomore Year

MTH 261 - Multivariable Calculus

PHY 221 - Physics III

PHY 205 - Physics Problem Solving II

Complete Sophomore or Junior Year

CHM 113 - General Chemistry I

CHM 232 - General Chemistry II OR CHM 221 - Organic Chemistry I

MTH 251 - Linear Algebra OR MTH 264 - Linear Algebra and Differential Equations

PHY 222 - Classical Mechanics

PHY 223 - Introduction to Physics Computing

MTH 364 - Differential Equations and Dynamics

PHY 305 - Physics Problem Solving III
PHY 321 - Statistical Physics
PHY 420 - Engineering Statics
PHY 425 - Solid Mechanics

Core Curriculum Requirements

In addition to the courses above, students must also fulfill the Core Curriculum requirements of Stonehill College before transferring to The University of Notre Dame.

Course work taken in the first year at The University of Notre Dame fulfill the senior capstone requirement of the Stonehill major.

Physics B.S.

The Physics, B.S. is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

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

Mission of the Program

The Physics B.S. major is meant to serve students with a strong interest in math, physics, chemistry, and computational methods applied to physical systems, who wish to pursue careers in graduate studies at research universities in fields that do research in physics. The major Physics B.S. can be useful to those wishing to pursue advanced degrees in areas such as optical physics, quantum physics, relativity, astrophysics, engineering, geosciences.

Learning Goals

Majors in Physics, B.S. will:

- demonstrate a clear understanding of these four core curriculum areas: classical mechanics & relativity, electromagnetism, optics & waves, quantum mechanics & atomic physics.
- use the aforementioned knowledge in physics as well as in the math required to do physics to describe and explain physical systems.
- understand how science is performed: observation, hypothesis development, experimental design & execution, data collection and interpretation.
- understand the philosophical, ethical, and societal dimensions of physics as a human endeavor.

The B.S. in Physics requires the completion of 22 courses.

Complete the Following Required Courses

Typically Taken Freshman Year

CHM 113 - General Chemistry I
MTH 125 - Calculus I
MTH 126 - Calculus II
PHY 105 - Physics Problem Solving I
PHY 121 - Physics I
PHY 122 - Physics II

Typically Taken Sophomore Year

MTH 251 - Linear Algebra
MTH 261 - Multivariable Calculus
PHY 205 - Physics Problem Solving II
PHY 221 - Physics III
PHY 222 - Classical Mechanics
PHY 223 - Introduction to Physics Computing OR MTH 364 - Differential Equations and Dynamics

Typically Taken Junior and Senior Years

PHY 224 - Quantum Waves
PHY 305 - Physics Problem Solving III
PHY 321 - Statistical Physics
PHY 323 - Quantum Physics
PHY 324 - Electromagnetism
PHY 325 - Electronics
PHY 401 - Great Experiments in Modern Physics I
PHY 405 - Physics Problem Solving IV

Note: Completion of PHY 105, 204, 305 & 405 fulfills the Physics Capstone.

Complete Two of the Following Elective Courses

PHY 310 - Introduction to Optics
PHY 320 - Introduction to Photonics
PHY 322 - Astrophysics and Cosmology
PHY 326 - Geophysics
PHY 327 - Introduction to Fluid Mechanics
PHY 340 - Semiconductor Materials and Devices (requires PHY 323 as a prerequisite)

Physics Minor

The Physics minor is offered by the Physics and Astronomy Department in the May School of Arts and Sciences.

Hassan Bajwa
College Center 110D
508-565-1126
hbajwa@stonehill.edu

Mission of the Program

A minor program in Physics is intended to provide additional development of physical and mathematical reasoning skills, beyond those provided by the student's major. It can serve as an excellent complement to programs in Mathematics, Chemistry, Computer Science, or Life Sciences, and is useful for students planning on teaching at the secondary level, or for elementary education students with an interest in science. The emphasis on quantitative skills also makes the minor useful for Business or Economics majors, especially those who will seek employment in science-related businesses.

The minor in Physics requires the completion of six courses.

Complete Four Required Courses

PHY 121 - Physics I
PHY 122 - Physics II
PHY 221 - Physics III

Complete Two Upper-Level Elective Courses

PHY 223 - Introduction to Physics Computing
PHY 310 - Introduction to Optics
PHY 320 - Introduction to Photonics
PHY 321 - Statistical Physics
PHY 323 - Quantum Physics
PHY 324 - Electromagnetism
PHY 325 - Electronics
PHY 401 - Great Experiments in Modern Physics I

Note

Students may have one of the following courses approved as a substitute for an upper-level course above with the approval of the program director.

ENV 350 - Climate Science
ENV 360 - Introduction to Oceanography
MTH 363 - Modern Geometry
MTH 393 - Numerical Analysis

Political Science and International Studies B.A.

The Political Science & International Studies major is offered by the Political Science & International Studies Department in the the May School of Arts and Sciences.

Robert Rodgers
Martin Institute 220
508-565-1173
rrodgers@stonehill.edu

Departmental Mission

The Department of Political Science & International Studies empowers students to become effective and socially responsible citizens of a diverse democracy so that they may think, act and lead with courage toward a more just and compassionate world. Through the department's courses, research opportunities, and mentoring, students gain an understanding of the principles and practices of political life and the impact of power and privilege on political and social experiences. Students develop the skills needed for meaningful engagement in democratic self-governance as well as success in their own individual career path. These skills include critical and creative thinking, close reading, clear writing, public speaking, and the skills needed to conduct research. The department's curriculum provides students with the background and tools to meet with success in graduate school and careers in law, government service, business, elective office, journalism, international affairs, education, and related fields.

Learning Goals

Majors in Political Science & International Studies achieve the following learning outcomes:

- Demonstrate a critical understanding with each of the four major subfields within the discipline: American politics, comparative politics, international relations, and political theory.
- Engage in political science and international studies research.
- Use critical reading and critical thinking to synthesize, analyze, and evaluate major arguments, theories, and data in the discipline.
- Formulate and express, orally and in writing, well-organized, original arguments supported by evidence, including primary, secondary and theoretical materials.
- Articulate information needs, find the resources to meet them, and use that data ethically to create new knowledge.
- Develop personal and social responsibility and understand equity, diversity, inclusivity, and the impact of power and privilege, through the study of ethical principles and reasoning, the application of civic knowledge, and interaction with diverse and global cultures.
- Demonstrate continuing engagement in public affairs - local, national and global - by applying knowledge and skills to think, act, and lead with courage toward the creation of a more just and compassionate world.

A major in Political Science and International Studies requires the completion of at least 43 credits, which include seven required courses, one upper-level course in each of the subfields of politics science, plus at least nine additional credits from courses offered by the department.

Complete Seven Required Courses

Complete four prerequisite courses typically taken first year or sophomore year

POL 123 - American Government and Politics
POL 134 - Comparing States
POL 143 - International Politics
POL 171 - Power, Order, and Justice

Complete sophomore year

POL 210 - Research Methods in Political Science

Complete two additional courses typically taken junior and senior years

POL 475 - Internship in Political Science
POL 422 - Capstone Seminar

Complete One of the Following American Government Courses

POL 233 - Law, Politics, and Society
POL 247 - Elections in America
POL 255 - Environmental Policy and Politics
POL 280 - Introduction to Public Policy

POL 329 - Campaigns: History, Practices, Communication
POL 332 - The American Presidency
POL 336 - Constitutional Law and Politics
POL 337 - Public Administration
POL 341 - Civil Rights and Civil Liberties
POL 346 - Immigration and the American Ideal
POL 358 - Massachusetts State Politics
POL 360 - The United States Congress
POL 382 - Parties and Interest Groups in American Politics
POL 390 - Politics in Washington, D.C.

Complete One of the Following Political Theory Courses

POL 222 - Ideologies Left and Right
POL 333 - Power to the People: Understanding Democracy
POL 334 - Man, Woman, War: Gender and Defining (In)Security
POL 380 - Dirty Hands: Moral Dilemmas
POL 381 - Citizens of the World
POL 383 - Environmental Justice

Complete One of the Following Comparative Politics Courses

POL 339 - The United States and Latin America
POL 340 - European Politics
POL 347 - Nationalism and Ethnic Conflict
POL 352 - Democracy in Decline
POL 356 - Politics of the Middle East
POL 384 - Contemporary Russian and Eurasian Politics

Complete One of the Following International Relations Courses

POL 245 - US Foreign Policy
POL 277 - Global Wealth, Power and Poverty
POL 330 - The Politics of Cybersecurity
POL 331 - Global Security Studies
POL 348 - Peace and Conflict Studies
POL 353 - International Law and Organizations
POL 355 - Terror, State, and Society

Complete Nine Additional Political Science Credits

Complete 9 additional Political Science (POL) Credits.

Political Science & International Studies Honors Program

Students who complete the Honors Program will be awarded a degree “with honors in Political Science and International Studies.” Students with a GPA of at least 3.50 in the major and who have completed POL 210 - Research Methods in Political Science or plan to do so in the fall of their senior year may apply to this program in the spring semester of their junior year. Once admitted, departmental honors scholars must successfully complete honors level work in POL 401 - Political Science Honors Thesis I and POL 402 - Political Science Honors Thesis II as well as submit and orally defend an honors quality senior thesis, which is evaluated by members of the department.

Political Science and International Studies Minor

The Political Science and International Studies minor is offered by the Political Science & International Studies Department in the May School of Arts and Sciences.

Robert Rodgers
Martin Institute 220
508-565-1173
rrodgers@stonehill.edu

The minor in Political Science & International Studies requires the completion of six courses.

Complete Three of Four Introductory Courses

POL 123 - American Government and Politics
POL 134 - Comparing States
POL 143 - International Politics
POL 171 - Power, Order, and Justice OR

Complete Nine Additional Political Science (POL) Credits 200-Level or Above

POL 201 - College Mock Trial (1 credit)
POL 210 - Research Methods in Political Science
POL 222 - Ideologies Left and Right
POL 233 - Law, Politics, and Society
POL 245 - US Foreign Policy
POL 247 - Elections in America
POL 255 - Environmental Policy and Politics
POL 277 - Global Wealth, Power and Poverty
POL 280 - Introduction to Public Policy
POL 329 - Campaigns: History, Practices, Communication
POL 331 - Global Security Studies
POL 332 - The American Presidency
POL 333 - Power to the People: Understanding Democracy
POL 334 - Man, Woman, War: Gender and Defining (In)Security
POL 336 - Constitutional Law and Politics
POL 337 - Public Administration
POL 339 - The United States and Latin America
POL 340 - European Politics
POL 341 - Civil Rights and Civil Liberties
POL 346 - Immigration and the American Ideal
POL 347 - Nationalism and Ethnic Conflict
POL 348 - Peace and Conflict Studies
POL 352 - Democracy in Decline
POL 353 - International Law and Organizations
POL 356 - Politics of the Middle East
POL 357 - Topics in Politics
POL 358 - Massachusetts State Politics
POL 360 - The United States Congress
POL 380 - Dirty Hands: Moral Dilemmas
POL 381 - Citizens of the World
POL 382 - Parties and Interest Groups in American Politics
POL 383 - Environmental Justice
POL 390 - Politics in Washington, D.C.
POL 490 - Directed Study - Political Science
POL 203 - Model United Nations
POL 330 - The Politics of Cybersecurity
POL 355 - Terror, State, and Society
POL 384 - Contemporary Russian and Eurasian Politics

Note

The fifteen credits given for the Washington, D.C. Internships may not count toward the Political Science and International Studies minor.

Psychology B.A.

The Psychology major is offered by the Psychology Department in the May School of Arts and Sciences.

Erin O'Hea
Shields Science Center 205
508-565-1708
eohea@stonehill.edu

Departmental Mission

The psychology department seeks to establish in students a strong foundation in the discipline, guided by faculty who serve as scholarly role models actively contributing to the field. 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 majors 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. The core courses and electives prepare students for graduate work and for various career paths. An appreciation of issues related to diversity, inclusion, and equity is incorporated throughout the curriculum. Finally, the department promotes student application of psychological principles for personal enrichment and for meaningful community service.

Learning Goals

Knowledge Objectives

- Knowledge of core areas of psychology (developmental, clinical, social, cognitive/brain science, multicultural/diversity, health)
- Knowledge of statistical reasoning and research methods used in psychology
- Knowledge of issues related to social justice, diversity, equity, and inclusion
- Knowledge of the ethical principles that guide the professional behavior of psychologists and the ethical issues psychologists encounter in their roles as scientists and/or practitioners

Abilities Objectives

- Ability to perform an accurate and comprehensive literature search
- Ability to recognize and reflect on issues of diversity and how they relate to all areas of psychological study on an individual and systems level
- Ability to accurately perform and interpret descriptive and inferential univariate statistics
- Ability to design research and conduct appropriate tests of hypotheses
- Ability to write a research report in the style of the American Psychological Association
- Ability to critically analyze and apply psychological principles
- Ability to present research findings and theoretical information in an oral format

Students, in consultation with their psychology faculty advisors, will design their own sequence. Examples of sequences students can design include school psychology sequence, clinical psychology sequence, industrial-organizational psychology sequence, graduate school experimental psychology sequence, Masters level counseling psychology sequence, etc. The students' choices should be guided by their present and future goals.

The major in Psychology requires the completion of 11 courses.

Complete Three Required Courses

PSY 101 - Introduction to Psychology

PSY 261 - Introduction to Statistics

PSY 271 - Research Methods in Psychology (WID)

It is recommended that PSY 261 and PSY 271 be completed in consecutive semesters by the end of the first semester of the Junior year.

Complete Two Additional Courses

PSY 201 - Child Development

PSY 207 - Introduction to Psychopathology

PSY 209 - Social Psychology

PSY 320 - Introduction to Health Psychology

Complete One of the Following Courses

PSY 405 - Theories of Learning

PSY 415 - Brain and Behavior
PSY 419 - Cognitive Psychology

Complete One of the Following Courses

PSY 314 - Multicultural Psychology
PSY 315 - Psychology of Women and Gender

Complete Three Elective Psychology Courses

Students can take any two 200, 300 or 400-level Psychology courses.

Complete a Capstone in Psychology

PSY 441 - Advanced Research Externship I
PSY 450 - Advanced Psychology Seminar
PSY 451 - Applying Psychological Principles
PSY 452 - Science and Clinical Psychology
PSY 453 - Theories of and Treatments for Anxiety and Trauma
PSY 454 - Intersection of Gender and Relationship Science
PSY 495 - Capstone Independent Study

Internships

Although Internships are not required, many majors choose to complete one. Any Junior and Senior Psychology majors with GPAs of 3.0 or greater desiring to enroll in either PSY 475 - Internship in Applied Psychology I or PSY 476 - Internship in Applied Psychology II must schedule an appointment with the Director of Psychology Department Internships prior to completing any Internship Application paperwork or contacting any placement sites.

In addition to completing 120 hours of field placement for a three-credit internship, students will be expected to meet periodically both individually and in group settings with the Director of Internships. Readings and writing assignments may be assigned as necessary in order to enhance performance at the placement.

Only one Internship may be included as part of the courses needed to fulfill the major.

Psychology Minor

The Psychology minor is offered by the Psychology Department in the May School of Arts and Sciences.

Erin O'Hea
Shields Science Center 205
508-565-1708
eohea@stonehill.edu

A minor in Psychology introduces the student to the various methods and theories that psychologists utilize in investigating behavior and mental processes. The minor in Psychology requires the completion of six courses.

Required Psychology Course

PSY 101 - Introduction to Psychology

Two Psychology Courses from list

PSY 201 - Child Development
PSY 207 - Introduction to Psychopathology
PSY 209 - Social Psychology

One Psychology Course from list

PSY 415 - Brain and Behavior
PSY 419 - Cognitive Psychology
PSY 405 - Theories of Learning

Two Psychology Electives

Two 3-credit or 4-credit Electives in Psychology

Public Administration and Public Policy Minor

The Public Administration and Public Policy minor is offered by the Political Science & International Studies Department in the May School of Arts and Sciences.

Robert Rodgers
Martin Institute 220
508-565-1173
rrodgers@stonehill.edu

The minor in Public Policy requires the completion of six courses.

Complete Six Required Courses

MGT 333 - Organizational Behavior
ECO 176 - Microeconomic Principles
ECO 178 - Macroeconomic Principles
POL 123 - American Government and Politics
POL 337 - Public Administration
POL 280 - Introduction to Public Policy

Religious Studies B.A.

The Religious Studies Major is offered by the Religious Studies and Theology Department in the May School of Arts and Sciences.

Nathaniel DesRosiers
May Hall 215
508-565-1252
ndesrosiers@stonehill.edu

Departmental Mission

The Department of Religious Studies and Theology 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 and Theology are interdisciplinary, embracing virtually all aspects of human experience, as expressed in history, art, literature, social organization, politics, scientific exploration, theology and ethics. In the Catholic tradition of the quest for greater understanding, the Department of Religious Studies and Theology helps students acquire skills for engaging their own traditions and those of others with openness and respect.

In the Core Curriculum, the Department introduces students to the study of religion and theology through Language, Arts, and Humanities (LAH) courses. Students may also explore specific topics in the study of religion and theology in a variety of Catholic Thought and Action (CTA), Ethical Reasoning (ER), Global Perspectives (GP), and Diversity, Power, and Resistance (DPR) courses.

Majors and minors in Religious Studies or Theology explore rigorously an array of compelling human questions, the distinctive beliefs and practices of religious people across cultures, and the various roles that religions play in society. Because Religious Studies and Theology are integrative disciplines, majors and minors have gone on to pursue graduate study and careers in such fields as journalism, law, education, business, public policy and healthcare, as well as in various forms of ministry. Others work for non-profits, in education, the arts or humanitarian service.

Learning Goals

Majors in Religious Studies or Theology will:

- understand the core constructs in the discipline: religion, myth, symbol, ritual, soteriology, revelation, tradition, religious ethics, cosmology, mysticism, sacred space, and sacred time.
- comprehend the various types of "texts" in religious and theological traditions; be able to contextualize and analyze primary sources, critically evaluate secondary sources, and demonstrate a familiarity with the problems of interpretation.
- become acquainted with the important themes in the Bible and main approaches to the study of the Bible. Understand the connections and tensions among Religious Studies, Biblical Studies, and Theology.
- acquire foundational knowledge of Catholic theological traditions and at least one non-Christian religious tradition.

- understand the major approaches in the discipline of Religious Studies or Theology and how the field developed with these approaches. Gain insight into how Religious Studies or Theology draws from a range of disciplines such as philosophy, history, archaeology, art history, psychology, etc.
- develop an understanding of the main issues and debates in the discipline of Religious Studies or Theology.
- become competent in critical reading, scholarly research techniques, and composition skills.

The major in Religious Studies requires the completion of 10 courses.

Complete One Biblical and Ancient Religions Course

RST 251 - Introduction to the Old Testament
 RST 252 - Introduction to the New Testament
 RST 255 - Religions in the Roman Empire
 RST 263 - Women's Religions in the Ancient Mediterranean World
 RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
 RST 302 - Gender, Power, and Ethnicity in the Bible
 RST 312 - Archaeology and the Bible
 RST 317 - Gods, Kings and Justice in the Ancient World
 RST 490 - Directed Study - Religious Studies

Complete One Christian History, Theology, and Practice Course

RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
 RST 233 - American Catholic Social History
 RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
 RST 248 - Christian Prayer, Liturgy and Sacrament
 RST 249 - Sacraments, Justice, and the Moral Life
 RST 252 - Introduction to the New Testament
 RST 253 - Models of the Church: Historical Developments
 RST 256 - Church and Social Justice
 RST 262 - Religion in America
 RST 267 - Liberation Theology: Latin American Perspectives
 RST 300 - The Catholic Tradition: Past and Present
 RST 303 - The Virgin Mary and Divine Gender
 RST 316 - Neoplatonism
 RST 325 - Theology and Community Service
 RST 327 - Vatican II: Revolution or Reform
 RST 329 - Justice, Peace, and Ecology
 RST 333 - The American Catholic Experience
 RST 334 - The Mystery of Evil
 RST 337 - The God Question: Modern Challenges to Faith and Christian Responses
 RST 346 - Feast or Famine? The Mass in the Modern Age
 RST 476 - Internship in Campus Ministry
 RST 477 - Internship in Parish Ministry
 RST 478 - Internship in Catholic Ministry
 RST 490 - Directed Study - Religious Studies

Complete One World Religions Course

PHL 250 - Is God Dead?
 RST 206 - Islamic Traditions
 RST 208 - Capes, Veils, & Yarmulkes: Religion and Superheroes
 RST 209 - Introduction to Jewish Life and Religion
 RST 247 - Topics in Religious Approaches to Moral Issues
 RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
 RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
 RST 307 - Buddhist Ethics
 RST 314 - Mysticism: The Experience of Transcendence
 RST 316 - Neoplatonism
 RST 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States
 RST 336 - Women in the Islamic Tradition
 RST 338 - Randy Rabbis, Naughty Imams: Love and Faith in Andalusia
 RST 373 - Buddhism, Nature, and Environmental Ethics
 RST 490 - Directed Study - Religious Studies

Complete the Approaches to the Study of Religious Traditions Course

RST 411 - Approaches to the Study of Religious Traditions (WID) (fulfills the Writing-in-the-Disciplines requirement)

Complete Five Elective Courses

With the advice of a faculty mentor, majors will, within these parameters, select and complete elective courses (typically 5) and a senior thesis topic that accord closely with the major's specific interests in Religious Studies, such as ancient religions, biblical studies, religion in the modern world, religion and gender, or comparative religious ethics. As appropriate, with the approval of the Chairperson, students may take a course in other departments to fulfill major requirements.

Complete a Senior Capstone Thesis

Normally in the spring semester of their senior year.

RST 412 - Senior Thesis

Religious Studies Minor

The Religious Studies minor is offered by the Religious Studies and Theology Department in the May School of Arts and Sciences.

Nathaniel DesRosiers

May Hall 215

508-565-1252

ndesrosiers@stonehill.edu

The minor in Religious studies requires the completion of six courses beyond the Skyhawk Core Curriculum courses.

Complete One Biblical and Ancient Religions Course

RST 251 - Introduction to the Old Testament

RST 252 - Introduction to the New Testament

RST 255 - Religions in the Roman Empire

RST 263 - Women's Religions in the Ancient Mediterranean World

RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics

RST 302 - Gender, Power, and Ethnicity in the Bible

RST 312 - Archaeology and the Bible

RST 317 - Gods, Kings and Justice in the Ancient World

Complete One Christian History, Theology, and Practice Course

RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity

RST 233 - American Catholic Social History

RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses

RST 249 - Sacraments, Justice, and the Moral Life

RST 248 - Christian Prayer, Liturgy and Sacrament

RST 252 - Introduction to the New Testament

RST 253 - Models of the Church: Historical Developments

RST 256 - Church and Social Justice

RST 262 - Religion in America

RST 267 - Liberation Theology: Latin American Perspectives

RST 300 - The Catholic Tradition: Past and Present

RST 303 - The Virgin Mary and Divine Gender

RST 316 - Neoplatonism

RST 325 - Theology and Community Service

RST 327 - Vatican II: Revolution or Reform

RST 329 - Justice, Peace, and Ecology

RST 333 - The American Catholic Experience

RST 334 - The Mystery of Evil

RST 337 - The God Question: Modern Challenges to Faith and Christian Responses

RST 346 - Feast or Famine? The Mass in the Modern Age

Complete One World Religions Course

RST 206 - Islamic Traditions

RST 208 - Capes, Veils, & Yarmulkes: Religion and Superheroes

RST 209 - Introduction to Jewish Life and Religion

RST 247 - Topics in Religious Approaches to Moral Issues

RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel

RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics

RST 307 - Buddhist Ethics

RST 314 - Mysticism: The Experience of Transcendence

RST 316 - Neoplatonism

RST 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States

RST 336 - Women in the Islamic Tradition

RST 338 - Randy Rabbis, Naughty Imams: Love and Faith in Andalusia

RST 373 - Buddhism, Nature, and Environmental Ethics

Complete Three Elective Courses

The three elective courses may come any of the lists above or other courses as approved by a Religious Studies faculty member.

Reserve Officers' Training Corps (ROTC)

Program Director:

LTC Brian Hummel

hummelb@bu.edu

Program Officer:

CPT Margaret Brown

magbrown@bu.edu

Academic Credit

Stonehill College grants up to 12 academic credits for Military Science courses. The credits are granted as follows: one credit each for MIL 101, MIL 102, MIL 201, and MIL 202; two credits each for MIL 301, MIL 302, MIL 401, and MIL 402. Military Science courses are graded "A" to "F," and are included in the student's grade-point average.

*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.

First-Year Requirements

Fall Semester

MIL 101 - Introduction to the Army and Critical Thinking I

MIL 103 - Leadership Laboratory

Spring Semester

MIL 102 - Introduction to the Army and Critical Thinking II

MIL 104 - Leadership Laboratory

Second-Year Requirements

Fall Semester

MIL 201 - Foundations of Leadership

MIL 203 - Leadership Laboratory

Spring Semester

MIL 202 - Foundations of Tactical Leadership

MIL 204 - Leadership Laboratory

Third-Year Requirements

Fall Semester

MIL 301 - Training Management and the Warfighting Functions

MIL 303 - Leadership Laboratory

Spring Semester

MIL 302 - Applied Leadership in Small Unit Operations

MIL 304 - Leadership Laboratory

Fourth-Year Requirements

Fall Semester

MIL 401 - Mission Command and the Army Profession

MIL 403 - Leadership Laboratory

Spring Semester

MIL 402 - Mission Command and the Company Grade Officer

MIL 404 - Leadership Laboratory

Secondary Education B.A.

The Secondary Education major is offered by the Education Department in the May School of Arts and Sciences.

Lyndsey Benharris

Duffy Academic Center

508-565-1133

lbenharris@stonehill.edu

Departmental Mission

The Department of Education Studies' mission is to prepare students to become knowledgeable, skillful, and caring educators of the highest caliber.

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

Teacher Preparation Program Mission

Teacher preparation in the 21st century involves a marriage between knowledge of content and pedagogical knowledge and skills. Language arts, mathematics, social studies, science, fine arts, and foreign language make up the content of the PK-12 school curriculum. All Stonehill College teacher candidates take liberal arts courses to acquire the content knowledge necessary to teach students in today's schools. This, combined with education coursework, pre-practicum, and practicum experiences, enables students to develop the knowledge and skills to teach the diverse population of students with schools. Stonehill College teacher candidates become reflective practitioners who apply educational theory to instructional practice in various classrooms, schools, and communities

Vision

The Stonehill College Department of Education Studies aims to enhance individuals' development while producing graduates who aspire to excellence for themselves, their peers, schools, communities, and the education profession.

Program Goals and Objectives

Stonehill students majoring in Education will meet the following goals and objectives:

Goal 1: Education majors will demonstrate oral and written communication skills necessary to be effective in their professional practice.

Objectives:

- Students will communicate effectively to a wide range of audiences using oral explanation and a variety of symbol systems, including visual display.
- Students will communicate effectively in writing with a wide range of audiences using language and format appropriate to the purpose.
- Students will communicate effectively with diverse learners.
- Students will demonstrate ethical, culturally proficient, and collaborative communication practices.
- Students will provide learners and/or families with effective, constructive feedback.

Goal 2: Education majors will demonstrate the professional disposition necessary to be effective in their professional practice.

Objectives:

- Students will demonstrate an active and open stance to professional learning.
- Students will engage respectfully in discussions about students, families, school professionals, and communities
- Students will engage professionally with school/organization personnel in field placements, pre-practica, internships, and practica
- Students will collaborate effectively with colleagues and education professionals
- Students will show improvement in their practice based on targeted feedback and personal reflection

Goal 3: Education majors have the content knowledge necessary to be effective in their professional practice.

Objectives:

- Students will demonstrate fluent knowledge of relevant curriculum content
- Students will apply principles of child and adolescent development to the design of developmentally appropriate materials and experiences.
- Students will design and teach coherent lessons on a clearly defined topic, appropriately anchored in a sequence that shows breadth and depth of content knowledge.

Goal 4: Education majors demonstrate the pedagogical skills necessary to be effective in their professional practice.

Objectives:

- Students will use effective practices to develop safe, healthy classroom communities that foster student engagement and learning.
- Students will write meaningful learning objectives
- Students will design and administer assessments that monitor student learning, provide purposeful feedback on progress, and furnish evidence to inform instruction.
- Students will manage attention, momentum, routines, space, time, and discipline to ensure effective operation in the learning environment.
- Students will design and teach lessons that skillfully integrate pedagogical techniques, including content-specific pedagogy, to promote the learning of all students.

Licensure Program: Secondary Education (5-12)(8-12)

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

The major in Secondary Education requires the completion of 11 courses.

Complete Eight Courses in the Professional Strand

EDU 102 - Foundations of Education
EDU 140 - Teaching the Adolescent Learner
EDU 207 - English Language Learners in the Classroom
EDU 214 - The Inclusive Secondary Classroom
EDU 301 - Assessment and Analysis in Education
EDU 307 - Classroom Management
EDU 310 - Content Specific Pedagogy
EDU 330 - Reading & Writing in the Content Areas

Complete Three Courses in Practicum Strand

EDU 315 - Curriculum and Instructional Design
EDU 437 - Practicum: Secondary Education 5-12 Level OR EDU 439 - Practicum: Secondary Education 8-12 Level
EDU 440 - Practicum: Reflective Seminar

Practicum Prerequisites

In order to register for EDU 437 - Practicum: Secondary Education 5-12 Level or EDU 439 - Practicum: Secondary Education 8-12 Level and EDU 440 - Practicum: Reflective Seminar, the Secondary Education major must:

- hold a cumulative GPA of 3.0;
- pass all appropriate sections of the Massachusetts Tests of Educational Licensure (MTEL); and
- complete all Education coursework or obtain consent of the Department Chair.

EDU 437 or EDU 439 may be completed either fall or spring semester of senior year, in consultation with the student's education advisor.

Complete a Second Major in Liberal Arts or Science

In addition to Education coursework, Secondary Education majors must also complete a liberal arts/science major from the following list:

- Biology (B.A. or B.S.)
- Chemistry (B.A. or B.S.)
- English
- History
- Mathematics (B.A. or B.S.)
- Spanish

Sociology B.A.

The Sociology Major is offered by the Sociology and Anthropology Department in the May School of Arts and Sciences.

Jungyun Gill
Martin Institute 236
508-565-1985
jgill@stonehill.edu

Program Mission

The Sociology Program provides students with a deeper understanding of the social forces and dynamic changes affecting contemporary society. The program's mission is to advance those qualities of mind that enable our students to understand the relationship between society and the individual and appreciate the many cultures represented in the modern world. The program strives to develop students' critical thinking and knowledge not only in pursuit of academic excellence but also the pursuit of social justice and service to make our society and our world better. The sociology program builds important skills, such as systematic observation, critical thinking and writing competence, to best prepare students to understand and resolve societal issues of justice. Students are connected to real world agencies through internship experiences, community-based learning and directed studies that provide a foundation for future job opportunities or graduate studies.

Learning Goals

Sociology students develop their sociological imaginations, seeing the connections between self and other as well as between biography and history. We want them to think comparatively, historically, and critically about multiple axes of difference and inequalities. Forging this quality of mind not only prepares them to be stronger students but also engaged citizens. Our goal is that all of majors and minors in Sociology will develop the following capabilities and qualities of mind to apply and critically evaluate social interactions, work settings, neighborhoods, the nation, and the global community:

- Comprehensive knowledge of sociological perspectives, concepts, theories and research methods and the ability to link theory and methods.
- Understanding of how all social institutions, including but not limited to the family, education, politics, and the economy, are interrelated and how social, cultural, and historical factors influence identities, thoughts, and actions of self and others.
- Understanding of the multiple dimensions of diversity and inequality in and between societies, including but not limited to race, class, gender and sexualities, and how they affect individuals' lives and the development of institutions.
- Understanding multiple points of view and critical thinking, creative problem-solving, and civic engagement to develop viable solutions to local and global issues.

The Sociology major requires the completion of 10 courses.

Complete Five Required Courses

Typically taken First or Sophomore Year

SOC 101 - Introduction to Sociology

Typically taken Sophomore or Junior Year

SOC 305 - Sociological Theories

Typically taken Junior Year

SOC 311 - Quantitative Research OR CRM 311 - Statistical Analysis in Criminology (Criminology majors only)

Typically taken Junior Year

SOC 312 - Qualitative Research (WID)

Typically taken Junior Spring or Senior Year

SOC 470 - Capstone Internship in Sociology OR SOC 497 - Senior Thesis

Complete a 400-level Seminar

SOC 405 - Seminar on Public Sociologies

SOC 407 - Seminar: Social Movements

SOC 409 - Seminar: Deviance and Control

SOC 413 - Seminar: Sociology of Education

SOC 415 - Seminar: American Inequality

Complete Four Elective Courses

Only one CRM course may be taken as one of the four electives.

ANT 105 - Introduction to Cultural Anthropology

ANT 200 - Foundations of Archeology

ANT 230 - Families in Cross-Cultural Perspective

ANT 233 - Language and Culture

ANT 304 - Museum Studies

ANT 315 - Latin American People and Cultures

ANT 316 - People & Cultures of Russia & East Europe

ANT 328 - Illness and Society

ANT 329 - Anthropology of Violence

CRM 204 - Sociology of the Prison

CRM 224 - Juvenile Delinquency

CRM 273 - Criminal Mind, Mental Illness and Criminality

CRM 304 - Victims of Crime

CRM 353 - Ethics, Values, and Diversity in Criminal Justice

CRM 355 - Global Crime

CRM 410 - Seminar: Juvenile Justice

CRM 411 - Seminar: Police and Society

CRM 412 - Seminar: Punishment and Public Policy

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

CRM 432 - Seminar: At-Risk Families and Youth

CRM 440 - Seminar: White Collar Crime

POL 337 - Public Administration

SOC 205 - Sociology of Marriage and Family

SOC 227 - Human Services

SOC 232 - Social Problems and Social Justice

SOC 234 - Racial and Ethnic Diversity

SOC 237 - Sociology of Gender

SOC 250 - Sociology of Autism

SOC 290 - Drugs and Society

SOC 295 - Topics in Sociology

SOC 328 - Community Organizing: People, Power & Change

SOC 340 - Sociology of Childhood and Child Welfare

SOC 405 - Seminar on Public Sociologies

SOC 407 - Seminar: Social Movements

SOC 409 - Seminar: Deviance and Control

SOC 413 - Seminar: Sociology of Education

SOC 415 - Seminar: American Inequality

SOC 490 - Directed Study - Sociology

SOC 496 - Independent Research - Sociology

Sociology Minor

The Sociology minor is offered in the Sociology and Anthropology Department in May School of Arts and Sciences.

Jungyun Gill
Martin Institute 236
508-565-1985
jgill@stonehill.edu

The Sociology 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.

The minor in Sociology requires the completion of six courses.

Complete Two Required Courses

SOC 101 - Introduction to Sociology
SOC 305 - Sociological Theories

Complete One of the Following 400-level Seminars

CRM 410 - Seminar: Juvenile Justice
CRM 412 - Seminar: Punishment and Public Policy
CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
CRM 432 - Seminar: At-Risk Families and Youth
CRM 440 - Seminar: White Collar Crime
SOC 407 - Seminar: Social Movements
SOC 409 - Seminar: Deviance and Control
SOC 413 - Seminar: Sociology of Education
SOC 415 - Seminar: American Inequality

Complete Three Additional Elective Courses

ANT 105 - Introduction to Cultural Anthropology
ANT 200 - Foundations of Archeology
ANT 230 - Families in Cross-Cultural Perspective
ANT 233 - Language and Culture
ANT 304 - Museum Studies
ANT 315 - Latin American People and Cultures
ANT 316 - People & Cultures of Russia & East Europe
ANT 328 - Illness and Society
ANT 329 - Anthropology of Violence
CRM 204 - Sociology of the Prison
CRM 224 - Juvenile Delinquency
CRM 273 - Criminal Mind, Mental Illness and Criminality
CRM 304 - Victims of Crime
CRM 353 - Ethics, Values, and Diversity in Criminal Justice
CRM 355 - Global Crime
CRM 410 - Seminar: Juvenile Justice
CRM 411 - Seminar: Police and Society
CRM 412 - Seminar: Punishment and Public Policy
CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
CRM 432 - Seminar: At-Risk Families and Youth
CRM 440 - Seminar: White Collar Crime
SOC 205 - Sociology of Marriage and Family
SOC 227 - Human Services
SOC 232 - Social Problems and Social Justice
SOC 234 - Racial and Ethnic Diversity
SOC 237 - Sociology of Gender
SOC 250 - Sociology of Autism
SOC 290 - Drugs and Society
SOC 295 - Topics in Sociology

SOC 328 - Community Organizing: People, Power & Change
SOC 340 - Sociology of Childhood and Child Welfare
SOC 407 - Seminar: Social Movements
SOC 409 - Seminar: Deviance and Control
SOC 413 - Seminar: Sociology of Education
SOC 415 - Seminar: American Inequality

Spanish B.A.

The Spanish Major is offered by the Languages, Literatures, and Cultures Department in the May School of Arts and Sciences.

Peter Mahoney
Duffy Academic Center 236
508-565-1680
pmahoney@stonehill.edu

Majors in Spanish will complete a program of study that hinges on two equally important aspects: increasing the fluency and accuracy of students' communication in Spanish, and fostering a profound understanding and appreciation of key cultural aspects of the Hispanic World (which includes, among other things, history, literature, art, music, etc.). Majors in Spanish will achieve these learning goals through the completion of 10 courses (three of which may be taken abroad). Although not required, students are strongly encouraged to spend at least one semester in an approved program of study or internship in a Spanish-speaking country.

Requirements

The major in Spanish requires the completion of 10 upper-level courses. At least seven must be at the 300-level; a maximum of three may be at the 200-level. One course offered by the department at the 200- or 300-level and taught in English may count towards the Spanish major.

Complete One Peninsular Medieval/Golden Age Course

SPA 335 - Survey of Spanish Culture and Literature I
SPA 343 - Seminar in Spanish: Cervantes
SPA 353 - Spain's Multicultural Middle Ages
SPA 354 - Vamps and Virgins: Sex in the (Medieval) City

Complete One Peninsular Modern Studies Course

SPA 336 - Survey of Spanish Culture and Literature II
SPA 337 - Multicultural Spain: From Dictatorship to Democracy
SPA 344 - Introduction to Contemporary Spanish Narrative
SPA 347 - 20th Century Hispanic Poetry
SPA 348 - Science, Literature, and Film in Spain

Complete One Latin American Pre-Colonial/Colonial Course

SPA 333 - Survey of Latin American Culture and Literature I
SPA 355 - Marginalized Voices from Colonial Latin America
SPA 356 - The Sword and the Cross

**Topic courses may fulfill content-area requirements at the discretion of the professor.

Complete One Latin American Modern Studies Course

SPA 334 - Survey of Latin American Culture and Literature II
SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
SPA 349 - U.S. Hispanic Literature: Voices and Experiences on Migration and Immigration
**Topic courses may fulfill content-area requirements at the discretion of the professor.

Complete Six Elective Courses

A maximum of two may be at the 200-level.
SPA 231 - Third Semester Spanish
SPA 232 - Fourth Semester Spanish
SPA 278 - Spanish for Business Professionals II
SPA 279 - Spanish and Hispanic Cultures for Professionals I

SPA 331 - Perspectives in Spanish Language and Culture I
 SPA 333 - Survey of Latin American Culture and Literature I
 SPA 334 - Survey of Latin American Culture and Literature II
 SPA 335 - Survey of Spanish Culture and Literature I
 SPA 336 - Survey of Spanish Culture and Literature II
 SPA 337 - Multicultural Spain: From Dictatorship to Democracy
 SPA 378 - Spanish and Hispanic Cultures for Professionals II
 SPA 340 - Hispanic Cultures Through Film
 SPA 343 - Seminar in Spanish: Cervantes
 SPA 344 - Introduction to Contemporary Spanish Narrative
 SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
 SPA 347 - 20th Century Hispanic Poetry
 SPA 348 - Science, Literature, and Film in Spain
 SPA 349 - U.S. Hispanic Literature: Voices and Experiences on Migration and Immigration
 SPA 350 - Spanish Linguistics
 SPA 351 - Spanish Conversation for Fluency
 SPA 353 - Spain's Multicultural Middle Ages
 SPA 354 - Vamps and Virgins: Sex in the (Medieval) City
 SPA 355 - Marginalized Voices from Colonial Latin America
 SPA 356 - The Sword and the Cross
 SPA 475 - Internship in Spanish Studies

Study Abroad

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

Students may transfer back three pre-approved courses taken abroad to the major. Additional language courses may be pre-approved as general electives.

Note

A maximum of three courses taken abroad could also be approved for the major.

Spanish Minor

The Spanish minor is offered by the Languages, Literatures, and Cultures Department in the May School of Arts and Sciences.

Peter Mahoney
 Duffy Academic Center 236
 508-565-1680
pmahoney@stonehill.edu

The minor in Spanish requires the completion of six courses as determined in consultation with the departmental minor advisor.

Complete Six Courses

At least one of these courses must be at the 300-level. One course offered by the department at the 200- or 300-level and imparted in English may count towards the Spanish minor.

SPA 131 - First Semester Spanish
 SPA 132 - Second Semester Spanish
 SPA 178 - Spanish for Business Professionals I
 SPA 231 - Third Semester Spanish
 SPA 232 - Fourth Semester Spanish
 SPA 250 - Coexistence and Conflict: Multiculturalism in Early Modern Spain
 SPA 251 - Conflict, Oppression, and Resistance in Hispanic Film
 SPA 252 - Conflict and Resistance: Today's Multicultural Spain
 SPA 278 - Spanish for Business Professionals II
 SPA 279 - Spanish and Hispanic Cultures for Professionals I
 SPA 331 - Perspectives in Spanish Language and Culture I
 SPA 333 - Survey of Latin American Culture and Literature I

SPA 334 - Survey of Latin American Culture and Literature II
SPA 335 - Survey of Spanish Culture and Literature I
SPA 336 - Survey of Spanish Culture and Literature II
SPA 337 - Multicultural Spain: From Dictatorship to Democracy
SPA 340 - Hispanic Cultures Through Film
SPA 343 - Seminar in Spanish: Cervantes
SPA 344 - Introduction to Contemporary Spanish Narrative
SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
SPA 347 - 20th Century Hispanic Poetry
SPA 348 - Science, Literature, and Film in Spain
SPA 349 - U.S. Hispanic Literature: Voices and Experiences on Migration and Immigration
SPA 350 - Spanish Linguistics
SPA 351 - Spanish Conversation for Fluency
SPA 353 - Spain's Multicultural Middle Ages
SPA 354 - Vamps and Virgins: Sex in the (Medieval) City
SPA 355 - Marginalized Voices from Colonial Latin America
SPA 356 - The Sword and the Cross
SPA 378 - Spanish and Hispanic Cultures for Professionals II

Study Abroad for Language Minors

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

Students may transfer in two pre-approved courses taken abroad to the minor. Additional language courses may be pre-approved as general electives.

Special Education B.A.

The Special Education Major is offered by the Education Department in the May School of Arts and Sciences.

Lyndsey Benharris
Duffy Academic Center
508-565-1133
lbenharris@stonehill.edu

Departmental Mission

The Department of Education Studies' mission is to prepare students to become knowledgeable, skillful, and caring educators of the highest caliber.

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

Teacher Preparation Program Mission

Teacher preparation in the 21st century involves a marriage between knowledge of content and pedagogical knowledge and skills. Language arts, mathematics, social studies, science, fine arts, and foreign language make up the content of the PK-12 school curriculum. All Stonehill College teacher candidates take liberal arts courses to acquire the content knowledge necessary to teach students in today's schools. This, combined with education coursework, pre-practicum, and practicum experiences, enables students to develop the knowledge and skills to teach the diverse population of students with schools. Stonehill College teacher candidates become reflective practitioners who apply educational theory to instructional practice in various classrooms, schools, and communities

Vision

The Stonehill College Department of Education Studies aims to enhance individuals' development while producing graduates who aspire to excellence for themselves, their peers, schools, communities, and the education profession.

Program Goals and Objectives

Stonehill students majoring in Education will meet the following goals and objectives:

Goal 1: Education majors will demonstrate oral and written communication skills necessary to be effective in their professional practice.

Objectives:

- Students will communicate effectively to a wide range of audiences using oral explanation and a variety of symbol systems, including visual display.
- Students will communicate effectively in writing with a wide range of audiences using language and format appropriate to the purpose.
- Students will communicate effectively with diverse learners.
- Students will demonstrate ethical, culturally proficient, and collaborative communication practices.
- Students will provide learners and/or families with effective, constructive feedback.

Goal 2: Education majors will demonstrate the professional disposition necessary to be effective in their professional practice.

Objectives:

- Students will demonstrate an active and open stance to professional learning.
- Students will engage respectfully in discussions about students, families, school professionals, and communities
- Students will engage professionally with school/organization personnel in field placements, pre-practica, internships, and practica
- Students will collaborate effectively with colleagues and education professionals
- Students will show improvement in their practice based on targeted feedback and personal reflection

Goal 3: Education majors have the content knowledge necessary to be effective in their professional practice.

Objectives:

- Students will demonstrate fluent knowledge of relevant curriculum content
- Students will apply principles of child and adolescent development to the design of developmentally appropriate materials and experiences.
- Students will design and teach coherent lessons on a clearly defined topic, appropriately anchored in a sequence that shows breadth and depth of content knowledge.

Goal 4: Education majors demonstrate the pedagogical skills necessary to be effective in their professional practice.

Objectives:

- Students will use effective practices to develop safe, healthy classroom communities that foster student engagement and learning.
- Students will write meaningful learning objectives
- Students will design and administer assessments that monitor student learning, provide purposeful feedback on progress, and furnish evidence to inform instruction.
- Students will manage attention, momentum, routines, space, time, and discipline to ensure effective operation in the learning environment.
- Students will design and teach lessons that skillfully integrate pedagogical techniques, including content-specific pedagogy, to promote the learning of all students.

Licensure Program: Teacher of Students with Moderate Disabilities (PK-8)

The Department of Education Studies offers a major in Special Education, which leads to initial licensure from the Commonwealth of Massachusetts (Special Education: Teacher of Students with Moderate Disabilities, PK-8).

Complete Eight Courses in the Professional Strand

EDU 130 - Introduction to Special Education

EDU 202 - Reading: Theory and Instruction

EDU 206 - Behavior Management

EDU 207 - English Language Learners in the Classroom

EDU 215 - Language and Literacy in Special Education

EDU 216 - Teaching Math to Students with Disabilities

EDU 217 - Professional Practice in Special Education

EDU 308 - Assessment in Special Education

Complete Three Courses in the Practicum Strand

EDU 309 - Curriculum and Methods for Special Education
EDU 433 - Practicum: Moderate Disabilities PreK-8 Level
EDU 440 - Practicum: Reflective Seminar

Practicum Prerequisites

In order to register for EDU 433 - Practicum: Moderate Disabilities PreK-8 Level and EDU 440 - Practicum: Reflective Seminar, the Special Education major must:

- hold a 3.0 GPA;
- pass all appropriate sections of the Massachusetts Tests of Educational Licensure (MTEL); and
- complete all Education coursework or obtain consent of the Department Chair.

EDU 433 and EDU 440 may be completed either fall or spring semester of senior year, in consultation with student's education advisor.

Complete Five Courses in the Liberal Arts/Sciences Strand

EDU 201 - Developmental Theories OR PSY 201 - Child Development (taken by Psychology double majors)
HIS 281 - American Nation I OR HIS 206 - History of American Freedom
MTH 143 - Mathematical Reasoning for Education

Complete One of the Following World/European History Courses

HIS 222 - Pathfinders: A Global History of Exploration
HIS 210 - Shamans, Prophets, and Saints: Mystics in World History
HIS 271 - World History I
HIS 272 - World History II

Complete One of the Following Lab Science Courses

(These courses also fulfill the General Education Natural Scientific Inquiry requirement.)

BIO 101 - Biological Principles I
BIO 290 - Scientific Methods: The Ocean
CHM 113 - General Chemistry I
ENV 200 - Principles of Environmental Science
ENV 295 - Physical Geology
PHY 291 - Planets, Moons and the Search for Alien Life
PHY 292 - The Universe

Commonwealth of Massachusetts Coverage Requirements

Special Education majors are required by the Commonwealth of Massachusetts to complete coursework covering:

- composition,
- American literature,
- world history (including European history, from ancient time to present),
- American history,
- geography,
- economics,
- U.S. government (including founding documents),
- child development,
- science laboratory work, and
- mathematics and science coursework (appropriate for the elementary school teacher.)

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

Complete a Second Major or Minor

In addition to Education coursework, Early Childhood, Elementary Education, and Special Education majors must also complete a major or minor in a second program of study.

Studio Arts Minor

The Studio Arts minor is offered by the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 030
508-565-1954
alampton@stonehill.edu

The minor in Studio Arts requires the completion of six courses.

Complete One Art History Course

VPH 181 - Global Visual Traditions
VPH 205 - History of Graphic Design
VPH 209 - History of Photography
VPH 217 - Early Modern Art: 1900-1945
VPH 218 - Art Since 1945
VPH 229 - Topics in Non-Western Art
VPH 332 - Museums: Past and Present
VPH 440 - Exhibitions & Collections: An Inside Look

Complete Two 300-Level Studio Arts Courses

VPS 215 - Sculpture
VPS 230 - Arts Outreach: Studio Art
VPS 211 - Intermediate Photography
VPS 312 - Topics in Contemporary Photography
VPS 324 - Figure Drawing
VPS 326 - Portrait Studio
VPS 327 - Topics in Painting

Complete One Additional Studio Arts Elective Course

VPS 102 - Introduction to Color Theory
VPS 104 - Introduction to Drawing
VPS 107 - Introduction to Studio Arts
VPS 201 - Sustainable Three-Dimensional Design
VPS 204 - Intermediate Drawing
VPS 110 - Introduction to Painting
VPS 206 - Printmaking
VPS 380 - Special Projects
VPS 208 - Watercolor Painting
VPS 115 - Introduction to Photography
VPS 123 - The Nature of Art: Discovering the Artist Within
VPS 315 - Short Films and Graphic Novels
VPS 125 - Artist, Craftsman, Alchemist
VPS 243 - Documentary Photography
VPS 215 - Sculpture
VPS 230 - Arts Outreach: Studio Art
VPS 211 - Intermediate Photography
VPS 312 - Topics in Contemporary Photography
VPS 324 - Figure Drawing
VPS 326 - Portrait Studio
VPS 327 - Topics in Painting
VPS 406 - Advanced Studio Seminar
VPS 475 - Internship in Studio Arts

Completion of One Studio Critique, Practicum

Studio Arts minors are required to complete one VPS 250 - Studio Critique, Practicum, recommended Fall of senior year.

Complete VPS 406

VPS 406 - Advanced Studio Seminar

Theatre Arts Minor

The Theatre Arts minor is offered by the Visual and Performing Arts Department in the May School of Arts and Sciences.

Adam Lampton
Cushing-Martin 30
508-565-1954
alampton@stonehill.edu

The minor in Theatre Arts requires the completion of six courses.

Complete Three Required Courses

VPT 110 - Introduction to Theatre History OR VPT 182 - Realism and Reality: Road to the Modern Stage
VPT 203 - Acting I OR VPT 228 - Oral Interpretation
VPT 205 - Stagecraft

Complete Three Elective Courses (One at the 300-Level)

One course must be at the 300-level. VPT 225 - Play Production does not count towards this requirement.

VPT 203 - Acting I (if not taken above)
VPT 212 - Musical Theatre
VPT 216 - Improvisation
VPT 220 - Production and Stage Management
VPT 228 - Oral Interpretation (if not taken above)
VPT 300 - Acting II
VPT 302 - Directing
VPT 306 - Introduction to Playwriting (WID)
VPT 310 - Introduction to Design
VPT 315 - Make-up for the Stage
VPT 320 - Dramaturgy
VPT 324 - Medieval Theatre: Staging the Divine
VPT 331 - Topics in Theatre Arts I
VPT 332 - Topics in Theatre Arts II
VPT 405 - Theatre Practicum
VPT 475 - Internship in Theatre Arts
VPT 496 - Independent Research - Theatre Arts

Production Requirements

Along with course work, a Theatre Arts minor must assist in at least two departmental productions. The work may involve performance, directing, dramaturgy, design, playwriting, publicity or technical areas and must be approved by the Theatre Arts Program Director.

Students may earn credit for VPT 225 - Play Production a total of three times.

Theology B.A.

The Theology major is offered by the Religious Studies and Theology Department in the May School of Arts and Sciences.

Nathaniel DesRosiers
May Hall 215
508-565-1252
ndesrosiers@stonehill.edu

Departmental Mission

The Department of Religious Studies and Theology 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 and Theology are interdisciplinary, embracing virtually all aspects of human experience, as expressed in history, art, literature, social organization, politics, scientific exploration, theology and ethics. In the Catholic tradition of the quest for greater understanding, the Department of Religious Studies and Theology helps students acquire skills for engaging their own traditions and those of others with openness and respect.

In the Core Curriculum, the Department introduces students to the study of religion and theology through Language, Arts, and Humanities (LAH) courses. Students may also explore specific topics in the study of religion and theology in a variety of Catholic Thought and Action (CTA), Ethical Reasoning (ER), Global Perspectives (GP), and Diversity, Power, and Resistance (DPR) courses.

Majors and minors in Religious Studies or Theology explore rigorously an array of compelling human questions, the distinctive beliefs and practices of religious people across cultures, and the various roles that religions play in society. Because Religious Studies and Theology are integrative disciplines, majors and minors have gone on to pursue graduate study and careers in such fields as journalism, law, education, business, public policy and healthcare, as well as in various forms of ministry. Others work for non-profits, in education, the arts or humanitarian service.

Learning Goals

Majors in Religious Studies or Theology will:

- understand the core constructs in the discipline: religion, myth, symbol, ritual, soteriology, revelation, tradition, religious ethics, cosmology, mysticism, sacred space, and sacred time.
- comprehend the various types of “texts” in religious and theological traditions; be able to contextualize and analyze primary sources, critically evaluate secondary sources, and demonstrate a familiarity with the problems of interpretation.
- become acquainted with the important themes in the Bible and main approaches to the study of the Bible. Understand the connections and tensions among Religious Studies, Biblical Studies, and Theology.
- acquire foundational knowledge of Catholic theological traditions and at least one non-Christian religious tradition.
- understand the major approaches in the discipline of Religious Studies or Theology and how the field developed with these approaches. Gain insight into how Religious Studies or Theology draws from a range of disciplines such as philosophy, history, archaeology, art history, psychology, etc.
- develop an understanding of the main issues and debates in the discipline of Religious Studies or Theology.
- become competent in critical reading, scholarly research techniques, and composition skills.

The major in Theology requires the completion of 12 courses.

Complete One of the Following Biblical Studies Courses

RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity

RST 251 - Introduction to the Old Testament

RST 252 - Introduction to the New Testament

Complete One of the Following Church History Courses

RST 100/112 - Saints and Sinners in Church History

RST 233 - American Catholic Social History

RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses

RST 333 - The American Catholic Experience

Complete Two of the Following Liturgy and Ethics Courses

RST 248 - Christian Prayer, Liturgy and Sacrament

RST 249 - Sacraments, Justice, and the Moral Life

RST 256 - Church and Social Justice

RST 329 - Justice, Peace, and Ecology

RST 346 - Feast or Famine? The Mass in the Modern Age

Complete Two of the Following Systematics Courses

RST 253 - Models of the Church: Historical Developments

RST 267 - Liberation Theology: Latin American Perspectives

RST 300 - The Catholic Tradition: Past and Present

RST 303 - The Virgin Mary and Divine Gender

RST 327 - Vatican II: Revolution or Reform

RST 334 - The Mystery of Evil

RST 337 - The God Question: Modern Challenges to Faith and Christian Responses

Complete Four Additional Courses From any of the Groups Above

May not double dip with the categories above.

RST 100/112 - Saints and Sinners in Church History

RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity

RST 233 - American Catholic Social History
RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
RST 247 - Topics in Religious Approaches to Moral Issues
RST 248 - Christian Prayer, Liturgy and Sacrament
RST 249 - Sacraments, Justice, and the Moral Life
RST 251 - Introduction to the Old Testament
RST 252 - Introduction to the New Testament
RST 253 - Models of the Church: Historical Developments
RST 256 - Church and Social Justice
RST 267 - Liberation Theology: Latin American Perspectives
RST 300 - The Catholic Tradition: Past and Present
RST 303 - The Virgin Mary and Divine Gender
RST 325 - Theology and Community Service
RST 327 - Vatican II: Revolution or Reform
RST 329 - Justice, Peace, and Ecology
RST 333 - The American Catholic Experience
RST 334 - The Mystery of Evil
RST 337 - The God Question: Modern Challenges to Faith and Christian Responses
RST 346 - Feast or Famine? The Mass in the Modern Age
RST 351 - Heretics, Saints & Martyrs
PHL 250 - Is God Dead?

Complete the Following Writing-in-the-Disciplines Course

RST 411 - Approaches to the Study of Religious Traditions (WID)

Complete a Theology Capstone Course

(To be developed)

Theology Minor

The Theology minor is offered by the Religious Studies and Theology Department in the May School of Arts and Sciences.

Nathaniel DesRosiers
May Hall 215
508-565-1252
ndesrosiers@stonehill.edu

The minor in Theology requires the completion of six courses

Complete One of the Following Biblical Studies Courses

RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
RST 251 - Introduction to the Old Testament
RST 252 - Introduction to the New Testament

Complete One of the Following Church History Courses

RST 100/112 - Saints and Sinners in Church History
RST 233 - American Catholic Social History
RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
RST 333 - The American Catholic Experience

Complete One of the Following Liturgy and Ethics Courses

RST 248 - Christian Prayer, Liturgy and Sacrament
RST 249 - Sacraments, Justice, and the Moral Life
RST 256 - Church and Social Justice
RST 329 - Justice, Peace, and Ecology
RST 346 - Feast or Famine? The Mass in the Modern Age

Complete One of the Following Systematics Courses

- RST 253 - Models of the Church: Historical Developments
- RST 267 - Liberation Theology: Latin American Perspectives
- RST 300 - The Catholic Tradition: Past and Present
- RST 303 - The Virgin Mary and Divine Gender
- RST 327 - Vatican II: Revolution or Reform
- RST 334 - The Mystery of Evil
- RST 337 - The God Question: Modern Challenges to Faith and Christian Responses

Complete Two Additional Courses From any of the Groups Above

May not double dip with the categories above.

- RST 100/112 - Saints and Sinners in Church History
- RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
- RST 233 - American Catholic Social History
- RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
- RST 247 - Topics in Religious Approaches to Moral Issues
- RST 248 - Christian Prayer, Liturgy and Sacrament
- RST 249 - Sacraments, Justice, and the Moral Life
- RST 251 - Introduction to the Old Testament
- RST 252 - Introduction to the New Testament
- RST 253 - Models of the Church: Historical Developments
- RST 256 - Church and Social Justice
- RST 267 - Liberation Theology: Latin American Perspectives
- RST 300 - The Catholic Tradition: Past and Present
- RST 303 - The Virgin Mary and Divine Gender
- RST 325 - Theology and Community Service
- RST 327 - Vatican II: Revolution or Reform
- RST 329 - Justice, Peace, and Ecology
- RST 333 - The American Catholic Experience
- RST 334 - The Mystery of Evil
- RST 337 - The God Question: Modern Challenges to Faith and Christian Responses
- RST 346 - Feast or Famine? The Mass in the Modern Age
- RST 351 - Heretics, Saints & Martyrs
- PHL 250 - Is God Dead?





COURSES

(Alphabetized by Subject Code)

Accounting

ACC 203 - Financial Accounting

3 Credits

Offered Fall and Spring

Formerly BUS 203. 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.

Prerequisite(s)/Restriction(s): Open to all B.S.B.A majors and related minors, Actuarial Mathematics and Mathematics majors, and Entrepreneurship minors.
Course Applies to: Accounting B.S.B.A., Actuarial Mathematics B.A., Business Minor, Entrepreneurship Minor, Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Mathematics B.A., Mathematics B.S., Sport Management B.S.B.A.

ACC 204 - Managerial Accounting

3 Credits

Offered Fall and Spring

Formerly BUS 204. Concepts and practices of managerial accounting. Topics include cost behavior and cost-volume-profit analysis, contribution margin reporting, profit planning and budgeting, standard costs, performance analysis, decentralized operations, and relevant costs for decision making.

Prerequisite(s)/Restriction(s): ACC 203 (formerly BUS 203) with a grade of C- or higher. Open to all B.S.B.A. majors,

Business Administration minor, and Mathematics B.A. and B.S. majors.

Course Applies to: Accounting B.S.B.A., Business Minor, Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Mathematics B.A., Mathematics B.S., Sport Management B.S.B.A.

ACC 311 - Intermediate Accounting I

3 Credits

Offered Fall and Spring

Formerly BUS 311. Explores the environmental and conceptual framework of accounting; assumptions and principles underlying the balance sheet and income statement. In-depth coverage of cash, receivables, and inventory.

Prerequisite(s)/Restriction(s): ACC 203 - Financial Accounting (formerly BUS 203) with a grade of C- or higher

Course Applies to: Accounting B.S.B.A.

Note: May not receive credit for both ACC 311 (formerly BUS 311) and ACC 324 (formerly BUS 324).

ACC 312 - Intermediate Accounting II

3 Credits

Offered Fall and Spring

Formerly BUS 312. Provides in-depth coverage of the accounting issues involved in plant assets, intangibles, liabilities, leases, stockholder's equity, earning per share, revenue recognition, and the cash flow statement.

Prerequisite(s)/Restriction(s): ACC 203 - Financial Accounting (formerly BUS 203) with a grade of C- or higher

Course Applies to: Accounting B.S.B.A.

ACC 316 - Accounting Systems

3 Credits

Offered Fall and Spring

Formerly BUS 316. In this course, students learn to think about accounting from a systems perspective, design accounting systems from a needs perspective, and evaluate them from a risk assessment perspective. Also covers how accounting systems work, building ethical values into the accounting system, internal control concepts, leveraging the use of technology for competitive advantage, and system flowcharting. A significant group project and class presentation is required involving the evaluation of internal control using an interactive simulation.

Prerequisite(s)/Restriction(s): ACC 203 - Financial Accounting (formerly BUS 203) with a grade of C- or higher and sophomore standing or higher

Course Applies to: Accounting B.S.B.A., Management Information Systems B.S.B.A.

Note: Course should be taken no later than junior year.

ACC 317 - Advanced Data Analytics for Accountants

3 Credits

Offered Spring

This course addresses and analyzes the impact of data analytics on accounting and auditing. It emphasizes audit data analytics and the related testing, as well as the impact of data analytics on financial reporting. This course helps students develop an analytics mindset, while learning to prepare data for analysis, analyze it through data manipulation, and visualize and report it in order to address pertinent business problems and decisions.

Prerequisite(s)/Restriction(s): Junior standing or higher. Open to B.S.B.A. majors.

ACC 324 - Corporate Financial Reporting

3 Credits

Offered Fall

Examination of the corporate reporting process from the point of view of the financial statement user. Emphasizes understanding the information that corporations are required to provide stockholders, interpreting the meaning of this information, and assessing how this information is used by investors. Focuses on the concept of earning quality and involves the extensive use of cases.

Prerequisite(s)/Restriction(s): ACC 203 - Financial Accounting (formerly BUS 203) with a grade of C- or higher and sophomore standing or higher. Open to all B.S.B.A. majors except accounting.

Note: May not receive credit for ACC 324 and ACC 311 - Intermediate Accounting I.

ACC 400 - Topics in Accounting

3 Credits

Offered Fall and Spring

Formerly BUS 420. This course will introduce new topics into the accounting curriculum in the areas of auditing, accounting systems, activity-based management, taxation, international accounting, FASB regulations, Sarbanes-Oxley, forensic accounting, government and not-for-profit, etc.

Prerequisite(s)/Restriction(s): Junior standing or higher
Course Applies to: Accounting B.S.B.A.

Note: Course may be taken twice as long as topics differ.

ACC 405 - Forensic Accounting

3 Credits

Offered Spring

Formerly BUS 405. This course introduces students to forensic accounting, with a particular focus on fraud examination. The demand for fraud examiners and forensic accountants continues to grow in both the private and public sectors. Skills developed in this course will help students in multiple professions including forensic accounting, financial accounting, auditing, and general business.

Prerequisite(s)/Restriction(s): Junior standing or higher

ACC 406 - Government and Not-for-Profit Accounting

3 Credits

Offered Fall

This course focuses on accounting and financial reporting for governments and nonprofit (G&NFP) organizations. G&NFP accounting and financial reporting are based on distinctive concepts, standards, and procedures that accommodate their environments and the needs of their users. Several unique characteristics of G&NFP organizations require that their accounting and reporting practices differ from those of For-Profit entities.

Prerequisite(s)/Restriction(s): Junior standing or higher. Open to B.S.B.A. majors.

ACC 414 - Tax Accounting

3 Credits

Offered Fall

Formerly BUS 414. A study of federal income tax laws as they apply to individuals and unincorporated businesses.

Prerequisite(s)/Restriction(s): ACC 204 - Managerial Accounting (formerly BUS 204) and junior standing or higher
Course Applies to: Accounting B.S.B.A.

ACC 417 - Auditing

3 Credits

Offered Fall and Spring

Formerly BUS 417. Auditing philosophy and technique, with emphasis on the professional auditing environment, critical thinking, auditing standards, professional ethics, and legal responsibility. Also, the auditor's report, internal control, evidential matter, working papers, statistical sampling, auditing computerized systems, and the development of audit programs.

Prerequisite(s)/Restriction(s): ACC 316 - Accounting Systems (formerly BUS 316) and senior standing
Course Applies to: Accounting B.S.B.A.

ACC 434 - Advanced Accounting

3 Credits

Offered Fall and Spring

Formerly BUS 434. Studies issues related to specialized financial accounting topics such as pensions, deferred income taxes, business combinations, foreign operations, foreign currency translations, and not-for-profit accounting.

Prerequisite(s)/Restriction(s): ACC 203 - Financial Accounting (formerly BUS 203) with a grade of C- or higher and junior standing or higher. Open to Accounting majors.
Course Applies to: Accounting B.S.B.A.

ACC 435 - Advanced Taxation

3 Credits

Offered Spring

Formerly BUS 435. 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 are required.

Prerequisite(s)/Restriction(s): Junior standing or higher. Open to Accounting majors.
Course Applies to: Accounting B.S.B.A.

ACC 436 - Advanced Managerial Accounting

3 Credits

Offered Spring

Formerly BUS 436. Building on ACC 204 - Managerial Accounting (formerly BUS 204), this course will focus on the strategic role of management accountants in today's organizations and how strategic management accounting systems help organizations to meet their strategic objectives of quality, cost, and time. The structure and process of the production method and cost measurement system will be

studied and analyzed in light of technological, cultural, and global factors influencing the organization.

Prerequisite(s)/Restriction(s): ACC 204 - Managerial Accounting (formerly BUS 204) and junior standing or higher
Course Applies to: Accounting B.S.B.A.

ACC 475 - Internship in Accounting

0-9 Credits

Offered Fall and Spring

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 internship coordinator.

Prerequisite(s)/Restriction(s): Junior standing or higher and minimum cumulative GPA of a 2.8. See internship coordinator for other requirements.

Note: Application required for course

ACC 480 - Accounting Internship Full Time

9 Credits

Offered Fall, Spring, Summer

Full-time internship. This course is nine pass/fail credits. Taken with ACC 481 - Accounting Internship Full Time II (three graded credits) for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

ACC 481 - Accounting Internship Full Time II

3 Credits

Offered Fall, Spring, Summer

This course is three graded credits, taken with ACC 480 - Accounting Internship Full Time for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

ACC 490 - Directed Study in Accounting

0-4 Credits

Offered Periodically

Investigation in the accounting field for which the student has special interest not covered by a normally scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the department chair or program director, and submission of the online Directed Study Application and Contract to the Registrar's Office.

Actuarial Mathematics

AMT 331 - Roads to Become an Actuary I

1 Credit
Offered Spring

This is the first course in a sequence of courses for actuarial mathematics majors or students interested in actuarial science. It provides an overview of the job of an actuary and how to become one. Topics include the daily life of an actuary and an overview of the exam structures of the professional actuary societies.

Course Applies to: Actuarial Mathematics B.A.

AMT 332 - Roads to Become an Actuary II

1 Credit
Offered Spring

This is the second course in a sequence of courses for actuarial mathematics majors or students interested in actuarial science. It provides preparation for Exam P of the Society of Actuaries. Students will learn various test taking strategies and hone their skills with practice problems.

Prerequisite(s)/Restriction(s): Recommended prerequisite: MTH 395 - Probability and Statistics I
Course Applies to: Actuarial Mathematics B.A.

AMT 333 - Roads to Become an Actuary III

1 Credit
Offered Spring

This is the third course in a sequence of courses for actuarial mathematics majors or students interested in actuarial science. It provides preparation for Exam FM of the Society of Actuaries. Students will learn various test taking strategies and hone their skills with practice problems.

Prerequisite(s)/Restriction(s): Recommended prerequisite: MTH 381 - Financial Mathematics
Course Applies to: Actuarial Mathematics B.A.

Anthropology

ANT 105 - Introduction to Cultural Anthropology

3 Credits
Offered Fall and Spring

This course is an introduction to cultural anthropology and is designed as an exploration into the diversity of ways in which human beings perceive and order the social world. Topics covered include kinship, gender, language, ecology, economy, political organization, globalization, religion and worldview from a diverse array of cultural viewpoints. Course readings and films include both classic and contemporary ethnographies.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Course Applies to: Anthropology B.A., Anthropology Minor

ANT 200 - Foundations of Archeology

3 Credits
Offered Fall

Archaeology is the study of the human past through the remains of their material culture. Archaeologists study artifacts, sites, settlements, and landscapes to gain an understanding of how humans lived in the distant and recent past. Students will gain an understanding of the principles, methods, and theories of archaeological research, while exploring the history of the field and case studies.

Core Curriculum Attribute(s): History and Social Science

ANT 220 - Human Sex Differences: Behavior, Biology, Ecology

3 Credits
Offered Fall and Spring

Why are men and women different? In this course we adopt an evolutionary, adaptive approach to investigate sex differences in human behavior, physiology, and cognition from developmental, mechanistic, and phylogenetic perspectives. Topics include sex differences in aggression, mate choice, parenting, affiliation, and cognition.

Core Curriculum Attribute(s): Natural Science

Course Applies to: Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor

ANT 230 - Families in Cross-Cultural Perspective

3 Credits
Offered Spring

This course examines concepts of marriage and family as social institutions from a cross-cultural perspective. Drawing on both classic and contemporary essays as well as in-depth ethnographic studies of families, we will examine the ways in which intimate relationships are created, understood, and enacted around the globe.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Course Applies to: Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor

ANT 233 - Language and Culture

3 Credits
Offered Fall

This course is an overview of linguistic anthropology and sociolinguists, focusing on the relationship between language, culture, and society. Students will explore the nature of human language by studying language in a variety of social contexts with the goal of better understanding how

language and culture interact to reflect, maintain, alter, and create the social worlds in which we live.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science

ANT 304 - Museum Studies

3 Credits
Offered Fall

A survey of museology, this course introduces students to the history of museums and debates about their role in society. Students will visit and read case studies of ethnographic, history, and art museums among others to explore the relationships between exhibits, museum missions, those they represent, and the communities in which they reside.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology or ANT 105 - Introduction to Cultural Anthropology
Core Curriculum Attribute(s): History and Social Science

ANT 315 - Latin American People and Cultures

3 Credits
Offered Fall

This course involves an in-depth exploration of Latin American and Caribbean culture, both historically and today. We will be investigating the interdependence between economically developed and lesser developed parts of the Latin America, the Caribbean, and other regions of the world. Students will be presented with an anthropological perspective on a range of issues related to the region, using primary cultural documents and ethnographic works to more deeply understand specific Latin American populations.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

ANT 316 - People & Cultures of Russia & East Europe

3 Credits
Offered Spring

Students will explore the culture of contemporary Russia and East Europe from an anthropological perspective using ethnographic research to explore how the socialist past continues to shape contemporary society in the region.

Prerequisite(s)/Restriction(s): ANT 105 - Introduction to Cultural Anthropology or SOC 101 - Introduction to Sociology
Core Curriculum Attribute(s): Global Perspectives, History and Social Science

ANT 328 - Illness and Society

3 Credits
Offered Spring

An introduction to medical anthropology, this course involves an exploration of the social factors that influence

the distribution and treatment of illness in society. The class will also include a critical examination of the U.S. health care system and the evolution of the doctor-patient relationship in our society. Students will be presented with cross-cultural views on a variety of health problems through scholarly articles and ethnographies.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

ANT 329 - Anthropology of Violence

3 Credits
Offered Spring

Domestic violence, sexual assault, hate crimes, and human trafficking are pervasive in the world today, ravaging the lives of ever-growing numbers of people. Using a cross-cultural approach, we will explore the impact of violence on society, its cultural legacies, and discuss examples for building peace and healing.

Prerequisite(s)/Restriction(s): ANT 105 - Introduction to Cultural Anthropology or SOC 101 - Introduction to Sociology
Core Curriculum Attribute(s): History and Social Science

ANT 350 - Topics in Anthropology

3 Credits
Offered Periodically

Examines a topic of current interest in the public sphere from an anthropological perspective. The content and format of the course will be tailored to the topic area.

Core Curriculum Attribute(s): Diversity, Power, and Resistance when topic is "Racialized Masculinities" or "Sport, Race, Gender, and Justice"; History and Social Science
Note: Course may be taken twice as long as topics differ.

ANT 405 - History and Practice of Cultural Anthropology

3 Credits
Offered Fall

This seminar explores the history of cultural anthropology and the major theoretical and methodological developments in the field, through the lens of ethnographic representations and theoretical arguments produced in the 19th through the 21st centuries.

Prerequisite(s)/Restriction(s): Junior or Senior standing, ANT 105 - Introduction to Cultural Anthropology, and at least one additional ANT course
Core Curriculum Attribute(s): History and Social Science

ANT 475 - Internship in Anthropology

3 credits

Offered Fall and Spring

Practical experience in various professional fields related to the Anthropology discipline complementary to the work done in courses.

Prerequisite(s)/Restriction(s): Junior standing or higher. Open to Anthropology majors and minors. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

ANT 497 - Anthropology Senior Thesis

3 Credits

Offered Fall and Spring

Fourth-year students will polish their communication skills and build on prior coursework in the development of a thesis. The goal is preparation of a paper suitable for presentation at an annual meeting of a professional association or a writing sample for graduate school.

Prerequisite(s)/Restriction(s): ANT 105 - Introduction to Cultural Anthropology, SOC 312 - Qualitative Research (WID), and permission of the Instructor and Program Director. Core Curriculum Attribute(s): History and Social Science

Applied Learning

APL 001 - First-Year Experience

1 Credit

Offered Fall

First-Year Experience will introduce first-year students to higher education (e.g., how is college different from high school) and will assist them in better understanding their role in the educational experience offered by Stonehill. Through active engagement in the class and its requirements, first-year students will become more familiar with the expectations and responsibilities that come with being a Stonehill student.

APL 002 - New Transfer Experience

0 Credits

Offered Fall

The New Transfer Experience will introduce new transfer students to the educational experience offered by Stonehill. Through active engagement in the class and its requirements, new transfer students will become more familiar with the expectations and responsibilities that come with being a Stonehill student.

Note: Open to new transfer students only.

APL 042 - Applications of Learning Theory

1 Credit

Offered Fall and Spring

Study skills class for first year students. Cornell system of note-taking taught along with individual learning style assessment, exam strategies and SQ3R method of text book reading. Learn how to break up large tasks and complex ideas into small understandable parts. Strategies have shown to produce significant improvements in GPA.

APL 045 - Math Basics for Scientists and Engineers

1 Credit

Offered As needed

This course will be a survey of mathematical concepts for science and engineering students. There will be no homework given and no exams. Learning will be facilitated via problem solving during class. Some possible topics (not all may be covered due to time limitations) include: algebra, trig. functions, the complex plane, polar coordinates, spherical coordinates, cylindrical coordinates, series, logs, derivatives, integration and statistics.

Note: There is no textbook needed for this course. You will be given credit for attending the course. Course will be graded as pass/fail.

APL 060 - Healthy Living for College Students

1 Credit

Offered Fall

This introductory wellness course will explore the concepts of college health and wellness and will examine alcohol, basic nutrition, stress and time management, mental health/anxiety and depression, relationships, conflict resolution, healthy communication skills, physical fitness, and risk reduction of negative health behaviors.

Note: Course is graded pass/fail.

APL 075 - Life After Stonehill

1 Credit

Offered Fall and Spring

You are preparing to graduate from college. How will you manage that transition, minimize the stress of change and be prepared to start a brand-new phase of life? This one credit course is offered to juniors and seniors who want to actively engage in bridging who they are and what they have learned with their short and long-term career goals. Topics include assessment of self, exploration of career paths, basic budgeting, the art of negotiation and others.

Prerequisite(s)/Restriction(s): Open to juniors and seniors.

Note: Course may not be repeated.

APL 090 - Integrating Democratic Education at Stonehill (IDEAS)

1 Credit
Offered Spring

Integrating Democratic Education at Stonehill (IDEAS) is an interdisciplinary, student-centered program that fosters engagement and active learning by creating an environment for students to share their passions, wisdom, and knowledge with one another. The IDEAS Program is organized around peer-facilitated courses. These one credit, pass/fail, elective classes are intended to compliment, rather than replace, students' traditional academic experiences. Indeed, one of the program's main goals is to enhance student engagement in classes outside of the IDEAS Program.

Enrollment is limited to no fewer than four and no more than eight students in order to promote discussion and engagement. IDEAS courses meet for approximately two hours per week over 13 weeks; students are required to attend and participate in each class meeting.

Note: IDEAS courses are pass/fail and their topics vary from year to year. Students may enroll in up to two IDEAS courses each spring, but may take a total of six in their Stonehill career as long as topics differ. Specific topics and descriptions offered each Spring semester can be found on the Registrar's website.

For more information on IDEAS, contact Prof. Shane Savage-Rumbaugh, Visual and Performing Arts Department.

APL 201 - Pathways to Careers

1 Credit
Offered Fall

What can you do with your major? How can you leverage your interests and academic work for life after Stonehill? The Pathways to Careers program will help you integrate your liberal arts education into the career exploration process by examining each of these questions and helping you align your academic and co-curricular pursuits to skills and career readiness competencies that are in demand by employers today.

APL 300 - Post-Graduate Preparation Seminar - Law School I

0 Credits
Offered Fall and Spring

Students will learn methods for answering each of the LSAT question types as they appear on the LSAT. Test-taking strategies to maximize your strengths and minimize your weaknesses will be emphasized. The course begins with a full-length, three-hour pre-test which will be corrected and discussed during the second class. Mandatory homework will be taken from released LSATs and will support principles taught in class.

Prerequisite(s)/Restriction(s): Junior or senior standing.
Note: Students enrolled in this course will be billed an additional \$300 on their semester tuition bills.

Arabic

ARB 131 - Elementary Arabic I

3 Credits
Offered Fall

This is the first course in a two-semester sequence introducing students to Modern Standard Arabic. By completing both semesters, students will reach the "novice high" proficiency level as defined by the American Council on the Teaching of Foreign Languages, in speaking, listening, reading, writing, and cultural competence.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ARB 132 - Elementary Arabic II

3 Credits
Offered Spring

This course is a continuation of ARB 131 - Elementary Arabic I.

Prerequisite(s)/Restriction(s): ARB 131 - Elementary Arabic I
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ARB 231 - Intermediate Arabic I

3 Credits
Offered Fall

This is the first course of the two-semester sequence in Modern Standard Arabic at the Intermediate level. By completing both semesters, students will reach the "Intermediate Mid-Level" in speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages.

Prerequisite(s)/Restriction(s): ARB 132 - Elementary Arabic II or equivalent
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ARB 232 - Intermediate Arabic II

3 Credits
Offered Spring

This course is continuation of ARB 231 - Intermediate Arabic I.

Prerequisite(s)/Restriction(s): ARB 231 - Intermediate Arabic I
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ARB 490 - Directed Study: Topics in Arabic

1-4 Credits

Offered as needed

Opportunity for upper-level students to do an advanced research project or investigation in an Arabic 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.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director, and submission of the online Directed Study Application and Contract to the Registrar's Office. Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Note: Students must complete 45 hours work/semester per credit.

Biochemistry

BCH 343 - Biochemistry I

3 Credits

Offered Fall

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.

Corequisite(s): CHM 222 - Organic Chemistry II

BCH 344 - Biochemistry II

3 Credits

Offered Spring

A comprehensive examination of metabolism of carbohydrates, lipids, proteins, and nucleic acids.

Prerequisite(s)/Restriction(s): BCH 343 - Biochemistry I

BCH 345 - Biochemistry Laboratory (WID)

4 Credits

Offered Spring

The course applies both classical and modern biochemical techniques to the characterization of amino acids, the purification of proteins, the analysis of enzyme kinetics, and the study of DNA denaturation.

Prerequisite(s)/Restriction(s): BCH 343 - Biochemistry I
Core Curriculum Attribute(s): Writing in the Disciplines

BCH 446 - Advanced Topics in Biochemistry

3 Credits

Offered Periodically

This course provides in-depth coverage of up-to-date advanced biochemical topics. This course is an advanced biochemistry elective for all science majors. The specific content focuses on important and ubiquitous topics in biochemistry and incorporates in-depth study of recently published literature.

Prerequisite(s)/Restriction(s): BCH 343 - Biochemistry I

BCH 447 - Junior Fall Biochemistry Seminar

0 Credits

Offered Fall

Third-year Biochemistry majors meet with Chemistry and Biochemistry faculty once a week for both internal and external seminars. 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. All students are expected to attend and provide professional evaluations of other students' seminar presentations.

Prerequisite(s)/Restriction(s): Junior Biochemistry majors only.

Note: Students will earn four credits in the second semester senior year upon successful completion of BCH 447, BCH 448, BCH 449, and BCH 450.

BCH 448 - Junior Spring Biochemistry Seminar

0 Credits

Offered Spring

Third-year Biochemistry majors meet with Chemistry and Biochemistry faculty once a week for both internal and external seminars. All students are expected to attend and provide professional evaluations of other students' seminar presentations.

Prerequisite(s)/Restriction(s): BCH 447 - Junior Fall Biochemistry Seminar

Note: Students will earn four credits in the second semester senior year upon successful completion of BCH 447, BCH 448, BCH 449, and BCH 450.

BCH 449 - Senior Fall Biochemistry Seminar

0 Credits

Offered Fall

Fourth-year Biochemistry majors meet with Chemistry and Biochemistry faculty once a week for both internal and external seminar presentations. During the fall semester of the fourth year 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. All students are expected to attend and provide professional evaluations of other students' seminar presentations. During the fall

semester, each fourth-year student will be expected to start writing a thesis. Preferably this thesis will cover experimental or theoretical research the student has done.

Prerequisite(s)/Restriction(s): BCH 448 - Junior Spring Biochemistry Seminar

Note: Students will earn four credits in the second semester senior year upon successful completion of BCH 447, BCH 448, BCH 449, and BCH 450.

BCH 450 - Senior Spring Biochemistry Seminar & Thesis

4 Credits
Offered Spring

Fourth-year Biochemistry majors meet with Chemistry and Biochemistry faculty once a week for both internal and external seminar presentations. All students are expected to attend and provide professional evaluations of other students' seminar presentations. Each fourth-year student will be expected to write and defend his/her thesis in the spring semester of the fourth year.

Prerequisite(s)/Restriction(s): BCH 449 - Senior Fall Biochemistry Seminar

Note: Students will earn four credits in the second semester senior year upon successful completion of BCH 447, BCH 448, BCH 449, and BCH 450.

BCH 475 - Internship in Biochemistry

3-15 Credits
Offered Fall and Spring

Opportunity to obtain research or practical experience in biochemistry at an industrial, government, hospital, or university setting.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

BCH 490 - Directed Study - Biochemistry

1-4 Credits
Offered As needed

Investigation in some field for which the student has special interest not covered by a normally-scheduled course. Student must present plans before registration to some full-time faculty member who will agree to direct and evaluate the project.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

BCH 496 - Independent Research - Biochemistry

1-4 Credits
Offered As needed

Opportunity for students to do an advanced research project in a specialized area under the direction of a member of the Biochemistry faculty.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit. BCH 496 must be taken for at least three credits to count as a course towards the major.

BCH 497 - Biochemistry Senior Thesis

3 Credits
Offered Fall and Spring

Students complete an advanced research project in a specialized area under the direction of a Biology or Chemistry faculty member, resulting in a senior thesis. This course will be graded on a pass/fail basis.

Prerequisite(s)/Restriction(s): Senior standing in the Program; approval of both the faculty member directing the project and the Director of the Biochemistry Program required.

Biology

BIO 101 - Biological Principles I

4 Credits
Offered Fall

An introduction to the concepts of molecular biology, the cell, energetics, and genetics.

Core Curriculum Attribute(s): Natural Science
Note: This is a Core Biology course.

BIO 102 - Biological Principles II

4 Credits
Offered Spring

An introduction to the principles of evolution, biodiversity, and ecology.

Core Curriculum Attribute(s): Natural Science
Note: This is a Core Biology course.

BIO 200 - Topics in Biology

3 Credits
Offered Periodically

This course utilizes primary literature to examine biological topics. The objective is to facilitate student learning by combining critical reading of the primary literature with

discussion and short lectures to provide background. Assessment will involve oral presentations, written work and tests. Course may be taken twice, if topics differ.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I and BIO 102 - Biological Principles II

BIO 203 - Human Anatomy and Physiology I

4 Credits
Offered Fall

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.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I and junior or senior standing

BIO 204 - Human Anatomy and Physiology II

4 Credits
Offered Spring

Introduction to the human body. Spring semester focuses on circulatory, respiratory, digestive, urogenital, and endocrine systems.

Prerequisite(s)/Restriction(s): BIO 203 - Human Anatomy and Physiology I and junior or senior standing

BIO 211 - Cell Biology

4 Credits
Offered Fall

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.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I (with a grade of C- or higher) and BIO 102 - Biological Principles II

Core Curriculum Attribute(s): Writing in the Disciplines (WID designation ends as of Spring 2025; moved to BIO 323 Evolution)

Note: This is a Core Biology course.

BIO 212 - Genetics

4 Credits
Offered Spring

Classical genetics of eukaryotes, the biochemistry of gene function, regulation of gene expression, mutation and repair mechanisms, current methods in genetic manipulations, genome sequencing and editing, and genetics of bacteria and their viruses. Laboratory work stresses classical and molecular genetics research techniques.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, and BIO 211 - Cell Biology
Note: This is a Core Biology course.

BIO 261 - Biological Statistics

3 Credits
Offered Fall and Spring

This introductory statistics course explores the collection, analysis, interpretation, and presentation of biological data from laboratory and field studies. It covers descriptive statistics, experimental design, probability, hypothesis testing and statistical inference, analysis of variance, correlation, regression, and non-parametric methods, stressing the appropriate application and utility of various analyses and graphing techniques.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I and BIO 102 - Biological Principles II and open to junior and senior Biology, Environmental Studies & Science, and Neuroscience majors.

Core Curriculum Attribute(s): Statistical Reasoning

BIO 290 - Scientific Methods: The Ocean

3 Credits
Offered Spring

How the ocean works. History of marine science. Ocean environmental factors. Diversity of organisms adapted to different marine communities. Value of marine resources.

Core Curriculum Attribute(s): Natural Science

Note: This course is not open to Biology (B.A. or B.S.), Environmental Studies, and Environmental Science majors or minors.

BIO 301 - Parasitology

4 Credits
Offered alternate years

An exploration of parasites and their complex life-cycles. We will study a wide variety of parasites, their hosts, the vectors that carry them, and the diseases that they cause. We will emphasize human diseases and the immune responses to parasites.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II

Note: This course fulfills the Organismal requirement.

BIO 303 - Environmental Botany

4 Credits
Offered alternate years in Fall

Structure and function of lower and higher plants. Ecological principles. Evolutionary relationships.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I and (BIO 102 - Biological Principles II or ENV 200 - Principles of Environmental Science)

Note: This course fulfills the Ecological requirement.

BIO 304 - Molecular Biology

4 Credits
Offered Fall

This course provides an in-depth coverage of advanced cell and molecular genetics topics, expanding on fundamental topics covered in BIO 212 - Genetics. It reviews modern molecular biology techniques with emphasis on experimental design and data analysis. It incorporates material from the textbook and from current scientific literature. The laboratory portion introduces molecular techniques like cloning, site-directed mutagenesis, and tissue cell culture and transfection.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 211 - Cell Biology, BIO 212 - Genetics, CHM 113 - General Chemistry I, and (CHM 221 - Organic Chemistry I or CHM 232 - General Chemistry II)
Note: This course fulfills the Molecular/Cellular requirement.

BIO 305 - Marine Ecosystems

4 Credits
Offered Fall

Physical, chemical, and biological features of marine ecosystems. Ecological principles. Study of the local Massachusetts coastal region.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I and (BIO 102 - Biological Principles II or ENV 200 - Principles of Environmental Science) and junior or senior standing
Note: This course fulfills the Ecological requirement.

BIO 307 - Ecology

4 Credits
Offered Spring

Structure and dynamics of populations, communities, and ecosystems. Mathematical models.

Prerequisite(s)/Restriction(s): BIO 102 - Biological Principles II, (BIO 101 - Biological Principles I or ENV 200 - Principles of Environmental Science), and junior or senior standing
Note: This course fulfills the Ecological requirement.

BIO 309 - Microbiology

4 Credits
Offered Spring

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.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, BIO 211 - Cell Biology (with a grade of C or higher), and junior or senior standing
Note: This course fulfills the Molecular/Cellular requirement.

BIO 310 - Developmental Biology

4 Credits
Offered Fall

This course will provide students with an understanding of the fundamental concepts of animal and plant development. The course will investigate and integrate the genetic, molecular, and cellular mechanisms of development, organismal diversity in development, and the evolution of developmental processes. Topics will include genetics and gene expression, cell communication, fertilization, cleavage, gastrulation, axis specification, organogenesis, neural development, sex determination, morphogens, patterning, and stem cells.

Prerequisite(s)/Restriction(s): BIO 211 - Cell Biology and BIO 212 - Genetics
Note: This course fulfills the Molecular/Cellular requirement.

BIO 311 - Comparative Vertebrate Anatomy

4 Credits
Offered Fall

System-by-system comparative study of vertebrate anatomy with emphasis on functional morphology. Integrated lecture/lab approach.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I and BIO 102 - Biological Principles II
Note: This course fulfills the Organismal requirement.

BIO 312 - Vertebrate Physiology

4 Credits
Offered Spring

Principles governing the function of excitable and contractile tissues, respiration, circulation, kidney function, and osmoregulation in vertebrates with emphasis on the maintenance of homeostasis.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I and BIO 102 - Biological Principles II
Note: This course fulfills the Organismal requirement.

BIO 316 - Introduction to R Programming for Biologists

3 Credits
Offered Summer

Computers are essential for many aspects of biology. Basic programming is required for everything from accessing and managing data to statistical analysis and modeling. This course will provide an introduction to data management, manipulation, and analysis, with an emphasis on biological problems. The course will be taught using R, but the concepts learned will easily apply to other programming languages that are common in the field of Bioinformatics.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I or BIO 102 - Biological Principles II

Course Applies to: Biochemistry, Data Analytics, Environmental Studies/Science, Health Science, and Neuroscience

Note: No background in programming is required. This course counts as an upper-level Bioinformatics elective for Biology majors.

BIO 323 - Evolution

4 Credits

Offered Fall and Spring

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.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, and junior or senior standing
Core Curriculum Attribute(s): Writing in the Disciplines (WID designation begins Spring 2025)

Note: This is a Core Biology course.

BIO 324 - Endocrinology

4 Credits

Offered Spring

The endocrine system plays an integrative and regulatory role in the organism. Therefore, endocrinology can be discussed in relation to complex biology and behavior. The role of hormones in a variety of topics, including reproductive biology, stress, and diabetes will be discussed.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, and BIO 211 - Cell Biology
Course Applies to: Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor

Note:

This course fulfills the Molecular/Cellular requirement.

BIO 331 - Bioinformatics

4 Credits

Offered Fall

This course introduces common concepts and tools in the field of Bioinformatics with a focus on developing a basic skill set for working with large biological data sets. The digital age has resulted in a period of rapid growth of data, and in biology, this is revolutionizing how we look at the world. Understanding how the field uses computational tools to manage and study these massive datasets is a crucial skill set for the modern Biology student. This course will cover the major sources of data in biology and an overview of the myriad of computational tools available to biologists.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I and BIO 102 - Biological Principles II

Course Applies to: Biochemistry, Data Analytics, Environmental Sciences & Studies, Health Science, Neuroscience

Note: This course counts as an upper-level Bioinformatics elective for Biology majors.

BIO 332 - Applied Bioinformatics

4 Credits

Offered Spring

This course explores the growing field of Bioinformatics through hands-on and project-based learning. Students will learn basic skills in processing common biological data streams including programming in R and/or Python. Students will engage in team research projects that will require in depth learning and experimentation with various bioinformatics programs and algorithms to investigate a common theme or dataset. The exact project topics will be determined on a term-by-term basis and will aim to target current primary literature and new data sources.

Prerequisite(s)/Restriction(s): Sophomore, junior, or senior standing

Course Applies to: Biochemistry, Data Analytics, Environmental Science & Studies, Neuroscience

Note: This course counts as an upper-level Bioinformatics elective for Biology majors.

BIO 406 - Behavioral Ecology

3 Credits

Offered Fall

Behavioral ecology is the study of animal behavior from evolutionary perspectives. Historical, developmental, immediate, and ultimate determinants of animal behavior will all be explored. Topics: foraging, habitat selection, anti-predator behavior, migration, communication, learning, competition, aggression, deception, affiliation, courtship, mating, parental care, domestication and "zombie" behavior. Assignments include an animal behavior grant proposal and a mock grant panel.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, and junior and senior standing. Recommended: BIO 212 - Genetics and/or BIO 323 - Evolution.

Note: This course fulfills the Organismal requirement and also the Biology Capstone.

BIO 407 - Ornithology

4 Credits

Offered alternate years

Ornithology is the study of birds. Lecture covers a variety of topics as they apply to birds, including evolution, ecology, behavior, and conservation. Lab focuses on identification and observation of birds, with field trips to local destinations and a museum bird collection.

Prerequisite(s)/Restriction(s): BIO 102 - Biological Principles II
Course Applies to: Environmental Science

Note: This course fulfills either the Ecological or Organismal requirement, as well as the Biology Capstone.

BIO 409 - Immunology

4 Credits
Offered Fall

Explores the cellular and dissolved components and complex mechanisms that protect humans and other animals from disease. Four hours of lecture per week includes review and in-depth investigation and discussion of immune-related disease in humans.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, and BIO 211 - Cell Biology
Note: This course fulfills the Molecular/Cellular requirement and the Biology Capstone.

BIO 416 - Adaptation to the Environment

3 Credits
Offered alternate years in Spring

Explores physiological adaptations that allow organisms to survive various challenges to homeostasis in harsh environments. The role of physiological parameters such as size, metabolism, and conductance in ecology. Students will present, discuss, and critically evaluate data from a variety of sources.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, and two 300- or 400-level biology courses
Note: This course fulfills the Organismal requirement.

BIO 417 - Biology of Whales

3 Credits
Offered Spring

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.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, and one upper-level biology course
Note: Marine Studies Consortium course. Students should seek registration approval from the Biology Department.

BIO 418 - Biology of Fishes

4 Credits
Offered Spring

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.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, and one upper-level biology course

Course Applies to: This course fulfills the Organismal requirements.

Note: Marine Studies Consortium course. Students should seek registration approval from the Biology Department.

BIO 419 - Wetlands: Ecology, Hydrology, Restoration

3 Credits
Offered Fall

Role of wetlands in hydrology and landscape ecology. Functions of marshes, swamps and bogs in water and nutrient cycles and in biodiversity. Links between wetlands and human activities (agriculture, coastal development, fisheries). Legal framework for protection/restoration of wetlands.

Prerequisite(s)/Restriction(s): One year of introductory science (biology, chemistry or physics) and one semester of upper-level science

Note: Marine Studies Consortium course. Students should seek registration approval from the Biology Department.

BIO 423 - Virology

3 Credits
Offered Spring

Structure and biology of the viruses of eukaryotes and prokaryotes. Emphasis is on the interaction between viral genetic systems and the host cell environment and defense systems.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, BIO 211 - Cell Biology, BIO 212 - Genetics, and senior standing

Note: This course fulfills the Molecular/Cellular requirement and the Biology Capstone.

BIO 475 - Internship in Biological Sciences

3 Credits
Offered Fall and Spring

Individually tailored practical experience in hospital (research, clinical) or related setting (laboratory, veterinary hospital, dental clinic, medical industry, environmental agency or nonprofit organization).

Prerequisite(s)/Restriction(s): Junior or senior standing and permission of Internship Coordinator and Department Chairperson. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship. Only research internships may be approved to fulfill the Capstone requirement.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

BIO 490 - Directed Study - Biological Studies

1-4 Credits

Offered as needed

Investigation in some field not covered by normally scheduled courses.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

BIO 496 - Independent Research - Biology

1-4 Credits

Offered as needed

Opportunity for a student to do a research project in a specialized area of Biology under the direction of a member of the Biology faculty. Student is expected to attend the weekly Biology Research Seminars.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

BIO 498 - Senior Honors Thesis I

1 Credit

Offered Fall

The course provides the opportunity for a student to write a senior thesis based on an independent research (BIO 496), a research internship (BIO 475), a S.U.R.E. project, or other college-level biological research experience. Students are encouraged to complete all, or most, of the research prior to enrollment in BIO 498. Student is expected to attend the weekly Biology Research Seminars. This course is graded Pass/Fail and is only available in the Fall semester.

Prerequisite(s)/Restriction(s): Approval of both the faculty member directing the project (thesis advisor) and the Department Chairperson is required. Open to senior Biology and Neuroscience majors only.

Note: This course in combination with BIO 499 may be approved to fulfill the Biology Capstone with approval of the faculty member supervising the Capstone project and the Department Chair before the first day of classes.

BIO 499 - Senior Honors Thesis II

3 Credits

Offered Fall and Spring

This course is designed to provide students with an opportunity to complete the revisions to the Senior Honors

Thesis (submitted in the fall semester) and to prepare an oral presentation. Student is expected to attend the weekly Biology Research Seminars.

Prerequisite(s)/Restriction(s): BIO 498 - Senior Honors Thesis I and approval of both the faculty member directing the project (thesis advisor) and the Department Chairperson. Note: This course is graded with a letter grade. In the fall semester the course is only open to seniors who intend to graduate in December.

This course in combination with BIO 498 - Senior Honors Thesis I fulfills the Biology Capstone.

Chemistry

CHM 113 - General Chemistry I

4 Credits

Offered Fall and Spring

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.

Core Curriculum Attribute(s): Natural Science

CHM 221 - Organic Chemistry I

4 Credits

Offered Spring

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.

Prerequisite(s)/Restriction(s): CHM 113 - General Chemistry I (with a grade of C- or higher)

CHM 222 - Organic Chemistry II

4 Credits

Offered Fall

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.

Prerequisite(s)/Restriction(s): CHM 221 - Organic Chemistry I (with a grade of C- or higher)

CHM 232 - General Chemistry II

4 Credits
Offered Spring

The course further develops the introductory physical and analytical chemistry initiated in CHM 113 - General Chemistry I, while introducing new topics to complete the coverage of all general chemistry concepts. The topics covered include gases, states of matter, solutions, nuclear chemistry, and an in-depth treatment of kinetics and the equilibria of acid-base, solution, and electrochemical reactions.

Prerequisite(s)/Restriction(s): CHM 113 - General Chemistry I (with a grade of C- or higher) and sophomore standing or permission of the Chemistry Department Chairperson.

CHM 244 - Inorganic Chemistry

4 Credits
Offered Spring

This course covers fundamentals of central topics in inorganic chemistry from historical to modern-day perspectives. Topics include coordination compounds (history, structure, bonding theories, reactivity, applications); solid state chemistry (crystals, lattices, radius ratio rule, defect structures, silicates and other minerals); and descriptive chemistry of the elements.

Prerequisite(s)/Restriction(s): CHM 222 - Organic Chemistry II with a grade of C- or higher

CHM 250 - How to Build a Habitable Planet

3 Credits
Offered Fall

A study of the earth as a dynamic system governed by the interplay between biological, geological and chemical processes. These processes are what make the planet hospitable for life. This understanding is needed to address the environmental issues we face today. Furthermore, these processes have shaped the co-evolution of life and the planet.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I or CHM 113 - General Chemistry I
Course Applies to: Environmental Science and Studies

CHM 301 - Professional Ethics and Safety in Chemistry and Biochemistry

3 Credits
Offered Fall

Discussion and resolution of ethical problems and safety associated with the fields of chemistry and biochemistry will be explored. Topics include responsible treatment of data, reporting scientific information, responsibilities of the peer review system, conflicts of interest, relationship of chemistry to society and its impact on public health and the environment, and issues of safety in the laboratory.

Prerequisite(s)/Restriction(s): CHM 222 - Organic Chemistry II and junior standing

Core Curriculum Attribute(s): Ethical Reasoning

CHM 331 - Analytical Chemistry

4 Credits
Offered Spring

This course provides an in-depth study of chemical equilibrium in acid-base, complexation, oxidation-reduction and precipitation reactions, as well as incorporates a survey of analytical instrumentation. Quantitative analysis methods, including titrations, spectroscopy, chromatography, and potentiometry, are discussed and performed with rigorous statistical evaluation of experimental data in a four-hour weekly laboratory session.

Prerequisite(s)/Restriction(s): CHM 221 - Organic Chemistry I (with a grade of C- or higher)

Core Curriculum Attribute(s): Statistical Reasoning

CHM 333 - Physical Chemistry I

4 Credits
Offered Fall

This course provides in-depth exploration of key chemistry topics in thermodynamics and kinetics. Topics include gas laws, energy transfer, phase equilibrium, chemical potential, properties of solutions, and kinetic theory and mechanism. Specific applications of physical chemistry are given in terms of material science, nanoscience, biochemistry, environmental chemistry, and technology.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II and (CHM 232 - General Chemistry II or CHM 244 - Inorganic Chemistry)

CHM 334 - Physical Chemistry II

3 Credits
Offered Spring

This course explores quantum chemistry and spectroscopy. The Schrödinger equation is solved for a one-dimensional particle-in-a-box, the harmonic oscillator, the rigid rotator, and the hydrogen atom. Approximation methods for many-electron atoms, chemical bonding, group theory, molecular spectroscopy, and lasers are studied as well.

Prerequisite(s)/Restriction(s): CHM 333 - Physical Chemistry I

CHM 432 - Advanced Topics in Analytical Chemistry

3 Credits
Offered alternate years in Fall

This course provides in-depth coverage of advanced analytical chemical topics, expanding upon the fundamentals of analytical chemistry learned in CHM 331 - Analytical Chemistry. The specific content focuses on recent advances in the subject as they relate to a variety of different topics. Examples from current chemical literature will be used

throughout. This course is an advanced chemistry elective for chemistry and biochemistry.

Prerequisite(s)/Restriction(s): CHM 331 - Analytical Chemistry

CHM 435 - Advanced Topics in Organic Chemistry

3 Credits

Offered alternate years in Spring

This course provides in-depth coverage of advanced organic chemical topics, expanding upon the fundamentals of organic chemistry learned in CHM 222 - Organic Chemistry II. The specific content focuses on recent advances in the subject as they relate to a variety of different topics. Examples from current chemical literature will be used throughout. This course is an advanced chemistry elective for chemistry and biochemistry.

Prerequisite(s)/Restriction(s): CHM 222 - Organic Chemistry II and (CHM 244 - Inorganic Chemistry or CHM 232 - General Chemistry II)

CHM 441 - Advanced Chemistry Laboratory - Fall (WID)

4 Credits

Offered Fall

Complementary in content to the CHM 442 - Advanced Chemistry Laboratory - Spring. Modern chemistry techniques, methods, and instrumentation will be applied to experiments integrating material from organic, inorganic, analytical, and physical chemistry. The course will serve to merge concepts from each discipline and to develop self-guided inquiry. Advanced instrumentation to produce useful data and subsequent interpretation of data is emphasized.

Prerequisite(s)/Restriction(s): CHM 244 - Inorganic Chemistry and CHM 331 - Analytical Chemistry
Core Curriculum Attribute(s): Writing in the Disciplines

CHM 442 - Advanced Chemistry Laboratory - Spring

4 Credits

Offered Spring

Complementary in content to the CHM 441 - Advanced Chemistry Laboratory - Fall (WID). Modern chemistry techniques, methods, and instrumentation will be applied to experiments integrating material from organic, inorganic, analytical, and physical chemistry. The course will serve to merge concepts from each discipline and to develop self-guided inquiry. Advanced instrumentation to produce useful data and subsequent interpretation of data is emphasized.

Prerequisite(s)/Restriction(s): CHM 244 - Inorganic Chemistry, CHM 331 - Analytical Chemistry, and CHM 333 - Physical Chemistry I

CHM 443 - Advanced Topics in Physical Chemistry

3 Credits

Offered alternate years in Spring

This course covers current, cutting edge topics in the field of physical chemistry. Students apply and expand their knowledge of thermodynamics and kinetics to explore applications like technology and biochemistry. Examples from the latest papers in the chemical literature are used throughout the course.

Prerequisite(s)/Restriction(s): CHM 333 - Physical Chemistry I

CHM 444 - Advanced Topics in Inorganic Chemistry

3 Credits

Offered alternative years in Fall

This course builds upon the fundamentals of inorganic chemistry learned in CHM 244 - Inorganic Chemistry and also includes recent advances in the field. Topics include: symmetry, group theory, molecular orbital's, frontier orbital's, ligand field compounds, organometallic reactions and catalysis, bioinorganic and environmental chemistry.

Prerequisite(s)/Restriction(s): CHM 244 - Inorganic Chemistry

CHM 447 - Junior Fall Chemistry Seminar

0 Credits

Offered Fall

Third-year Chemistry majors meet with Chemistry and Biochemistry faculty once a week for both internal and external seminars. 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. All students are expected to attend and provide professional evaluations of other students' seminar presentations.

Prerequisite(s)/Restriction(s): Junior Chemistry majors only
Note: Students will earn four credits in the second semester senior year upon completion of CHM 447, CHM 448, CHM 449, and CHM 450.

CHM 448 - Junior Spring Chemistry Seminar

0 Credits

Offered Spring

All third-year Chemistry majors meet with Chemistry and Biochemistry faculty once a week for both internal and external seminar presentations.

Prerequisite(s)/Restriction(s):

CHM 447 - Junior Fall Chemistry Seminar

Note: Students will earn four credits in the second semester senior year upon successful completion of CHM 447, CHM 448, CHM 449, and CHM 450.

Students in the Notre Dame dual-degree program in Chemical Engineering will only take CHM 447 and CHM 448 and will earn one credit for CHM 448.

CHM 449 - Senior Fall Chemistry Seminar

0 Credits
Offered Fall

All fourth-year Chemistry majors meet with Chemistry and Biochemistry faculty once a week for both internal and external seminar presentations. 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 start writing a thesis. Preferably this thesis will cover experimental or theoretical research the student has actually done.

Prerequisite(s)/Restriction(s): CHM 448 - Junior Spring Chemistry Seminar

Note: Students will earn four credits in the second semester senior year upon successful completion of CHM 447, CHM 448, CHM 449, and CHM 450.

CHM 450 - Senior Spring Chemistry Seminar & Thesis

4 Credits
Offered Spring

All fourth-year Chemistry majors meet with Chemistry and Biochemistry faculty once a week for both internal and external seminar presentations. Each fourth-year student will be expected to write and defend his/her thesis in the spring semester of the fourth year.

Prerequisite(s)/Restriction(s): CHM 449 - Senior Fall Chemistry Seminar

Note: Students will earn four credits in the second semester senior year upon successful completion of CHM 447, CHM 448, CHM 449, and CHM 450.

CHM 475 - Internship in Chemistry

3 Credits
Offered Fall and Spring

Research or practical experience in the field at an outside industrial, government, hospital, or university setting.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

CHM 490 - Directed Study - Chemistry

1-4 Credits
Offered as needed

Opportunity for upper level students to do advanced work in a specialized area of chemistry.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

CHM 496 - Independent Chemistry Research

1-4 Credits
Offered as needed

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(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit. Independent Research must be taken for three credits to count as a course towards the major. May be taken more than once.

CHM 497 - Senior Thesis

3 Credits
Offered Fall

Students complete an advanced research project in a specialized area of chemistry under the direction of a chemistry faculty member, resulting in a senior thesis. This course will be graded on a pass/fail basis.

Prerequisite(s)/Restriction(s): Senior standing in the department and approval of both the faculty member directing the project and the Department Chairperson required

Chinese

CHN 131 - Elementary Chinese I

3 Credits
Offered Fall

An introduction to modern standard Chinese commonly referred to as Mandarin. Focus of the course is on basic listening, speaking, reading and writing skills and Pinyin (spelling the sound) system. Students will learn common

vocabulary, simple sentence structures and everyday conversational Chinese. Both simplified and traditional character formations will be introduced but the writing will emphasize the simplified form. Chinese culture, customs and history will be incorporated into the course curriculum.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

CHN 132 - Elementary Chinese II

3 Credits
Offered Spring

This course is a continuation of CHN 131 - Elementary Chinese I.

Prerequisite(s)/Restriction(s): CHN 131 - Elementary Chinese I or equivalent

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

CHN 231 - Intermediate Chinese I

3 Credits
Offered Fall

In both semesters of the intermediate course, students expand their previous ability in their foreign language and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. The course integrates history and culture, as well as contemporary events and issues.

Prerequisite(s)/Restriction(s): CHN 132 - Elementary Chinese II or equivalent

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

CHN 232 - Intermediate Chinese II

3 Credits
Offered Spring

This course is a continuation of CHN 231 - Intermediate Chinese I.

Prerequisite(s)/Restriction(s): CHN 231 - Intermediate Chinese I or equivalent

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

CHN 331 - Advanced Chinese I

3 Credits
Offered Fall

In both semesters of Advanced Chinese, students build upon their previous ability and develop the ability to: speak simple

dialogue of paragraph length; understand more authentic speech; write a series of coherent paragraphs; read authentic text to acquire information. The course integrates history and culture, as well as contemporary events and issues.

Prerequisite(s)/Restriction(s): CHN 232 - Intermediate Chinese II or equivalent

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Note:

CHN 332 - Advanced Chinese II

3 Credits
Offered Spring

This course is a continuation of CHN 331 - Advanced Chinese I.

Prerequisite(s)/Restriction(s): CHN 331 - Advanced Chinese I or equivalent

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

CHN 333 - Chinese TV Series

3 Credits
Offered Spring

Study of contemporary Chinese TV Series with an emphasis on conversation, culture and language proficiency. The class will view and discuss TV episodes. Students will study the corresponding scripts, related grammar and vocabulary. Completion of written and oral assignments is also required.

Prerequisite(s)/Restriction(s): CHN 232 - Intermediate Chinese II or equivalent

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

CHN 334 - Chinese Conversation and Composition

3 Credits
Offered Spring

This course is designed to strengthen speaking and writing skills. Students will work independently or with others to write short skits and rehearse them in class. Topics will be related to issues in daily life, such as friendships, school life, dating, shopping, dining, traveling, etc.

Prerequisite(s)/Restriction(s): CHN 232 - Intermediate Chinese II or higher

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

CHN 335 - Advanced Chinese III

3 Credits
Offered periodically

Students continue to build upon their previously acquired abilities while honing the skills necessary to engage in

more complex conversations, understand authentic speech, write series of coherent paragraphs, and read authentic texts. The course integrates history and culture, as well as contemporary events and issues.

Prerequisite(s)/Restriction(s): CHN 332 - Advanced Chinese II or permission of instructor
Course Applies to: Global Perspectives, Language, Arts, and Humanities

CHN 336 - Advanced Chinese IV

3 Credits
Offered periodically

Students continue to build upon their previously acquired abilities while honing the skills necessary to engage in more complex conversations, understand authentic speech, write series of coherent paragraphs, and read authentic texts. The course integrates history and culture, as well as contemporary events and issues.

Prerequisite(s)/Restriction(s): CHN 335 - Advanced Chinese III or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

CHN 337 - Chinese for Business

3 Credits
Offered periodically

With a focus on communicating within a professional context, this course enables students to build upon their previously acquired abilities. More specifically, students hone the skills necessary to engage in professional conversations, understand authentic speech, write a series of coherent paragraphs, and read authentic texts. The course integrates history and culture, as well as contemporary events and issues.

Prerequisite(s)/Restriction(s): CHN 332 - Advanced Chinese II or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

CHN 338 - Topics in Chinese I

3 Credits
Offered periodically

Dedicated to increasing students' proficiency in Chinese and/or to exploring a cultural manifestation. Students continue to build upon their previously acquired abilities while honing the skills necessary to engage in more complex conversations, understand authentic speech, write series of coherent paragraphs, and read authentic texts. The course integrates history and culture, as well as contemporary events and issues.

Prerequisite(s)/Restriction(s): CHN 332 - Advanced Chinese II or permission of instructor

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Note: Course may be taken twice as long as topics differ.

CHN 490 - Directed Study: Topics in Chinese

1-4 Credits
Offered as needed

Opportunity for upper-level students to do an advanced research project or investigation in a Chinese 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.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Note: Students must complete 45 hours work/semester per credit.

Communication

COM 103 - Public Speaking

3 Credits
Offered Fall and Spring

Theory and practice of communicating in one-to-many situations. Students research, organize, and deliver several types of speeches, as well as critique various forms of public communication.

COM 105 - Interpersonal Communication

3 Credits
Offered Fall and Spring

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.

Core Curriculum Attribute(s): History and Social Science

COM 107 - Introduction to Media Studies

3 Credits
Offered Fall and Spring

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.

Core Curriculum Attribute(s): History and Social Science

COM 203 - Studies in Persuasion

3 Credits

Offered Fall and Spring

Analysis of social and theoretical aspects of persuasion, development of attitudes, beliefs and attitude change in contexts such as advertising, marketing, and social media.

COM 206 - Introductory Statistics for Communication

3 Credits

Offered Fall and Spring

Examines statistical techniques used in social science research. Topics include types and importance of variables; descriptive and inferential statistics; sampling; correlational and causal relationships; hypothesis construction and testing through various statistical measures.

Prerequisite(s)/Restriction(s): COM 105 - Interpersonal Communication or COM 107 - Introduction to Media Studies
Core Curriculum Attribute(s): Statistical Reasoning

COM 207 - Media Criticism

3 Credits

Offered Fall and Spring

Survey of internal and external constraints in production of mediated messages. Analysis of news, advertising, and entertainment processes and products.

Prerequisite(s)/Restriction(s): COM 107 - Introduction to Media Studies
Core Curriculum Attribute(s): History and Social Science

COM 220 - Understanding Film

3 Credits

Offered Spring

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.

Course Applies to: Cinema Studies
Note:

COM 305 - The Art and Science of Happiness and Communication

3 Credits

Offered Fall

The quality of your communication directly affects the quality of your life. This course explores how happiness and communication are intertwined. We will look at what recent research reveals about factors that promote happiness. Students will be invited to apply these strategies in everyday life. This course strives to educate both the Heart and the Mind.

Prerequisite(s)/Restriction(s): Any communication course or permission by instructor

Core Curriculum Attribute(s): History and Social Science

COM 310 - Organizational Communication

3 Credits

Offered Fall and Spring

Principles of communication in business and nonprofit organizations. Topics include communication theories, leadership and motivation, superior-subordinate communication, organizational culture, networks, and conflict management.

Prerequisite(s)/Restriction(s): COM 105 - Interpersonal Communication
Core Curriculum Attribute(s): History and Social Science

COM 311 - Public Relations and Social Media

3 Credits

Offered Fall and Spring

Theoretical and practical.

Written and visual materials for a variety of organizational goals. Tools of communication, public relations - law and ethics, problem solving, persuasion and public opinion, media relations.

Prerequisite(s)/Restriction(s): At least one communication course
Core Curriculum Attribute(s): History and Social Science

COM 312 - Crisis Communication

3 Credits

Offered Fall and Spring

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

Prerequisite(s)/Restriction(s): At least one communication course
Core Curriculum Attribute(s): History and Social Science

COM 315 - Intercultural Communication

3 Credits

Offered Fall

Examines the role of communication in the creation and transmission of cultural knowledge and practice. Discusses the impact of communication differences in cross cultural contexts.

Prerequisite(s)/Restriction(s): COM 105 - Interpersonal Communication
Core Curriculum Attribute(s): Global Perspectives, History and Social Science

COM 316 - Family Communication

3 Credits
Offered Spring

This course is designed as an introduction to communication phenomena in the setting of the family. The overall goal is help you understand how, through communication, we develop, maintain, enhance, or disturb family relationships.

Prerequisite(s)/Restriction(s): COM 105 - Interpersonal Communication

COM 318 - Persuasion and Social Movements

3 Credits
Offered Fall

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

Prerequisite(s)/Restriction(s): COM 203 - Studies in Persuasion
Core Curriculum Attribute(s): History and Social Science

COM 321 - Topics in Film Genres

3 Credits
Offered Fall

A survey of one or more film genres. Topics may vary.

Course Applies to: Cinema Studies Minor, Digital Media Production Minor, Gender and Sexuality Studies B.A. (when topic has is related to gender and sexuality), Gender and Sexuality Studies Minor (when topic has is related to gender and sexuality)

Note: Course may be taken up to four times, but Communication students may only count one toward the major or minor.

COM 322 - Communication Research Methods

3 Credits
Offered Fall and Spring

Introduction to basic techniques for investigating common communication problems. Topics include focus group interviews, questionnaire design, critical methodology, content analysis, and other basic data collection methods used in communication organizations. Designed for Communication majors seeking a research course which emphasizes practical applications.

Prerequisite(s)/Restriction(s): Sophomore standing
Course Applies to: Data Analytics

COM 323 - Topics in Film

3 Credits
Offered Fall

The topics of this seminar vary, but include a critical analysis of film-related subject matter.

Course Applies to: Cinema Studies, Digital Media Production, Gender & Sexuality Studies (depending on topic), Visual Studies (depending on topic)
Note: Course may be taken up to four times, but Communication students may only count one toward the major or minor.

COM 325 - Leadership and Communication

3 Credits
Offered Fall

Examination of leadership theories and diverse styles of leading within various contexts. In particular, this course will explore the vital role of communication processes in relation to leadership effectiveness. This course will also give students the opportunity to reflexively examine their own styles of leadership as well as identify areas for continued improvement.

Prerequisite(s)/Restriction(s): COM 103 - Public Speaking or COM 105 - Interpersonal Communication
Core Curriculum Attribute(s): History and Social Science

COM 333 - Topics in Media Studies

3 Credits
Offered Fall and Spring

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

Prerequisite(s)/Restriction(s): COM 107 - Introduction to Media Studies

Course Applies to: History and Social Science

Note: Course may be taken three times as long as topics differ.

COM 414 - Topics in Communication

3 Credits
Offered periodically

The topics of this seminar vary according to student needs and interests. Course may be taken three times.

COM 420 - Capstone in Communication and Media Studies

4 Credits
Offered Fall and Spring

Survey of development of media communication theory and research. Discussion of production, mediation, reception, and effects theories. Students will take part in an extensive community-based learning project at an after-school program.

Prerequisite(s)/Restriction(s): Senior standing and at least 8 COM courses

Note: Begins Spring 2025

COM 441 - Rhetorical Criticism (WID)

4 Credits
Offered Fall

This course will focus on enhancing students' abilities to critically analyze and respond to public messages found in political speaking, public advocacy, popular culture and media narratives. Students will learn and apply effective writing techniques throughout the term, resulting in a final critical essay.

Core Curriculum Attribute(s): History and Social Science, Writing in the Disciplines (This is a particularly good option for students in Communication, Creative Writing, and Journalism.)

COM 452 - Communication Honors Thesis

3 Credits
Offered Fall and Spring

In consultation with a faculty member, students in the Department of Communication Honors Program conduct original research on a topic related to their emphasis in communication. Students must begin their research no later than one semester prior to the semester in which they plan to graduate. An official copy of the thesis will remain on file with the Department and with the college archives.

Prerequisite(s)/Restriction(s): COM 322 - Communication Research Methods and open to junior and senior Communication Majors in the Department of Communication Honors Program. Permission of Instructor. Note: May be repeated for a maximum of 6 credits.

COM 475 - Internship in Communication

0-6 Credits
Offered Fall and Spring

Practical experience in various professional fields related to the Communication discipline complementary to the work done in courses.

Prerequisite(s)/Restriction(s): COM 105 - Interpersonal Communication and COM 107 - Introduction to Media Studies, minimum of 3.0 GPA and permission of Internship Coordinator. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits. Communication Majors and Minors may take 3 times (max 9 credits).

COM 490 - Directed Study - Communication

1-4 Credits
Offered as needed

Opportunity for upper-level students to do an advanced research project or investigation in a field of special interest

not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

Critical Race and Ethnic Studies

CRE 101 - Introduction to Critical Race and Ethnic Studies

3 Credits
Offered Fall

This course will examine broadly Indigenous, African American, Latinx, and Asian American Pacific Islander communities in the United States. It provides an understanding of how power, resistance, and community formations take place across minoritized communities in the United States.

Core Curriculum Attribute(s): Diversity, Power, and Resistance

CRE 200 - Topics in Ethnic Studies

3 Credits
Offered periodically

This is a course that systematically investigates theories of race and theories of indigeneity with a focus on histories, literatures, and social scientific research. This course will provide a particular focus that engages with one area of study within Critical Race and Ethnic Studies. Thus, the class will focus specifically on Black Studies, Latinx Studies, Indigenous Studies, or Asian American Studies. It will provide a wider examination of one of these thematic areas of focus.

Core Curriculum Attribute(s): Diversity, Power, and Resistance

CRE 300 - Advanced Topics in Ethnic Studies

3 Credits
Offered alternative years in Fall

This advanced-level course systematically investigates theories of race, gender, sexuality, nation, class, and ability in order to understand race, racialization, and racism in US society. It is a theoretical investigation of race in the United States while examining the transnational, transhistorical race-making practices.

Prerequisite(s)/Restriction(s): CRE 101 - Introduction to Critical Race and Ethnic Studies

Core Curriculum Attribute(s): Diversity, Power, and Resistance

CRE 450 - Senior Seminar in Critical Race and Ethnic Studies

1-4 Credits

Offered periodically or as needed

The Senior Seminar fulfills the Capstone requirement for students in the Critical Race and Ethnic Studies major. Students in this enrichment seminar will focus on the nature of Ethnic Studies and reflect on their own major experience.

Prerequisite(s)/Restriction(s): Open to CRE majors with junior or senior standing

CRE 475 - Internship in Critical Race and Ethnic Studies

0-6 Credits

Offered periodically or as needed

This internship offers students practical experience in various professional fields related to Critical Race and Ethnic Studies, complementary to the work done in courses.

Prerequisite(s)/Restriction(s): CRE 101 - Introduction to Critical Race and Ethnic Studies, minimum of 3.0 GPA, and permission of Internship Coordinator. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

CRE 490 - Directed Study in Critical Race and Ethnic Studies

1-4 Credits

Offered as needed

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.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.
Course Applies to: Critical Race and Ethnic Studies B.A.

Criminology

CRM 120 - Critical Introduction to Criminal Justice

3 Credits

Offered Fall and Spring

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.

Prerequisite(s)/Restriction(s): Open to first-year and sophomore Criminology majors first. Upperclassmen must obtain permission of the instructor.

Core Curriculum Attribute(s): History and Social Science

CRM 201 - Criminological Theories

3 Credits

Offered Fall and Spring

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.

Prerequisite(s)/Restriction(s): Sophomore or junior standing or by permission of the instructor.

CRM 204 - Sociology of the Prison

3 Credits

Offered Spring

This course examines the basic structure of American prisons-their purposes and their effects. Focal issues include the history and rationale for imprisonment, the world of the prisoner and the correctional officer, and rehabilitation. Students will examine the development of prison policy and its implementation with regards to current criminological theory and research. Current public opinion will be discussed throughout the course.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): History and Social Science

CRM 205 - Introduction to Policing

3 Credits

Offered Spring

This course will explore the law enforcement component of the criminal justice system. It will include discussions on different policing models; police management and organization; the recruitment and selection process; the patrol function; the investigation function; as well as special topics in policing like use of force and the impact of technological advances.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories, open to first-year and sophomore students or by permission of the instructor.

Core Curriculum Attribute(s): History and Social Science

CRM 208 - Sex Offenders: Patterns and Behaviors

3 Credits

Offered Spring

This course examines theories and research on sexual assault and sex offenders, evaluates the effectiveness of assessment and treatment practices, and explores supervision/legal strategies designed to prevent recidivism of sex offenders.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories

CRM 224 - Juvenile Delinquency

3 Credits

Offered Fall and Spring

An examination of juvenile delinquency in American society. Topics include the historical background and "invention" of delinquency, cross-cultural definitions of delinquency, theories of delinquency, social class differences, and the juvenile court system. The course critically examines the social, health, and mental health services which have been utilized by this society in attempts to prevent or "treat" delinquent behavior.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): History and Social Science

CRM 225 - Probation & Parole

3 Credits

Offered Fall and Spring

The purpose of the course is to provide students with insight and understanding into the origins of Probation and Parole and its use and impact on the criminal justice system. Students will complete the course materials with a strong understanding into to the administering of Probation and Parole and its use at the federal, state, and local levels in the supervision of criminal offending populations. The advent of community corrections and its use by probation and parole agencies will be an integral part of class discussions.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): History and Social Science

CRM 226 - Race, Racial Justice, and Equity

3 Credits

Offered Fall and Spring

The course provides an overview of race and racial justice in the United States and the historical underpinnings of the Racial and Ethnic Disparities (RED) that have impacted the fair and impartial delivery of justice. Topical areas include the social and structural underpinnings rooted in race and the impact that it has had in driving RED in arrests, conviction, and sentencing in all aspects of the criminal justice system. Students will be introduced to the importance and the

need for a counterbalance in using workplace diversity and cultural competency to improve criminal justice outcomes relative to race and racial justice.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): Diversity, Power, and Resistance

CRM 227 - Introduction to Corrections

3 Credits

Offered Fall and Spring

The purpose of this course is to provide students with a general, theoretical, and practical understanding of the field of corrections in the United States. More specifically, we will explore the following areas: the history and goals of corrections, the various organizations that comprise the American correctional system, institutional and community-based corrections, current issues in the area of corrections, and the complexities of living and working in the correctional environment.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): History and Social Science

CRM 273 - Criminal Mind, Mental Illness and Criminology

3 Credits

Offered Fall

The course examines crime and mental illness, including social-psychological theories of crime; co-occurring psychological disorders; problem-solving courts (drug treatment, mental health, and re-entry) comprising the emerging field of "therapeutic jurisprudence"; and mentally ill offenders in prison and community settings. Sociological issues of gender, class, and race will be discussed wherever relevant.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): History and Social Science

CRM 295 - Topics in Criminology

3 Credits

Offered Fall and Spring

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.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Note: Course may be taken three times as long as topics differ.

CRM 303 - Procedural Criminal Law

3 Credits

Offered Fall and Spring

This course covers how the amendments within the Bill of Rights impact the due process rights of those accused of crimes. These include: arrest; search and seizure; electronic surveillance; entrapment, right to counsel; privilege against self-incrimination; plea bargaining; and double jeopardy.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories

CRM 304 - Victims of Crime

3 Credits

Offered Fall

This course involves the study of crime victims and their experiences with the Criminal Justice System, with some focus on intimate partner violence and its history as a social problem. Additionally, time is spent on victims from marginalized sub-groups (those living in rural areas; ethnic minorities; LGBTQ community, children, elders, the disabled) who have a difficult time seeking justice through the courts.

Core Curriculum Attribute(s): Diversity, Power, and Resistance

CRM 305 - Substantive Criminal Law

3 Credits

Offered Fall and Spring

This course provides an overview of basic legal concepts pertaining to criminal law, including violent, property, theft, and inchoate offenses. Students will examine the principles of criminal liability through three sources of criminal law: the Common Law, the Model Penal Code, and any modern statutory distinctions. Analysis of affirmative defenses and the concept of reasonable doubt as a defense are explored.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories

CRM 306 - Trauma: Its Impact on Children

3 Credits

Offered Spring

Growing research on childhood trauma and Adverse Childhood Experiences (ACEs) and their impact on the developing child is exciting. Research and findings in the neurobiology of trauma has dramatically changed our understanding of the cognitive, emotional, and physical elements in human development. This research is accompanied by expanding knowledge of effective interventions. This course focuses on both areas: the nature of childhood trauma and effective interventions for children affected by trauma.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories

CRM 307 - Mechanics of the Courtroom

3 Credits

Offered Spring

The first half of the course is an examination of our nation's court system through a sociological lens to learn about the roles of the court work group members, their decision making patterns, and their impact on sentencing. The second half of the course covers basic principles of legal strategy: preparation of witnesses; techniques for effective openings, closings, cross and direct examinations; and impeachment of witnesses. The class ends with an interactive mock trial.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories (CRM 305 - Substantive Criminal Law is recommended)

CRM 309 - The Jury System

3 Credits

Offered Fall

The course is designed to provide students with a foundation of knowledge about the participants, current issues and rules of procedure, evidence and law which govern jury trials. After examining the historical and contemporary role of the jury system and comparing alternative foreign justice systems, the class focuses on the importance of the jury in the justice system.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories

CRM 310 - Research Methods for Criminology (WID)

4 Credits

Offered Fall and Spring

This course examines the methods and techniques of research in criminal justice and criminology. Emphasis will be given to the development of hypotheses from theory, ethical considerations in social research, research design, modes of scientific observation, application and analysis of data, and interpretation of results. Students receive a basic conceptual framework for understanding, interpreting, and critiquing social science research as well as practical experience in designing empirical research and writing a review of literature. This class serves as the Writing-in-the-Discipline class for Criminology and as such involves intensive writing and peer review.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice, CRM 201 - Criminological Theories, and junior standing or higher. Open to Criminology majors. Core Curriculum Attribute(s): Writing in the Disciplines

CRM 311 - Statistical Analysis in Criminology

3 Credits

Offered Fall and Spring

An introduction to descriptive and inferential statistics as applied to the field of criminology. Topics include measures of distribution, frequency, cross-tabulation, and analysis of variance and correlation. The course will also cover creating variable lists, data coding, creating databases for criminal justice agencies, analyzing the data using a variety of software packages, and presenting the data in narrative and graphic formats. Students will learn how to use Microsoft ACCESS to create databases, the Statistical Package for the Social Sciences (SPSS) to analyze data, and Microsoft PowerPoint for statistical presentations.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice, CRM 201 - Criminological Theories, and junior standing or higher. Open to Criminology majors.
Core Curriculum Attribute(s): Statistical Reasoning

CRM 312 - Youth and the Law

3 Credits

Offered periodically or as needed

This class will explore the legal process in the juvenile court system and analyze the complex ethical, moral, and social issues that arise. During the semester students will gain an understanding of care and protection cases, guardianships, status offenses and juvenile delinquencies.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories

CRM 313 - Faith, Justice, and the Criminal Justice System

3 Credits

Offered Fall and Spring

Every day, professionals within the criminal justice system are tasked with one responsibility—seek justice. This course will explore the notion of justice and its role within the criminal justice system, using the Catholic, Christian faith tradition as a compass. The course will look at the interplay between the virtues of wisdom, charity, courage, and prudence, along with the themes of mercy, accountability, solidarity, and community in an effort to understand the virtue of justice within criminal law. Topics include: criminal justice reform, police brutality, the War on Drugs, mass incarceration, the opioid crisis, and gun violence.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): Catholic Thought and Action

CRM 314 - Practicum: Victims in the Courtroom

3 Credits

Offered Spring

A select group of students will have the opportunity to go to court on a weekly basis. Under the supervision of the instructor, the students will assist victims of crimes through the judicial process. Duties will include: restraining order applications; preparation of victim impact statements; and appearing before the judge.

Prerequisite(s)/Restriction(s): CRM 304 - Victims of Crime and permission of instructor

CRM 315 - Women, Criminality, and the System

3 Credits

Offered periodically

Examines the nature and extent of women offenders and offenses committed, as well as theoretical framework of their offending. In addition, it looks at the way women are treated within the criminal justice and juvenile justice systems.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): Diversity, Power, and Resistance

CRM 318 - Federal Criminal Process

3 Credits

Offered Fall

This course examines federal authority and responsibility for criminal acts, including constitutional issues, federal statutes (RICO, money laundering, tax offenses, domestic terrorism, public corruption), federal enforcement agencies, criminal procedure, federal grand jury, and Federal Sentencing Guidelines. Unique tools available to federal law enforcement agencies and prosecutors - asset forfeiture, electronic interception, the Patriot Act - will be discussed.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories

CRM 353 - Ethics, Values, and Diversity in Criminal Justice

3 Credits

Offered Fall and Spring

It has been said that criminal justice is an infant discipline compared to most. Perhaps, according to the author of ethics in criminal justice, Sam Souryal, this explains why we tend to be more concerned about crime rather than justice, and process rather than philosophy. This course will examine the roles of ethics, value and diversity in all areas of our criminal justice system today. We will explore the major issues involved in establishing, implementing, and maintaining the highest standards of excellence, values and ethical behavior for professionals in our field. We will identify the major challenges the system is facing as it deals

with an increasingly diverse society, exploring such issues as profiling, hate crimes, women in criminal justice, etc. We will identify the elements involved in making ethical decisions as provided by some of the earlier philosophers e.g. Socrates, Plato, Aristotle, etc. Leading to the principle of "Summum Bonum." We will utilize this process in reasoning through numerous ethical scenarios we face daily in our criminal justice system. Finally, we will discuss the importance of leadership during these critical times, building the ideal environment, understanding diversity and temperament, and managing the various power bases that left unchecked may negatively impact our goals relative to ethic, values and diversity.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): Ethical Reasoning

CRM 355 - Global Crime

3 Credits
Offered Fall

This course provides a foundation for understanding causation, victimization, and control problems of various forms of transnational and international crimes. To understand the context for these crimes the course begins with an introduction to globalization and its effects on society, people, and crime. The second part of the course examines the nature and manifestations of various forms of global crimes ranging from genocide to human trafficking, organized crime, and corporate deviance.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): Global Perspectives, History and Social Science
Course Applies to: Anthropology

CRM 356 - Terrorism

3 Credits
Offered Fall

This course examines the context for terrorism, with the aim of understanding what terrorism is, its manifestations, and root causes. Starting with the historical origins of the concept of 'terror', the course covers state terror, domestic terrorism, the internationalization of terrorism, discussing various terrorist groups in the United States and around the world. The class culminates in an analysis of counter-terrorism and due process in the United States.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories
Core Curriculum Attribute(s): Global Perspectives, History and Social Science
Note: Course formerly offered as CRM 455 Seminar: Terrorism

CRM 357 - American Street Gangs

3 Credits
Offered periodically or as needed

This course provides an overview of youth gangs and their sociological underpinnings, which are rooted in poverty and racism. Topical areas are discussed in relation to these key factors. Study topics include the history of gangs, theories about gang formation and individual membership, gangs and criminal behavior, socio-cultural importance of gangs, and strategies to control gang behavior. The course will utilize current gang issues in the US generally, and in Massachusetts in particular, as a basis to better understand the nuances of youth gangs.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories

CRM 395 - Topics in Criminology

3 Credits
Offered Fall and Spring

Examines topics of current interest in criminology. The specific content focuses on timely, cutting edge critical topics in the field, as well as research and case studies that are of academic importance. Content varies as topics evolve. Course may be taken twice as long as topics differ.

Prerequisite(s)/Restriction(s): CRM 120 - Critical Introduction to Criminal Justice or CRM 201 - Criminological Theories

CRM 410 - Seminar: Juvenile Justice

3 Credits
Offered Spring

This course examines promising strategies, primarily in the private sector, for handling juvenile offenders. Students directly observe programs and work with program managers to develop plans to expand community-based and private-sector support. Presentation, advocacy, and networking skills are emphasized.

Prerequisite(s)/Restriction(s): CRM 224 - Juvenile Delinquency and one additional CRM course

CRM 411 - Seminar: Police and Society

3 Credits
Offered Spring

Police discretion and values. Affirmative action, hiring, training, police organization, police and the community. Research and evaluation in criminology.

Prerequisite(s)/Restriction(s): CRM 201 - Criminological Theories and one additional CRM course

CRM 412 - Seminar: Punishment and Public Policy

3 Credits

Offered Spring

Seminar will focus on the development of punishment policy, judicial discretion, and the sanctioning process. It will trace the history of punishment in the US; compare our policies with those of other countries; and examine the impact of punitive society. Students will study death penalty policy, considering its morality, implementation, and impact.

Prerequisite(s)/Restriction(s): CRM 201 - Criminological Theories and one additional CRM course

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

3 Credits

Offered Fall

A comparative examination of women and minorities in the criminal justice system. Topics include women and minority offenders; women and minority victims; women and minorities at different stages of the criminal justice process (police, courts, and corrections); women and minorities employed within the system; and societal attitudes toward women and minorities involved in the system.

Prerequisite(s)/Restriction(s): CRM 201 - Criminological Theories and one additional CRM course

Core Curriculum Attribute(s): Diversity, Power, and Resistance
Course Applies to: Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor

CRM 432 - Seminar: At-Risk Families and Youth

3 Credits

Offered Fall

This course examines characteristics of the growing numbers of families and youths on the "fault line" of present-day society in the United States. Causes and solutions that have been proposed to understand, control, and redress problems of at-risk families and youths are discussed. Topics include social stratification, victimization, crime prevention, innovative school programs, and other social intervention programs.

Prerequisite(s)/Restriction(s): CRM 201 - Criminological Theories or CRM 224 - Juvenile Delinquency and one additional CRM course

CRM 440 - Seminar: White Collar Crime

3 Credits

Offered Fall

The course focuses on crimes committed by persons of respectability and high social status as opposed to traditional "street crimes" normally spotlighted in criminal justice courses. Such crimes include: restraint of trade, misrepresentation in advertising, infringement of

patents and copyrights, unfair labor practices, financial fraud, and violations of trust. The extent, societal costs, and enforcement practices of such crimes are evaluated. Implications for prevention and for the punishment of offenders are presented for class discussion. The case method is used as the basis of class structure.

Prerequisite(s)/Restriction(s): CRM 201 - Criminological Theories and one additional CRM course

CRM 470 - Capstone Internship in Criminology

4 Credits

Offered Fall and Spring

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 criminal justice setting.

Prerequisite(s)/Restriction(s): Senior or second-semester, junior Criminology majors who have completed CRM 201 - Criminological Theories, CRM 310 - Research Methods for Criminology (WID), and at least one other Criminology course. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab in myHill to register for this Internship. May not take the Capstone twice.
Core Curriculum Attribute(s): Capstone
Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site plus the on-campus class to earn 4 credits.

CRM 471 - Capstone Internship in Criminology

6 Credits

Offered Fall and Spring

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 criminal justice setting.

Prerequisite(s)/Restriction(s): Senior and second-semester, junior Criminology majors who have completed CRM 201 - Criminological Theories, CRM 310 - Research Methods for Criminology (WID), and at least one other criminology course. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab in myHill to register for this internship. May not take the Capstone twice.
Course Applies to: Capstone
Note: An intern will typically spend at least 16 hours/week for a minimum of 224 hours on site to earn 6 credits.

CRM 475 - Internship in Criminology

3 Credits

Offered Fall and Spring

Opportunity to gain practical experience and/or research skills in local, state, or federal criminal justice agencies.

Prerequisite(s)/Restriction(s): CRM 201 - Criminological Theories, plus three additional CRM courses. Limited to Criminology majors with junior standing (starts the summer before junior year). Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

CRM 490 - Directed Study - Criminology

1-4 Credits

Offered as needed

Supervised reading and research investigation in some field for which the student has special interest not covered by a normally-scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

CRM 496 - Independent Research - Criminology

1-4 Credits

Offered as needed

Opportunity for students to do an advanced research project in a specialized area under the direction of a member of the Criminology faculty.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

CRM 497 - Senior Thesis

3 Credits

Offered periodically

Fourth-year students will polish their communication skills and build on prior coursework. The goal is preparation of a paper suitable for presentation at an annual meeting of a professional association during the spring semester. Taught in seminar/workshop format, the course includes presentations from departmental faculty about conducting research in sociology, criminology and anthropology.

Prerequisite(s)/Restriction(s): Permission of Department Chairperson

Computer Science

CSC 102 - Introduction to Programming

3 Credits

Offered Fall and Spring

An introduction to computers, programming and problem solving using a modern programming language such as Python, Java, or Visual Basic.

Core Curriculum Attribute(s): Natural Science

Course Applies to: Data Analytics, Digital Humanities

CSC 103 - Computer Science I

4 Credits

Offered Fall

An introduction to programming and problem solving using Java. Topics include Input and Output; Selection; Repetition; Methods; Recursion; Arrays; Classes and Objects.

Course Applies to: Data Analytics, Digital Humanities, Data Science

CSC 104 - Computer Science II

4 Credits

Offered Spring

Inheritance; Polymorphism; Exceptions; Stream IO; Elementary Data Structures; Graphics; Event Driven Programming.

Prerequisite(s)/Restriction(s): CSC 103 - Computer Science I

Course Applies to: Data Analytics, Data Science, and Digital Humanities

CSC 195 - How Computers Work

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): Natural Science

Course Applies to: Digital Humanities

CSC 201 - Discrete Mathematics for Computer Science I

3 Credits

Offered Fall

Discrete mathematical models for applications in computer science. Mathematical induction, graphs, trees, sets, equivalence relations, functions, and partially ordered sets. Asymptotic complexity, Big-O, and Big Omega, recursion and recurrence equations, finite and infinite sums. Predicate

logic and first order logic. Basic counting methods, simple combinatorics. Probability and Markov Chains. Linear algebra, applications of linear algebra in computer science.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II and CSC 104 - Computer Science II
Course Applies to: Data Science

CSC 202 - Discrete Mathematics for Computer Science II

3 Credits
Offered Spring

Discrete mathematical models for applications in computer science. Mathematical induction, graphs, trees, sets, equivalence relations, functions, and partially ordered sets. Asymptotic complexity, Big-O, and Big Omega, recursion and recurrence equations, finite and infinite sums. Predicate logic and first order logic. Basic counting methods, simple combinatorics. Probability and Markov Chains. Linear algebra, applications of linear algebra in computer science.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II and CSC 104 - Computer Science II

CSC 211 - Data Structures

3 Credits
Offered Fall

The fundamental methods used to organize data in computer algorithms: stacks, queues, linked lists, trees, graphs, searching, and sorting. Design and analysis of algorithms.

Prerequisite(s)/Restriction(s): CSC 104 - Computer Science II
Course Applies to: Data Science, Digital Humanities

CSC 221 - Computer Logic and Organization

3 Credits
Offered alternative years in Fall

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. ALUs, control logic, and finite state machines. The design of a simple computer. Gates and their implementation with transistors and integrated circuits.

Prerequisite(s)/Restriction(s): CSC 103 - Computer Science I
Note: Cross-listed with EGC 221 - Digital Design I

CSC 304 - Computer Architecture

3 Credits
Offered alternative years in Spring

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 is examined. Trade-offs between RISC, CISC and advanced architectures is discussed. Assumes basic knowledge of digital logic.

Prerequisite(s)/Restriction(s): CSC 221 - Computer Logic and Organization

CSC 305 - Mobile Computing

3 Credits
Offered alternative years in Fall

The design, development, and deployment of mobile applications for Android devices. Students will design, develop, and deploy a sophisticated mobile application through a semester long project.

Prerequisite(s)/Restriction(s): CSC 211 - Data Structures

CSC 310 - Cybersecurity

3 Credits
Offered alternative years in Spring

An introduction to the technical, administrative, physical, business, and legal issues of cyber security.

Prerequisite(s)/Restriction(s): CSC 102 - Introduction to Programming or CSC 103 - Computer Science I

CSC 311 - Algorithms and Complexity

3 Credits
Offered alternative years in Spring

Basic algorithm techniques: recursion, dynamic programming, greedy method branch and bound. Analysis of algorithms: recurrence equations, NP-completeness, asymptotic complexity. Applications include graph and combinatorial algorithms.

Prerequisite(s)/Restriction(s): CSC 201 - Discrete Mathematics for Computer Science I and CSC 211 - Data Structures (with a grade of C- or higher)
Course Applies to: Data Science

CSC 312 - Compiler Design

3 Credits
Offered alternative years in Fall

Finite automata and lexical analysis, context free grammars, top-down and bottom-up parsing, syntax directed translation, symbol table techniques, runtime storage administration, code generation, optimization.

Prerequisite(s)/Restriction(s): CSC 211 - Data Structures (with a grade of C- or higher)

CSC 314 - Operating Systems

Three Credits

Offered Alternate Years: Spring

Process management, concurrency, virtual storage organization, processor management, auxiliary storage management, operating system performance.

Prerequisite(s)/Restriction(s): CSC 211 (with a grade of C- or better).

Course Applies to: Digital Humanities

CSC 321 - Data Visualization

3 Credits

Offered alternative years in Spring

An introduction to data visualization theory and techniques used for creating visual representations of large data sets.

Prerequisite(s)/Restriction(s): CSC 211 - Data Structures

Course Applies to: Data Analytics, Data Science

CSC 322 - Machine Learning

3 Credits

Offered alternative years in Fall

The algorithms that enable computers to learn from experience. Supervised and unsupervised learning. Learning from Networks. Machine learning from big data.

Prerequisite(s)/Restriction(s): CSC 211 - Data Structures

Course Applies to: Data Analytics, Data Science

CSC 323 - Programming Languages

3 Credits

Offered alternative years in Spring

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

Prerequisite(s)/Restriction(s): CSC 211 - Data Structures (with a grade of C- or higher)

CSC 324 - Web Programming

3 Credits

Offered Spring

Programming for the world wide web. Design patterns. Presentation Layer: XHTML, CSS, Javascript. Processing Layer: XSLT, Servlet Frameworks. Data Layer: XML, Document Object Model.

Prerequisite(s)/Restriction(s): CSC 211 - Data Structures (with a grade of C- or higher)

Course Applies to: Digital Humanities

CSC 325 - Database Management Systems

3 Credits

Offered alternative years in Fall

Data Modeling using the Entity-Relationship approach. The Relational Model and Relational Algebra. SQL. Functional dependencies and normalization. Database design Process. Record storage and primary file organization. Index structures for files. Concurrency control techniques.

Prerequisite(s)/Restriction(s): CSC 211 - Data Structures (with a grade of C- or higher)

Course Applies to: Data Analytics, Data Science, Digital Humanities, and Management Information Systems

CSC 326 - Mathematical Experiments in Computer Science

3 Credits

Offered Fall

This course explores the symbiotic relationship between mathematics and computer science demonstrating how mathematics is used to formalize computer science and how computer science can be used as a tool to explore mathematics. Topics include chaos theory and fractals, cryptography, text compression and combinatorics.

Prerequisite(s)/Restriction(s): CSC 201 - Discrete Mathematics for Computer Science I and CSC 211 - Data Structures

CSC 382 - Artificial Intelligence

3 Credits

Offered alternative years in Spring

Introduction to artificial intelligence. Knowledge representation. Natural language processing. Deduction and inference. Expert systems. Computer vision. Robotics. Programming in LISP, PROLOG, or another AI language.

Prerequisite(s)/Restriction(s): CSC 211 - Data Structures (with a grade of C- or higher)

Course Applies to: Data Analytics, Digital Humanities

CSC 384 - Theory of Computation

3 Credits

Offered alternative years in Fall

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.

Prerequisite(s)/Restriction(s): CSC 201 - Discrete Mathematics for Computer Science I

CSC 390 - Computer Networks

3 Credits

Offered alternative years in Fall

Computer Networks: Data communication system components, network architecture, layered protocols, traffic analysis, and capacity planning.

Prerequisite(s)/Restriction(s): CSC 211 - Data Structures (with a grade of C- or higher)

CSC 393 - Numerical Analysis

3 Credits

Offered alternative years in Spring

For description and semester schedule, see MTH 393 - Numerical Analysis.

CSC 399 - Topics in Computer Science

3 Credits

Offered Spring

An advanced topic in an area of current interest in computer science.

CSC 400 - Capstone: Software Engineering (WID)

4 Credits

Offered Spring

Large-scale software project involving teamwork, written reports, and oral presentations.

Prerequisite(s)/Restriction(s): Senior standing in Computer Science

Core Curriculum Attribute(s): Capstone and Writing in the Disciplines

CSC 450 - Computer Science Honors Thesis

3 Credits

Offered Fall and Spring

For fourth-year students in the Computer Science Honors Program. Students are required to consult with a faculty member regarding a suitable thesis topic. The final project is judged by a panel of three faculty members. The project may be completed either in one or two semesters.

Prerequisite(s)/Restriction(s): A grade-point average of 3.5 in all Computer Science courses.

CSC 475 - Internship in Computer Science

3 Credits

Offered Fall and Spring

Opportunity for qualified students to gain practical experience in the computer industry under professional supervision.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

CSC 490 - Directed Study - Computer Science

1-4 Credits

Offered as needed

Opportunity for upper level students to do advanced work in a specialized area of computer science.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office. Note: Students must complete 45 hours work/semester per credit.

Communication Sciences and Disorders

CSD 101 - Introduction to Communication Sciences and Disorders

3 Credits

Offered Fall and Spring

Formerly SLP 101. This course will provide students with an introduction to the scientific study of human communication disorders, the biological processes of speech, language, and hearing. It will study etiology, prevalence, incidence, and the prevention of communication disorders.

Course Applies to: Communication Sciences and Disorders B.S., Communication Sciences and Disorders Minor

CSD 200 - Speech Anatomy and Physiology

3 Credits

Offered Fall and Spring

Formerly SLP 200. This course is designed to introduce students to the study of the anatomy and physiology of the systems involved in speech production and hearing and their relationships to the disorders of communication.

Prerequisite(s)/Restriction(s): CSD 101 - Introduction to Communication Sciences and Disorders

Course Applies to: Communication Sciences and Disorders B.S., Communication Sciences and Disorders Minor

CSD 205 - Speech and Language Development

3 Credits

Offered Spring

This course provides students with an in-depth coverage of the normal acquisition and development of speech and language, including phonology, morphology, syntax, and semantics, from birth through adolescent and adult language.

Prerequisite(s)/Restriction(s): CSD 101 - Introduction to Communication Sciences and Disorders

Course Applies to: Communication Sciences and Disorders
B.S., Communication Sciences and Disorders Minor

CSD 301 - Phonetics

3 Credits

Offered alternate years in Fall

Formerly SLP 301. This course is designed to train students in principles of phonetics and phonetic transcriptions. Phonetic transcription is a fundamental skill in the field of speech language pathology as part of the diagnostic and clinical processes relate to articulation and phonological disorders.

Prerequisite(s)/Restriction(s): CSD 200 - Speech Anatomy and Physiology

Course Applies to: Communication Sciences and Disorders
B.S., Communication Sciences and Disorders Minor

CSD 305 - Language Science

3 Credits

Offered Spring

There are certain properties that are common to languages that make each unique. This course will explore the components common to all human languages, the properties that vary among them, and the linguistic, neurological, and social aspects of them. It will also explore how we acquire and study language, how it is different when acquired as a second language, and how it varies in society.

Prerequisite(s)/Restriction(s): CSD 101 - Introduction to Communication Sciences and Disorders and CSD 205 - Speech and Language Development

Course Applies to: Communication Sciences and Disorders
B.S.

CSD 308 - Speech and Language Disorders

3 Credits

Offered Fall

This course will examine the processes that interfere with normal speech and language acquisition, and the physiological, neurological and environmental factors that disturb established language patterns. It will present the current tests used to evaluate linguistic functions in children and adults. Appropriate management techniques for both children and adults will be discussed.

Prerequisite(s)/Restriction(s): CSD 101 - Introduction to Communication Sciences and Disorders, CSD 205 - Speech and Language Development, and CSD 301 - Phonetics

Course Applies to: Communication Sciences and Disorders
B.S.

CSD 310 - Speech and Hearing Science

3 Credits

Offered alternate years in Fall

Formerly SLP 310. This course will introduce students to the sensory, motor, and neurocognitive foundations of speech perception and production, the acoustic and physical

properties of sound transmission through various media, and acoustic resonance.

Prerequisite(s)/Restriction(s): CSD 101 - Introduction to Communication Sciences and Disorders and CSD 200 - Speech Anatomy and Physiology

Course Applies to: Communication Sciences and Disorders
B.S., Communication Sciences and Disorders Minor

CSD 312 - Audiology

3 Credits

Offered alternate years in Spring

Formerly SLP 312. This course is an introduction to the science of hearing including transmission and measurement of sound to the human ear; anatomy, physiology, and neurology of hearing mechanisms; related pathological conditions; screening and measurement of hearing; and audiogram interpretation.

Prerequisite(s)/Restriction(s): CSD 310 - Speech and Hearing Science

Course Applies to: Communication Sciences and Disorders
B.S., Communication Sciences and Disorders Minor

CSD 320 - Neurological Bases of Speech, Language, and Hearing

3 Credits

Offered Spring

This course focuses on the structure and function of the nervous system and its relation to normal and disordered speech, language, and hearing. It presents the peripheral and central nervous systems, with an emphasis on the neural substrates of communication that support motor movement, sensory perception, hearing, and vision, as well as cognition and memory.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, CSD 101 - Introduction to Communication Sciences and Disorders, and CSD 200 - Speech Anatomy and Physiology
Course Applies to: Communication Sciences and Disorders
B.S.

CSD 330 - Introduction to Aural Rehabilitation

3 Credits

Offered alternative years in Spring

This course examines the theoretical bases of the characteristics, evaluation and treatment of individuals with hearing impairment across the lifespan. It provides students with introductory knowledge of the evaluation process and the rehabilitation plans when working with children and adults who have auditory disorders. In addition, this course helps students to develop insight and empathy when working with the hearing-impaired population.

Prerequisite(s)/Restriction(s): CSD 101 - Introduction to Communication Sciences and Disorders, CSD 310 - Speech and Hearing Science, and CSD 312 - Audiology

Course Applies to: Communication Sciences and Disorders
B.S.

CSD 370 - Clinical Methods in Communication Sciences and Disorders

3 Credits
Offered Spring

This course will provide students with the opportunity to learn about and evaluate the assessment and intervention process in therapeutic environments. Through videotaped observations of clients with communication disabilities across the lifespan, students will learn to recognize and understand these disorders. They will learn how to identify and write therapeutic objectives, evaluate client rapport, address timing issues, and analyze materials. They will understand the process of data collection and improve their writing skills in both form and content. By the end of the semester, students will have attained the minimum 25 guided observations hours that the American Speech-Language-Hearing Association (ASHA) requires.

Prerequisite(s)/Restriction(s): CSD 101 - Introduction to Communication Sciences and Disorders, CSD 205 - Speech and Language Development, CSD 301 - Phonetics, CSD 308 - Speech and Language Disorders, and junior standing or higher

Core Curriculum Attribute(s): Writing in the Disciplines
Course Applies to: Communication Sciences and Disorders B.S.

CSD 475 - Internship in Communication Sciences and Disorders

0-3 Credits
Offered Fall and Spring

Formerly SLP 475. This course centers on your participation in a work experience that relates to the study of communication sciences and disorders. This course also calls upon you to critically examine and reflect upon your internship experience in journal entries and an academic essay.

Prerequisite(s)/Restriction(s): Minimum of 2.7 GPA and junior standing or higher. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Core Curriculum Attribute(s): Capstone
Course Applies to: Communication Sciences and Disorders B.S.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

Digital Media Production

DMP 210 - Digital Filmmaking I

3 Credits
Offered Fall

The course emphasizes single-camera production of longer form works. Working in groups, students will learn the basics of pre-production (including writing treatments and scripts,

scouting locations), production (camera operation, sound capture, lighting, composition), and post-production (editing, score, special effects).

DMP 222 - Thesis Film Production Assistant

1 Credit
Offered periodically

Students will gain practical filmmaking experience by working as production assistants on a Digital Media Production students' Thesis Film Capstones. The student will spend at least 37.5 hours on the production phase of filmmaking, when location shooting takes place; this may include set construction/dressing, lighting, image capture, and sound capture.

Prerequisite(s)/Restriction(s): DMP 210 - Digital Filmmaking I and permission of the Digital Media Production Program Director.

Note: The course is Pass/Fail and may be taken a maximum of three times.

DMP 230 - Video Marketing

3 credits
Offered Fall

The goals of this course are to learn and develop digital media script writing and production skills in support of marketing campaigns. Students will learn how to pitch ideas, work with clients, and build connections with customers. Emphasis is placed on creating compelling narratives by writing and shooting cinematic videos for clients, and delving into various online platforms for distribution.

DMP 315 - Digital Filmmaking II

3 Credits
Offered Fall and Spring

This course extends the skills introduced in DMP 210 - Digital Filmmaking I by allowing students to produce original, in-depth projects. Students will further develop mastery of single-camera production techniques and improve competency in the areas of storytelling, design, sound, and editing.

Prerequisite(s)/Restriction(s): DMP 210 - Digital Filmmaking I

DMP 320 - Screenwriting: Short and Long Format

3 Credits
Offered Spring

This course enables students to learn the fundamentals of screenplay writing in film, television, sketch, animation, and web format. We will also touch upon writing for blogs, podcasts, and news reporting.

DMP 475 - Internship in Digital Media Production

3 Credits

Offered Fall and Spring

Practical experience in the practice of media production complementary to the work done in courses.

Prerequisite(s)/Restriction(s): DMP 210 - Digital Filmmaking I; a 3.0 GPA in the minor or permission of Program Director. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits. Digital Media Production minors may take 3 times for a maximum of 9 credits.

DMP 497 - DMP Capston: Thesis Film

3 Credits

Offered Fall and Spring

Students will produce their final film projects under the guidance of the course instructor and will screen their completed works for on campus for the Stonehill community.

Prerequisite(s)/Restriction(s): DMP 315 - Digital Filmmaking II, DMP 320 - Screenwriting: Short and Long Format, and junior standing or higher

Note: Course may be taken twice, but only 3 credits may count towards the Digital Media Production minor.

Data Science

DSC 105 - Introduction to Data Science

3 Credits

Offered Spring

An introduction to data science and the job of a data scientist. Topics include data science communication, data collection, data visualization, machine learning, and elementary statistical methods employed by the data scientist. No background in data science, mathematics, or computer science is assumed.

Core Curriculum Attribute(s): Natural Science
Course Applies to: Data Science, Digital Humanities

DSC 205 - Modeling for Data Science

3 Credits

Offered Spring

An overview of inferential and modeling techniques for data science, and communication about data science. Topics include data collection, data visualization, machine learning, inferential statistical methods, and software employed by the data scientist. Knowledge of elementary descriptive statistics and basic programming in Python or similar language (e.g., R) are expected.

Prerequisite(s)/Restriction(s): CSC 102 - Introduction to Programming, DSC 105 - Introduction to Data Science, or MTH 225 - Statistics for Science

DSC 470 - Data Science Integrated Capstone Project

3 Credits

Offered periodically

This is a project-based interdisciplinary course, required of all Data Science majors. Students apply data science techniques to large-scale data science projects appropriate to their minor or concentration. Participating students meet weekly in a seminar format, working with faculty guides, to design and develop their projects, reporting regularly to the seminar about progress and challenges.

Prerequisite(s)/Restriction(s): Open to senior Data Science majors

Course Applies to: Data Science

Economics

ECO 176 - Microeconomic Principles

3 Credits

Offered Fall and Spring

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.

Core Curriculum Attribute(s): History and Social Science

ECO 178 - Macroeconomic Principles

3 Credits

Offered Fall and Spring

Descriptive, historical and theoretical treatment of the overall level of economic activity, prices and employment within the framework of American capitalism. Contributions of Smith, Ricardo, Keynes, and others.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles

Core Curriculum Attribute(s): History and Social Science

ECO 205 - Economics of Social Issues and Public Policy

3 Credits

Offered Fall

Economic analysis of issues often neglected in traditional economics courses, emphasizing policies that may alleviate social problems. Topics include healthcare, education, crime, substance abuse, cigarette smoking, gambling, housing, and family issues.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles

ECO 206 - United States Economic History

3 Credits

Offered alternative years in Spring

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.

Note: Not open to first-semester students.

ECO 211 - Economics of Labor Unions

3 Credits

Offered Spring

Examines the historical and current role of organized labor in the U.S. and its impact on employment, wages, prices, and trade. Additional topics include collective bargaining, labor market discrimination, and the globalization of production.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 217 - Economic History of the 20th Century American Family

3 Credits

Offered Spring

The course traces the socioeconomic progress of a variety of American families over the century. Changes in real income, employment conditions, labor force participation, education, residence, and family life are examined within the context of larger economic, political, and social events such as immigration, war, depression, the labor movement, civil rights, and women's rights.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 219 - History of World Economic Development

3 Credits

Offered alternate years in Spring

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.

Course Applies to: Anthropology

Note: Considered a World History.

ECO 230 - Development Economics

3 Credits

Offered Spring

Why are some countries rich and others poor? What can be done to improve living standards for the billion people living on less than \$2 a day? Students will study major questions and theories of economic development, and controversies over appropriate policies and programs. Topics include poverty and inequality, education, health, foreign aid and others. Focus of the course is on empirical examination of these topics with emphasis on the latest evidence from developing countries.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles and one Statistical Reasoning course

ECO 241 - Economic Statistics

3 Credits

Offered Fall

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.

Core Curriculum Attribute(s): Statistical Reasoning

ECO 242 - Econometrics (WID)

4 Credits

Offered Spring

Is secondary smoke harmful? Learn econometrics to appropriately answer questions like this. The theory and application of multivariate regression analysis. We concentrate on problems of estimation and hypothesis testing of the direction and magnitude of possible causal relationships among variables. We use STATA econometrics software.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles and any Statistical Reasoning course

Core Curriculum Attribute(s): Writing in the Disciplines
Course Applies to: Data Analytics

ECO 244 - The Economics of Sports

3 Credits

Offered Spring

The course analyzes the industry of sports, particularly 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

revenue; issues in college sports like conference realignment, television contracts, and eligibility rules; the economic effects of professional sports franchises and stadia; and factors affecting competitive balance.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles and any Statistical Reasoning course

ECO 246 - Forensic Economics

3 Credits
Offered Fall

Forensic Economics is the study of the contributions made by economists in providing expert opinions related to the measurement of economic damages in a vast array of legal dilemmas and circumstances. Such circumstances include the wrongful death associated with medical malpractice, discrimination and wrongful termination, catastrophic personal injuries, and others. This course provides students with an opportunity to "do economics" by incorporating active learning techniques associated with the functions of the forensic economist.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles and any Statistical Reasoning course. Familiarity with spreadsheet software (such as Excel) is also strongly recommended.

ECO 301 - Intermediate Microeconomics

3 Credits
Offered Fall (periodically in Spring)

Theory of consumer behavior, the firm, product and factor markets, with emphasis on application of theory to real world problems.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 303 - Intermediate Macroeconomics

3 Credits
Offered Fall and Spring

Theory of income, employment, and output; economic fluctuations, inflation, interest rates, growth, and stabilization policy.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 305 - Public Sector Economics

3 Credits
Offered Fall

Theoretical and empirical microeconomic analysis of government policy with respect to the efficient allocation of resources and the equitable distribution of income. Learn how appropriately chosen government policy enhances (rather than hinders) efficiency and equity in our society.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 309 - Money and Banking

4 Credits
Offered Fall

Analysis of the operation of financial markets and financial institutions focusing on financial intermediaries including commercial banks, investment banks and the central bank. Examines the structure and performance of the bond and stock markets, derivatives, and other financial instruments. Extensive use current market information prepares students with the real-world knowledge and experience necessary for careers in the financial world.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 311 - International Economics

3 Credits
Offered Spring

This course covers the major themes of the theory of international trade. The gains from trade, tariff and non-tariff barriers to trade, the theories of international trade such as the theory of absolute and comparative advantage and the Heckscher-Ohlin theory will be studied. The justifications for trade protection, its effects on the economy, historical and contemporary U.S. trade policy and the economics of regional trade agreements will also be discussed.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 321 - Economics of Healthcare

3 Credits
Offered Fall and Spring

Economic analysis of healthcare delivery markets, physician and nurse shortages, insurance industry distortions, models of hospital behavior, demand and supply considerations, impact of market failure.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles

ECO 323 - Labor Economics and Manpower Policy

3 Credits
Offered Fall

Economic analysis of labor markets, supply and demand considerations, labor force participation, wage determination models, discrimination theories, unemployment, manpower planning programs, and other public policies.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 329 - Industrial Organization

3 Credits

Offered Spring

Analysis of industries with varying degrees of monopoly power and influence: monopolies, cartels, oligopolies, monopolistic competition, and dominant firms. Firm strategies and likely outcomes, under both collusive arrangements and competitive pressures. Policy implications like antitrust and regulation. Effects of asymmetrically held information - how parties with information try to use it, those lacking information respond.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles and one Statistical Reasoning course

ECO 333 - Monetary Theory and Policy

3 Credits

Offered alternative years in Spring

This course is an analysis of the interaction between financial markets' operation and behavior with that of the Federal Reserve and other central banks globally. Topics include the Fed's role in combating recessions, unemployment, deflation and inflation. Particular emphasis is given to the economic effect of COVID-19 on business activity and the unprecedented rise in unemployment in the US and globally. Extensive use of Bloomberg in this class bridges the gap between theory and practice.

Prerequisite(s)/Restriction(s): ECO 303 - Intermediate Macroeconomics

ECO 337 - Mathematical Economics

3 Credits

Offered periodically

This course introduces mathematical concepts that are essential for advanced economic analysis including calculus, linear models, matrix algebra, optimization, and differential equations, with a focus on the applications of these concepts in economic problems and models. Prior knowledge of calculus is not required. This course is particularly valuable for students considering graduate school in economics or related fields.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 343 - International Finance

3 Credits

Offered Spring

International Finance introduces students to the international financial system and the mechanisms through which exchange rates and government policy influence international investments and risk management, the global flow of financial capital, and domestic national income and

employment. Particular emphasis is placed on forecasting exchange rates, hedging exchange-rate risk, and studying the causes and consequences of currency crises using quantitative models.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles

ECO 351 - Futures, Options, and Other Derivative Products

3 Credits

Offered alternative years in Spring

Total trade volume in the global derivatives market in 2020 was roughly eight times larger than global GDP, making derivatives the largest asset class by far. This course provides a descriptive introduction to a variety of derivatives products and their uses for speculation and hedging. Students will also learn to price different derivatives contracts and strategies through simulation using Excel.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles and ECO 178 - Macroeconomic Principles and any Statistical Reasoning course

ECO 420 - Fixed Income Analysis

3 Credits

Offered alternative years in Spring

This course covers valuation and portfolio management techniques for fixed income securities. Major topics include the term of structure or interest rates; the measurement and management of price volatility using duration and immunization; credit risk embedded options and option-adjusted spreads; mortgages and prepayments risk; and international bond portfolios.

Prerequisite(s)/Restriction(s): ECO 309 - Money and Banking or FIN 327 - Investments

ECO 421 - Capstone Seminar in Economic Research

3 Credits

Offered Fall

Students gain experience in reading and doing economic research. Students write a major research paper, provide each other and receive intermediate feedback, and present their research to the department.

Prerequisite(s)/Restriction(s): Permission of Department Chair (given during advising in spring of junior year), ECO 301 - Intermediate Microeconomics, ECO 303 - Intermediate Macroeconomics, and Economics Statistics requirement (ECO 241 - Economic Statistics, MGT 206 - Business Statistics, MTH 225 - Statistics for Science, or MTH 396 - Probability and Statistics II).

Core Curriculum Attribute(s): Capstone

Note: This course fulfills the Capstone requirement in Economics.

ECO 449 - Economics Honors Thesis I

3 Credits

Offered as needed

Thesis-writing seniors in the economics Honor Program, consult with a faculty advisor and to begin research for a thesis. This requires a minimum of a well-developed topic, comprehensive review of the literature and evidence that sufficient data is available to conduct empirical work, as demonstrated in writing and through an oral presentation to the economics faculty. Consult "Departmental Honors Program" section for more detail.

Prerequisite(s)/Restriction(s): Senior standing, acceptance to the Economics Honors Program, and consent of Department Chair.

ECO 450 - Economics Honors Thesis II

3 Credits

Offered as needed

Thesis-writing seniors in the Economics Honors Program are required to complete a thesis paper and will make an oral presentation to the economics faculty in accordance with Department's timetable. Consult "Department Honors Program" section for more detail.

Prerequisite(s)/Restriction(s): ECO 421 - Capstone Seminar in Economic Research or ECO 449 - Economics Honors Thesis I, senior standing, acceptance to the Economics Honors Program, acceptance of proposal developed in ECO 421 or ECO 449, and consent of Department Chair.

ECO 475 - Internship in Economic Research

3 Credits

Offered Fall and Spring

Students gain practical experience at a business, government or not-for profit organization (sponsor) under the supervision of both a faculty member and the sponsor. The field of study and sponsoring organization is specific to the student's interest. In the past, students have worked in a wide variety of fields, including brokerage firms, state and local government agencies, private banks, consulting organizations and policy research institutes. The student's main academic requirement is to successfully complete a detailed analytical paper applying economic theory and quantitative techniques to a topic relevant to their internship, as agreed on with the faculty member.

Prerequisite(s)/Restriction(s): Minimum 3.0 GPA and permission of the Internship Coordinator and Department Chairperson. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

ECO 490 - Directed Study - Economics

1-4 Credits

Offered as needed

Investigation in some field for which the student has special interest not covered by a normally-scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office. Note: Students must complete 45 hours work/semester per credit.

ECO 496 - Independent Research in Economics

1-3 Credits

Offered Fall and Spring

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 may develop an original project with the faculty member's guidance. May be taken more than once for Stonehill credit, but only once for Economics major credit.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office. Note: Students must complete 45 hours work/semester per credit.

Education

EDU 102 - Foundations of Education

3 Credits

Offered Fall and Spring

Introduces students to the field of 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 teach recertification are included in the course.

Prerequisite(s)/Restriction(s): Open to first-year or sophomore students only. Note: Pre-practicum available.

EDU 104 - Early Care and Education

3 Credits

Offered Fall

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.

Prerequisite(s)/Restriction(s): Open to first-year or sophomore-year students only.

Note: Pre-practicum: 2 hours / week in early childhood setting.

EDU 130 - Introduction to Special Education

3 Credits

Offered Fall

This course provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Content includes historical factors, legislation, etiology, characteristics, needs, educational strategies, including existing and emerging technologies, assessment, and support services of/for individuals with disabilities ranging from mild, moderate to severe levels of varying disabilities. The course will study the impact of disabilities on academic and social/emotional performances.

Note: Pre-practicum recommended.

EDU 140 - Teaching the Adolescent Learner

3 Credits

Offered Fall

This course focuses on students in secondary classrooms, and their unique developmental needs. Using a neuroscience lens, we will explore the challenging and exciting period of adolescence, with a specific focus on implications for education and the work of secondary teachers.

Note: This course has an optional 20-hour pre-practicum field experience in a setting with adolescents.

EDU 201 - Developmental Theories

3 Credits

Offered Fall and Spring

Developmental Theories focuses on the cognitive, social, emotional, linguistic, physical and cultural development of children (from conception through adolescence) and how their development impacts the learning and teaching process. Course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms.

Note: Pre-practicum recommended. Course is equivalent to PSY 201.

EDU 202 - Reading: Theory and Instruction

3 Credits

Offered Fall and Spring

Introduces principles and procedures for teaching the fundamentals of reading. Examines reading as a process.

Emphasizes current reading research, methodology, multicultural concerns, reading disability, innovative practices, grouping patterns, and changing language philosophies. Emergent literacy through the intermediate grades.

Prerequisite(s)/Restriction(s): EDU 102 - Foundations of Education or EDU 104 - Early Care and Education or EDU 130 - Introduction to Special Education. Not open to first-year students.

EDU 203 - The NUMB3RS Project

1 Credit

Offered Fall

The NUMB3RS Project provides students with opportunities to think in new ways about mathematics instruction. Students will design and implement problems of their own creation in local schools and programs. Through this service-learning experience, students learn not only about the power and beauty of mathematics, but also about best practices in mathematics education. The goal is to move beyond rote memorization, and to develop deeper conceptual understandings of the BIG IDEAS in mathematics.

Note: Pre-practicum required.

EDU 206 - Behavior Management

3 Credits

Offered Spring

This course explores how to identify, record, evaluate, and change social and academic behaviors of special and diverse populations. It explores theories of classroom management and various approaches to management including use of technological tools. The course emphasizes developing classroom and individual behavior-management plans.

Prerequisite(s)/Restriction(s): EDU 130 - Introduction to Special Education, EDU 209 - Creating an Inclusive Learning Environment, EDU 213 - Inclusive Learning in Early Education, or EDU 214 - The Inclusive Secondary Classroom

EDU 207 - English Language Learners in the Classroom

3 Credits

Offered Fall and Spring

Course will prepare teachers with knowledge and skills to accommodate English Language Learners in schools. Topics will include language and literacy development, vocabulary and academic language development, diversity issues and current policy requirements, with focus on implications for second language learners and Sheltered English Immersion (SEI) classrooms.

Prerequisite(s)/Restriction(s): EDU 102 - Foundations of Education, EDU 104 - Early Care and Education, EDU 130 - Introduction to Special Education, EDU 140 - Teaching the Adolescent Learner, or EDU 201 - Developmental Theories

EDU 208 - Planning for Multicultural Learning

3 Credits
Offered Fall

This course is designed to build awareness of the issues related to education in a multicultural society. We will examine the challenges and opportunities of working with diverse populations in schools, with a particular focus on race, gender, culture, linguistic background, religion, socioeconomic status, and disability. Class discussions will focus on identifying our own assumptions about schooling, and how to work effectively with those whose experiences have created different lenses for viewing education.

EDU 209 - Creating an Inclusive Learning Environment

3 Credits
Offered Fall and Spring

Examines disabling conditions, legal requirements, and the instructional methods/techniques used for serving exceptional children and youth in the regular classroom, with strong emphasis on inclusion, diversity, and multiculturalism. Fieldwork with students with special needs is required.

Prerequisite(s)/Restriction(s): EDU 207 - English Language Learners in the Classroom and sophomore standing or higher
Note: Pre-practicum required.

EDU 210 - Children in Preschools and Kindergarten

3 Credits
Offered Spring

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(s)/Restriction(s): Sophomore standing or higher
Note: Pre-practicum required.

EDU 213 - Inclusive Learning in Early Education

3 Credits
Offered Spring

Provides students with a comprehensive study of issues surrounding children (ages birth to school age) who have special needs. Focus includes legislation, Early Intervention and the role of the family in the education of a young exceptional child. Fieldwork with preschool/ kindergarten students with special needs is required.

Prerequisite(s)/Restriction(s): EDU 207 - English Language Learners in the Classroom and sophomore standing or higher
Note: Pre-practicum required.

EDU 214 - The Inclusive Secondary Classroom

3 Credits
Offered Spring

This course is a review of the legal requirements, assessment responsibilities and the instructional methods used for supporting students with special needs in secondary classrooms. There is a strong emphasis on collaboration, and universal design to include all students as well as differentiation to meet individual needs. Field Work is required of all students enrolled in this course. Students are placed in general education and resource classrooms to observe and assist.

Prerequisite(s)/Restriction(s): EDU 102 - Foundations of Education

EDU 215 - Language and Literacy in Special Education

2 Credits
Offered Fall

This two-credit course is will help special education majors to understand and support the needs of students with language-based learning disabilities. Both assessment and intervention issues for school-age children and adolescents with language learning disabilities (LLD) will be discussed, with an emphasis on oral language and literacy connections.

Prerequisite(s)/Restriction(s): EDU 202 - Reading: Theory and Instruction

EDU 216 - Teaching Math to Students with Disabilities

2 Credits
Offered Fall

This two-credit course examines the causes and correlates of math difficulty, contemporary methods of assessment in the domain of math, and evidence-based instructional approaches and interventions for students with math learning disabilities. Students will acquire an understanding of typical development in the domain of mathematics, profiles of various mathematics learning disabilities, methods for assessing mathematical competencies, and research-proven instructional techniques for this population.

Prerequisite(s)/Restriction(s): MTH 143 - Mathematical Reasoning for Education

EDU 217 - Professional Practice in Special Education

2 Credits
Offered Fall

In this two-credit course, students will develop skills of professional practice critical to the work of a special education teacher. Topics include collaboration with families and school/community professionals, cultural competence, and development of the individualized education plan.

EDU 220 - Children's Literature

3 Credits

Offered Fall and Spring

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.

Prerequisite(s)/Restriction(s): EDU 102 - Foundations of Education, EDU 104 - Early Care and Education, EDU 130 - Introduction to Special Education, or EDU 201 - Developmental Theories

EDU 301 - Assessment and Analysis in Education

3 Credits

Offered Fall and Spring

A systematic and comprehensive exploration that introduces the prospective teacher to the elements of measurement and elements of evaluation essential to good teaching. Course content also examines statistical reasoning as it applies to educational research and practice.

Prerequisite(s)/Restriction(s): EDU 102 - Foundations of Education or EDU 104 - Early Care and Education and junior standing or higher
Core Curriculum Attribute(s): Statistical Reasoning

EDU 306 - Speech and Language Development

3 Credits

Offered Fall

Investigates normal children's acquisition of sounds, structures, and meanings of their native language. The stages of language acquisition discussed in light of: (a) the organization and description of adult language, (b) biological and cognitive development, and (c) universal and individual patterns of development.

EDU 307 - Classroom Management

3 Credits

Offered Fall and Spring

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(s)/Restriction(s): Sophomore standing or higher

EDU 308 - Assessment in Special Education

3 Credits

Offered Fall

This course addresses issues in the assessment of children and youth with special needs, and reviews norm-referenced and criterion-referenced assessments, developmental

scales, and formal and informal observation techniques. Students will acquire an understanding of the issues related to selecting and administering a variety of assessment tools, and to interpreting, communicating and utilizing data from assessments to support the education of students with special needs.

Prerequisite(s)/Restriction(s): EDU 102 - Foundations of Education, EDU 104 - Early Care and Education, or EDU 130 - Introduction to Special Education
Core Curriculum Attribute(s): Statistical Reasoning

EDU 309 - Curriculum and Methods for Special Education

3 Credits

Offered Fall

This course explores how curriculum built on the goal of student understanding, integrated with instructional approaches that emphasize reaching every learner, can provide teachers with more specific teaching targets and more flexible ways to reach them. Students will examine the teaching, instruction, and curricula required to meet the needs of diverse learners, who by virtue of their experiential, cultural, and socioeconomic backgrounds, challenge traditional curriculum and instructional programs.

Prerequisite(s)/Restriction(s): EDU 130 - Introduction to Special Education, EDU 102 - Foundations of Education, or EDU 308 - Assessment in Special Education

EDU 310 - Content Specific Pedagogy

3 Credits

Offered Fall

Knowledge for teaching is both generalizable and specific. All teachers must have an understanding of pedagogy more generally, understanding theories of: learning, development, classroom management, assessment, and curriculum design. But teachers also need pedagogical knowledge that is content specific. This course will provide pre-service secondary education teachers an opportunity to explore pedagogical approaches particular to their discipline and to examine the pedagogical decisions that content teachers must make as they design, deliver, and reflect upon effective lessons.

Prerequisite(s)/Restriction(s): EDU 102 - Foundations of Education and junior standing or higher
Note: Students are required to complete a 2-hour per week practicum placement.

EDU 312 - Art, Music and Movement

3 Credits

Offered Spring

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(s)/Restriction(s): Sophomore standing or higher

EDU 315 - Curriculum and Instructional Design

3 Credits

Offered Fall and Spring

Course familiarizes PK-12 pre-service teachers with instructional and pedagogical approaches and materials for teaching. Develops beginning competence in designing and evaluating curricular programs and activities. Course emphasizes lesson planning, unit planning, and implementation in the PK-12 classroom. Computer literacy skills are addressed throughout the course.

Prerequisite(s)/Restriction(s): EDU 102 - Foundations of Education or EDU 104 - Early Care and Education and junior standing or higher

Note: Pre-practicum: one full day per week required.

EDU 320 - Teaching Math, Science, and Technology

3 Credits

Offered Fall and Spring

Course focuses on developing content/pedagogy aligned with national standards in the STEM fields (science, technology, engineering & mathematics). Emphasis will be placed on how students learn within these disciplines. Course culminates in the creation of a community based STEM project.

Prerequisite(s)/Restriction(s): Sophomore standing or higher

Note: Pre-practicum required.

EDU 330 - Reading & Writing in the Content Areas

3 Credits

Offered Spring

Development of techniques to meet the reading and writing needs of students across content areas. Emphasis is placed on strategies which teach students to improve learning through application of reading and writing techniques.

Prerequisite(s)/Restriction(s): EDU 102 - Foundations of Education and sophomore standing or higher

EDU 333 - Topics in Education

3 Credits

Offered periodically

In depth coverage of a current educational topic. This course is an advanced education course for Education Studies majors/minors, as well as an educational elective for educational licensure candidates. Specific content focuses on cutting edge educational theory and practice in the specific sub-discipline of the faculty member teaching the course.

Note: Course is repeatable with consent of Department Chair. Course may be taken three times as long as topics differ.

EDU 430 - Practicum: Early Childhood Education

9 Credits

Offered Fall and Spring

Supervised practicum leading to initial teaching licensure [Teacher: Early Childhood: Teacher of Students with and Without Disabilities, (PK-2)]. Practicum hours in two settings (1) PK/K & (2) 1st /2nd grade. Evaluation based upon Massachusetts DESE Initial License Teaching Standards.

Prerequisite(s)/Restriction(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, take each MTEL test and subtest required for specific licensure sought, and consent of Director of Placement and Supervision. Corequisite(s): EDU 440 - Practicum: Reflective Seminar

EDU 433 - Practicum: Moderate Disabilities PreK-8 Level

9 Credits

Offered Fall and Spring

Capstone experience integrating the coursework of the Education Major into a clinical experience. Stonehill Students spend 15 weeks in a moderate-disabilities setting in the area and at the level of their intended license. They work with qualified practitioners in partner school districts to gain teaching experience while assuming gradual responsibility of the teacher role. The experience culminates with a three-week takeover of all responsibilities of the classroom teacher.

Prerequisite(s)/Restriction(s): Senior standing, completion of all Education requirements, minimum 3.00 GPA, take each MTEL test and subtest required for specific licensure sought, and consent of Director of Placement and Supervision. Corequisite(s): EDU 440 - Practicum: Reflective Seminar

EDU 435 - Practicum: Elementary Education

9 Credits

Offered Fall and Spring

Supervised practicum leading to initial teaching licensure [Elementary (1-6)]. Evaluation based upon Massachusetts DESE Initial License Teaching Standards.

Prerequisite(s)/Restriction(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, take each MTEL test and subtest required for specific licensure sought, and consent of Director of Placement and Supervision. Corequisite(s): EDU 440 - Practicum: Reflective Seminar

EDU 437 - Practicum: Secondary Education 5-12 Level

9 Credits

Offered Fall and Spring

Supervised practicum leading to initial teaching licensure [Secondary (content area, e.g., foreign language, English,

history): grades 5-12]. Evaluation based on Massachusetts DESE Initial License Teaching Standards.

Prerequisite(s)/Restriction(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, take each MTEL test and subtest required for specific licensure sought, and consent of Director of Placement and Supervision.
Corequisite(s): EDU 440 - Practicum: Reflective Seminar

EDU 439 - Practicum: Secondary Education 8-12 Level

9 Credits
Offered Fall and Spring

Supervised practicum leading to initial teaching license [Secondary (content area, e.g., Biology, Chemistry, Mathematics): grades 8-12]. Evaluation based on the Massachusetts DESE Initial License Teaching Standards.

Prerequisite(s)/Restriction(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, take each MTEL test and subtest required for specific licensure sought, and consent of Director of Placement and Supervision.
Corequisite(s): EDU 440 - Practicum: Reflective Seminar

EDU 440 - Practicum: Reflective Seminar

3 Credits
Offered Fall and Spring

Series of evening seminars taken concurrently with appropriate practicum. Facilitated by Stonehill faculty and professional education practitioners, this capstone seminar will address current issues of best practice in education. Issues around assessment and evaluation of teaching as well as professional development and teacher support will be addressed.

Prerequisite(s)/Restriction(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, attainment of success benchmark for each required MTEL, and consent of Director of Placement and Supervision.
Corequisite(s): EDU 430 - Practicum: Early Childhood Education, EDU 435 - Practicum: Elementary Education, EDU 437 - Practicum: Secondary Education 5-12 Level, or EDU 439 - Practicum: Secondary Education 8-12 Level

EDU 450 - Education Capstone Seminar

3 Credits
Offered Fall and Spring

In this seminar style class taken concurrently with a 3-credit (minimum) internship in education, students will explore contemporary issues in education. Over the course of the semester, students will review research related to a problem in a selected educational domain, conduct an investigation, and synthesize information gathered from field work and research in a product that will be shared with the Stonehill community.

Prerequisite(s)/Restriction(s): Education Studies Major and junior standing or higher

EDU 475 - Senior Field Project

9 or 12 Credits
Offered Fall and Spring

Field experience for 15 weeks, 3 or 5 days per week. Student will design a field-based research project in consultation with an Education Department faculty member.

Prerequisite(s)/Restriction(s): Senior standing and permission of instructor and Department Chairperson required.

EDU 476 - Internship in Education

3 Credits
Offered Fall and Spring

Research or practical experience in the field of education at an outside agency. The upper-class student is expected to carry out a supervised assignment based upon experiences in the field working alongside a supervising practitioner.

Prerequisite(s)/Restriction(s): Permission of instructor and Department Chairperson required and sophomore standing or higher. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

EDU 490 - Directed Study - Education

1-4 Credits
Offered as needed

Investigation in a field of education for which the student has special interest not covered by a normally-scheduled course.

Prerequisite(s)/Restriction(s): Sophomore standing or higher, approval of a faculty member willing to supervise the project and the Department Chair or Program Director, and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

EDU 496 - Independent Research - Education

1-4 Credits
Offered as needed

Opportunity for upper-class students to carry out an advanced research project in a specialized area of education under the direction of a faculty member from the Education Department. The research may be part of an ongoing project being conducted by the faculty member, or the student and faculty member may develop an original project.

Prerequisite(s)/Restriction(s): Sophomore standing or higher, approval of a faculty member willing to supervise the

research and the Department Chair or Program Director, and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

Computer Engineering

EGC 221 - Digital Design I

3 Credits

Offered alternative years in Fall

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. ALUs, control logic, and finite state machines. The design of a simple computer. Gates and their implementation with transistors and integrated circuits.

Prerequisite(s)/Restriction(s): CSC 103 - Computer Science I

Note: Cross-listed with CSC 221 - Computer Logic and Organization

EGC 321 - Embedded System Design

3 Credits

Offered Spring

Formerly EGRE 321. The objective of this course is to teach students the basic principles of designing smart microcontroller-based systems within the framework of a commercial microcontroller family. This course includes lab sessions where students can program the microcontroller with their design of high complexity.

Prerequisite(s)/Restriction(s): CSC 221 - Computer Logic and Organization

EGC 325 - Microcontroller Applications

3 Credits

Offered Fall

Students are introduced to the architecture of ARM® Cortex-M4 Family Microcontroller and Energia prototyping platform. Topics include development of Direct Current (DC) motor control programs and circuitry to provide speed/direction control; Pulse Width Modulation (PWM); Analog to Digital Converter (ADC); Nyquist theorem; developing programs to provide real-time digitally controlled outputs for positioning, speed, and direction control of Stepper Motors; developing servo motor control programs; and developing robot car and robot arm control programs.

Prerequisite(s)/Restriction(s): EGC 321 - Embedded System Design or permission of instructor

EGC 335 - Digital Design II

3 Credits

Offered Fall and Spring

This course is the second course that the students take in the digital design sequence (CSC 221 Computer Logic and Organization is considered Digital Design I). The emphasis in this course is on a thorough study of designing more complex digital systems. In addition to developing a greater theoretical background, students use hardware design languages to implement systems in the lab. Laboratory includes implementation of digital systems using FPGAs.

Prerequisite(s)/Restriction(s): CSC 221 - Computer Logic and Organization

EGC 349 - Senior Design for Computer Engineering

3 Credits

Offered Spring

This capstone course draws together principal components of undergraduate study in a semester-long research or project designed to demonstrate students' skills and knowledge.

Prerequisite(s)/Restriction(s): Senior standing. Open to Computer Engineering majors.

Course Applies to: Computer Engineering B.S.

Electrical Engineering

EGE 201 - Circuits I

4 credits

Offered Fall

Formerly EGRE 201. This course covers the fundamental laws, theorems, circuits techniques, and passive and active elements. Students are also introduced to the concepts of phasors, sinusoidal steady-state analysis, ac power, RMS values, and three-phase systems. Laboratory work is an integral part of this course. Several assignments emphasize the practical aspects of the course. Students are introduced to the construction and measurement of electrical circuits and the use of electrical test and measurement instruments.

Prerequisite(s)/Restriction(s): MTH 125 - Calculus I. Beginning Spring 2025, MTH 125 may be a pre- or co-requisite.

EGE 203 - Circuits II

3 Credits

Offered Spring

Formerly EGRE 203. This course is one of the core courses for all electrical and computer engineering majors. This is the second course on basic circuit analysis. In Circuits II, students analyze electrical circuits containing both active and passive components under both steady-state and dynamic conditions. Advanced topics including resonance

and second-order systems, Laplace transform circuit analysis, Fourier series for periodic waveforms and applications to electric circuits, ideal filters, system modeling, and two-port networks are covered in this course.

Prerequisite(s)/Restriction(s): EGE 201 - Circuits I and MTH 126 - Calculus II

EGE 221 - Vibrations and Waves

4 Credits
Offered Fall

Formerly EGRE 221. 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. Fourier analysis and other mathematical tools.

Prerequisite(s)/Restriction(s): MTH 125 - Calculus I and MTH 126 - Calculus II; co- or prerequisites: PHY 121 - Physics I and PHY 122 - Physics II

Note: Cross-listed with PHY 221 - Physics III

EGE 301 - Microelectronics

3 Credits
Offered Fall

Formerly EGRE 301. Students taking microelectronics have already completed courses in circuit theory. Microelectronics develops the basic understanding of active semiconductor devices. The course focuses on building the understanding of BJT and MOS devices. The topic covered include semiconductor physics, modeling of microelectronics devices, analysis, and design of electric circuits with nonlinear elements. This course prepares students to take courses in VLSI, IC design, and Power electronics. Computer-aided design (CAD) tools are utilized to facilitate learning and implementation. During the lab, students will apply their knowledge from lectures to design and build practical circuits. Students will be required to construct integrated circuits combined with discrete electrical components to create analog circuits or mixed-signal circuits. Troubleshooting techniques as well as hands-on usage of test equipment will be emphasized.

Prerequisite(s)/Restriction(s): EGE 201 - Circuits I
Corequisite(s): Students must register for a section of EGE 301L - Microelectronics Lab with this course.

EGE 301L - Microelectronics Lab

0 Credits
Offered Fall

Lab section for EGE 301 - Microelectronics.

Corequisite(s): Students must register for a section of EGE 301 - Microelectronics with this course.

EGE 331 - Control Systems Engineering

3 Credits
Offered alternate years in Fall

Formerly EGRE 331. Controls develops the basic understanding of linear systems and their controls. The course focuses on the stability of the single-input and single-output systems. The topic covered include mathematical modeling of physical systems (mechanical and electrical), stability analysis in the s domain and frequency domain, and design of different controllers through different approaches. This course prepares students to take courses in Advanced Controls and Power Electronics, etc. Matlab is extensively used to facilitate understanding.

Prerequisite(s)/Restriction(s): EGE 203 - Circuits II

EGE 333 - Signals and Systems

3 Credits
Offered Fall and Spring

Formerly EGRE 333. This is an introductory course in Digital Signal Processing (DSP) for undergraduate Electrical and Computer Engineering students. Major topics include time-domain analysis of discrete-time (DT) systems (convolution, difference equations), the z transform, frequency analysis for DT signals and systems (DTFT, DFT, FFT), and digital filter design.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II and EGE 203 - Circuits II

EGE 343 - Power Electronics

3 Credits
Offered Fall and Spring

Formerly EGRE 343. This course is focused on the application of electronics in energy conversion and control through analysis, design, modeling of inverters, rectifiers, and DC-DC converters.

Prerequisite(s)/Restriction(s): EGE 301 - Microelectronics

EGE 349 - Senior Design in Electrical Engineering

3 Credits
Offered Spring

This capstone course draws together principal components of undergraduate study in a semester-long research or project designed to demonstrate students' skills and knowledge.

Prerequisite(s)/Restriction(s): Senior standing. Open to Electrical Engineering majors.
Course Applies to: Electrical Engineering B.S.

Engineering

EGR 101 - Introduction to Engineering

3 Credits
Offered Fall

Formerly EGRE 101. Students will be introduced to the fields of engineering through comprehensive engineering projects. Students will also be introduced to the fundamentals of ethnography, design ethnography, and ethnographic field methods. Ethical and moral issues related to the rapid advancement of emerging technologies will also be discussed in the course. Topics include sketching, charts, graphs, forces, energy, electrical circuits, biomedical and nanoscale-engineering, mechanisms, robotics, manufacturing technologies, and fundamentals of engineering economics. Students will use MATLAB to analyze and solve real-world engineering problems.

EGR 305 - Design for Public Good

3 Credits
Offered Fall

Formerly EGRE 305. This is a highly interactive project-based course. This course introduces students to user-centered design methodologies. Working alongside faculty, students systematically explore, analyze and study social/societal problems in the context of engineering practices and systems. Students further explore engineering design approaches that may help develop solutions that will address these problems. Students will also be introduced to the concepts, theories, and practices of engineering ethics. Students will also be introduced to ethical conflicts and sustainable solutions in engineering practices.

Prerequisite(s)/Restriction(s): Junior standing or higher and permission of instructor

EGR 307 - Engineering for Public Good

3 Credits
Offered Spring

This course introduces students to user-centered design methodologies. Working alongside faculty, students systematically explore, analyze, and study social/societal problems in the context of engineering practices and systems. The coursework consists of various methods for face-to-face instruction (micro lectures, small group work, individual work, etc.). Hands-on activities and graphical visualization are utilized to approach the design process in a collaborative team environment.

Prerequisite(s)/Restriction(s): EGR 305 - Design for Public Good, junior standing or higher, and permission of instructor

English

ENG 100/110 - Island Living/Island Leaving

3 Credits
Offered periodically

This seminar explores the literature of islands. This will be a semester-long inquiry into how the unique conditions of island living shape literature and culture. We will study texts about castaways, pirates, tourists, islanders, and adventurers to discern what makes stories about islands so compelling and enduring.

Course Applies to: Language, Arts, and Humanities

ENG 100/116 - Literature in Translation?

3 Credits
Offered periodically

Many of the texts that you read in your core courses are translations into English. What exactly does it mean to read a text in translation? We will ask and answer that question, using these 19th-century texts: Baudelaire, *Les Fleurs du mal/Flowers of Evil*; Flaubert, *Madame Bovary*; Tolstoy, *Anna Karenina*.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ENG 100/119 - Gods and Monsters

3 Credits
Offered periodically

This course focuses on the dialogue between classical authors and later artists who re-visit, revise, re-voice the epic tradition. We will work on certain skills: close reading, engaging with and applying secondary literature, thinking through complex ideas, formulating readings of these texts. Authors will include Euripides, Homer, Ovid, Virgil, and Anne Carson. We will also examine film, music, and dance.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/120 - "The Lunatic, the Lover, and the Poet": Metaphor and the Unconscious

3 Credits
Offered periodically

This course explores the connections between reading strategies encouraged by lyric poetry, fairy tales, and Freud's account of the operation of dream narratives. Texts to be examined include drama, fiction, and essays by such authors as William Shakespeare, Charles Perrault, Sigmund Freud, and Angela Carter, as well as poetry by W.H. Auden, W.S. Merwin, Sylvia Plath, Wallace Stevens, Adrienne Rich, and William Carlos Williams. We will also look at films from Alfred Hitchcock, David Kaplan, and Wes Craven.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/121 - Violence and Nonviolence

3 Credits

Offered periodically

We only have to look around us to see that our world is defined in a fundamental way by violence. Writers and thinkers from various historical moments have both recognized the problem of violence in society and have offered critiques of it. Our study this term will be guided by the following question: what perspective does literature provide on the issues of violence and nonviolence in the world? We will encounter novelists, poets, playwrights, and essayists whose work contains original, thought-provoking, and moving representations of and reflections on violence and nonviolence. We will pose a number of additional questions of our readings: how do these texts represent the causes and consequences of violence? How do the texts convey the relationships among different types of violence - interpersonal, political, psychological, and socioeconomic? Is nonviolence a viable ethical position in these texts? How is nonviolence defined, and what, if any, are the impediments to lessening the violence of the world? Lastly, what might the role of literature, and art more generally, be in our imagining of nonviolence?

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/123 - "In Sickness and in Health": Bodies in Literature

3 Credits

Offered periodically

This course presents an introduction to the study and appreciation of literature. Our thematic focus is the representation of human bodies in the works of poets, dramatists, novelists, and essayists at various significant moments in western cultural history. As we read some famous and influential literary texts alongside less familiar works, we will become acquainted with key concepts and methodologies employed in literary studies. We follow, more or less, a historical track and begin the semester with Ovid's *Metamorphoses*, which set the standard for literary representations of the body, before turning to one of Shakespeare's more obscure works, *Titus Andronicus*, a bloody revenge drama, *Miss Evers' Boys*, a play about the infamous Tuskegee experiment, and finally Franz Kafka's *The Metamorphosis*, a tale about a man who wakes one morning to find that he has turned into an insect. Midway through the course we will also read poetry by physicians and other health care workers. We examine films that deal with questions about human embodiment, but most of our time is devoted to the close reading of texts, to formulating arguments about literature, and to exploring methods of interpretation.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/124 - On the Road: Encounters with the "Other"

3 Credits

Offered periodically

In this course we will ask how authors from Homer to Kerouac write about journeying and encounters with "other" people, places, ideas, values, and modes of conduct. The texts we read come from disparate historical periods and from a variety of cultural contexts. As we investigate their formal and stylistic elements and their possible meanings, we will become acquainted with different literary modes, from poetry, to drama, to prose. Although the overarching theme of the course is the journey and the encounter with "otherness," the individual texts we read present very different engagements with the subject. The journeys about which we read may be mythic, factual, intellectual, spiritual, and/or artistic; they may constitute a rite of passage or initiation; they may be brief or interminable, alienating or rewarding; they may end tragically or lead to new understanding. The course emphasizes close reading and open questioning of cultural meaning. And these are some of the works you will encounter this semester: Homer's *Odyssey*; selections from Chaucer's *Canterbury Tales*; Shakespeare's *Tempest*; Goethe's *Faust*; and Kerouac's *On the Road*.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/126 - Love and Other Difficulties

3 Credits

Offered periodically

What does it mean to desire something-or someone? What is the nature of the relationship between the enamored and the object of desire? In this course, we will explore love and desire as fundamental aspects of identity and self-awareness as well as central themes of literature across diverse cultures and historical periods. Through readings in poetry, drama and fiction, we will examine desire in its many forms, from desire for friendship and familial connection to romantic and libidinal desire, to the desire for material goods and power. Authors to be considered may include Plato, Ovid, Shakespeare, Keats, Brontë, Freud, Rilke, Joyce, Kafka, Nabokov, Wilde, Mann, Duras, Neruda, García Márquez, and Morrison.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/128 - Wonderlands

3 Credits

Offered periodically

A portal opens to another world: what wonders will we find there? In this course, we will travel down rabbit holes, through secret doorways, across borders, and back in time, encountering the stuff of dreams-and sometimes nightmares. Along the way, we will ask what these alternate realities tell us about our own world and our own imaginations. Texts may include: Shakespeare's *A Midsummer Night's Dream*,

Lewis Carroll's *Alice's Adventures in Wonderland*, J.M. Barrie's *Peter and Wendy*, *The Wachowskis' The Matrix*, Neil Gaiman's *Coraline*, Hayao Miyazaki's *Spirited Away*, Guillermo Del Toro's *Pan's Labyrinth*, Octavia Butler's *Kindred*, and short works by Margaret Cavendish, Jorge Luis Borges, Ray Bradbury, and Adrienne Rich.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/139 - "Getting the Joke": Satire and Sentimentality

3 Credits

Offered periodically

In this course, we'll read short works and excerpts of canonical Western literature in their social, historical, and literary contexts in order to "get the joke." Through careful reading and close analysis, students will explore intersections of satire and sentimentality in both their literary and colloquial contexts. Be forewarned: very often, the joke will be on us.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/140 - Daddy's Girls

3 Credits

Offered periodically

This course focuses on the relationship between fathers and daughters as represented in literature from the classical age to the present day.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/141 - Introduction to African American Literature

3 Credits

Offered periodically or as needed

This course will offer an introduction to some of the central texts, themes and controversies in African American literature. We will cover a broad historical period - from the astonishing late eighteenth-century poetry of the teenager Phillis Wheatley, to the exuberant twenty-first-century work of Ross Gay and Amanda Gorman. And we will read with an eye toward both understanding historical contexts and achieving an interpretive framework with which to think about African American culture and its relation to American culture as a whole. Our studies will necessarily demand that we think about the relationship of more traditional models of literary history to alternate literary forms (such as those found in folk tales, the vernacular tradition, etc.), the process of canon formation, as well as broader questions of identity politics.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/142 - Between Two Worlds: Multi-Ethnic Literature and Film

3 Credits

Offered periodically

In this course we study the work of contemporary writers and filmmakers from Native American, African American, Caribbean immigrant, and Asian American communities. We will examine how these artists explore questions such as community, belonging, and identity; race, nation, and assimilation; power and representation; colonization, history, and institutionalized racism; and writing and resistance. Students are expected to read at least one novel, a number of short stories, poems, and personal essays in preparation for class discussion, as well as watch documentary and feature films, mainstream as well as independent. There will be weekly response papers, at least one presentation, and two or three longer papers.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Language, Arts, and Humanities

ENG 100/144 - Literary Evolutions

3 Credits

Offered periodically

Etymologically (at the word's root), literature is associated with "humane learning" and "literary culture" (see OED). Our primary goal in this course is to recognize the interdependence of literary evolution and human culture. We will explore how literature evolves over time and across discourses. Close readings of core texts and their offshoots will offer insight into the concepts of adaptation, intertextuality, and cultural capital. Finally, we shall analyze how authors revise key literary themes in the context of poetry, prose, drama, music, film and the graphic novel, and television.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/146 - Telling It Slant: Unreliable Narrators in American Literature

3 Credits

Offered periodically

Should we trust the narrators of the literature we read? Why or why not? What about the "speakers" in poetry or the characters on stage in a play? In these works of fictions, moreover, is there a way to assess the reliability or unreliability of the voices telling us the story? How do these issues affect our experience of reading literature? This course uses these questions to examine a diverse set of texts: selections from Emily Dickinson's poetry; Herman Melville's *Benito Cereno*; Henry James's *The Turn of the Screw*; Nella Larson's *Passing*; a play by Anna Deavere Smith; as well as short stories by Sherman Alexie, Kate Chopin, Junot Díaz, and Toni Morrison. Along with exploring these works, we will also read and discuss relevant secondary and theoretical work

(from Wayne Booth, Peter Rabinowitz, and others) that can shed light on the challenges-and pleasures-of negotiating reliable and unreliable voices in literature.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/147 - Romanticism and How to Live

3 Credits

Offered periodically

This cornerstone literature course reads major texts of the Romantic Age as explorations of paths toward the good life, broadly and diversely construed. Works by authors such as Blake, Wordsworth, Godwin, the Shelleys, Keats, and Austen will be read and analyzed in terms of the insights they provide on large and relevant topics such as justice, science, beauty, violence, among others; while responses to these Romantics texts from the Victorian Age through the present will be considered as well. We will not only learn to read Romantic texts carefully and thoroughly, but we will also begin to grasp the legacy of Romanticism in the present – such as, for example, how Godwin’s dilemma in “Political Justice” (whom would you save from a burning house if you had to choose between X and Y) provides the opening set-piece for Michael Sandel’s influential contemporary exploration of justice.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/148 - Sport Stories

3 Credits

Offered periodically

This course centers on the study of contemporary fiction and literary nonfiction that is about sports by authors such as Sherman Alexie, John Edgar Wideman, Joyce Carol Oates, and David Foster Wallace, among others.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/149 - Women in Literature: A Home in the Word

3 Credits

Offered periodically

This course includes some of the most widely-read and influential American women authors of the last hundred years. While novels form the backbone of the course, we will also read poems, short stories, essays, memoirs, recipes, advice literature, and a graphic memoir. The course will function as an introduction to reading critically and to writing about literature; additionally, we will use our texts as a lens onto the condition of women over time, and attend to the relationship of women’s writing to the evolution of gender politics in the twentieth century. Throughout, we will attend to issues of social location such as race and class, with an emphasis on intersectional thinking. The course is loosely organized around the theme of “home” conceived broadly-

as a literal dwelling, the locus of productive and of creative work, and as an important historical site of female meaning-creation.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/150 - Writing About Film

3 Credits

Offered periodically

Our goal this semester will be to develop an easy fluidity with the language of cinema, and explore how to use this language to think and write critically about film. We’ll spend substantial time examining the work of five great directors, learning how these filmmakers use and experiment with the vocabulary of cinema.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/151 - In Passing: Performed Identities in Literature

3 Credits

Offered periodically

What does it mean to pass as someone you’re not? Or to not pass as someone you are? Focusing on gender, race, and ethnicity, this course will explore how identity can be performed. Through readings in drama, fiction, and poetry, we will consider the experiences of the gender-bending character in disguise, the mixed-race person passing as white, and the assimilating immigrant adapting to a new culture. By looking at ways identity can be literally enacted (through costuming, affectation, and language), we will examine the underlying social constructs that reveal how identity is performed in everyday life. What is at stake in these performances and what is their relationship to authenticity?

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/152 - Site-Specific Literature

3 Credits

Offered periodically

This course will explore literature about space and place. How do writers craft the feeling of a particular place in their work? What is our experience of this place in our imaginary- or what is the experience of reading this literature in the very place it was written about? We will examine how being “here” or “there” relates to issues of identity, community, belonging, displacement, power, and privilege. We will find ourselves in Joyce’s Dublin, compare Dickens’s and Woolf’s London to the city as experienced by a West Indian immigrant, contemplate geography with John Green, and read a poem about Boston’s Public Garden in the Public Garden itself, all the while discovering how we locate ourselves in and outside of these texts.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/153 - Border Stories: Transcultural Literature

3 Credits

Offered periodically

In many ways, globalization and technological advances have made the world a more open and interconnected place than ever before. Yet around the world borders remain sites of contestation. The course asks two interrelated questions: how authors represent borders, and how the genres in which they work shape our understandings of the issues themselves. Topics include the ethics of dividing culture along ethnic, linguistic, and national lines on the one hand and the problems of the universalizing category of "the global" on the other. We will also examine the relationship between creative production and such topics as empire, travel/diaspora, translingualism, and literary reconfiguration. Readings may include works by Judith Butler, Michel Foucault, Arjun Appadurai, Suketu Mehta, Suki Kim and Teju Cole.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/154 - The Essay: Contemporary Voices

3 Credits

Offered periodically

We currently live in what James Wood has called "the golden age of the essay." In this course, we will study a diverse range of contemporary essayists, from those who practice compelling literary or creative nonfiction to those who write the most incisive cultural commentary.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/157 - Poetry, Migration and Exile

3 Credits

Offered periodically

This course will explore the themes and expressions of exile, migration, the loss of home, and the experience of estrangement through narrative and lyric poetry. We will study displacements of self and relations that arise because of changing perceptions of identity, threats, or new regimes. Selected poems-epic, odes, elegy, fragments, songs-will coincide with urgent questions of the body, passions, gender, background, national or global citizenship. With some review of examples from across the ancient and medieval worlds, the Renaissance and Romantic periods, (eg. Sappho, Ovid, Wordsworth, Tennyson, Dickinson) the course will focus primarily on Twentieth Century works, including Marianne Moore, Elizabeth Bishop, James Wright, Derek Walcott, Seamus Heaney, Yusef Komunyakaa and contemporary poets, spoken word and rap artists.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/159 - Twice Told Tales

3 Credits

Offered periodically

The title of this course is fittingly repurposed from Nathaniel Hawthorne's *Twice Told Tales* (1837), a collection of short stories containing a variety of his own previously published works. Throughout the semester, students will read a series of republished and retold narratives as a way of considering the stakes of literary genre, narrative voice, cultural capital, and publication histories. By exploring narratives that have reverberated across multiple genres-drama, film, fiction, and poetry-students will explore how form shapes and contains the kinds of stories artists are able to tell. Reading closely for the ghost plots and literary echoes that haunt these "twice told tales," students will contemplate the aesthetic significance of repetition and revision and will examine the political and ethical stakes of recuperating lost stories.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/160 - Marking Time

3 Credits

Offered periodically

This course will offer students the opportunity to consider the many ways of knowing time as presented in various English texts written across the long eighteenth century. We will consider multiple literary forms-poetry, novel, the familiar letter, philosophical essay-for their ability to provide compelling examinations into how historical and literary subjects mark time, and how that epistemology connects to issues of historiography and nationalism. Our readings will engage with various philosophies on marking time, such as through class struggle, as embedded in cultural practices or traditions, or as unfolding through the actions of specific exemplary figures. We will explore the differing strategies for inclusion and exclusion inherent to these texts, as well as the national qualities-agrarian or industrial, monarchical or republican, landed or mercantile capital-supported by them. We will explore the meaning the past holds for the present and future in an increasingly commodity-driven and industrial world, where public and private processes of constituting time often offer conflicting accounts of the individual's relationship to the national. Students will examine gendered biases in depictions of time, and how these biases empower ideological stability, Enlightenment ideals of chronological progression.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/161 - Dramatic Voices: Influences of Orality in Literature

3 Credits

Offered periodically

While literature implies a written text, this course will explore the relationship between speech and writing. What does it mean for one form to be privileged over another? Or for each

to inform the other? In this course, we will examine texts that are meant to be spoken aloud, like the oral traditions of epic poetry and origin stories, and texts that are meant to be performed, like drama, speeches, and contemporary slam poetry. We will also come to understand the performative nature of literary texts through an emphasis on narrative voice in fiction and the aural properties of poetry. The voices we encounter may be formal, colloquial, multilingual, lyrical, or unreliable as we discover what voice can reveal about personality and power.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/162 - Young Adult Literature: Marginalization and Coming of Age

3 Credits

Offered periodically

This course will explore the nature of “coming of age” narratives as they intersect with the experience of marginalization. In moments of transition from one stage of life into another, when emphasis is placed on the discovery and definition of the self, what does it mean for that self to be viewed as different? Through readings across genre—from fantasy to nonfiction, drama to graphic novels, encounters with superheroes and zombies—we will examine gender, sexuality, race, disability, and other possible markers of difference. We will come to question the parameters of “young adult” literature, its expected content and intended audiences. When are you done “coming of age”?

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 100/163 - American Nightmare/American Dream: Dystopic and Utopic American Literature

3 Credits

Offered periodically

What do *The Hunger Games* and the Declaration of Independence have in common? Or Thoreau’s *Walden* and Dr. King’s “I Have a Dream” speech? Each offers a vision of a future American society and asks us to reexamine the principles that shape it. In this course we will explore how writers from John Winthrop to Charlotte Perkins Gilman to Octavia Butler have imagined America in literature

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 105 - The Art of the Short Story

3 Credits

Offered Fall and Spring

This writing-intensive course is focused on reading, understanding, and writing about the short story. We will read works by a diverse set of authors, including some of the genre’s best-known practitioners, from various historical periods and national traditions. Our foci will include the following: the origins and development of the form; intertextual conversations about influence and allusion; historical and political context (cf. Frank O’Connor’s

contention regarding “submerged populations”); and identity and the self. Students will write critical essays, keep a reading journal, and try their hands at short creative exercises inspired by the texts we study. Authors may include Gogol, Turgenyev, Chekhov, Hawthorne, James, Chopin, Gilman, Wharton, Anderson, Joyce, Woolf, Kafka, Baldwin, Munro, Ellison, O’Connor, and others.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 164 - Introduction to Creative Writing

3 Credits

Offered periodically or as needed

In this course you will be introduced to world of creative writing. We will embark on weekly writing experiments and exercises drawing from your own experiences, identities, perceptions, and unique and wild imaginations. At the same time, we will read, listen to, and watch work read by contemporary authors in all genres to be in conversation with our own writing and the world in which we live. This course will get you thinking creatively and show you ways to approach writing as a creative outlet and form of self-expression to grapple with and explore the complexities of what it means to be human in this moment. Together we will build a close classroom community through weekly collaborations, feedback, discussion, reading, and exciting writing adventures. Students will learn fundamentals of writing poetry, fiction, and creative nonfiction such as mini-memoir and personal narratives.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 166 - Tales of Mayhem and Mystery: An Introduction to Detective Fiction

3 Credits

Offered periodically or as needed

With its roots in the Bible, ancient Greece, and medieval China and Arabia, the tale of mystery invites readers into a role of detection. We consider facts and solve cases, but also ponder mysteries that are sometimes supernatural, metaphysical, linguistic, or existential. Students in this course will consider stories such as “The Three Apples” and “The Chalk Circle,” as well as works by Edgar Allan Poe, Arthur Conan Doyle, Agatha Christie, Raymond Chandler, Chester Himes, Thomas Pynchon, and Paul Auster, and film adaptations including *Witness for the Prosecution*, *The Third Man*, *Memento*. Only open to students that have not completed the Literature Cornerstone requirement.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 168 - Global Fictions

3 Credits

Offered periodically or as needed

In this section students encounter work by contemporary authors and filmmakers from around the globe. We’ll study this work within the broader framework of recent debates on

colonization and post-colonization, globalization, migration, and war. We'll consider issues relating to belonging and displacement; the legacies of imperialism; the local and the global; the meaning of home; diasporic, migrant and refugee identities. In order to see how contemporary writers and filmmakers have engaged with these questions, we'll study work produced by artists from the Caribbean (Antigua, Haiti, and Martinique), Northern Africa (Syria, Iraq, and Iran), North, Central and South America (Canada, Mexico, and Columbia), and Europe (England). Only open to students that have not completed the Literature Cornerstone requirement.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ENG 169 - Poetic Idiom through the Ages

3 Credits

Offered periodically or as needed

Using some of the most familiar and often taught works in each genre of poetry, this course will explore the poetic styles and forms of artistic expression that are characteristic of certain poets and periods of literature down through the ages. It will also examine the idiom of current songwriters like Lil Wayne and Taylor Swift and compare and contrast them with poets, both past and contemporary.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 172 - Literature of Protest

3 Credits

Offered periodically or as needed

An examination of a variety of literary works from the middle of the 19th century to the present, focusing on the ways they critique prevailing power structures and ideology. How these various writers construe the relationship between aesthetics and politics (that is, the social/political purposes of their art) is the central question we will seek to answer. By examining the ways in which each work assaults the status quo of an inhumane, often brutal society, we will trace a tradition of protest literature and discover the means and methods of protest writers from several different cultures and national literatures.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 173 - Fictional Futures

3 Credits

Offered periodically

We are most familiar with stories set in the past, and for good reason: tales set in the future are rarer and seem to follow different rules. In this course, we will look at stories that envision the future and study how they function. We will read novels and watch films for their predictions about the future as well as what they tell us about our present. Our texts will include works of science fiction (sci-fi), speculative fiction, climate fiction (cli-fi), and Afrofuturism.

Core Curriculum Attribute(s): Ethical Reasoning, Language, Arts, and Humanities

ENG 200 - Introductory Topics in Literary Studies

3 Credits

Offered Fall and Spring

Introduction to the vocabulary and practices of literary-critical analysis and the skills of close reading with a focus on the major literary genres.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Course may be taken twice as long as topics differ.

ENG 201 - British Literature to 1700

4 Credits

Offered Fall

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 204 - Drama

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 205 - Fiction

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 221 - Introductory Topics in Digital Humanities

3 Credits

Offered Spring

This course features an introduction to a range of digital methods and tools for humanistic inquiry.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Digital Humanities

ENG 242 - Topics in Creative Writing: Poetry I

3 Credits
Offered Fall

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

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Creative Writing
Note: Course may be taken twice as long as topics differ.

ENG 243 - Topics in Creative Writing: Fiction I

3 Credits
Offered Fall and Spring

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

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Creative Writing Minor
Note: Course may be taken twice as long as topics differ.

ENG 247 - Topics in Catholicism and Literature

3 Credits
Offered Fall and Spring

An engagement with Catholic writers and themes in British and American Literature.

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities
Note: Course may be taken twice as long as topics differ.

ENG 248 - Catholic Literature and the Modern World

3 Credits
Offered Spring

Through literature and film this course will introduce students to the development of the Catholic imagination from the late nineteenth through the early twenty-first centuries. We will examine the struggle between the Catholic Church and modernity, which developed into a more cooperative relationship by the time of the Second Vatican Council (1962-1965), and which continues to evolve into the contemporary period.

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

ENG 258 - Literature and Sports

3 Credits
Offered Fall and Spring

Students will read and study literature that draws on or engages in some way sports and its diverse cultures. Some of the stories, novels, and essays will be about sports; others

will, for example, incorporate sports into their broader aesthetic and social visions; others still will use the culture of sport as the canvas on which to paint characters and their internal lives.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 271 - Film and Story

3 Credits
Offered Fall and Spring

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

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Cinema Studies Minor

ENG 272 - Film and Culture

3 Credits
Offered Fall

An exploration of specific topics in American cultural history as represented in cinema.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Cinema Studies Minor

ENG 273 - Hitchcock

3 Credits
Offered Fall

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

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Cinema Studies Minor, Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor

ENG 300 - Topics in Literary and Cultural Theory

3 Credits
Offered Fall and Spring

Explorations in literary, critical, and cultural theories with an emphasis on connections between language, literary expression, and cultural and historical contexts.

Prerequisite(s)/Restriction(s): At least one 200-level ENG or GND course

Core Curriculum Attribute(s): Ethical Reasoning, Language, Arts, and Humanities

Course Applies to: Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor

Note: Course may be taken twice as long as topics differ.

ENG 301 - Topics in Medieval Literature (WID)

4 Credits

Offered periodically

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

Core Curriculum Attribute(s): Language, Arts, and Humanities, Writing in the Disciplines

Note: Course may be taken twice as long as topics differ.

ENG 304 - Topics in Early Modern Literature (WID)

4 Credits

Offered Spring

A thematic study of texts, figures, and influences associated with the literature of the early modern period.

Core Curriculum Attribute(s): Language, Arts, and Humanities, Writing in the Disciplines

Note: Course may be taken twice as long as topics differ.

ENG 306 - Topics in British Literature, 1700-1900 (WID)

4 Credits

Offered Fall

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

Core Curriculum Attribute(s): Language, Arts, and Humanities, Writing in the Disciplines

Note: Course may be repeated twice as long as topics differ.

ENG 307 - Topics in British Literature, 1900 - Present

3 Credits

Offered periodically

A critical analysis of various cultural and literary issues that emerge in British Literature in the twentieth and twenty-first centuries.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Course may be taken twice as long as topics differ.

ENG 310 - Topics in World and Comparative Literature

3 Credits

Offered periodically

A critical analysis of literature outside of the American and British traditions and/or a comparative look at themes across national literatures and traditions.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Course may be taken twice as long as topics differ.

ENG 317 - The Romantic Age I

3 Credits

Offered Fall

Study of major texts and authors of the first generation of The Romantic Age. Authors may include Blake, Wordsworth, Coleridge, Wollstonecraft, Godwin, and others.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 318 - The Romantic Age II

3 Credits

Offered Spring

Study of major texts and authors of the second generation of The Romantic Age. Authors may include the Shelleys, Byron, Keats, Austen, Hazlitt, Hemans, and others.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 326 - Topics in American Cinema

3 Credits

Offered Fall

A critical study of specific topics related to the American narrative film.

Core Curriculum Attribute(s): Language, Arts, and Humanities

Course Applies to: Cinema Studies Minor, Gender and Sexuality Studies Minor, Gender and Sexuality Studies B.A.

Note: Course may be taken twice as long as topics differ.

ENG 344 - Topics in Creative Nonfiction

3 Credits

Offered Fall

In this creative nonfiction course, we will read distinct and recent writers which we will use throughout as inspirations for our own writing, meditation, and investigation. Our own writing experiments will explore the uses of memory, observation, and research with close attention to structure and form in creative nonfiction writing. We work with the goal of exciting interest and developing deftness in the construction of longer-form memoirs and personal narratives. Course may be taken twice as long as topics differ.

Core Curriculum Attribute(s): Language, Arts, and Humanities

Course Applies to: Creative Writing Minor

Note: Course may be taken twice as long as topics differ.

ENG 345 - Topics in Creative Writing: Fiction II

3 Credits

Offered Fall

This course will provide students the opportunity to advance their fiction-writing skills and develop longer, more complex narrative forms. Course may be taken twice as long as topics differ. Specific topics and descriptions offered in a given semester can be found on the Registrar's website.

Core Curriculum Attribute(s): Language, Arts, and Humanities

Course Applies to: Creative Writing Minor

ENG 346 - Topics in Creative Writing: Poetry II

3 Credits

Offered Spring

This course allows students to further develop the skills acquired in the beginning poetry workshop by concentrating on more complex aspects of poetic practice. Students will work on composing and revising their own poetry, critiquing peer work in a workshop setting, and reading the work of established poets.

Prerequisite(s)/Restriction(s): ENG 242 - Topics in Creative Writing: Poetry I or permission of instructor

Core Curriculum Attribute(s): Language, Arts, and Humanities

Course Applies to: Creative Writing Minor

Note: Course may be taken twice as long as topics differ.

ENG 348 - Topics in Religion and Literature

3 Credits

Offered periodically

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

Core Curriculum Attribute(s): Language, Arts, and Humanities

Note: Course may be taken twice as long as topics differ.

ENG 349 - Irish Literature: Nationalism, Religion, Mother Ireland

3 Credits

Offered periodically

A critical analysis of various cultural and literary issues that emerge in Irish fiction, poetry, and drama.

Core Curriculum Attribute(s): Catholic Thought and Action

ENG 350 - Chaucer

3 Credits

Offered Spring

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

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 353 - Shakespeare

3 Credits

Offered Fall

Close readings of Shakespeare's work.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 358 - Desire and Death in Myth

3 Credits

Offered periodically or as needed

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

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 359 - Nineteenth-century British Poetry

3 Credits

Offered periodically or as needed

A critical reading of Romantic and Victorian poets, along with relevant prose.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 360 - American Literature to 1865

3 Credits

Offered periodically or as needed

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

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 361 - American Literature 1865-present

3 Credits

Offered periodically or as needed

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

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 362 - Topics in Poetry

3 Credits

Offered periodically

A critical reading of poetry. Topics vary from semester to semester.

Core Curriculum Attribute(s): Language, Arts, and Humanities

Note: Course may be taken twice as long as topics differ.

ENG 366 - Topics in Twentieth-Century American Literature

3 Credits

Offered periodically

An examination of themes in twentieth-century literature. Topics will vary from semester to semester.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Language, Arts, and Humanities

Note: Course may be taken twice as long as topics differ.

ENG 367 - Topics in Nineteenth-Century American Literature (WID)

4 Credits

Offered Fall and Spring

An examination of themes in nineteenth-century literature. Topics will vary from semester to semester.

Core Curriculum Attribute(s): Language, Arts, and Humanities, Writing in the Disciplines

Note: Course may be taken twice as long as topics differ.

ENG 368 - Race, Ethnicity, and American Culture

3 Credits

Offered Fall

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

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Critical Race and Ethnic Studies Minor, Critical Race and Ethnic Studies B.A.

ENG 369 - African American Literature

3 Credits

Offered periodically or as needed

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

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Language, Arts, and Humanities

Course Applies to: Critical Race and Ethnic Studies Minor, Critical Race and Ethnic Studies B.A.

ENG 372 - 'Zines, Chapbooks, and DIY Publishing

3 Credits

Offered Fall

Whether you are interested in poetry, fiction, creative nonfiction, or cross genre writing, this course will help you explore ways to get your work into the world. Focusing on small press publishers, artist made books, 'zines, and literary journals. Creative writing experiments will result in your own independent publishing project which will be a chapbook, 'zine, or handmade book.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Creative Writing Minor

ENG 373 - Gerard Manley Hopkins and his Contexts

3 Credits

Offered Spring

This course focuses on nineteenth-century poet Gerard Manley Hopkins in his various contexts: as a poet in the wake of the Romantic movement; as a Catholic convert and Jesuit

in the wake of the Oxford Movement; as a Victorian engaged with and troubled by the social and political tumult around him.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 380 - Modern Poetry

3 Credits

Offered Fall

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

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 382 - American Drama

3 Credits

Offered periodically or as needed

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

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 389 - Alternative Modernisms

3 Credits

Offered periodically or as needed

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

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Gender and Sexuality Studies Minor, Gender and Sexuality Studies B.A.

ENG 390 - Topics in Modernism (WID)

4 Credits

Offered Fall and Spring

Critical study of literature and culture from the modernist period (early 20th century) to the present.

Core Curriculum Attribute(s): Ethical Reasoning when the topic is "Digital Modernity: How Did We Get There", Language, Arts, and Humanities, Writing in the Disciplines

Note: Course may be taken twice as long as topics differ.

ENG 391 - Topics in Gender & Sexuality Studies

3 Credits

Offered periodically

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

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Gender and Sexuality Studies Minor, Gender and Sexuality Studies B.A.

Note: Course may be taken twice as long as topics differ.

ENG 392 - Topics in Postcolonial and Global Literature (WID)

4 Credits

Offered periodically

An investigation of themes within the frame of postcolonial studies. Topics will vary from semester to semester.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Language, Arts, and Humanities

Note: Course may be taken twice as long as topics differ.

ENG 395 - Introduction to Postcolonial Literature and Culture

3 Credits

Offered periodically

A critical introduction to the poetry, fiction, and drama of the postcolonial world. Discussions will be informed by an introduction to postcolonial theory.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 398 - Telling Tales: Theories of Narrative

3 Credits

Offered Spring

The study of how and why we construct stories: an introduction to narrative theory, using texts from Jane Austen to comic books.

Core Curriculum Attribute(s): Language, Arts, and Humanities

ENG 422 - English Capstone Seminar

4 Credits

Offered Fall and Spring

An examination of thematically related works within the framework of contemporary critical theory.

Prerequisite(s)/Restriction(s): ENG 300 - Topics in Literary and Cultural Theory, ENG 391 - Topics in Gender & Sexuality Studies, ENG 398 - Telling Tales: Theories of Narrative, and junior standing or higher.

Core Curriculum Attribute(s): Capstone, Language, Arts, and Humanities

Course Applies to: Cinema Studies Minor

Note: Course may be taken only once.

ENG 475 - Internship in English

3 Credits

Offered Fall and Spring

Designed to give English majors an acquaintance with - and practical experience in - careers that extend from their training in the major. Internships provide a practicum where students work for a business and a seminar where students meet on a regular basis with the instructor.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

ENG 476 - English Teaching Apprenticeship

3 Credits

Offered Fall and Spring

Designed for senior English majors seriously intending to pursue graduate study, this apprenticeship gives the students experience in creating and coordinating a general studies course under the direction of a faculty member.

Prerequisite(s)/Restriction(s): ENG 200 - Introductory Topics in Literary Studies, ENG 300 - Topics in Literary and Cultural Theory, and permission of Department Chairperson.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Course may be taken four times as long as topics differ.

ENG 477 - Digital Humanities Internship

3 Credits

Offered Spring

An internship in digital media content production and management at a local museum or other cultural institution. For junior or senior digital humanities minors or English majors with demonstrated digital humanities skills.

Prerequisite(s)/Restriction(s): VPG 305 - Web Site Design and junior standing or higher. Digital Humanities or English majors only.

ENG 496 - Independent Research - English

1-4 Credits

Offered as needed

Opportunity for a student to do a research project in a specialized area of English or literature under the direction of a member of the English Department faculty.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Students must complete 45 hours work/semester per credit.

ENG 497 - Senior Thesis

3 Credits

Offered Fall and Spring

A course for students who want to do an extended project.

Prerequisite(s)/Restriction(s): Permission of the Department Chairperson

Core Curriculum Attribute(s): Language, Arts, and Humanities

Environmental Science and Studies

ENV 200 - Principles of Environmental Science

3 Credits

Offered Fall and Spring

Fundamentals of the life sciences and physical sciences as they pertain to our environmental problems and solutions, as well as consideration of the pertinent social sciences such as economics. This interdisciplinary science course teaches relevant basic research techniques, and students will conduct research on real environmental problems.

Core Curriculum Attribute(s): Natural Science

Note: This course includes field trips/work and requires walking outdoors over uneven terrain, often in less than ideal weather. Students who may have difficulty navigating uneven terrain should contact the Office of Accessibility Resources at 508-565-1306 or accessibility-resources@stonehill.edu at least two weeks in advance of the course to allow for planning around accommodation needs.

ENV 201 - Research Methods in Environmental Science

1 Credit

Offered Fall

This course provides students with the opportunity to develop and practice the research skills required of today's environmental scientists. Working in the lab and field, students will learn to safely identify, collect, analyze and report on key variables from a variety of environmental systems including rivers, forests and wetlands.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science

Note: This course includes field trips/work and requires walking outdoors over uneven terrain, often in less than ideal weather. Students who may have difficulty navigating uneven terrain should contact the Office of Accessibility Resources at 508-565-1306 or accessibility-resources@stonehill.edu at least two weeks in advance of the course to allow for planning around accommodation needs.

ENV 202 - Environmental Writing (WID)

3 Credits

Offered alternate years in fall

This course includes a variety of forms of environmental writing including nature writing and environmental journalism. We will read and write in the genre constantly. We will explore the environments in and around Stonehill. Each student's best writing will be published in a collection at the end of the semester.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science. Open to Environmental Science and Studies majors.

Core Curriculum Attribute(s): Writing in the Disciplines

Note: This course includes field trips/work and requires walking outdoors over uneven terrain, often in less than ideal weather. Students who may have difficulty navigating uneven terrain should contact the Office of Accessibility Resources at 508-565-1306 or accessibility-resources@stonehill.edu at least two weeks in advance of the course to allow for planning around accommodation needs.

ENV 204 - Food Justice

3 Credits

Offered periodically or as needed

This class challenges students to critically analyze their personal relationships with food and the larger structure of the food system, including food production, distribution and consumption, and disposal. Students will learn about and reflect on how food choices have local and global environmental, political and social impacts.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science

ENV 270 - Environmental Ethics

3 Credits

Offered Fall

This course considers traditional ethics and contemporary, radical approaches to discern the "good" in human-nature relations. Students engage in collaborative projects that engage the campus in changing behavior to better meet the relevant ethical good.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

Core Curriculum Attribute(s): Ethical Reasoning

ENV 275 - Environmental Law

3 Credits

Offered periodically or as needed

This course explores rationales for environmental protection; the choice of policy instruments to address environmental problems; and the roles played by governmental and non-governmental actors. Practical experience with issues of environmental law will be gained through a partnership with the Natural Resources Trust of Easton.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science or POL 123 - American Government and Politics

ENV 295 - Physical Geology

4 Credits

Offered Fall

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.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science

Core Curriculum Attribute(s): Natural Science

Note: This course includes substantial field work both on and off campus and requires walking outdoors over uneven terrain, often in less than ideal weather. Students who may have difficulty navigating uneven terrain should contact the Office of Accessibility Resources at 508-565-1306 or accessibility-resources@stonehill.edu at least two weeks in advance of the course to allow for planning around accommodation needs.

ENV 301 - Water Resources in a Changing Climate

3 Credits

Offered Fall

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.

Note: Students may not take both ENV 301 and ENV 302 - Coastal Zone Management.

ENV 302 - Coastal Zone Management

3 Credits

Offered Spring

Current issues in coastal environmental affairs. Scientific, legal, economic, management, and technical aspects of coastal issues are integrated into problem-solving exercises. History of the degradation and clean-up of Boston Harbor.

Prerequisite(s)/Restriction(s): Course in Biology, Chemistry, Geology, or Environmental Planning

Note: Students may not take both ENV 301 - Water Resources in a Changing Climate and ENV 302.

ENV 315 - Women and Ecology

3 Credits

Offered alternate years in spring

This seminar course explores ecofeminist theory alongside the work of women influential in our understanding of ecological and environmental issues. Included are scientists, philosophers, artists, and activists from around the world. Broader themes examined include materialism, globalization, colonialism, and environmental justice.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science or GND 101 - Introduction to Gender and Sexuality Studies

Course Applies to: Gender & Sexuality Studies

ENV 316 - Case Studies in Environmental Management

3 Credits

Offered alternate years in Spring

Several federal agencies are charged with management of vital ecological resources such as forests, fisheries, rangeland, and waterways. In this course, students study how such agencies make critical resource management decisions, often by needing to reconcile conflicting goals. The course is organized around case studies that illustrate the scientific, legal, economic, and social dimensions of such decision making, which is often based on incomplete information, and done within the context of stakeholder conflict.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science

ENV 321 - Environmental Racism Toward Environmental Justice

3 Credits

Offered alternate years in Spring

Environmental racism, stemming from discriminatory policies and regulations, is a form of systemic racism where communities of color are disproportionately burdened with hazardous materials generated by society. This course explores structural racism, the environment and how communities of color struggle with hazardous living conditions. We'll investigate how different communities experience the environment and its benefits, look toward a future that centers environmental justice, and consider how to move our society in a more equitable direction.

ENV 325 - Introduction to Geographic Information Systems

4 Credits

Offered Fall

Introduction to geographical information systems technology, focusing on spatial data acquisition, development and analysis in the science and management of natural resources. Topics covered include basic data structures, data sources, data collection, data quality, geodesy and map projections, spatial and tabular data analysis, digital elevation data and terrain analysis, cartographic modeling, and cartographic layout. Laboratory exercises provide practical experiences that complement the theory covered in lecture.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science

Course Applies to: Data Analytics

ENV 326 - Sustainable Agriculture

3 Credits

Offered Fall

We will study the economic, ecological and social components of sustainable agriculture in the context

of growing human populations and climate change. Students will assist in leading class discussions on these interdisciplinary topics and actively engage with material covered in the literature as they participate in the classroom and at the farm.

Core Curriculum Attribute(s): Natural Science

Note: This course includes field trips/work and requires walking outdoors over uneven terrain, often in less than ideal weather. Students who may have difficulty navigating uneven terrain should contact the Office of Accessibility Resources at 508-565-1306 or accessibility-resources@stonehill.edu at least two weeks in advance of the course to allow for planning around accommodation needs.

ENV 330 - Intermediate Geographic Information Systems

4 Credits

Offered alternate years in Spring

This course is a continuation of the Introduction to Geographic Information Systems (GIS) course. The course will introduce Intermediate concepts and techniques related to the theory and application of geographic information systems. The course will cover topics such as data collection, editing and digitizing, raster data and processing, spatial statistics, and advanced layout for map-making. Students will continue to explore additional geoprocessing tools using the ESRI's ArcGIS for Desktop software platforms during labs.

Prerequisite(s)/Restriction(s): ENV 325 - Introduction to Geographic Information Systems

ENV 340 - Human Dimensions of Wildlife Conservation

3 Credits

Offered Spring

Wildlife conservation is one of humanity's most complex challenges. Making well-informed management decisions that consider both ecological and human dimensions is imperative. In this course we'll explore the human dimensions of wildlife management - how human values, attitudes, and actions affect biodiversity conservation. We'll investigate how governments protect wildlife given increasing anthropogenic pressures while considering numerous stakeholder perspectives. We'll use case studies to investigate domestic and international ecosystems and have opportunities to explore survey data.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science

ENV 345 - Conservation Biology

3 Credits

Offered alternate years in Fall

Conservation Biology is the study of the factors affecting the maintenance, loss, and restoration of biodiversity. This

course gives students an overview of the major threats facing biodiversity, as well as the scientific methods and biological principles behind conservation management. We'll explore common models, tools, and techniques used to conserve biodiversity (e.g., reserve design, population viability analysis, sustainable harvest models, meta-population models, etc.) with the goal of preparing students for science-based careers in Conservation Biology.

Prerequisite(s)/Restriction(s): ENV 200 - Principles of Environmental Science and BIO 102 - Biological Principles II

ENV 350 - Climate Science

3 Credits

Offered alternate years in Spring

An overview of the Earth's climate system, including major physical and chemical components and interactions. Students will acquire the scientific perspective necessary to competently assess issues related to current climate change concerns.

Prerequisite(s)/Restriction(s): Junior standing or higher and one course in Biology, Chemistry, or Physics

ENV 360 - Introduction to Oceanography

3 Credits

Offered alternate years in Fall

This course is designed to be a fundamental introduction to ocean sciences. Students will explore the physical and biological processes that govern the ocean's circulation and marine life. Topics include waves and currents, marine life and ecosystems, tides, beach erosion and the way the ocean is being affected by global climate change.

Prerequisite(s)/Restriction(s): One year of chemistry. Environmental Science or Studies, Biology, Biochemistry, Chemistry, or Physics majors only.

Note: This course includes substantial field work off campus and requires walking outdoors over uneven terrain, often in less than ideal weather. Students who may have difficulty navigating uneven terrain should contact the Office of Accessibility Resources at 508-565-1306 or accessibility-resources@stonehill.edu at least two weeks in advance of the course to allow for planning around accommodation needs.

ENV 375 - Topics in Environmental Studies

3 Credits

Offered Fall and Spring

This topical course may be offered by faculty in a focused area of environmental study and may vary from semester to semester.

Note: Course may be taken twice as long as topics differ.

ENV 376 - Topics in Environmental Sciences

3 Credits
Offered Spring

This topical course may be offered by faculty in a focused area of environmental science and may vary from semester to semester.

Note: Course may be taken twice as long as topics differ.

ENV 470 - Environmental Senior Seminar

1 Credit
Offered Spring

Senior environmental sciences & studies majors come together weekly with the Program Director to discuss and analyze senior capstone work, with a focus on further developing student skill in interdisciplinary thinking.

Prerequisite(s)/Restriction(s): Senior Environmental Studies or Sciences major

Note: Must be taken during or after one of three Environmental senior capstone experiences (ENV 475, ENV 490, ENV 497)

ENV 475 - Environmental Internship

3 Credits
Offered Fall and Spring

Opportunity for qualified students to gain practical experience in an environmental company, agency, or organization under professional supervision.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

ENV 490 - Directed Study - Environmental

1-4 Credits
Offered as needed

Opportunity for upper level students to do advanced study with a faculty mentor in a specialized area of environmental studies.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

ENV 496 - Independent Research - Environmental

1-4 Credits
Offered as needed

Opportunity for a student to conduct research in a specialized area of Environmental Science or Studies under the direction of a faculty member.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

ENV 497 - Senior Thesis

3 Credits
Offered Fall and Spring

Independent scholarly work under the guidance of a faculty member, resulting in a substantial written work.

Prerequisite(s)/Restriction(s): Permission of the instructor and Program Director

Finance

FIN 105 - Personal Finance

3 Credits
Offered Fall and Spring

Formerly BUS 096. This course focuses on teaching financial life skills by identifying financial situations that students can relate to, so that they understand the impact of those financial decisions on their lives. It is designed to be an extremely practical class in which the skills that are learned can be put into immediate use in their everyday lives. Topics include how to create and prioritize a budget, understanding your credit score and using credit to your advantage, understanding student loans and your repayment options, should I buy or lease a car, should I rent or buy a home, how do I value a job offer and assess the related benefits, how do I make my money work for me through investing, and why should I start thinking about retirement now.

FIN 110 - Introduction to Entrepreneurship

3 Credits
Offered Fall and Spring

This course introduces students into the world of entrepreneurship. Introduction to Entrepreneurship is an introductory course structured to provide a firm basis as to the critical role entrepreneurs and entrepreneurship plays in the global economy. Entrepreneurship will be analyzed, debated, assessed, and explored experientially throughout the course from an interdisciplinary perspective. Entrepreneurship will be viewed as a manageable process and way of thinking, acting, and behaving applicable not

only to business endeavors but to everyday problems existing in the workplace and society.

Prerequisite(s)/Restriction(s): dual enrollment students only

FIN 320 - Corporate Finance

3 Credits

Offered Fall and Spring

Formerly BUS 320. Emphasizes understanding financial markets and the financial management of corporations. Stresses the firm's procurement, allocation, and control of funds and their relationship to the firm's objectives of profitability and liquidity. Covers the concepts of interest rates, financial analysis, risk and return, analysis of investment decisions and capital budgeting, debt and equity financing, and dividend policies. Lectures, problems, and readings are employed.

Prerequisite(s)/Restriction(s): ACC 203 - Financial Accounting (formerly BUS 203) with a grade of C- or higher
Course Applies to: Accounting B.S.B.A., Actuarial Mathematics B.A., Business Minor, Entrepreneurship Minor, Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Mathematics B.A., Mathematics B.S., Sport Management B.S.B.A.

FIN 321 - Advanced Corporate Finance & Modeling

3 Credits

Offered Fall

Formerly BUS 321. Course covers intermediate topics in financial management. Emphasis on the major concepts of business finance, including capital budgeting and investment decisions, capital structure and financing decisions, financial analysis, and value creation. These concepts are explored through lectures, problems, readings, and class discussions.

Prerequisite(s)/Restriction(s): FIN 320 - Corporate Finance (formerly BUS 320)
Course Applies to: Finance B.S.B.A.

FIN 325 - Fundamentals of Financial Technology

3 Credits

Offered Spring

Formerly BUS 325. FinTech is a fast-growing sector that encompasses use of technology in the financial services industry. Examples include personal finance (peer-to-peer lending, digital banking), digital currencies, roboadvisors, InsurTech and digital payments. This course equips the students with an understanding of the major FinTech products in the market and provide an overview of the underlying technologies (blockchain, artificial intelligence, machine learning, cloud computing). It will also discuss the regulatory developments in this new industry.

Course Applies to: Data Analytics Minor

FIN 327 - Investments

3 Credits

Offered Fall and Spring

This course stresses the fundamental analysis and valuation of stocks, bonds, and derivative financial instruments. Trading procedures, regulatory matters, portfolio theory, and the proper specification of risk versus return are covered.

Prerequisite(s)/Restriction(s): FIN 320 - Corporate Finance (formerly BUS 320). Open to B.S.B.A. majors and related minors and Actuarial Mathematics and Mathematics majors.
Course Applies to: Accounting B.S.B.A., Actuarial Mathematics B.A., Business Minor, Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Mathematics B.A., Mathematics B.S., Sport Management B.S.B.A.

FIN 340 - Python - Applications in Finance

3 Credits

Offered Spring

FinTech is a fast-growing sector that encompasses use of technology in the financial services industry. This course aims to equip the students with the programming skills needed to succeed in the finance sector. The course will introduce real-world fintech applications using Python. We will start with data analysis and data visualization. We will then work on a stock price prediction model, learn to perform a Monte Carlo simulation for portfolio optimization, and build and test algorithmic trading models. Other topics will include building and testing credit scoring models and building a blockchain.

FIN 358 - Fundamentals of Entrepreneurship and Small Business

3 Credits

Offered Spring

Formerly BUS 358. A case study course which concentrates on the underlying rationale for starting a business, the methods and techniques involved in initiating and leaving a business venture, and the ongoing problems encountered in managing a business activity. The student is given practical exposure to entrepreneurship through guest speakers, casework, and projects.

Course Applies to: Entrepreneurship Minor, Management B.S.B.A.

FIN 400 - Topics in Finance

3 Credits

Offered Spring

Formerly BUS 430. This course will introduce new topics into the finance curriculum in the areas of corporate finance, investments, financial institutions, derivative securities, etc.

Prerequisite(s)/Restriction(s): FIN 320 - Corporate Finance (formerly BUS 320) and FIN 327 - Investments (formerly BUS 327) and junior standing or higher. Open to Finance, Economics, Actuarial Mathematics, and Mathematics majors. Course Applies to: Actuarial Mathematics B.A.
Note: Course is not repeatable.

FIN 425 - Multinational Corporate Finance

3 Credits
Offered Spring

Formerly BUS 425. Study and understanding of financial management in an international business setting. This course discusses the concepts and techniques of international financial risk management, using currency hedging techniques, international investment decisions, and international money markets and financing decisions. Using lecture, discussions, and readings, the course provides a framework to evaluate international business transactions.

Prerequisite(s)/Restriction(s): FIN 320 - Corporate Finance (formerly BUS 320) and junior standing or higher. Open to Finance, International Business, and Economics majors, and Political Science & International Studies majors and minors. Course Applies to: Finance B.S.B.A., International Business B.S.B.A.

FIN 428 - Seminar in Financial Management

3 Credits
Offered Spring

Formerly BUS 428. Use of readings and case studies to understand the types of analysis performed and decisions made by the financial managers of corporations, focusing on valuation concepts and managing for value. Students explore specific financing and investing decisions made by the firm's management, capital structure, capital budgeting, and long-term financing decisions. Stresses student's analysis and problem-solving skills and requires active class participation.

Prerequisite(s)/Restriction(s): FIN 320 - Corporate Finance (formerly BUS 320) and senior standing. Open to Finance majors.
Course Applies to: Finance B.S.B.A.

FIN 429 - Entrepreneurial Finance

3 Credits
Offered periodically

Formerly BUS 429. This course is intended for students interested in the often-mysterious and often-misunderstood world of venture capital. Unlike the study of Corporate Finance that focuses on the financial decision-making of large public corporations, this course will focus on the study of the financing of small and medium-sized businesses from the perspective of both the entrepreneur and the venture investor.

Prerequisite(s)/Restriction(s): ACC 203 - Financial Accounting (formerly BUS 203) with a grade of C- or higher and FIN 320 -

Corporate Finance (formerly BUS 320)
Course Applies to: Entrepreneurship Minor, Finance B.S.B.A.

FIN 432 - Applied Research and Portfolio Management

4 Credits
Offered Fall

Formerly BUS 432. This course will develop a student's understanding of the investment research, valuation and portfolio management process. The class will simulate a real-world management process covering the research and analysis of individual securities, formulation of these securities into portfolios, and the use of derivative securities to modify the risk/return profile of the portfolio.

Prerequisite(s)/Restriction(s): FIN 327 - Investments (formerly BUS 327) and acceptance by the SCIFI Academic Committee
Course Applies to: Actuarial Mathematics B.A., Finance B.S.B.A.

FIN 437 - Behavioral Finance

3 Credits
Offered Spring

This course focuses on the growing field of behavioral finance using insights from psychology to understand how human behavior influences the decisions of individual and professional investors, markets, and managers. Behavioral Finance is interdisciplinary as it borrows heavily from the academic literature in accounting, economics, statistics, psychology, and sociology.

Prerequisite(s)/Restriction(s): FIN 327 - Investments and FIN 432 - Applied Research and Portfolio Management

FIN 475 - Internship in Finance

0-9 Credits
Offered Fall and Spring

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 internship coordinator.

Prerequisite(s)/Restriction(s): Junior standing or higher and minimum cumulative GPA of a 2.8. See internship coordinator for other requirements.

Note: Application required for course.

FIN 480 - Finance Internship Full Time

9 Credits
Offered Fall, Spring, Summer

Full-time internship. This course is nine pass/fail credits. Taken with FIN 481 - Finance Internship Full Time II (three graded credits) for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

FIN 481 - Finance Internship Full Time II

3 Credits

Offered Fall, Spring, Summer

This course is three graded credits, taken with FIN 480 - Finance Internship Full Time for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

FIN 490 - Directed Study in Finance

0-4 Credits

Offered periodically

Investigation in the finance field for which the student has special interest not covered by a normally scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the department chair or program director, and submission of the online Directed Study Application and Contract to the Registrar's Office.

First Year Writing

FYW 100 - First Year Writing

3 Credits

Offered Fall and Spring

In all First Year Writing seminars, students will develop the skills to write clearly and persuasively for different purposes, audiences, and contexts in a small-class format. These courses involve frequent writing, close reading, and rigorous analysis to provide a foundation for the many reading and writing tasks ahead. Instructors will guide students through the writing process by providing frequent and extensive feedback that emphasizes drafting, revising, and editing as fundamental practices in their development as a writer.

Prerequisite(s)/Restriction(s): Restricted to first-year students

Gender and Sexuality Studies

GND 101 - Introduction to Gender and Sexuality Studies

3 Credits

Offered Fall and Spring

This course fosters critical thinking about sex and gender. It is an interdisciplinary and cross-cultural study of the key questions and debates surrounding the biological, psychological and sociological determinants of gender. This course examines historical and contemporary issues including systems of gender oppression, media, education, work, parenting, health and wellness, and violence.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Language, Arts, and Humanities

GND 200 - Topics in Gender and Sexuality Studies

3 Credits

Offered Fall and Spring

Introductory seminars that investigate a timely topic from the perspective of gender and/or sexuality studies.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Topics vary semester to semester. Course may be taken three times as long as topics differ.

GND 300 - Advanced Topics in Gender & Sexuality Studies

3 Credits

Offered Fall and Spring

Advanced seminars that investigate a timely topic from the perspective of gender and/or sexuality studies. Topics vary semester to semester.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Course may be taken three times as long as topics differ.

GND 305 - Women of Color Writers

3 credits

Offered alternate years in Fall

In this course we will look at the intersections of gender, race, and sexuality in the fiction and non-fiction work of women writers of color, mostly U.S. and mostly 20th century, but not exclusively. Among the topics/questions we'll explore: creating and reclaiming self/identity, family and community, racialization and the state, forgotten/remembered histories, sexuality, queer of color critique/theory, violence in borderlands, intimacy, and motherhood. Possible writers include Toni Morrison, Audre Lorde, and Leslie Marmon Silko.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Critical Race and Ethnic Studies Minor, Critical Race and Ethnic Studies B.A.

GND 475 - Internship in Gender and Sexuality Studies

3 Credits

Offered Fall and Spring

Practical experience with a focus on gender and/or sexuality, culminating in a critical reflection project. Possible internships include working in women's organizations, domestic abuse shelters, rape crisis centers, law offices, women's resource centers, gay and lesbian organizations, and political campaigns. The internship is supervised by a committee consisting of two or three readers.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

GND 490 - Directed Study - Gender & Sexuality Studies

1-4 Credits

Offered as needed

An in-depth study of an original research question regarding gender and/or sexuality, culminating in a major project. The directed study is supervised by a committee consisting of two or three readers.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office
Note: Students must complete 45 hours work/semester per credit.

Global Business, Operations, and Strategy

GOS 178 - Spanish for Business Professionals I

3 Credits

Offered Fall

Students will continue to develop and hone the most basic skills necessary to discuss topics that may include the activities they perform, their daily routines, professions, their interests and skills, and their past achievements. Students will develop the abilities necessary to prepare simple business-related documents as well as engage in brief professional conversations (namely, asking and answering simple questions). Lastly, skills for successfully negotiating cultural differences and avoiding misunderstandings are developed throughout the course.

Prerequisite(s)/Restriction(s): SPA 131 - First Semester Spanish (or equivalent first-semester Spanish course) or qualifying placement exam score.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Note: Cross-listed with SPA 178 - Spanish for Business Professionals I

GOS 210 - International Business

3 Credits

Offered Fall and Spring

Formerly BUS 336. This course introduces the students to the economic, political, and cultural environments affecting international business. In addition, the influence of government on trade, foreign direct investment, foreign exchange, export and import strategies, and the impact of multinational enterprises will be discussed. Students will also be exposed to the comprehensive set of dynamics that comprise international business decision environments and will learn to evaluate alternative courses of action in a global setting. Particular emphasis will be placed on areas of current importance. Extensive use of cases and readings.

Prerequisite(s)/Restriction(s): Sophomore standing or higher. Open to B.S.B.A. majors and related minors and Political Science & International Studies majors.

Course Applies to: Accounting B.S.B.A., Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Sport Management B.S.B.A.

GOS 278 - Spanish for Business Professionals II

3 Credits

Offered Spring

Students will continue to develop and hone the skills necessary to discuss topics that may include, among other things, office culture, technology and its use, and business-related travel. Students also will develop the skills enabling them to create more complex business-related documents as well as sustain a professional conversation (namely, asking and answering more complex, multi-part questions). Skills for negotiating cultural differences and avoiding misunderstandings are also developed throughout this course.

Prerequisite(s)/Restriction(s): SPA 132 - Second Semester Spanish (or equivalent second-semester Spanish course), GOS 178 - Spanish for Business Professionals I, SPA 178 - Spanish for Business Professionals I (formerly SPA 233), or qualifying placement exam score

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Note: Cross-listed with SPA 278 - Spanish for Business Professionals II

GOS 279 - Spanish and Hispanic Cultures for Professionals I

3 Credits

Offered Fall

Students will continue to build upon and refine the skills necessary to discuss topics that may include, among other things, leadership styles and the responsibilities of a manager, workplace realities and corporate cultures, and attitudes of work/life balance in the Spanish-Speaking World. Students continue to develop skills necessary to prepare more complex business documents and engage in sustained professional conversations. Skills for successfully negotiating cultural differences and avoiding misunderstandings are also developed through the course.

Prerequisite(s)/Restriction(s): SPA 231 - Third Semester Spanish (or equivalent third-semester Spanish course), GOS 278 - Spanish for Business Professionals II, SPA 278 - Spanish for Business Professionals II (formerly SPA 234) or qualifying placement exam score.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Note: Cross-listed with SPA 279 - Spanish and Hispanic Cultures for Professionals I

GOS 360 - Operations Management

3 Credits

Offered Fall and Spring

Formerly BUS 360. Examines the principles, techniques, and methodologies required to successfully operate an organization in today's dynamic environment. The course will address both strategic and tactical issues of operations management and evaluate their impact on competitiveness, productivity, flexibility, quality, and cost. The course will draw on case studies and the analysis of real-world situations.

Prerequisite(s)/Restriction(s): Junior standing or higher and one statistics course (STRE attribute). Open B.S.B.A. majors and related minors.

Course Applies to: Accounting B.S.B.A., Business Minor, Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Sport Management B.S.B.A.

GOS 378 - Spanish and Hispanic Cultures for Professionals II

3 Credits

Offered Spring

Students will continue to develop and hone the skills necessary to prepare professional documents and engage in professional conversations. Special attention is paid to expanding thematic vocabulary that may pertain to marketing, accounting, finance, or other sectors. Other topics that may be explored include organizational structures, ethical expectations of employers, and the dynamics of professional relationships. Skills for successfully negotiating cultural differences and avoiding misunderstandings are also developed throughout this course.

Prerequisite(s)/Restriction(s): SPA 232 - Fourth Semester Spanish (or equivalent fourth-semester Spanish course), GOS 279 - Spanish and Hispanic Cultures for Professionals I, or SPA 279 - Spanish and Hispanic Cultures for Professionals I
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Note: Cross-listed with SPA 378 - Spanish and Hispanic Cultures for Professionals II

GOS 400 - Topics in International Business

3 Credits

Offered Offered Periodically

Formerly BUS 400. This course will introduce new topics into the international business curriculum in the areas of accounting, finance, operations, human resources, marketing, etc.

Prerequisite(s)/Restriction(s): GOS 210 (formerly BUS 336) and junior standing or higher
Course Applies to: International Business B.S.B.A.

GOS 465 - International Management

3 Credits

Offered Offered Fall

Formerly BUS 465. Integrates the strategic issues of managing a multinational firm with the cultural, political, economic, and social environments of global commercial enterprises.

Prerequisite(s)/Restriction(s): GOS 210 (formerly BUS 336) and junior standing or higher
Course Applies to: International Business B.S.B.A., Management B.S.B.A.

GOS 469 - Policy and Strategy

4 Credits

Offered Offered Fall and Spring

Formerly BUS 469. Capstone course for all B.S.B.A seniors. Focuses on the roles of executive management and the processes involved in the development and implementation of strategy in a complex, global economy. Extensive use of cases, industry simulation, and team assignments.

Prerequisite(s)/Restriction(s): ACC 203 (formerly BUS 203), ACC 204 (formerly BUS 204), FIN 320 (formerly BUS 320), MGT 333 (formerly BUS 333), (MGT 308 [formerly BUS 308] or GOS 360 [formerly BUS 360]), MKT 210 (formerly BUS 340), and senior standing. Open to B.S.B.A majors.
Course Applies to: Accounting B.S.B.A., Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Sport Management B.S.B.A.

GOS 475 - Internship in Global Business, Operations, and Strategy

0-9 Credits

Offered Fall and Spring

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 internship coordinator.

Prerequisite(s)/Restriction(s): Junior standing or higher and minimum cumulative GPA of a 2.8. See internship coordinator for other requirements.
Note: Application required for course.

GOS 480 - Global Business, Operations, and Strategy Internship Full Time

9 Credits

Offered Fall, Spring, Summer

Full-time internship. This course is nine pass/fail credits. Taken with GOS 481 - Global Business, Operations, and Strategy Internship Full Time II (three graded credits) for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

GOS 481 - Global Business, Operations, and Strategy Internship Full Time II

3 Credits

Offered Fall, Spring, Summer

This course is three graded credits, taken with GOS 480 - Global Business, Operations, and Strategy Internship Full Time for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

GOS 490 - Directed Study in Global Business, Operations, and Strategy

0-4 Credits

Offered periodically

Investigation in the global business field for which the student has special interest not covered by a normally scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the department chair or program director, and submission of the online Directed Study Application and Contract to the Registrar's Office.

Healthcare Management

HCM 101 - American Sign Language I

3 Credits

Offered Fall

Formerly HCA 101. 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.

HCM 102 - American Sign Language II

3 Credits

Offered Spring

Formerly HCA 102. Continues basic language and culture study. Offers an opportunity to build receptive and expressive ASL vocabulary. Topics include the use of signing space and further use of non-manual components, including facial expression and body postures.

Prerequisite(s)/Restriction(s): HCM 101 - American Sign Language I (formerly HCA 101)

HCM 103 - Introduction to Gerontology

3 Credits

Offered Fall

Formerly HCA 103. The process of aging. How does and will it affect me personally? What is our national response to the problems associated with aging? How does ageism, or aged-based prejudice affect society? What social, governmental,

financial, and healthcare systems operate to help the aged and in what ways do they fail? What can I do to change that? Students identify and combat ageism, in themselves and in other social institutions. Distinctions between normal aging and disorders which occur in the older people. Bio-psycho-social theories of aging. Evaluation of aging services.

Course Applies to: Healthcare Management B.A.

HCM 105 - Healthcare Foundations

3 Credits

Offered Fall and Spring

Formerly HCA 105. Examines the parts of the healthcare system in the U.S. and stresses the patient and family as the primary focus of the system. Who are the players in health services? What are the structures of the system and the behaviors of the system participants, and how does our present system prevent meaningful reform?

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 170 - Disability

3 Credits

Offered Fall and Spring

Formerly HCA 170. This course explores varied types of disabilities and provides a historical overview of key disability policies in American history. Students will confront injustices affecting persons with disabilities, learn about the intersectionality of disability and race/ethnicity, gender, sexuality and other identities, and reflect upon their own perceptions of disability. This course provides students with a foundation in disability studies before entering their chosen professions, where they will interact with individuals with disabilities across many contexts.

Core Curriculum Attribute(s): Diversity, Power, and Resistance
Course Applies to: Healthcare Management B.A.

HCM 203 - Statistics for Healthcare Managers

3 Credits

Offered Fall and Spring

Formerly HCA 203. This course provides students with an introduction to the concepts and methods of descriptive and inferential statistics and their use within healthcare organizations in carry out operations and strategic planning functions.

Core Curriculum Attribute(s): Statistical Reasoning
Course Applies to: Healthcare Management B.A.

HCM 205 - Computers in Healthcare Management

3 Credits

Offered Spring

Formerly HCA 205. Role of computers in healthcare: electronic health records, health IT, regulations imposed by Affordable Care Act, are some of the topics that will be examined.

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 208 - The Continuum of Long-term Healthcare Service

3 Credits

Offered Spring

Formerly HCA 208. What is and who makes up the continuum? Who are its clients? The course examines medical care from hospitals to hospices, from nursing homes to informal care giving. Case management, financing, and ethical issues are studied and evaluated. Focus is placed on the physical, emotional, and spiritual needs of clients and families. Case studies are emphasized.

Prerequisite(s)/Restriction(s): HCM 105 - Healthcare Foundations (formerly HCA 105) and sophomore standing or higher

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 209 - Public and Community Health

3 Credits

Offered Fall and Spring

Formerly HCA 209. 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.

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 216 - Population Health Management

3 Credits

Offered Fall and Spring

Formerly HCA 216. This course is intended to provide an introduction to population health and population health management. Inputs or determinants of health include policies, clinical care, public health, genetics, environmental factors, and the distribution of disparities in the population. Improving health outcomes and reducing health disparities

will involve moving beyond medical care services to thoughtful consideration of the social determinants of health and community-based efforts. The healthcare system needs to deliver services in accord with culturally and linguistically appropriate standards and demonstrate more value for the resources invested. Population health management can illuminate the pathway toward improvement on all these key dimensions.

Prerequisite(s)/Restriction(s): HCM 105 - Healthcare Foundations (formerly HCA 105)

Course Applies to: Healthcare Management Minor Healthcare Management B.A.

HCM 219 - Epidemiology

3 Credits

Offered Fall and Spring

Formerly HCA 219. The role of epidemiology as a tool for analyzing health problems in managerial settings. Introduction to study designs, bias, confounding, significance, and association and causation.

Course Applies to: Health Science B.A., Healthcare Management Minor, Healthcare Management B.A.
Note: Equivalent course to HSC 276.

HCM 220 - Healthcare Policy and Politics

3 Credits

Offered Fall

Formerly HCA 220. Historical development of the nation's system of healthcare including visions for the future. Review of healthcare policy development and implementation at the local, state, and federal levels; major healthcare, and related social issues and concerns are addressed in both readings and class discussions.

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 230 - Healthcare Accounting

3 Credits

Offered Fall

Formerly HCA 230. Fundamental introduction to accounting in the healthcare sector. Emphasis on understanding corporate financial statements as a basis for decision making, quality improvement, and planning.

Prerequisite(s)/Restriction(s): Open to Healthcare Management majors and minors.

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 234 - Comparative Health Systems

3 Credits

Offered Spring

Formerly HCA 334. An examination of the organization, finance, and performance of healthcare systems in selected developed and developing countries to identify possible lessons that can be applied to other healthcare systems. Also, a consideration of the impact of globalization on health services delivery: greater consumer responsibility, demographic shifts, regulatory approval schemes, intellectual property processes, public reporting of provider quality, and performance-adjusted reimbursement.

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 300 - Healthcare Quality: Trends and Applications

3 Credits

Offered periodically

Formerly HCA 300. This course is designed to introduce the student to two important areas of Healthcare Quality: Quality Assurance (QA) and Continuous Quality Improvement (CQI). We will cover the evolution of quality measurement and assessment in healthcare and how the current methodologies came to prominence in today's healthcare. We will explore the key components and concepts of the most influential and successful QA and CQI theories and systems employed by hospitals, payors, and industry.

Prerequisite(s)/Restriction(s): HCM 105 - Healthcare Foundations (formerly HCA 105)

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 301 - Health Communication

3 Credits

Offered Fall and Spring

Formerly HCA 301. Introduction to the theory and practice of communication within the healthcare context. Topics include interpersonal communication (e.g., provider-patient, physician-nurse, family-patient, family-provider), communication within health service organizations, and external communication between health service organizations and third-party payers and regulators (e.g., conflict management, negotiation, public relations). Designed for those majoring or minoring in Communication or Healthcare Management; recommended for anyone interested in working in a facility providing healthcare services.

Course Applies to: Communication Minor, Communication B.A., Healthcare Management Minor, Healthcare Management B.A.

HCM 302 - Disability II

3 Credits

Offered Spring

Formerly HCA 302. This community-based learning course provides an opportunity for students to engage with a community partner in the disability field. Students will select a project from a menu of options and work with the community partner to advance their projects. This course embodies the "nothing about us without us" mantra of the disability rights movement and integrates our students into the disability community, creating something of purpose.

Prerequisite(s)/Restriction(s): HCM 170 - Disability (formerly HCA 170)

Course Applies to: Healthcare Management B.A.

HCM 303 - Quality Improvement and Methods in Healthcare

3 Credits

Offered Spring

Formerly HCA 303. Examines the critical principles underlying quality improvement principles and practices in the context of healthcare: motivating clinicians and patients to change their behavior, methodologies for motivation, and models or paradigms that govern professional thinking.

Prerequisite(s)/Restriction(s): HCM 105 - Healthcare Foundations (formerly HCA 105)

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 321 - Economics of Healthcare

3 Credits

Offered Fall and Spring

Formerly HCA 321. Economic analysis of healthcare delivery markets, physician and nurse shortages, insurance industry distortions, models of hospital behavior, demand and supply considerations, and impact of market failure. Cross-listed with the Economic Department as ECO 321.

Prerequisite(s)/Restriction(s): ECO 176 - Microeconomic Principles

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

Note: Cross-listed with ECO 321

HCM 323 - Healthcare Law

3 Credits

Offered Fall and Spring

Formerly HCA 323. Examines legal issues in provision of healthcare services. What are the three sources of law? What should you do if your healthcare facility is sued for malpractice? What is informed consent? Do you have to tell a patient everything? What should be documented in a medical record and when can such a record be released?

When can a patient refuse treatment? When can a healthcare facility refuse to treat a patient? What are a patient's rights? Negotiation and legal writing skills are developed. Recommended for anyone interested in working in a facility providing healthcare social services, either as a manager or a provider.

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 325 - Healthcare Finance

3 Credits
Offered Fall

Formerly HCA 325. This course focuses on: How do I make sense of financial statements? How can I use accounting information to manage effectively? How can I determine the relative "health" of healthcare organizations? How can I budget more effectively? What special issues are raised in the complex area of third-party insurance reimbursement and how will that affect an organization's behavior?

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 326 - Healthcare Supply Chain Management

3 Credits
Offered Fall

Formerly HCA 326. The role of supply chain management in the healthcare industries: what are supply chains and how do they work? The course studies not only traditional logistics or operation management but also marketing, new product development, finance, and customer service. Material presented in lectures and through case studies.

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 330 - Healthcare Product and Service Delivery

3 Credits
Offered Spring

Formerly HCA 330. This course is intended to teach the skills needed to keep organizations competitive in the constantly changing healthcare environment. The course discusses developments in the healthcare field that require managers to have heightened skills in strategic planning and competitive analysis. The course also examines the models that exist for delivering quality service to consumers and how to build a base of loyal customers.

Prerequisite(s)/Restriction(s): Junior standing or higher
Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 335 - Healthcare Employment Law

3 Credits
Offered Spring

Formerly HCA 335. Examines legal issues regarding interviewing, hiring, and disciplining employees. What questions can you legally not ask during an interview? What shouldn't you say in a reference? When can you legally fire an employee? Are personnel policies on a contract between the employer and the employee? Training and motivational skills developed.

Prerequisite(s)/Restriction(s): Sophomore standing or higher. Recommended prerequisite: HCM 323 Healthcare Law (formerly HCA 323).

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 336 - Supervision/Leadership

3 Credits
Offered Fall

Formerly HCA 336. How do I establish a proper work setting, getting the most from myself and those who work for me? How do I hire, discipline and fire employees? How do I set proper objectives for the work environment? How do I counsel the "problem employee?" Heavy use of casework and role play with significant focus on understanding and using leadership styles and developing conflict resolution and negotiating skills.

Prerequisite(s)/Restriction(s): Sophomore standing or higher. Recommended prerequisites: HCM 323 (formerly HCA 323) and HCM 335 (formerly HCA 335).

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 337 - Strategic Management of Healthcare Organizations

3 Credits
Offered periodically

Formerly HCA 337. Strategy formulation and evaluation for healthcare organizations. Employing an extensive study of strategic concepts along with case studies, this course will focus on evaluating the external and internal environments of organizations. Tools and techniques for analyzing strategies will also be introduced.

Prerequisite(s)/Restriction(s): HCM 336 - Supervision/Leadership (formerly HCA 336)

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 340 - Healthcare Data Analytics

3 Credits

Offered Fall and Spring

Formerly HCA 340. Students will learn how to use methods commonly employed in analyzing healthcare data. Class sessions will be a mix of lecture and hands-on coding. Real world data from a variety of sources will be used with the goals of exposing the student to the challenges and pitfalls encountered in healthcare data and developing the techniques to address them. Students will learn about research study design, data cleaning and preparation, descriptive statistics, regression analysis, model building and evaluation, and data visualization. Coding will be primarily in SAS, with an introduction to R. Excel and other tools to be used for visualizations.

Prerequisite(s)/Restriction(s): One of the following statistics courses: MGT 206 (formerly BUS 206), CHM 331, ECO 241, EDU 301, MTH 145, MTH 225, MTH 396, PSY 261, or SOC 311. Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 410 - Healthcare Management Senior Seminar (WID)

4 Credits

Offered Fall and Spring

Formerly HCA 410. Stresses problem identification, selection of alternative solutions, solution implementation and evaluation; case method is used; management memos and senior research paper required. Capstone course.

Prerequisite(s)/Restriction(s): Senior standing. Open to Healthcare Management majors and minors. Core Curriculum Attribute(s): Capstone, Writing in the Disciplines. Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 411 - Topics in Healthcare

3 Credits

Offered Fall and Spring

Formerly HCA 411. The Healthcare Management Department occasionally offers courses devoted to special topics in healthcare that explore current issues and emerging approaches in management, policy, and analytics. These courses can involve readings, discussions, written assignments, and community-based learning components.

Course Applies to: Healthcare Management Minor

HCM 475 - Internship in Healthcare Management

0-9 Credits

Offered Fall, Spring, and Summer

Formerly HCA 475. Usually fulfilled by a 400-hour, for-credit experience in the summer between third and fourth years.

Tailored to the student, placement requires a high level of employment-like preparation (resumes, interview, etc.). Student evaluation is performed by the on-site preceptor and faculty advisor. Locations may be selected from medical organizations affiliated with the program or identified by the student with respect to geographic needs or other criteria. Paid stipend usually available.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Course Applies to: Healthcare Management Minor, Healthcare Management B.A.

HCM 490 - Directed Study in Healthcare Management

0 to 4 Credits

Offered Fall and Spring

Supervised reading and research.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director; and submission of the online Directed Study Application and Contract to the Registrar's Office. Note: Students must complete 45 hours work/semester per credit.

HCM 495 - Healthcare Field Study

0-6 Credits

Offered Fall and Spring

Formerly HCA 495. A limited number of 10-hours-per-week field studies are available each semester. For the highly motivated student.

History

HIS 202 - American Family History

3 Credits

Offered periodically

This seminar focuses on the changing American family, its myths and realities, and places it in historical, cultural, economic, and philosophic contexts. What are the consequences of the many illusions and fallacies that Americans have generated around family life? Frequent short writing assignments, multimedia blogging, and archival labs based on primary sources will be part of the fabric of this course, which will conclude with making digital stories, short films based on individual family history.

Core Curriculum Attribute(s): History and Social Science. Course Applies to: Digital Humanities Minor, Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor. Note: Considered a United States History. Course does not count toward Elementary Education licensure.

Thematic Approaches: Culture/Class/Society; Ideas/Values/Beliefs; Women/Gender/Sexuality

HIS 205 - Irish American Experience

3 Credits
Offered Spring

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.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Considered a United States History.

Thematic Approaches: Culture/Class/Society; Global Connections; Ideas/Values/Beliefs

HIS 206 - History of American Freedom

3 Credits
Offered periodically

This course examines the idea of freedom in United States history from the American Revolution to the present. It focuses on how this idea, so central to American identity, has evolved and has been contested throughout the nation's history.

Core Curriculum Attribute(s): History and Social Science

Note: Considered a United States History. Course counts toward Elementary Education licensure.

Thematic Approaches: Culture/Class/Society; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 209 - Native American History

3 Credits
Offered Spring

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.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, History and Social Science

Course Applies to: Anthropology B.A., Critical Race and Ethnic Studies B.A.

Note: Considered a United States or World History.

Thematic Approaches: Crisis and Conflict; Global Connections; Race/Ethnicity/Justice

HIS 210 - Shamans, Prophets, and Saints: Mystics in World History

3 Credits
Offered periodically

"Strange" individuals who journey into other realms of consciousness have been central not only as spiritual or religious guides but as lawgivers, healers, poets, scientists,

and even rulers. The course investigates three overlapping categories, tracing their history through various societies and cultural traditions, from Neolithic times up to the present.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, History and Social Science

Note: Considered a World History. Counts towards Elementary Education licensure.

Thematic Approaches: Culture/Class/Society; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 212 - Heretics, Reformers, and Radicals: Women and Power in American History

3 Credits
Offered periodically

This course focuses on women who challenged the gendered hierarchies of their eras. We will examine a collection of women from the 17th to the 20th centuries who developed new modes of exercising power in American public life and overturned longstanding ideas about the weakness and subordination of women.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, History and Social Science

Course Applies to: Gender and Sexuality Studies B.A.

Note: Considered a United States History. Counts towards Elementary Education and Special Education licensure.

Thematic Approaches: Crisis and Conflict; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 214 - Ireland: From Colony to Nation State

3 Credits
Offered Fall

An introduction to Ireland: its history, people, culture, and mystique. This course explores Irish history from the Norman invasion to the present. Topics include the Cromwellian settlement of Ireland, the Anglo-Irish estate system, revolution and nationalism in Ireland from 1780, the Great Famine, and Irish emigration.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Considered a European History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections

HIS 217 - Beneath the Skull and Cross Bones: A Global History of Piracy

3 Credits
Offered Fall

We explore the global phenomenon of piracy from the ancient Mediterranean to modern Somalia. We examine the daily lives of pirates and the role pirates played in global political, social, and economic transformations. We question the origins and consequences of piracy highlighting major events and personalities in the history of piracy.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Considered a World History. Course does not count toward Elementary Education licensure.

Thematic Approaches: Crisis and Conflict; Global Connections, Race/Ethnicity/Justice

HIS 219 - History of World Economic Development

3 Credits

Offered Fall

For description, see ECO 219 - History of World Economic Development.

Note: Considered a World History.

Thematic Approaches: Crisis and Conflict; Global Connections; Ideas/Values/Beliefs

HIS 221 - Ancient Mediterranean Greece and Rome

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Considered a European History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Ideas/Values/Beliefs

HIS 222 - Pathfinders: A Global History of Exploration

3 Credits

Offered periodically

The history of exploration is the history of convergence-how humans knit together the globe after tens of thousands of years of divergence. From Polynesian seafarers to Christopher Columbus and from the Vikings to David Livingstone, we examine the pathfinders who have shaped our world.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Considered a World History. Counts towards Elementary Education licensure.

Thematic Approaches: Crisis and Conflict; Global Connections, Race/Ethnicity/Justice

HIS 223 - Crosscurrents and Connections: Encounters in the Atlantic World

3 Credits

Offered periodically

In this course we will view early America through the lens of migration and Atlantic history: exploring the intersections and linkages between Old World and New, and the

experience and voices of those who crossed the Atlantic up to the nineteenth century.

Core Curriculum Attribute(s): Global Perspectives History and Social Science

Note: Considered a United States History. Course does not count towards Elementary Education licensure.

Thematic Approaches: Global Connections; Race/Ethnicity/Justice

HIS 224 - The Life and Times of Frederick Douglass

3 Credits

Offered periodically

Frederick Douglass's heroic journey from slavery to freedom in antebellum America illuminates-in lightning flashes-a nation riven by race, region, economy and differing conceptions of justice and morality. The course weaves literature, film, and primary materials, tracing Douglass's complex life and times and introducing students to college-level historical inquiry.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Ethical Reasoning, History and Social Science

Course Applies to: Critical Race and Ethnic Studies B.A., Critical Race and Ethnic Studies Minor

Note: Considered a United States History. Course does not count towards Elementary Education licensure.

Thematic Approaches: Crisis and Conflict; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 225 - History and Film

3 Credits

Offered periodically

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.

Core Curriculum Attribute(s): History and Social Science

Note: Considered a United States and European History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 227 - Renaissance and Revolutions: Early Modern Europe

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): Catholic Thought and Action
Note: Considered a European History.

Thematic Approaches: Crisis and Conflict; Global Connections; Ideas/Values/Beliefs

HIS 228 - History of U.S. Foreign Relations

3 Credits
Offered Fall

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.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Global Connections

HIS 229 - Women and Gender in Early Modern Europe

3 Credits
Offered Spring

This history of women, men, and gender in early modern Europe, between the Renaissance and the early nineteenth century. The course will consider philosophical, medical and religious beliefs about women and men, and the real and imagined roles that women played in early modern society: queens, scientists, healers, witches and saints.

Core Curriculum Attribute(s): Diversity, Power, and Resistance
Course Applies to: Gender and Sexuality Studies B.A.

Note: Considered a European History.

Thematic Approaches: Culture/Class/Society; Ideas/Values/Beliefs; Women/Gender/Sexuality

HIS 231 - Medicine, Healthcare, and Society in Europe 1000-1700

3 Credits
Offered Periodically

Surveys the history of medical knowledge and practice in medieval and early modern Europe. Through primary and secondary readings, students will gain a historical perspective on doctor-patient relationships, diagnosing illness, anatomy and dissection, explanations of sex and gender difference, contagious disease, religious and magical beliefs about healing, and the connection between mental, physical, and spiritual health.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Considered a European History. Course does not count towards Elementary Education licensure.

Thematic Approaches: Ideas/Values/Beliefs; Women/Gender/Sexuality

HIS 232 - The Vietnam War in History and Memory

3 Credits
Offered alternative years in Fall

This course will examine the Vietnam War in history and memory, with a focus on how all participants in the conflict, Vietnamese, European, Chinese, and American, experienced and remembered the conflict. Students will also examine how the war changed both Vietnam and the United States.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Thematic Approaches: Crisis and Conflict; Global Connections

HIS 234 - The Civil Rights Movement 1945-1966

3 Credits
Offered periodically

The American Civil Rights Movement arose out of the centuries-long efforts of the African American community to resist and overcome the injustices of slavery, racism, and segregation. African Americans' experiences during an immediately after World War II laid the foundation for the civil rights struggle of the 1950s and 1960s. This course explores this pivotal period in American history through the documentary record, photography, art, literature, film, and music.

Core Curriculum Attribute(s): Diversity, Power, and Resistance
Course Applies to: Critical Race and Ethnic Studies B.A.,

Critical Race and Ethnic Studies Minor

Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Race/Ethnicity/Justice

HIS 235 - Revolutionary History: Hamilton

3 Credits
Offered periodically

The hit Broadway musical "Hamilton" has inspired audiences around the world with its hip-hop styled interpretation of the life and times of Alexander Hamilton and his band of revolutionary brothers. But how familiar are we with the actual history the musical presents? This course examines both the irreverent musical and the revolutionary history that informs it, analyzing the biographies and historical contexts of Alexander Hamilton, Aaron Burr, George Washington, Elizabeth and Angelica Schuyler, and the famous duel that ended one founder's life and another's promising career. We will look at the complicated personalities and politics of these figures and analyze "who lives, who dies, who tells your story."

Core Curriculum Attribute(s): History and Social Science

Note: Considered a United States History. Course does not count towards Elementary Education licensure.

HIS 236 - Money and Power in Europe 1000-1700

3 Credits

Offered periodically

Examines the role of money, trade and banking in medieval and early modern European history. Topics include the Mediterranean trading networks of the twelfth and thirteenth centuries, medieval entrepreneurship, the Hanseatic League, workers' revolts after the Black Death, dynastic politics in the Italian Renaissance, the international banking networks of the Medici and the Fuggers, mercenaries and war financing, religious and ethical debates about banking and credit, and the Dutch tulip craze of the seventeenth century.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Considered a European History.

Thematic Approaches: Culture/Class/Society; Ideas/Values/Beliefs

HIS 238 - The Nuclear Age

3 Credits

Offered alternative years in Spring

This course examines the history of the development of nuclear weapons in the United States, the Soviet Union, Great Britain, France, and China as well as the international effort to control their spread and use.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Thematic Approaches: Crisis and Conflict; Global Connections

HIS 239 - Ecological History of the World

3 Credits

Offered periodically

This course explores how humans have imagined and practiced their relationship to the other-than-human world, from pre-historic ages to the present. We will examine links between cosmology, spirituality, climate change, economics, technology and politics, in order to identify and compare diverse ecological models over time. The course is designed around lively intellectual debate and creative challenges.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Ethical Reasoning, Global Perspectives, History and Social Science

Note: Considered a World History. Course does not count towards Elementary Education licensure.

Thematic Approaches: Crisis and Conflict; Global Connections; Race/Ethnicity/Justice

HIS 242 - Crime, Punishment, and Justice in Europe 1000-1700

3 Credits

Offered periodically

Thieves, murderers, bigamists, witches, con artists, prostitutes, counterfeiters, and assassins don't tend to show up much in the glossy pages of your average European history textbook - but you can tell a lot about a society by looking at its deviants, outcasts, and villains. This course explores how concepts of criminality, justice, and punishment emerged and evolved in medieval and Renaissance Europe. Along the way, we'll examine when and why juries replaced trial by combat, the reasoning behind public executions, beliefs in witchcraft and demon possession, and how authorities used criminal prosecutions to stifle dissent and enforce strict social and religious hierarchies.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note: Considered a European History. This course does not count towards Elementary Education Licensure.

Thematic Approaches: Culture/Class/Society; Ideas/Values/Beliefs

HIS 243 - Asian American History

3 Credits

Offered periodically

Survey of Asian migration to and experiences in the United States from mid-nineteenth century to the present. Follows East, Southeast, and Asian migrants through gold mines and sugar plantations, on the first transcontinental railroad and on agricultural frontiers, through struggles over citizenship and identity politics. Themes include immigration, race relations, and multiculturalism in modern United States history. Course does not count towards Elementary Education licensure.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science

Course Applies to: Critical Race and Ethnic Studies B.A., Critical Race and Ethnic Studies Minor

Note: Considered a United States and World history. Course does not count toward Elementary Education licensure.

Thematic approaches: Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 244 - Colonial Latin America

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science
Course Applies to: Anthropology B.A.
Note: Considered a World History.
Thematic Approaches: Culture/Class/Society; Global Connections; Race/Ethnicity/Justice

HIS 245 - Modern France

3 Credits
Offered Fall

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.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science
Note: Considered a European History.
Thematic Approaches: Culture/Class/Society; Global Connections; Race/Ethnicity/Justice

HIS 251 - United States Economic History

3 Credits
Offered alternative years in Fall

For description, see ECO 206 - United States Economic History.

Prerequisite(s)/Restriction(s): Not open to first-semester students.
Note: Considered a United States History.
Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Race/Ethnicity/Justice

HIS 262 - Medieval Europe, 400-1500

3 Credits
Offered Fall

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.

Core Curriculum Attribute(s): Catholic Thought and Action
Note: Considered a European History.
Thematic Approaches: Crisis and Conflict; Ideas/Values/Beliefs; Women/Gender/Sexuality

HIS 271 - World History I

3 Credits
Offered Fall

This course examines the history of humanity from the emergence of our species to the early modern era. Explores how and why humans shifted from nomadic hunting and gathering to settled agriculture societies creating cities, states, and empires. Examines the consequences of this transition for human societies and the environment.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science
Note: Considered a World History.
Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 272 - World History II

3 Credits
Offered Spring

Examines the history of the human community from the early modern era to the present. Explores how and why industry, nation states, and European style economics have come to define the modern world. It analyzes the interconnections and interdependencies, nowadays called "globalization" that continue to define human historical development.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science
Note: Considered a World History.
Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 278 - History of the Islamic World I

3 Credits
Offered Fall

This course explores the historical development of Islamic societies from the pre-Islamic period to roughly 1500 CE. We will develop a nuanced understanding of cultural, intellectual, spiritual, political and economic themes important to the formation of classical Islamic civilization, through studying primary texts in translation, visual arts and contemporary scholarship.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science
Course Applies to: Anthropology B.A.
Note: Considered a World History.
Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs

HIS 281 - American Nation I

3 Credits
Offered Fall

Comprehensive study of American historical development with a focus on the development of U.S. political principles, ideals, founding documents, institutions, and processes. Topics include modes of colonial life, geographical perspectives, the Revolution and Constitution, urban development, westward movement, constructions of race and gender, popular culture, the Civil War and Reconstruction.

Core Curriculum Attribute(s): History and Social Science
Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 282 - American Nation II

3 Credits
Offered Spring

An analysis and interpretation of the development of American politics, foreign policy, and domestic society from Reconstruction to the present. Topics include the gilded society, world power, the rise of consumer culture, the New Deal, World War II, the Cold War, affluence, and discontent.

Core Curriculum Attribute(s): History and Social Science
Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 287 - Women in Modern America: 1865-1975

3 Credits
Offered Spring

Survey course of U.S. Women's History from Reconstruction to 1975. Examines a diverse array of women's lives and experiences including women's rights activists, African-Americans, Native Americans and Immigrants. Topics will include civil rights, women in war, education, reform, marriage, family and reproduction, labor, consumer and popular culture.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Ethical Reasoning

Course Applies to: Gender and Sexuality Studies B.A.

Note: Considered a United States History.

Thematic Approaches: Ideas/Values/Beliefs; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 289 - African American History

3 Credits
Offered Fall

A survey of the African American experience in the North American colonies and the United States, from its origins to the present. Topics include the beginnings of New World slavery and modern conceptions of race, the Trans-Atlantic slave trade, the development of slave society and culture, the U.S. Civil War and emancipation, life under segregation, the Civil Rights movement, and contemporary issues.

Prerequisite(s)/Restriction(s): Sophomore standing

Core Curriculum Attribute(s): Diversity, Power, and Resistance, History and Social Science

Course Applies to: Critical Race and Ethnic Studies B.A., Critical Race and Ethnic Studies Minor

Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 290 - History of the Islamic World II

3 Credits
Offered Spring

This course explores the historical development of Muslim societies from roughly 1500 CE to the present. We will develop a nuanced understanding of cultural, intellectual, spiritual, political and economic themes important to the contemporary Muslim world in its global context, through studying primary texts in translation, visual arts and contemporary scholarship.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science

Course Applies to: Anthropology B.A.

Note: Considered a World History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs

HIS 295 - History of India

3 Credits
Offered Spring

This course explores the diverse history of India from paleolithic times to the present. From the earliest known human past in India, we will move into the development of its powerful mythological and religious systems. India's great cities, epic poems, artistic and scientific traditions and spiritual texts will be explored along with the political history of empires, colonialism, independence and modernity.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science

Note: Considered a World History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs

HIS 301 - Colonial America

3 Credits
Offered Fall

Examines the social consequences of colonization, migration and war in early America, 1500-1775. Emphasis is placed on the evolution of regional cultures, and the interaction of British colonies with competing European cultures (French, Spanish, Dutch), with Native Americans, and with African-American slaves.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Core Curriculum Attribute(s): Diversity, Power, and Resistance
Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Race/Ethnicity/Justice;

HIS 303 - From Depression to Dominance

3 Credits
Offered Spring

Studies the political, social, and economic life of the United States from the Great Depression to 1960. Students will explore the New Deal, World War II, the origins of the Cold War, the growth of new media, and major changes in class, gender, and race relations.

Core Curriculum Attribute(s): Diversity, Power, and Resistance
Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Race/Ethnicity/Justice

HIS 304 - U.S. Popular Culture

3 Credits
Offered Fall

An investigation of U.S. popular culture focusing on its ability to illuminate important themes in the nation's social, economic, and political development. A special emphasis will be given to twentieth-century popular culture. Important questions and themes will include popular culture's role in perpetuating attitudes regarding race and gender.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Core Curriculum Attribute(s): Diversity, Power, and Resistance
Course Applies to: Gender and Sexuality Studies B.A.
Note: Considered a United States History.

Thematic Approaches: Culture/Class/Society; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 305 - U.S. Popular Music

3 Credits
Offered Fall

In a seminar format, this course will analyze how American popular music reflected and shaped public notions about class, gender, and race. Topics will include jazz, rap, rock and roll, rhythm and blues, country, and folk music.

Core Curriculum Attribute(s): Diversity, Power, and Resistance
Course Applies to: Gender and Sexuality Studies B.A.

Note: Considered a United States History.

Thematic Approaches: Culture/Class/Society; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 306 - Topics in U.S. Cultural History

3 Credits
Offered Spring

In a seminar format, this course offers an opportunity to study a specific area or problem in U.S. cultural history in greater depth. Secondary and primary sources will form the basis of class discussion. Alternating topics to be announced prior to registration.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Note: Considered a United States History. Course may be taken twice as topics vary.

Thematic Approaches: Culture/Class/Society; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 307 - From the New Frontier to a New Century

3 Credits
Offered Spring

This course studies the political, social, and economic life of the United States from 1960 to the present. Students will explore the burst of political activism during the 1960s and 1970s, Watergate, the Reagan era, and other historically significant individuals, events, and programs of the last decades of the twentieth century and the early decades of the twenty first century.

Core Curriculum Attribute(s): Diversity, Power, and Resistance
Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 309 - The Gilded Age and the Progressive Era 1865-1929

3 Credits
Offered Fall

This course will immerse students in two of the most colorful, tumultuous, and important epochs in U. S. History: the Gilded Age (1865-1900) and the Progressive Era (1900-1920), transformative periods, when banks and corporations wielded enormous power, the income gap between the 1% and the other 99% grew significantly larger, and new technologies dramatically changed American lives, a time when heated debates about U.S. military interventionism, the environment, and immigration dominate the news headlines.

Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society

HIS 323 - Africa in Stories: History, Literature and Film

3 Credits
Offered Fall

Africa is the site of rich intellectual and cultural diversity. It is the site of fundamental traditions and turning points in the larger story of humanity. African histories have been narrated in diverse ways by outsiders and by Africans themselves. Each story comes from a religious, political and intellectual vantage point. In this course, we will explore and critically examine the ways in which these stories have both expressed and shaped history.

Core Curriculum Attribute(s): Diversity, Power, and Resistance
Note: Considered a World History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs

HIS 324 - From Jackson to Lincoln

3 Credits
Offered Fall

Examination of the major political, social, and economic developments in U.S. Society from the election of Andrew Jackson to the presidency in 1828, to that of Abraham Lincoln in 1860.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 325 - Lincoln and His America

3 Credits
Offered Spring

An examination of the life and times of Abraham Lincoln, one of the most important and frequently studied figures in U.S. history. The course is conducted as a seminar, and readings include Lincoln's own speeches and writings as well as scholarly studies of his life and career.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 326 - The Christian Churches in Nazi Germany

3 Credits
Offered Spring

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.

Core Curriculum Attribute(s): Catholic Thought and Action, Ethical Reasoning

Note: Considered a European History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 327 - American Civil War and Reconstruction

3 Credits
Offered Fall

Examines the era of the Civil War and Reconstruction in U.S. history (1860 - 1880), including the war's origins and consequences. The course explores, in addition to the military aspects of the war, the major political, social, and economic development of the period.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 328 - Revolutionary America

3 Credits
Offered Spring

Traces the events and conditions that led North American colonists to pursue life, liberty, and the pursuit of happiness through political conflict, revolution, and war. We will examine the breakup of empire in North America and consider how ordinary men and women, African Americans, and Native Americans responded to and shaped revolutionary events.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Core Curriculum Attribute(s): Diversity, Power, and Resistance, Ethical Reasoning

Course Applies to: Critical Race and Ethnic Studies B.A.

Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 330 - United States Seminar: Topical

3 Credits
Offered periodically or as needed

Offers an opportunity to study a specific area or problem in U.S. history in greater depth. Seminar format focusing on discussion of primary sources and secondary literature. Alternating topics to be announced prior to registration.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Course Applies to: Gender and Sexuality Studies B.A. (based on topic)

Note: Considered a United States History.

Thematic Approaches: based on topic

HIS 335 - Abolitionist and Proslavery Thought

3 Credits
Offered Fall

An examination of writing and speeches attacking and defending slavery in the United States between the American Revolution and the Civil War.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Core Curriculum Attribute(s): Ethical Reasoning

Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Ideas/Values/Beliefs; Race/Ethnicity/Justice

HIS 337 - The Electric Guitar in American Culture

3 Credits
Offered periodically

This course explores the electric guitar as instrument, symbol, and artifact in modern American culture. Taking an interdisciplinary approach, we will assess the impact of the electric guitar on various kinds of music, from blues to heavy metal, and dig into the lives of the musicians and manufacturers who gave the electric guitar its iconic power.

Core Curriculum Attribute(s): History and Social Science

Note: Considered a United States History.

Thematic Approaches: Culture/Class/Society; Ideas/Values/Beliefs

HIS 351 - The French Revolution

3 Credits
Offered Fall

This course focuses on the decade of political upheaval in France (1789-1799) that later became a catalyst for widespread political changes in countries all around the world. In addition to the key events of the Revolution, students explore how ordinary people (including women and people of color) experienced this tumultuous event.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Note: Considered a European History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs

HIS 353 - A World at War

3 Credits
Offered Fall

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.

Note: Considered a World History.

Thematic Approaches: Crisis and Conflict; Culture/Class/Society; Global Connections; Ideas/Values/Beliefs

HIS 360 - European History Seminar: Topical

3 Credits
Offered Spring

Offers an opportunity to study a specific area or problem in European history in greater depth. Seminar format focusing on discussion of primary sources and secondary literature. Alternating topics to be announced prior to registration.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Course Applies to: Anthropology B.A.

Note: Considered a European History.

Thematic Approaches: based on topic

HIS 362 - World History Seminar: Topical

3 Credits
Offered periodically or as needed

Offers an opportunity to study a specific area or problem in World history in greater depth. Seminar format focusing on discussion of primary sources and secondary literature. Alternating topics to be announced prior to registration.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Note: Considered a World History.

Thematic Approaches: based on topic

HIS 385 - Topics in U.S. Women's History

3 Credits
Offered Fall

This course moves beyond a broad overview of the role of women in eighteenth and nineteenth century U.S. History to examine specific topics such as education, reform, labor, culture, and political organization in depth.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Core Curriculum Attribute(s): Diversity, Power, and Resistance
Course Applies to: Gender and Sexuality Studies B.A.

Note: Considered a United States History.

Thematic Approaches: Race/Ethnicity/Justice; Women/Gender/Sexuality

HIS 420 - Historical Theory and Writing (WID)

4 Credits
Offered Spring

The course explores the nature and study of history including historical theory, historical evidence, and historical writing.

Prerequisite(s)/Restriction(s): History majors and minors only and sophomore standing or higher

Core Curriculum Attribute(s): Writing in the Disciplines

Note: Course should be taken sophomore year.

HIS 425 - History Lab

3 Credits
Offered Fall

History Lab introduces majors to the hands-on methodological practices that historians use to gather, assess and interpret data to make historical arguments. Students will visit local archives and museums to further their knowledge of the craft of historical research. In addition, the lab will place emphasis on developing the student's skills in research, analysis, citations, statistics and quantification. Lab culminates in the completion of an independent research proposal for HIS 430 - History Thesis.

Prerequisite(s)/Restriction(s): HIS 420 - Historical Theory and Writing (WID) and junior standing or higher

Note: Considered a European, United States, and World History.

HIS 430 - History Thesis

4 Credits
Offered Fall

An independent, original historical research project based upon the thesis proposal written in HIS 425 - History Lab. Thesis includes in-depth analysis of primary and secondary sources and a bibliography. A faculty advisor works with the student one-on-one throughout the semester. In addition, students participate in a seminar that includes draft analysis, peer review, and oral presentations.

Prerequisite(s)/Restriction(s): HIS 420 - Historical Theory and Writing (WID) and HIS 425 - History Lab

Core Curriculum Attribute(s): Capstone

Course Applies to: Considered a European, United States, and World History.

HIS 475 - History Internship

3 Credits
Offered Fall and Spring

Internships are available to History students to give them an opportunity to experience the relevance of the past to the present through active participation in contemporary institutions and organizations. Students work under the supervision of the departmental Internship Coordinator, maintain a field journal, and write a final paper.

Concentration consideration linked directly to the internship's area of focus.

Note: Considered a European, United States, and World History.

HIS 490 - Directed Study - History

1-4 Credits
Offered as needed

An in-depth study of an historical question under the tutorial direction of a faculty member. Concentration consideration linked directly to the Directed Study's area of focus.

Prerequisite(s)/Restriction(s): Sophomore standing or higher. Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

Honors

HON 100 - Honors Introductory Seminar

1 Credit
Offered Spring

The Honors Introductory Seminar introduces Moreau Honors Scholars to the importance of leadership, intellectual curiosity, and service in the Stonehill community. It challenges them to take initiatives to effect positive changes at the College and prepares them as individuals and a group to excel in their work both inside and outside the classroom.

Prerequisite(s)/Restriction(s): Open to Moreau Honors Scholars only.

HON 400 - Honors Senior Seminar

1 Credit
Offered Fall

HON 400 provides a fitting close to students' experience in the Moreau Honors Scholars program by inviting them: (1) to gather as a community for bi-weekly sessions (100 minutes) throughout the spring semester of their senior year; (2) to engage in workshops on graduate school and career possibilities in conversation with staff and alumni, and (3) to share in a series of conversations and presentations that articulate and assess the outcomes of their four years at Stonehill.

Prerequisite(s)/Restriction(s): Open to Senior Moreau Honors Scholars only.

Health Science

HSC 218 - Nutrition

3 Credits
Offered Fall

An introduction to nutritional biology. Topics include: nutrients and their role in growth, development, health and disease treatment.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I or BIO 203 - Human Anatomy and Physiology I
Note: Recommended for science majors and for students interested in nutrition-related fields.

HSC 220 - Community Nutrition

3 Credits

Offered alternate years in Spring

Students will become familiar with community-based programs focused on nutrition and those in which nutrition is a component. Students will develop a practical knowledge, innovative approaches to community nutrition as well as an understanding of different nutritional needs of varying cultural and demographic populations. Through field visits, students engage in dialogue with public health experts who influence community nutrition practice.

Prerequisite(s)/Restriction(s): HSC 218 - Nutrition

HSC 276 - Clinical Epidemiology

3 Credits

Offered Spring

Epidemiology is the science of measuring the distribution of diseases in a population, uncovering factors that influence those distributions, and evaluating health interventions. Clinical Epidemiology will introduce you to the fundamental concepts of epidemiology and demonstrate application through the lens of relevant health issues. Furthermore, you will develop literacy in genetic and molecular approaches of modern epidemiology that elucidate the impact of gene-environmental interactions on health and trace the transmission and evolution of disease-causing agents.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I
Corequisite(s): Any course that counts as Statistical Reasoning Course Applies to: Health Science

Note: Not open to Healthcare Management majors. (HCM majors should take HCM 219 - Epidemiology.)

HSC 285 - Foundations of Occupational Therapy

3 Credits

Offered Fall

This course introduces students to the profession of occupational therapy. The historical foundation, philosophical assumptions, core values, theories, models, and frames of reference that have shaped the profession of occupational therapy will be introduced. Students gain skills in articulating the domain and role of OT and will become familiar with the OT process as described in the AOTA OT Practice Framework. Official documents of the profession will be introduced.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, BIO 102 - Biological Principles II, and junior or senior standing or by permission of instructor

HSC 300 - Yoga: Structure and Function in Health

3 Credits

Offered alternate years in Spring

Yoga as a form of well-being has been practiced by human beings for more than 3,000 years. Its popularity has never been so pervasive in mainstream life in the U.S. as it is estimated that 1 out of 3 Americans have tried yoga. This course covers the means of well-being through a classical yogic practice beginning with ethical principles of self and in interacting with others. The principles will be of benefit to students in their everyday experiences but will also serve them in workplace environments, especially in healthcare related positions. The anatomy, physiology, and families of poses are explored. Special topics include poses for mild COVID-19 infection and yoga as a means of whole health in marginalized populations. Further topics will explore primary scientific literature on yoga in emotional self-regulation for children, effects on the adult brain, stress management, balance, smoking cessation, and chronic diseases such as cancer. Experiential learning is a considerable component of the course to foster an understanding of one's own self to be of service to others.

Prerequisite(s)/Restriction(s): BIO 203 - Human Anatomy and Physiology I

Corequisite(s): BIO 204 - Human Anatomy and Physiology II

HSC 341 - Maternal and Child Health

3 Credits

Offered alternate years in Fall

The health status of mothers is a well-regarded indicator of the health of a nation. Sadly, the incidence of maternal mortality in the US is double that of most other high-income countries. Why? You will finish this course with the answer. We will examine the biological, social, and public health aspects of maternal and child health including the maternal/fetal interface, prenatal and perinatal complications, and the healthcare systems and providers that protect mothers and children.

Prerequisite(s)/Restriction(s): (BIO 211 - Cell Biology or HSC 218 - Nutrition) and (HSC 276 - Clinical Epidemiology or (HCM 219 - Epidemiology)

HSC 350 - Understanding Health Disparities (WID)

4 Credits

Offered Fall and Spring

This course involves an exploration of the social factors that influence the distribution and treatment of illness in society. The class will also include a critical examination of the U.S. health care system and the evolution of the doctor-patient relationship in our society. In addition, we will explore factors that increase an individual's risk for health issues such as culture, gender, race and the environment. You will be presented with cross-cultural views on a variety of health problems, and you will be expected to come prepared to

think critically about these problems and to participate fully in class discussions.

Prerequisite(s)/Restriction(s): Only open to junior and senior Health Science Majors.

Core Curriculum Attribute(s): Writing in the Disciplines

HSC 404 - Exercise Physiology

4 Credits

Offered Spring

Exercise physiology is the study of the acute and persistent effects of exercise on the physiological functions of the human body. This course will introduce you to the fundamental concepts of physical activity, and how the body responds to training by examining respiratory, cardiovascular, musculoskeletal, and immune responses to exercise. Three hours of lecture and one two-hour laboratory period are required weekly.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I and BIO 203 - Human Anatomy and Physiology I

Corequisite(s): BIO 204 - Human Anatomy and Physiology II

HSC 407 - Biomechanics

3 Credits

Offered Fall and Spring

The course is designed to provide students with a comprehensive understanding of the principles and applications of biomechanics in the context of human movement. Biomechanics is the study of the mechanics of living organisms, particularly the application of mechanical principles to understand the structure and function of biological systems. This course explores the mechanical aspects of human movement, including the analysis of forces, motion, and the interaction between the body and its environment.

Prerequisite(s)/Restriction(s): (BIO 203 - Human Anatomy and Physiology I or BIO 311 - Comparative Vertebrate Anatomy) and (PHY 102 - Basic Physics II or PHY 122 - Physics II)
Course Applies to: Health Science B.A.

HSC 475 - Clinical Internship in Health Science

3 Credits

Offered Fall, Spring, and Summer

The Clinical Internship course will provide Health Science majors with a rich clinical experience related to their area of clinical interest. The clinical internship may be taken for one semester Junior year, the summer between Junior and Senior year, or Senior year. The internship comprises 112 hours of relevant clinical experience (e.g., volunteering and/or shadowing in hospitals, clinics, private practices, working as an EMT or CNA, etc.).

Prerequisite(s)/Restriction(s): Junior or Senior standing and permission of the Internship Moderator. Must complete the

"Apply for U.S. Internship Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

HSC 476 - Capstone Seminar in Health Science

1 Credit

Offered Fall, Spring, and Summer

The Capstone seminar course will provide Health Science majors with the tools necessary to research, understand, and use primary literature in health science to write an in-depth research paper related to their area of clinical interest, extending from their Clinical Internship in Health Science.

Prerequisite(s)/Restriction(s): Junior standing or higher
Corequisite(s): HSC 475 - Clinical Internship in Health Science

HSC 498 - Senior Thesis in Health Science I

1 Credit

Offered Fall

This course is designed to provide students with an opportunity to write a senior thesis based on an independent research project, i.e., a S.U.R.E. project or other college-level health science research experience. Students are encouraged to complete all of the research work and data collection prior to enrollment in HSC 498. Students are required to attend weekly Research Seminars. The course is grade Pass/Fail and is only available in the Fall semester.

Prerequisite(s)/Restriction(s): Approval of both the faculty member directing the project (thesis advisor) and the Program Director is required.

HSC 499 - Senior Thesis in Health Science II

3 Credits

Offered Spring

This course is designed to provide students with an opportunity to complete the revisions to their senior thesis, having been written and submitted. In addition, the course is designed to provide students with an opportunity to prepare and to deliver an oral presentation of their thesis work in Research Seminar. Finally, the student is expected to attend weekly Research Seminars as an audience member in preparation for and in solidarity with fellow thesis presenters.

Prerequisite(s)/Restriction(s): HSC 498 - Senior Thesis in Health Science I and approval of both the faculty member directing the research project (thesis advisor) and the Program Director.

Note: This course is graded with a letter grade. In the fall semester the course is only open to seniors who intend to graduate in December.

Interdisciplinary

IND 201 - Nutrition and Health Behavior

3 Credits
Offered Fall

This introductory course will explore the concepts of health behavior and general nutrition as it applies to helping individuals adopt healthy lifestyles. Theories of health behavior will be introduced to help explain how and why decisions are made regarding preventative health behaviors. We will discuss topics such as healthy diets, stress management, physical activity, eating disorders, mental health issues and tobacco and learn how to address these behaviors through current theories and research.

IND 203 - Examining Modern Ireland

3 Credits
Offered as needed

Introduces the patterns of modern and contemporary Irish life and culture from a multidisciplinary perspective. Topics may include the Famine, Anglo-Irish Literary Revival, formation of the Irish Free State, and the Troubles. Authors may include J.M. Synge, James Joyce, W.B. Yeats, Seamus Heaney and others. Explores the impact of cultural nationalism and examines the Irish response to changes in modern Irish society including religion, the family, social change, and the Irish economy.

IND 300 - Building IDEAS: Pedagogy for Student Instructors

1 Credit
Offered Fall

This 1-credit seminar is designed to introduce IDEAS student-facilitators to democratic education pedagogy, assist with development of course scope, and help facilitators develop course syllabus elements including C1 course objectives learning outcomes and a course schedule. Discussions occur through two intensive meetings (i.e., a fall retreat, and a syllabus workshop), and periodic meetings with the faculty mentors, and co-directors.

Prerequisite(s)/Restriction(s): Acceptance to the IDEAS program
Course Applies to: Required course for IDEAS program

IND 310 - Research and Peer Consulting

3 Credits
Offered Spring

The rapidly changing information ecosystem presents challenges when it comes to evaluating and using information. Students interact with a multitude of information resources in more and more sophisticated ways. This practicum prepares students to become Library

Information Mentors by developing their research skills and learning how to analyze another student's information needs. Students will train to help others identify sources and research tools, evaluate and synthesize information, and identify issues related to intellectual property rights.

Prerequisite(s)/Restriction(s): Faculty recommendation or permission of the instructor
Course Applies to: Digital Humanities

IND 320 - Topics in Art Therapy

3 Credits
Offered Spring

In this studio course students will explore the creative process and its potential as a therapeutic tool. Students will be working in small groups and individually to put theory into practice using various media (topics to be determined with each iteration). Students will be expected to explore the process from both the perspective of the practitioner and that of participant creating art that is meaningful to them.

IND 333 - Democratic Education

3 Credits
Offered Spring

This pedagogy seminar is connected with the IDEAS program. We will explore innovative approaches to engaged teaching and learning, reflect on the changing landscape of higher education, and assess the multiple meanings of democratic education.

Prerequisite(s)/Restriction(s): Students must be facilitating an IDEAS course in the spring semester. Permission of instructor required.

IND 357 - Topics in Interdisciplinary Studies

3 Credits
Offered Fall

This special topics course offers opportunities for study in various topics of interest within the field of interdisciplinary studies.

IND 370 - The Mindful Palette: Food, Art and Sustainability

4 credits
Offered periodically or as needed

This unique 3-week seminar will offer authentic learning experiences in Studio Art and Environmental Science within a global context. It will be held at a historical agriturismo near Siena, Italy, offering on-location activities and site visits pertaining to shared issues within each discipline. Activities encourage a global dialogue about sustaining cultural landscapes for future generations with strong interests in supporting the preservation of cultural history including crafts and fine arts, local ecology, and farm-based education.

IND 401 - Interdisciplinary Studies Capstone Seminar

1 Credit
Offered Spring

The Interdisciplinary Capstone seminar fulfills the Capstone requirement for students in interdisciplinary studies. Students in this enrichment seminar will focus on the nature of interdisciplinarity and reflect on their own major experience.

Prerequisite(s)/Restriction(s): Open to Junior or Senior Interdisciplinary Majors and Minors only.
Core Curriculum Attribute(s): Capstone

Italian

ITA 131 - Elementary Italian I

3 Credits
Offered Fall

Elementary Italian I is a course intended for students with no previous study of Italian or with very little knowledge of the language (no more than 1 year of Italian). Students who have taken Italian in high school are required to take the placement exam before enrolling in the class. Class work focuses on the acquisition of the oral-aural skills, speaking and listening. Readings on topics in Italian culture as well as frequent writing assignments are also an essential component of the course. ITA 131 is taught primarily in Italian. Out-of-class homework requires work with the Quia lab manual.

Prerequisite(s)/Restriction(s): Students who have taken Italian in high school are required to take a placement exam before being allowed to enroll in ITA 131.
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ITA 132 - Elementary Italian II

3 Credits
Offered Spring

Elementary Italian II is a continuation of Italian 131. It aims at expanding the student's competence with particular attention to oral and written communication. ITA 132 is conducted primarily in Italian and entails the study of all the basic structures of the language with practice in conversation, reading, and writing. Class participation is encouraged through role-play, group work and songs. Out-of-class homework requires work with the Quia lab manual.

Prerequisite(s)/Restriction(s): ITA 131 - Elementary Italian I
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ITA 231 - Intermediate Italian I

3 Credits
Offered Fall

For students who continue to study Italian after ITA 132 or who are placed at the Intermediate Level. Intermediate Italian I is a continued study of vocabulary, grammar and syntax with emphasis on more advanced structures. It entails a selection of readings on cultural and social topics and relies on class discussions and communicative activities. Students are required use an online lab manual. The class is conducted in Italian.

Prerequisite(s)/Restriction(s): ITA 132 - Elementary Italian II or placement
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ITA 232 - Intermediate Italian II

3 Credits
Offered Spring

Intermediate Italian II is a continuation of Italian 231. It aims at expanding the student's competence with particular attention to oral and written communication. The course focuses on the acquisition of more advanced language structures with practice in conversation, reading, and writing. Class participation is encouraged through dialogs, individual presentations, group work and songs. Out-of-class homework requires work with the Quia lab manual. The class is conducted in Italian.

Prerequisite(s)/Restriction(s): ITA 231 - Intermediate Italian I
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

ITA 490 - Directed Study: Topics in Italian (WID)

1-4 Credits
Offered as needed

Directed Studies are granted on a variety of topics, which are usually selected at the recommendation of the professor (Examples: Italian literature in Translation; Italian Women Writers; Contemporary Italian Literature; The Italian Detective Novel). Students should have completed at least two semesters of 200-level Italian courses before doing a Directed Study. Preference is given to students who have already declared a Minor in Italian Studies.

Prerequisite(s)/Restriction(s): Two 200-level Italian classes or consent of Professor Daria Valentini, Italian Studies Program Director. Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities, Writing in the Disciplines
Note: Students must complete 45 hours work/semester per credit. This class may be taught in English or Italian.

Journalism

JRN 100 - Reporting and News Writing

3 Credits

Offered Fall and Spring

Students will learn how to gather, write and edit news and feature stories for print and on-line publications. Writing, accuracy, and interviewing skills needed in both the journalism and public relations fields will be stressed.

JRN 101 - Advanced Reporting and News Writing (WID)

4 Credits

Offered Fall

Students in this course learn to write a wide-range of articles, including in depth pieces for publication in newspapers, magazines and websites. Social media storytelling and reporting will be explored. Students will also write a wide-range of in depth articles with a strong emphasis on professional publication. Tablets, such as iPads, are also used in the course.

Prerequisite(s)/Restriction(s): JRN 100 - Reporting and News Writing

Core Curriculum Attribute(s): Writing in the Disciplines

JRN 215 - Introduction to Broadcast Journalism

3 Credits

Offered Fall and Spring

Students will be introduced to basic principles and elements of broadcast video production in the field and studio as well as lighting, direction, editing, and sound. They will learn the basic elements of composition and how to create video content using single and multi-cameras. Students will be introduced to the role video production plays in marketing, public relations, and businesses. This hands-on introductory course is required for all journalism minors and is open to all students.

Note: begins Spring 2025. Formerly taught as DMP 215 Introduction to Digital Media Production.

JRN 222 - Development of American News Media

3 Credits

Offered alternate years in Fall

This course traces the development of the news media, print, and broadcast, from their beginning stages in the 1830s to the present. The economic, cultural, political, and social dimensions of this process are explored.

JRN 305 - God Beat: Covering Catholicism in a Secular World

3 Credits

Offered Fall and Spring

The class introduces students to how the Catholic Church, and Catholic life in general, has changed and evolved since the Second Vatican Council. In reading from the conciliar documents and other historical sources, students see how the atrocities of two world wars and dramatic technological changes in the 20th century forced the Catholic Church to rethink its approach to interfaith relations and dialogue, the relationship of religion to politics, and the concept of human dignity.

Core Curriculum Attribute(s): Catholic Thought and Action

JRN 309 - Narrative Writing

3 Credits

Offered alternate years in Fall

Learn to use fiction writing techniques in the growing non-fiction narrative writing field. Students will learn how to get the best interviews from people, how to develop characters, what type of research information is needed, where to get it and how to gather it to create riveting narrative stories.

Prerequisite(s)/Restriction(s): JRN 100 - Reporting and News Writing

JRN 313 - Journalism Ethics and Law

3 Credits

Offered Spring

Examination of media law in the United States and how it affects news gathering, advertising, online and traditional publications. Students will examine both historic and contemporary media cases with the eye towards answering the question: "Just because the media can legally do something, should it?"

Core Curriculum Attribute(s): Ethical Reasoning

JRN 320 - Sports Broadcast Journalism

3 Credits

Offered Spring

This course centers on production of a studio-based, sports-themed program focusing on Stonehill athletics and athletes. Time will be spent recounting and summarizing Skyhawk sports highlights live in studio, and emphasis will be placed on producing human interest stories for show that go beyond the games themselves.

JRN 330 - Topics in Journalism

3 Credits

Offered periodically or as needed

The journalism topics of this journalism course will vary to reflect changes in field. Topics will include entrepreneurial journalism, broadcast writing, writing for religious publications, and storytelling through mobile journalism (including the use of social media in the news).

JRN 421 - Journalism Practicum

3 Credits

Offered Fall and Spring

Students will report and write a wide range of news and feature stories for the student newspaper and the student newspaper website under the individual supervision of the instructor in this laboratory setting course.

Prerequisite(s)/Restriction(s): JRN 100 - Reporting and News Writing

Note: May be taken twice.

JRN 475 - Internship in Journalism

3 Credits

Offered Fall and Spring

Opportunity for students, usually in their fourth year, to practice journalism with a news organization.

Prerequisite(s)/Restriction(s): JRN 100 - Reporting and News Writing, minimum 3.0 cumulative GPA. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits. Journalism minors may take 3 times for a maximum of 9 credits.

JRN 490 - Directed Study - Journalism

1-4 Credits

Offered as needed

Opportunity for upper-level students to do an advanced research project or investigation in a field of special interest not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

Management and Business Analytics

MGT 101 - First-Year Business Experience

2 Credits

Offered Fall

Formerly BUS 101. Through structured business simulation, students are introduced to the disciplines of accounting, finance, management, marketing, and international business. Emphasis is placed on critical thinking, oral and written case analyses, oral presentations, teamwork, current events, and interaction with guest speakers. The course also includes discussions of ethical practices and historical and global issues affecting today's organizations.

Prerequisite(s)/Restriction(s): Open to first-year B.S.B.A. majors.

Course Applies to: Accounting B.S.B.A., Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Sport Management B.S.B.A.

MGT 111 - Business Problem Solving with Excel - Novice

1 Credit

Offered Fall

Introduces basic features of Microsoft Excel and spreadsheet concepts to design and create accurate professional worksheets for use in business and academic environments. Topics include entering data, sorting and filtering, professional formatting, cell references, basic formulas and functions, charts and graphs, and using templates. Focuses on ways to ensure accuracy including proofreading techniques and critical thinking to determine what data to present and how to present it. Course is hands-on and problem-based.

Prerequisite(s)/Restriction(s): Open to B.S.B.A. majors.

Note: This course is Pass/Fail. Course is offered the first 8 weeks of the semester. Students should see their academic advisor for placement in the correct class level (MGT 111 novice, MGT 112 proficiency, or MGT 113 mastery).

MGT 112 - Business Problem Solving with Excel - Proficiency

1 Credit

Offered Fall

Builds on basic Microsoft Excel skills to provide more advanced tools for analysis and presentation of realistic data. Topics include managing workbooks and multiple worksheets, customizing toolbars and ribbons, using named ranges, working with tables, structured references, validation, data summarization and consolidation, PivotTables, presentation features, advanced charts, and collaboration. Course is hands-on and problem-based.

Prerequisite(s)/Restriction(s): Open to B.S.B.A. majors.
Note: This course is Pass/Fail. Course is offered the 8 weeks of the semester. Students should see their academic advisor for placement in the correct class level (MGT 111 novice, MGT 112 proficiency, or MGT 113 mastery).

MGT 113 - Business Problem Solving with Excel - Mastery

1 Credit
Offered Spring

Builds on intermediate Microsoft Excel skills to provide advanced tools for decision-making, auditing and error-handling, what-if analysis, and task automation. Topics include logical and lookup function (including VLOOKUP), advanced formulas, special functions, importing and exporting, what-if-analysis and the Analysis Toolpak, macros and forms. Course is hands-on and problem-based.

Prerequisite(s)/Restriction(s): Open to B.S.B.A. majors.
Note: This course is Pass/Fail. Course is offered the first 8 weeks of the semester. Students should see their academic advisor for placement in the correct class level (MGT 111 novice, MGT 112 proficiency, or MGT 113 mastery).

MGT 201 - Introduction to Data Analytics

3 Credits
Offered Fall

Formerly BUS 201. This introductory course is designed specifically for business students, providing them with essential knowledge and skills to leverage data effectively. The course covers the data analytics cycle, emphasizing the importance of ethical and responsible data analysis when making business decisions. By the end of this course, students will be well-equipped to explore and prepare large data sets, create and evaluate predictive models, and design meaningful data visualizations - particularly within a business setting.

Prerequisite(s)/Restriction(s): Any course with a Statistical Reasoning attribute
Course Applies to: Data Analytics Minor, Digital Humanities Minor

MGT 206 - Business Statistics

3 Credits
Offered Fall and Spring

Introduction to the techniques and reasoning processes of statistical analysis within the business context. Emphasis on statistical reasoning and critical analysis of statistical evidence. Extensive use of statistical software is used to support computational tasks and conceptual understanding. 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, simple linear regression, and multiple regression.

Prerequisite(s)/Restriction(s): Open to B.S.B.A. majors.
Core Curriculum Attribute(s): Statistical Reasoning
Course Applies to: Accounting B.S.B.A., Business Minor, Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Sport Management B.S.B.A.
Note: Not open to Biology majors.

MGT 208 - Python for Business Analytics

3 Credits
Offered Spring

This applied Python course will provide students with an introduction to the Python language and important Python data science libraries, the preparation of data for analysis, and the analysis of data. Through a series of case studies, students will learn how to take a data science problem or question, prepare the data provided and perform the analysis.

MGT 209 - R for Business Analytics

3 Credits
Offered alternate years in Spring

This course provides students with an introduction to the R programming language and the RStudio programming environment. It is for students who want to learn how to write R programs to access, explore, prepare, and analyze data. The course will also cover some intermediate topics as time allows, including Markdown, Shiny, and creating packages. Through a series of mini projects, students will gain a working knowledge of the R programming language and its approach to business analytics problems and applications.

MGT 210 - SAS I for Business Analytics

3 Credits
Offered alternate years in Fall

This course provides students with an introduction to the SAS programming language. It is for students who want to learn how to write SAS programs to access, explore, prepare, and analyze data. The course will also cover some intermediate topics as time allows. Through a series of mini projects, students will gain a basic working knowledge of the SAS programming language. This course is also an excellent option for Data Analytics minors who wish to fulfill one of their programming course requirements.

MGT 240 - Management Information Systems

3 Credits
Offered Fall and Spring

Formerly BUS 310. 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, and systems life cycle. Readings, lectures, discussion, and case studies are used to explore concepts and their applications.

Prerequisite(s)/Restriction(s): Junior standing or higher
Course Applies to: Management Information Systems B.S.B.A.,
Management B.S.B.A.

MGT 305 - Data Mining Concepts

3 Credits
Offered Fall

In this hands-on course, students will explore the fundamental concepts and techniques essential for extracting valuable knowledge from diverse data sources. Using both R and SAS, students will learn to preprocess data, build predictive models, and uncover patterns, enabling them to make data-driven decisions. Through real-world case studies and practical projects, students will gain proficiency in applying data mining to solve complex business problems, making them an asset in today's data-centric world.

MGT 306 - Multivariate Statistics

3 Credits
Offered alternate years in Fall

In this course, students will learn to analyze complex relationships within multivariate datasets, uncover hidden patterns, and make data-driven decisions that drive business success. Topics include data exploration and transformation, dimension reduction, multivariate regression, generalized linear models, neural networks, and model comparison, all reinforced through practical applications and real-world case studies using the R and SAS programming languages.

Prerequisite(s)/Restriction(s): MGT 206 - Business Statistics or any other course designated as Statistical Reasoning (STRE attribute)

MGT 307 - Data Communications, Networking, and Security

3 Credits
Offered periodically

Formerly BUS 307. Course provides foundations in digital communications as a basis for modern telecommunications and the internet. It progresses from the elements of data, voice and video signals, and information transmission, to the principles of telecommunications, networks, and the internet. Special attention given to the importance of modern telecommunications in business as well as the criticality of IT security in corporations. Topics include network standards (TCP/IP), security, Ethernet/switched LANs/wireless LANs, Internet of Things (IoT), and networked applications.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Course Applies to: Management Information Systems B.S.B.A.

MGT 308 - Decision Support Systems and Business Intelligence

3 Credits
Offered Fall and Spring

Formerly BUS 208. This course studies the characteristics and capabilities of current, interactive decision support systems in the business decision-making environment as well as the design, implementation, and support of numerous types of business intelligence systems. Topics include foundations for decision making, data warehousing and management, business reporting, visualization, forecasting, social networking analytics, mathematical model-based decision making (linear programming, time-series forecasting, simulation), data mining, knowledge management, and expert systems. Considerable use of Microsoft Excel and JMP may be required.

Prerequisite(s)/Restriction(s): One of the following statistics courses: ECO 241, MGT 206 (formerly BUS 206), MTH 225, MTH 396, POL 210, PSY 261, or SOC 311. A prerequisite of ACC 204 Managerial Accounting (formerly BUS 204) is recommended. Open to B.S.B.A majors and related minors and Data Analytics minors.

Course Applies to: Accounting B.S.B.A., Business Minor, Data Analytics Minor, Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Sport Management B.S.B.A.

MGT 309 - Data Management Using SQL

3 Credits
Offered Spring

Formerly BUS 309 Database Applications. This course is designed to introduce students to database technology and develop analysis and design skills. Assignments within the course allow students to practice methods to create a database that meet specified business objectives. Students will learn analysis and design techniques which will then be modeled through in-class exercises and demonstrated through a semester-long database project. Students will design and build a database for a simulated business using Microsoft SQL Server.

Course Applies to: Accounting B.S.B.A., Data Analytics Minor, Digital Humanities Minor, Management Information Systems B.S.B.A.

MGT 315 - Data Privacy and Equity

1 Credit
Offered Spring

With access to supplementary datasets and increased computational power, it is increasingly difficult to prevent re-identification of individuals when releasing data and statistics beyond your organization. This course will provide an overview of key concepts in current data privacy methodology, focusing on the generation of synthetic data

and the application of differentially private methods as well as the equity considerations. Through analyzing case studies and exercises, students will learn how to apply data privacy techniques and assess the disclosure risk and data utility associated with the privacy-persevered outputs. Students will be expected to know the basics of R programming.

MGT 318 - Business Visualization

3 Credits

Offered Offered Spring

This course focuses on the design of visual representations of data to discover patterns, answer questions, convey findings, and drive decision making. It will give students the practical knowledge needed to create effective tools for both exploring and explaining data. Exercises throughout the course provide a hands-on experience using various visualization platforms such as Tableau and Microsoft Power BI. Students will learn exploratory and explanatory data analysis and learn how to ask the right questions about what is needed in a visualization. Students will assess how data and design work together and learn which visualization to use in various situations.

MGT 326 - Managerial Negotiation and Decision Making

3 Credits

Offered Spring

Formerly BUS 326. This is the senior Management Capstone course whose goal is to provide insights and tools which enable students to improve their negotiating and decision-making skills, as well as to understand the actions of others. Extensive use of readings, cases and experiential exercises.

Prerequisite(s)/Restriction(s): Junior standing or higher. Open to B.S.B.A. majors and related minors.

Course Applies to: Healthcare Management B.A., Management B.S.B.A.

MGT 333 - Organizational Behavior

3 Credits

Offered Fall and Spring

Formerly BUS 333. 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 teams, cases, skill-based exercises, and readings.

Prerequisite(s)/Restriction(s): Sophomore standing or higher. Open to B.S.B.A. majors and related minors and Public Administration & Public Policy minors.

Course Applies to: Accounting B.S.B.A., Business Minor, Finance B.S.B.A., International Business B.S.B.A., Management

Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Public Administration and Public Policy Minor, Sport Management B.S.B.A.

MGT 334 - Business Ethics: Moral Perspectives and Business Decisions

3 Credits

Offered Fall and Spring

Formerly BUS 334. Examines moral perspectives for business and firms and applies them to real world phenomena. Focuses on the business decisions to embrace ethical consideration and provide social impacts. Extensive use of case discussion and team assignments. Topics include ethical reasoning; stakeholder management; corporate governance; socially responsible investment; environmental sustainability; and moral issues in accounting, finance, international business, management, and marketing.

Prerequisite(s)/Restriction(s): PHL 100 (or equivalent) with a grade of C+ or higher and sophomore standing or higher

MGT 337 - Project Management

3 Credits

Offered Fall and Spring

Formerly BUS 337. Prepares students to manage projects effectively by teaching them how to initiate, plan, execute, monitor, and close projects. The first half of the course will cover traditional project management topics such as project planning and initiation, budgeting, scheduling, change management, and risk management. The second half of the course will introduce the agile approach to project management and will teach students how to manage projects using this iterative and incremental life cycle.

Prerequisite(s)/Restriction(s): ACC 204 - Managerial Accounting (formerly BUS 204) and junior standing or higher
Course Applies to: Healthcare Management B.A., Management Information Systems B.S.B.A., Management B.S.B.A.

MGT 350 - Human Resource Management

3 Credits

Offered Spring

Previously BUS 335. Provides an overview of the human resources field and the opportunity to study common employment practices in organizations. Topics include employee recruitment, selection, orientation, training and development, retention performance management, rewards and compensation, benefits, counseling, employment legislation, the changing workplace and diversity, and labor relations. Emphasis is on current, relevant, and important issues through cases and readings.

Prerequisite(s)/Restriction(s): Sophomore standing or higher. Open to B.S.B.A. majors and related minors.
Course Applies to: Management B.S.B.A.

MGT 352 - Legal Environment of Business (Writing in the Disciplines)

4 Credits

Offered Fall and Spring

Formerly BUS 352. An introduction to the nature, sources, and institutions of the law, and of the basic legal framework within which business operates. The course exposes students to tort law, criminal law, product liability, contracts, agency, and business organizations including general and limited partnerships, limited liability companies, and corporations. Case law, statutory law, administrative codes/regulations, and the Uniform Commercial Code are used.

Prerequisite(s)/Restriction(s): Open to B.S.B.A. majors and related minors

Core Curriculum Attribute(s): Writing in the Disciplines

Course Applies to: Accounting B.S.B.A., Business Minor, Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Sport Management B.S.B.A.

MGT 355 - Talent Acquisition and Development

3 Credits

Offered Spring

An organization's success heavily relies on its people, who are the key to executing business strategies and establishing competitive advantages. Talent acquisition, performance management, and development systems chosen should align organizational priorities with employee performance, leveraging their capabilities to enhance the bottom line. This course aims to enable students to design, deliver, and evaluate these systems, emphasizing their role in strategic planning. It delves into theories, strategies, and practices related to talent acquisition and employee management, covering areas such as job analysis, recruitment, onboarding, career development, performance management, and retention. Contemporary issues in performance and talent management are also explored.

Prerequisite(s)/Restriction(s): MGT 350 - Human Resource Management

MGT 357 - The Roles of Not-for-Profit Organizations in America

3 Credits

Offered Spring

Formerly BUS 357. 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 fundraising 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.

Course Applies to: Arts and Visual Culture B.A.

MGT 376 - Teamwork in Organizations

3 Credits

Offered Fall

Teams are increasingly vital in business, the public sector, nonprofits, and academia for solving complex issues. Effective teams demand strong leadership, attention to process, innovative thinking, communication skills, and appreciation for diverse talents. Despite the importance of successful teams, few are trained in team creation and management. This course focuses on theory and best practices in team formation, teamwork, leadership, and multi-team management. It utilizes readings, discussions, cases, action learning exercises, and team projects to address common team challenges and strategies for overcoming them. Specialized topics like virtual teams, global collaboration, team communication, dynamics, and team management are also covered.

Prerequisite(s)/Restriction(s): MGT 333 - Organizational Behavior

MGT 395 - Data Analytics Capstone

3 Credits

Offered periodically

Formerly BUS 395. This is a project-based interdisciplinary course required of all Data Analytics minors. Students apply data management and analytical skills to large-scale data mining and modeling projects appropriate to their major disciplines. Participating students meet weekly in a seminar format, working with faculty guides, to design and develop their projects, reporting regularly to the seminar about progress and challenges.

Prerequisite(s)/Restriction(s): MGT 201 (formerly BUS 201), CSC 103, CSC 104, and one additional Data Analytics minor course. Open to Data Analytics minors only.

Course Applies to: Data Analytics Minor

MGT 400 - Topics in Management

3 Credits

Offered periodically

Formerly BUS 460. This course will introduce new topics into the management curriculum in the areas of organizational behavior, organization development, human resource management, operations management, entrepreneurship, etc.

Prerequisite(s)/Restriction(s): MGT 333 - Organizational Behavior (formerly BUS 333) and junior standing or higher
Course Applies to: Management B.S.B.A.

MGT 420 - Topics in Business Analytics

3 Credits

Offered periodically

This course will introduce new topics into the business analytics curriculum in the areas of machine learning, artificial intelligence, visualization, ethics, and others.

Prerequisite(s)/Restriction(s): MGT 305 - Data Mining Concepts and (MGT 208 - Python for Business Analytics, MGT 209 - R for Business Analytics, or MGT 210 - SAS I for Business Analytics), and (MGT 206 - Business Statistics or any other Statistical Reasoning course).

MGT 430 - Topics in Management Information Systems

3 Credits

Offered periodically

This course will introduce new topics into the management information systems area.

MGT 440 - Topics in Talent and Human Resources Management

3 Credits

Offered periodically

This course will introduce new topics into the talent and human resources management area.

MGT 444 - Managing Diversity in Organizations

3 Credits

Offered Spring

Being able to manage and embrace diversity is critical to successful and ethical organizations. Talent Human Resources Management practices shape how equitably employees are treated and their sense of inclusion. This course offers a foundation for understanding DEIB in the workplace and why it is essential for managing and leading in the spirit of the Holy Cross. Students will learn how Human Resources professionals can collaborate with the broader business to implement DEIB strategies, align policies and systems with these goals, and execute those plans. This will include recruitment, selection, talent development, engagement, mentoring, and flexible work systems.

Prerequisite(s)/Restriction(s): MGT 350 - Human Resource Management and junior standing or higher

MGT 447 - Total Rewards

3 Credits

Offered Fall

This course establishes a foundation for the art of compensation and benefit practices. Students will examine the context of compensation and benefit practices, criteria used to compensate employees, compensation system design issues, employee benefits, and contemporary

challenges that compensation and benefits professionals face given the current economic times. The course is designed to provide an in-depth understanding and practical ability to implement and explain advanced compensation and benefits to management and employees of various organizations. Additionally, the course focuses on the management of employees within the laws and regulations set forth by federal, local, and state governments.

Prerequisite(s)/Restriction(s): MGT 350 - Human Resource Management

MGT 450 - International Human Resources Management

3 Credits

Offered Spring

This course covers the key talent and human resources management issues facing multinational corporations. It focuses primarily on four areas: strategic context, national and cultural context, global talent management, and the projected role of HRM in the future. This course will provide the basic knowledge to enable students who become HRM professionals to be valuable partners to the rest of the organization and those working in other roles to understand the issues and complexities of managing people in multinational organizations.

Prerequisite(s)/Restriction(s): GOS 210 - International Business, MGT 350 - Human Resource Management, and junior standing or higher

MGT 475 - Internship in Management

0-9 Credits

Offered Fall and Spring

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 internship coordinator.

Prerequisite(s)/Restriction(s): Junior standing or higher and minimum cumulative GPA of a 2.8. See internship coordinator for other requirements.

Note: Application required for course.

MGT 480 - Management Internship Full Time

9 Credits

Offered Fall, Spring, Summer

Full-time internship. This course is nine pass/fail credits. Taken with MGT 481 - Management Internship Full Time II (three graded credits) for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

MGT 481 - Management Internship Full Time II

3 Credits

Offered Fall, Spring, Summer

This course is three graded credits, taken with MGT 480 - Management Internship Full Time for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

MGT 490 - Directed Study in Management

0-4 Credits

Offered periodically

Investigation in the management field for which the student has special interest not covered by a normally scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the department chair or program director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Military Science

MIL 101 - Introduction to the Army and Critical Thinking I

1 Credit

Offered Fall

MIL 101 introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, stress management, and comprehensive fitness relate to leadership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by first-year Cadets with MIL 103 - Leadership Laboratory.

MIL 102 - Introduction to the Army and Critical Thinking II

1 Credit

Offered Spring

MIL 102 introduces Cadets to the professional challenges and competencies that are needed for effective execution of the profession of arms and Army communication. Through this course, Cadets will learn how Army ethics and values shape their army and the specific ways that these ethics are inculcated into Army culture. Cadets will explore the Seven Army Values and the Warrior Ethos, investigate the Profession

of Arms and Army leadership as well as an overview of the Army, and gain practical experience using critical communication skills.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by first-year Cadets with MIL 104 - Leadership Laboratory.

MIL 103 - Leadership Laboratory

0 Credits

Offered Fall

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by first-year Cadets with MIL 101 - Introduction to the Army and Critical Thinking I.

MIL 104 - Leadership Laboratory

0 Credits

Offered Spring

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by first-year Cadets with MIL 102 - Introduction to the Army and Critical Thinking II .

MIL 201 - Foundations of Leadership

1 Credit

Offered Fall

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by second-year Cadets with MIL 203 - Leadership Laboratory.

MIL 202 - Foundations of Tactical Leadership

1 Credit
Offered Spring

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by second-year Cadets with MIL 204 - Leadership Laboratory.

MIL 203 - Leadership Laboratory

0 Credits
Offered Fall

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by second-year Cadets with MIL 201 - Foundations of Leadership.

MIL 204 - Leadership Laboratory

0 Credits
Offered Spring

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by second-year Cadets with MIL 202 - Foundations of Tactical Leadership.

MIL 301 - Training Management and the Warfighting Functions

2 Credits
Offered Fall

This is an academically challenging course where Cadets will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal

Development, and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Leader Training Exercise (LTX).

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by third-year Cadets with MIL 303 - Leadership Laboratory.

MIL 302 - Applied Leadership in Small Unit Operations

2 Credits
Offered Spring

MIL 302 builds on the lessons learned and leadership attributes gained and developed during MIL 301. This is an academically challenging course where Cadets will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, Cadets will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a Leadership Lab, or during a Leader Training Exercise (LTX).

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by third-year Cadets with MIL 304 - Leadership Laboratory.

MIL 303 - Leadership Laboratory

0 Credits
Offered Fall

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by third-year Cadets with MIL 301 - Training Management and the Warfighting Functions.

MIL 304 - Leadership Laboratory

0 Credits
Offered Spring

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by third-year Cadets with MIL 302 - Applied Leadership in Small Unit Operations.

MIL 401 - Mission Command and the Army Profession

2 Credits
Offered Fall

MIL 401 explores the dynamics of leading in the complex situations of current military operations. Cadets will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Cadets also explore aspects of interacting with non-government organizations, civilians on the battlefield, the decision making processes and host nation support. The course places significant emphasis on preparing Cadets for Basic Officer Leadership Course-B and their first unit of assignment. It uses mission command case studies and scenarios to prepare Cadets to face the complex ethical demands of serving as a commissioned officer in the United States Army.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by fourth-year Cadets with MIL 403 - Leadership Laboratory.

MIL 402 - Mission Command and the Company Grade Officer

2 Credits
Offered Spring

MIL 402 has Cadets explore the dynamics of leading in complex situations during Unified Land Operations; examine the Art of Command; learn how to properly communicate with and develop Non-Commissioned Officers and Soldiers; discuss situations on how ethical decisions impacting personnel and the unit mission; and learn how Comprehensive Soldier Fitness (CSF), Being Ready and Resilient (R2C), and Individual and Family Readiness can assist leaders in preparing Soldiers and their Families on reducing and managing stress during times of uncertainty. The course places significant emphasis on preparing Cadets for Basic Officer Leadership Course-B and their first unit of assignment. It uses mission command case studies and scenarios to prepare Cadets to face the complex ethical demands of serving as a commissioned officer in the United States Army.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by fourth-year Cadets with MIL 404 - Leadership Laboratory.

MIL 403 - Leadership Laboratory

0 Credits
Offered Fall

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by fourth-year Cadets with MIL 401 - Mission Command and the Army Profession.

MIL 404 - Leadership Laboratory

0 Credits
Offered Spring

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.

Prerequisite(s)/Restriction(s): Only open to students in the ROTC Program.

Corequisite(s): Taken by fourth-year Cadets with MIL 402 - Mission Command and the Company Grade Officer.

Marketing

MKT 110 - Digital and Social Media Marketing

3 Credits
Offered Spring

This course introduces students to the concepts, strategies, and tactics involved in successful Social Media Marketing.

Prerequisite(s)/Restriction(s): dual enrollment students only
Note: begins Spring 2025

MKT 210 - Marketing Principles

3 Credits
Offered Fall and Spring

Formerly BUS 340. Explores the role marketing plays within firms and within society. Describes fundamental principles and methods underlying the national and international system of providing goods and services for consumers and

business users in the profit and nonprofit sectors. Studies the tasks and decisions facing marketing managers in planning, implementing, and controlling marketing programs, and the ethical implications of these decisions.

Prerequisite(s)/Restriction(s): Sophomore standing or higher. Open to B.S.B.A. majors and related minors and Entrepreneurship minors.

Course Applies to: Accounting B.S.B.A., Business Minor, Entrepreneurship Minor, Finance B.S.B.A., International Business B.S.B.A., Management Information Systems B.S.B.A., Management B.S.B.A., Marketing B.S.B.A., Sport Management B.S.B.A.

MKT 341 - Marketing Research

3 Credits
Offered Fall

Formerly BUS 341. Discusses the tools and techniques available for gathering, analyzing, and using information to aid marketing decision making. Covers topics such as problem definition, research design formulation, measurement, research instrument development, sampling techniques, data collection, data interpretation and analysis, and presentation of research findings. Skills acquired are used in a survey research project.

Prerequisite(s)/Restriction(s): MKT 210 (formerly BUS 340); one of the following statistics courses: CRM 311, ECO 241, MGT 206 (formerly BUS 206), MTH 145, MTH 225, MTH 396, PSY 261, or SOC 311; and junior standing or higher. Open to Marketing majors.
Course Applies to: Data Analytics Minor, Marketing B.S.B.A.

MKT 342 - Consumer Behavior

3 Credits
Offered Spring

Formerly BUS 342. Application of behavior science theory and research to the consumption behavior of individuals in society. Examines the consumer decision process and the effect on consumer decision making of external environmental influences (culture, sub-culture, social class, reference groups, family, and personal influences) and of internal psychological influences (personality and lifestyle, learning, motives, perception, and beliefs and attitudes).

Prerequisite(s)/Restriction(s): MKT 210 - Marketing Principles (formerly BUS 340) and junior standing or higher. Open to Marketing majors.
Course Applies to: Marketing B.S.B.A.

MKT 343 - Sales Management

3 Credits
Offered Fall

Formerly BUS 343. This course takes the perspective of the professional sales manager with emphasis on strategic and administrative issues in the design, development, and

direction of the sales organization and the evaluation of sales force performance.

Prerequisite(s)/Restriction(s): MKT 210 - Marketing Principles (formerly BUS 340) and junior standing or higher
Course Applies to: Management B.S.B.A., Marketing B.S.B.A.

MKT 344 - Advertising Management

3 Credits
Offered Spring

Formerly BUS 344. Nature and scope of advertising and its place within marketing strategy decisions and society. Examines the advertising management function in its historical, social, legal, and economic contexts. Studies methods of planning, preparing, placing, and evaluating an advertising message in the applicable media. Advertising principles are applied in the development of an advertising campaign project.

Prerequisite(s)/Restriction(s): MKT 210 - Marketing Principles (formerly BUS 340), and junior standing or higher
Course Applies to: Marketing B.S.B.A.

MKT 345 - Business-to-Business Marketing

3 Credits
Offered Spring

Formerly BUS 345. Marketing products and services to businesses, industries, governments, and not-for-profit institutions. Emphasizes differences between business and consumer markets, the importance of distribution channels, and the development of strategies for implementation and control of organizational marketing systems.

Prerequisite(s)/Restriction(s): MKT 210 - Marketing Principles (formerly BUS 340) and junior standing or higher.
Course Applies to: Entrepreneurship Minor, Marketing B.S.B.A.

MKT 347 - New Products Management

3 Credits
Offered Fall

Formerly BUS 347. 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 that account for new product successes and failures in the marketplace. Students develop their own plans for creating, testing, and marketing a new product.

Prerequisite(s)/Restriction(s): MKT 210 - Marketing Principles (formerly BUS 340) and junior standing or higher
Course Applies to: Entrepreneurship Minor, Management B.S.B.A., Marketing B.S.B.A.

MKT 348 - Sport Marketing

3 Credits

Offered alternate years in Fall

Formerly BUS 348. Sport marketing is course that examines the marketing of sport products and the marketing through sport, or how companies use sport platforms to brand and market their products. Content specific to sport includes fan behavior, sponsorship, leveraging, licensing, and endorsements. Marketing strategies will incorporate traditional segmentation, targeting, positioning, and marketing mix components.

Prerequisite(s)/Restriction(s): Junior standing or higher
Course Applies to: Marketing B.S.B.A., Sport Management B.S.B.A.

MKT 349 - Healthcare Marketing

3 Credits

Offered Fall

Formerly BUS 349. The course covers marketing management problems and policies concerning hospitals, physician practices, medical clinics, pharmaceutical companies, medical device manufacturers, medical suppliers, physical therapists, home care providers, and other related healthcare fields.

Prerequisite(s)/Restriction(s): MKT 210 - Marketing Principles (formerly BUS 340) or permission of instructor. Students without MKT 340 must complete a study assignment prior to receiving instructor permission.
Course Applies to: Healthcare Management B.A., Marketing B.S.B.A.

MKT 400 - Topics in Marketing

3 Credits

Offered periodically

Formerly BUS 440. This course will introduce new courses into the marketing curriculum in the areas of consumer behavior, e-commerce, international marketing, marketing research, sales management, retail management, business-to-business marketing, new business development, channels of distribution, relationship marketing, sport marketing, etc.

Prerequisite(s)/Restriction(s): MKT 210 - Marketing Principles (formerly BUS 340) and junior standing or higher. Open to Marketing majors.
Course Applies to: Marketing B.S.B.A.

MKT 443 - Digital Marketing and Entrepreneurial Strategies

3 Credits

Offered Offered Spring

Formerly BUS 443. Covers the marketing of products and services using digital channels and tools including websites, social media, and mobile. Focuses on digital media and platforms such as computers and mobile phones.

Emphasizes integrating online and offline marketing strategies and using technology to manage various marketing processes. Describes major advantages, trends and future advancements. Covers major considerations for entrepreneurs and larger organizations when choosing and using digital marketing tools. Involves project-based learning working directly with entrepreneurs.

Prerequisite(s)/Restriction(s): MKT 210 (formerly BUS 340) and junior standing or higher
Course Applies to: Entrepreneurship Minor, Management Information Systems B.S.B.A., Marketing B.S.B.A.

MKT 446 - Social Media Marketing

3 Credits

Offered Fall

Formerly BUS 446. This course will explore how social media works, why social media matters, and how to develop a successful social media strategy. The course will discuss how businesses can integrate social media strategy into their existing marketing infrastructure, customize and deliver social media strategies through channels relevant to the customers, and create social media campaigns across several key social platforms. It will also examine important ethical issues using social media.

Prerequisite(s)/Restriction(s): Any of the following Statistical Reasoning courses: MGT 206 (formerly BUS 206), BIO 261, CHM 331, COM 206, CRM 311, ECO 241, EDU 301, HCM 203, MTH 145, MTH 207, MTH 396, POL 210, PSY 261, or SOC 311; MKT 210 (formerly BUS 340); and junior standing or higher
Course Applies to: Digital Humanities Minor, Entrepreneurship Minor, Marketing B.S.B.A.

MKT 448 - Global Marketing

3 Credits

Offered Spring

Formerly BUS 448. Study of the marketing of goods and services in the international environment, the activities that take place within the firm preparing to enter the international marketplace, and the issues relevant to coordinating the marketing activities of the multinational corporation. Emphasizes the cultural, economic, and political factors affecting marketing strategies. Extensive use of case studies.

Prerequisite(s)/Restriction(s): MKT 210 - Marketing Principles (formerly BUS 340) and junior standing or higher
Course Applies to: International Business B.S.B.A., Marketing B.S.B.A.

MKT 454 - Marketing Strategy

3 Credits

Offered Fall and Spring

Formerly BUS 454. This senior course for Marketing majors enables the student to apply what has been learned in other business courses to the analysis of a variety of marketing

management problem identification-solution generation situations presented via real cases. Emphasis is on oral presentation and defense of evaluations made and solutions proposed. Some written case analysis is required.

Prerequisite(s)/Restriction(s): MKT 341 - Marketing Research (formerly BUS 341) or MKT 342 - Consumer Behavior (formerly BUS 342), and senior standing. Open to Marketing majors.
Course Applies to: Marketing B.S.B.A.

MKT 475 - Internship in Marketing

0-9 Credits
Offered Fall and Spring

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 internship coordinator.

Prerequisite(s)/Restriction(s): Junior standing or higher and minimum cumulative GPA of a 2.8. See internship coordinator for other requirements.

Note: Application required for course.

MKT 480 - Marketing Internship Full Time

9 Credits
Offered Fall, Spring, Summer

Full-time internship. This course is nine pass/fail credits. Taken with MKT 481 - Marketing Internship Full Time II (three graded credits) for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

MKT 481 - Marketing Internship Full Time II

3 Credits
Offered Fall, Spring, Summer

This course is three graded credits, taken with MKT 480 - Marketing Internship Full Time for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

MKT 490 - Directed Study in Marketing

0-4 Credits
Offered periodically

Investigation in the marketing field for which the student has special interest not covered by a normally scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the department chair or program director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Mathematics

MTH 101 - Precalculus

3 Credits
Offered Fall and Summer

This course is intended as a preparation for calculus and covers precalculus topics as well as a review of important algebra concepts. Topics include algebraic equations and inequalities, systems of equations, functions and their graphs, and trigonometry. It contains the study of linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric functions.

MTH 105 - Finite Mathematics

3 Credits
Offered Fall and Spring

Coverage for the course includes systems of linear equations and matrices, linear programming and the simplex method, permutations and combinations, probability, Venn diagrams, tree diagrams, conditional probability and independence, Bayes' theorem, binomial probability, Markov chains, and an introduction to financial mathematics. Real-world applications, especially to business, are emphasized throughout.

MTH 111 - Applied Mathematics for Business

3 Credits
Offered Fall and Spring

This introductory applied course explores the essential mathematical tools vital for business decisions. Covers topics such as number systems, functions, graphing, linear equations, limits, derivatives, financial mathematics (including compound interest, annuities, amortization), exponential functions, and calculus applications in business. Learn to utilize Excel and other software tools for analysis, optimization, and interpreting data, preparing you for practical problem-solving in economics and business scenarios.

Prerequisite(s)/Restriction(s): Open to first-year B.S.B.A. majors

MTH 119 - Applied Calculus for Business

3 Credits
Offered Fall

This course is a one-semester introduction course to differential and integral calculus designed for Business Administration majors. Topics include limits, derivatives and their applications, definite and indefinite integrals, and the fundamental theorem of calculus. The course emphasizes computation, problem solving, and business applications.

Note: Students may not receive credit for MTH 119 and MTH 125.

MTH 125 - Calculus I

4 Credits

Offered Fall and Spring

This course covers differential and integral calculus of one variable and is designed for students majoring in mathematics, engineering, or the sciences. Topics include limits, derivatives and their applications, definite and indefinite integrals, and the fundamental theorem of calculus.

Course Applies to: Actuarial Mathematics B.A.; Data Science B.S.; Mathematics B.A.; Mathematics B.S.; Mathematics Minor
Note: May not receive credit for both MTH 125 and MTH 119.

MTH 126 - Calculus II

4 Credits

Offered Fall and Spring

This course is a continuation of MTH 125. Topics include techniques and applications of integration, infinite sequences and series, power series and Taylor series, first order differential equations, and polar coordinates.

Prerequisite(s)/Restriction(s): C- or higher in MTH 125 - Calculus I

Course Applies to: Actuarial Mathematics B.A.; Data Science B.S.; Mathematics B.A.; Mathematics B.S.; Mathematics Minor

MTH 143 - Mathematical Reasoning for Education

3 Credits

Offered Fall and Spring

A one-semester course designed for Education majors. Topics include a review of fractional arithmetic and properties of number systems, exploring types of averages, algebra and geometry, functions and their graphs, systems of equations, probability and statistics, Venn diagrams, tree diagrams, and interpreting and analyzing data. An emphasis is placed on problem solving, quantitative reasoning, and logic.

MTH 145 - Basic Quantitative Techniques

3 Credits

Offered Fall and Spring

An introduction to fundamental statistical methods. Topics include graphical summaries, descriptive statistics, probability, probability distributions, confidence intervals, hypothesis tests, correlation, simple linear regression, chi-squared tests, and one-way analysis of variance.

Core Curriculum Attribute(s): Statistical Reasoning

MTH 191 - The Language of Mathematics (WID)

4 Credits

Offered Fall and Spring

This course covers basic concepts, logic, reasoning patterns, and the language skills which are fundamental to higher

mathematics. These skills include the ability to read and write mathematics, employ common patterns of mathematical thought, and read and write proofs. It also includes an introduction to LaTeX, and students will do a substantial amount of writing using LaTeX.

Prerequisite(s)/Restriction(s): MTH 125 - Calculus I
Core Curriculum Attribute(s): Writing in the Disciplines

MTH 207 - Statistical Reasoning: Chance

3 Credits

Offered Fall

An introductory statistics course with a focus on concepts surrounding probability. Topics include discrete and continuous probability distributions, probability formulas, combinations and permutations, and problems arising in the actuarial sciences. Additional readings beyond a traditional textbook are utilized.

Core Curriculum Attribute(s): Statistical Reasoning

MTH 225 - Statistics for Science

3 Credits

Offered Fall and Spring

This course covers introductory descriptive and inferential statistics. Content includes sampling theory, experimental design, descriptive statistics, and correlation and regression; probability theory and distributions, including normal distribution; statistical inference including confidence intervals, hypothesis testing, and analysis of variance. Methods will be applied to examples from the sciences using statistical software (e.g., R language).

Core Curriculum Attribute(s): Statistical Reasoning
Course Applies to: Data Analytics, Data Science

MTH 251 - Linear Algebra

4 Credits

Offered Spring

This course follows the development of the methods and underlying ideas for solving systems of linear equations and emphasizes theoretical approaches and mathematical proofs. Topics include Gauss-Jordan Elimination, linear transformations, subspaces of \mathbb{R}^n and their dimensions, orthogonality, least square and data fitting, determinants, eigenvalues and eigenvectors, diagonalization, solutions of systems of first order linear differential equations.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II
Course Applies to: Data Science B.S.

Note: Students may not earn credit for both MTH 251 and MTH 264.

MTH 261 - Multivariable Calculus

4 Credits
Offered Fall

Continuation of the sequence begun in Calculus I and II. This introductory multivariable calculus course covers differential, integral and vector calculus for functions of more than one variable. Topics include vectors, lines, planes, curves, and surfaces in 3 dimensional space; limits, continuity, and differentiation of multivariable functions; gradient, chain rule, linear approximation, optimization of multivariable functions; double and triple integrals in different coordinate systems; vector fields and vector calculus in 2 and 3 dimensional spaces, line integrals, flux integrals, and integration theorems generalizing the Fundamental Theorem of Calculus (Green's theorem, Stokes' theorem and the divergence theorem).

Prerequisite(s)/Restriction(s): C- or higher in MTH 126 - Calculus II

MTH 264 - Linear Algebra and Differential Equations

4 Credits
Offered Spring

This course contains introductory linear algebra and differential equations topics. Topics in linear algebra include elementary matrices, linear equations, determinants, vector spaces and subspaces, orthogonality, eigenvalues and eigenvectors, and linear transformation. Topics in differential equations include the existence and uniqueness of the solution to first order initial value problems, various methods to solve them, and second order linear differential equations and the methods to solve them. This course serves non-math major STEM students and provides an opportunity to learn essential mathematics used in the STEM field with an emphasis on studying techniques and skills.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II
Note: Students may not earn credit for both MTH 251 and MTH 264.

MTH 270 - Discrete Mathematics

3 Credits
Offered Spring

This course provides a broad introduction to the topics of discrete mathematics, including set operations, countable and uncountable sets, abstract functions and their properties, equivalence relations, mathematical induction, number theory, graph theory, combinatorics, and probability. In addition, a foundation for abstract mathematics is developed.

Course Applies to: Data Science B.S.

MTH 351 - Abstract Algebra I

3 Credits
Offered Fall

This course provides a broad introduction to the topics of abstract algebra, including binary operations, groups, subgroups, cyclic groups, symmetric groups, homomorphisms, isomorphisms, Lagrange's Theorem, cosets, normal subgroups, product groups, quotient groups, and rings.

MTH 352 - Abstract Algebra II

3 Credits
Offered Spring

This course is a continuation of MTH 351. Topics include Galois theory, group actions, properties of rings, integral domains, fields, fields of fractions, polynomial rings, ideals, quotient rings, principal ideal domains, and unique factorization domains.

Prerequisite(s)/Restriction(s): MTH 351 - Abstract Algebra I

MTH 361 - Real Analysis I

3 Credits
Offered Fall

This course is a rigorous development of the theory of calculus. Topics include properties of the real line, sequences, limits, continuity, and differentiability. Additional topics from differential and integral calculus may be included.

Prerequisite(s)/Restriction(s): MTH 191 - The Language of Mathematics (WID)

MTH 362 - Real Analysis II

3 Credits
Offered Spring

This course is a continuation of MTH 361. Topics include a rigorous development of series, integration, and sequences and series of functions. It also includes an introduction to metric spaces.

Prerequisite(s)/Restriction(s): MTH 361 - Real Analysis I

MTH 363 - Modern Geometry

3 Credits
Offered Fall

This course explores the axiomatic approach of the foundations of modern Euclidean geometry focusing on proving and explaining geometric concepts through axiomatic methods and serves as an introduction to non-Euclidean geometries with emphasis on comparing the difference between Euclidean geometry and Hyperbolic geometry.

MTH 364 - Differential Equations and Dynamics

3 Credits

Offered alternate years in Fall

This course is an introduction to qualitative and quantitative methods for ordinary differential equations. It covers a comprehensive study of first, second and higher order differential equations, series solutions of linear equations, and Laplace transforms. Students experience mathematical modeling using differential equations in the context of many interdisciplinary areas such as STEM fields, economics and finance.

Prerequisite(s)/Restriction(s): MTH 251 - Linear Algebra or MTH 264 - Linear Algebra and Differential Equations

MTH 365 - Bayesian Statistics

3 Credits

Offered Spring

An introduction to the theory and methods of Bayesian statistical analysis. Topics include Bayes' Theorem, prior distributions, closed-form posterior distributions, Markov Chain Monte Carlo methods, hierarchical models, and Bayesian regression. Statistical software will be utilized.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II is recommended
Course Applies to: Data Analytics Minor, Data Science B.S.

MTH 366 - Linear Models

3 Credits

Offered alternate years in Spring

Methods for building, assessing, and interpreting models for multiple regression, logistic regression, and analysis of variance. Issues including data cleaning, missing-value imputation, model fit assessment, and model comparison will be discussed, and statistical software will be used.

Prerequisite(s)/Restriction(s): (MTH 225 - Statistics for Science or MGT 206 - Business Statistics) and (MTH 251 - Linear Algebra or MTH 264 - Linear Algebra and Differential Equations)
Course Applies to: Data Science

MTH 371 - Combinatorics and Graph Theory

3 Credits

Offered Spring

This course covers the theory and applications of combinatorics and graph theory. Topics from combinatorics include counting techniques, the inclusion-exclusion principle, generating functions, and difference equations. Topics from graph theory include Euler's Formula, Euler and Hamiltonian paths, and graph coloring. Additional topics from either area like integer partitions, search trees, and network algorithms may be included.

Prerequisite(s)/Restriction(s): MTH 270 - Discrete Mathematics or CSC 201 - Discrete Mathematics for Computer Science I

MTH 377 - Number Theory

3 Credits

Offered alternate years in Spring

This course provides an introduction to the important topics of number theory. Topics include prime numbers and divisibility, the fundamental theorem of arithmetic, linear and polynomial congruences, the Chinese Remainder Theorem, the Gauss reciprocity law, Diophantine equations, and representations as sums of squares. Additional topics from cryptography, integer partitions, and continued fractions may be included.

Prerequisite(s)/Restriction(s): MTH 191 - The Language of Mathematics (WID), MTH 270 - Discrete Mathematics, or CSC 201 - Discrete Mathematics for Computer Science I

MTH 381 - Financial Mathematics

3 Credits

Offered periodically

This course covers the content of Exam FM of the Society of Actuaries. Topics include interest theory and its applications, annuities, loans, bonds, general cash flows, portfolios, and asset liability management.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II
Course Applies to: Actuarial Mathematics B.A.

MTH 384 - Theory of Computation

3 Credits

Offered alternate years in Fall

Cross-listed course. For description, see CSC 384.

MTH 393 - Numerical Analysis

3 Credits

Offered alternate years in Spring

This course is an introduction to basic numerical methods and algorithms for solving equations in one variable, interpolation and polynomial approximation, numerical differentiation and integration, numerical methods for solving differential equations, and direct methods and iterative algorithms for solving linear systems. It provides an opportunity to learn how the ideas of calculus are implemented in practice through numerical algorithms using Matlab. Cross-listed as CSC 393.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II

MTH 395 - Probability and Statistics I

3 Credits

Offered alternate years in Fall

This course covers the mathematical theory of probability. Content includes axioms and basic properties of probability; continuous and discrete univariate distributions, definition by probability density, and special distributions including binomial, Poisson, uniform, exponential, gamma, and normal; continuous and discrete multivariate distributions; moments, law of large numbers, and the central limit theorem. Statistical software (e.g., R language) will be used in applications.

Prerequisite(s)/Restriction(s): Prerequisite or Corequisite: MTH 261 - Multivariable Calculus

MTH 396 - Probability and Statistics II

3 Credits

Offered alternate years in Spring

This course focuses on the theory and application of statistics. Topics include the concepts of random sampling, statistical inference and sampling distributions, and apply basic sampling distributions; theory and application of methods of estimation including matching moments, percentile matching, and maximum likelihood; theory and use of the properties of estimators including bias, variance, mean squared error, consistency, efficiency, and UMVUE; confidence intervals for unknown parameters, including the mean, differences of two means, variances, and proportions; hypothesis testing for mean, variance, contingency tables, and goodness-of-fit, including the concepts of Neyman-Pearson lemma, significance and power, likelihood ratio test, and information criteria.

Prerequisite(s)/Restriction(s): MTH 395 - Probability and Statistics I

Core Curriculum Attribute(s): Statistical Reasoning

Course Applies to: Data Analytics

MTH 399 - Topics in Mathematics

3 Credits

Offered periodically

Chosen topics in mathematics.

MTH 420 - Senior Capstone: Mathematical Modeling

4 Credits

Offered Fall

Students learn to create models of real-world phenomena using mathematical tools such as difference equations, differential equations, linear algebra, and probability and statistics. Models will be applied numerically (e.g., in Python language). Students will practice communication of models and outcomes through presentation and writing.

Prerequisite(s)/Restriction(s): Restricted to Seniors in one of the following majors: Math, Actuarial Math, or Data Science.

Core Curriculum Attribute(s): Capstone

MTH 475 - Internship in Mathematics

3 Credits

Offered Fall and Spring

Practical experience using or applying mathematical skills in a variety of professional settings.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

MTH 490 - Directed Study - Mathematics

1-4 Credits

Offered as needed

Opportunity for upper-level students to do advanced work in a specialized area of mathematics.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.
Note: Students must complete 45 hours of work per semester per credit.

MTH 496 - Independent Research - Mathematics

1-4 Credits

Offered as needed

Students carry out an independent research project under the direction of a faculty member. The research may be part of an ongoing project being conducted by the faculty member, or the student and faculty member may develop an original project.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours of work per semester per credit.

MTH 497 - Senior Thesis

3 Credits

Offered Fall and Spring

Students complete an independent scholarly work under the guidance of a faculty member, resulting in a substantial written work. A committee of three faculty members evaluate the thesis. The student also presents the thesis in a colloquium open to the college community.

Prerequisite(s)/Restriction(s): Senior standing and approval of the faculty member and the Department Chairperson.

Neuroscience

NEU 101 - Introduction to Neuroscience

3 Credits
Offered Spring

Neuroscience is the study of the nervous system. This course will provide an introduction into the structure and function of our nervous system.

Core Curriculum Attribute(s): Natural Science

NEU 200 - Seminar in Neuroscience

3 Credits
Offered Fall

This course will focus on historical and current topics in Neuroscience. Examples of topics that may be discussed include: developmental disorders, such as those on the autistic spectrum, neuroimaging and the information that can be gleaned from various techniques, sex differences, neurophysiology, epigenetics, and learning and memory. The focus of the course may vary from year to year. Readings may be from several sources including the primary literature.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I
Note: Course may be taken twice as long as topics differ.

NEU 271 - Research Methods in Neuroscience (WID)

4 Credits
Offered Fall

How do we design scientific experiments that provide sound and convincing evidence of a relationship or effect? What variables and statistical analyses are most relevant in neuroscience experimentation? We will examine neuroscience research methodologies and use case studies and examples drawing from molecular, physiological and behavioral neuroscience, to broaden our perspective of experimental design, data collection and interpretation.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, CHM 113 - General Chemistry I, PSY 101 - Introduction to Psychology, and (PSY 261 - Introduction to Statistics or BIO 261 - Biological Statistics)
Core Curriculum Attribute(s): Writing in the Disciplines

NEU 300 - Cognitive Neuroscience

3 Credits
Offered Spring

This course explores how the brain carries out the functions of the mind. We will explore the functional organization that allows us to move, speak, see, hear, and feel, and we examine the evidence for this organization such as deficits following brain lesions and patterns of brain activity during cognitive tasks.

Prerequisite(s)/Restriction(s): PSY 261 - Introduction to Statistics and NEU 271 - Research Methods in Neuroscience (WID)

NEU 302 - Sensory and Motor Neurobiology

3 Credits
Offered Spring

This course will build upon basic neuroscience concepts. An emphasis on cell and molecular neurophysiology will be explored within the framework of sensory and motor systems. An in-depth look at how neurons communicate, together with an introduction to reading and discussing primary literature, will prepare students for more advanced neuroscience topics.

Prerequisite(s)/Restriction(s): BIO 211 - Cell Biology

NEU 400 - Psychopharmacology

3 Credits
Offered periodically

Explores mechanisms of drug action, the ways in which the body metabolizes drugs (pharmacokinetics) and the resulting effect a drug has when ingested (pharmacodynamics). By drawing examples from clinical pharmacology, neurology and narcotic abuse we will gain a broad and balanced perspective of the current topics in psychotropic drug use and abuse.

Prerequisite(s)/Restriction(s): BIO 101 - Biological Principles I, PSY 101 - Introduction to Psychology, or NEU 101 - Introduction to Neuroscience

NEU 412 - Neurobiology of Disease

4 Credits
Offered Fall

In this course, you will learn about the neurobiology underlying several neurological and neuropsychiatric diseases. We will explore central nervous system anatomy, neuronal circuits, neurotransmitters, and cellular/molecular pathways of neurotypical and disease states. Our understanding of most neurological and neuropsychiatric conditions is incomplete. This course will focus on the current understanding of specific conditions, how these conditions are being studied, and how that research translates to treatments.

Prerequisite(s)/Restriction(s): BIO 101 - BIO 102, BIO 211, Senior status.

Core Curriculum Attribute(s): Capstone

Note: Fulfills the Functional Organismic requirement for Biology majors.

Fulfills the Capstone requirement for Neuroscience and may be approved to fulfill the Biology Capstone with approval of the faculty member supervising the Capstone project and the Department Chair before the first day of classes. Lecture and lab combined are 4 credits.

NEU 475 - Internship in Neuroscience

3 Credits

Offered Fall and Spring

Individually tailored experience in hospital (research, clinical) or related setting (university laboratory, biomedical industry, biotechnology industry, nonprofit agency).

Prerequisite(s)/Restriction(s): Junior standing. Consult Medical Science Coordinator and Neuroscience Program Director prior to registration. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

NEU 490 - Directed Study - Neuroscience

1-4 Credits

Offered as needed

Investigation in some area or topic within the Neurosciences that is not covered by normally scheduled courses. Before registration, the student presents plans to a full-time faculty member who agrees to direct/evaluate the project.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit. Course may be taken twice as long as topics differ.

NEU 496 - Independent Research - Neuroscience

1-4 Credits

Offered as needed

Opportunity for a student to conduct research in a specialized area of Neuroscience under the direction of a faculty member.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

NEU 497 - Senior Thesis Research in Neuroscience

3 Credits

Offered Fall and Spring

Opportunity for a student to do an advanced research project and thesis in a specialized area of Neuroscience under the direction of the Neuroscience faculty.

Prerequisite(s)/Restriction(s): Approval of both the faculty member advising the thesis and the Neuroscience Program Director.

Philosophy

PHL 114 - Our Bodies, Ourselves

3 Credits

Offered periodically

This course explores some of the questions that are raised by recognizing that we are not just minds - we are embodied creatures. How should we organize society to provide for our bodily needs? Should we worry about the death of our bodies? Are our minds and our bodies really different?

Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 116 - What You Thought You Knew

3 Credits

Offered periodically

What is true happiness? Is morality real, or is it just a made up thing? Everything we experience is put together by our brains - how, then, can we be sure any of it is really true? Are we secretly biased? Does God exist? Should all protests be non-violent or is violence sometimes allowable?

Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 117 - Mind, Body, Self, and Science

3 Credits

Offered periodically

An examination of how philosophers have historically treated questions pertaining to the relationship between mind and body, the concept of the self, the human condition, and the limits of what we can know about such things. What makes these problems philosophical in nature? Could they be resolved by science instead?

Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 118 - Questions of Culture and Value

3 Credits

Offered periodically

Why do we enjoy sitcoms where the characters suffer social and romantic disasters: are we just cruel or is there some other explanation? Is morality something real or is power the only reality and morality just an illusion? What kind of compassion is the best kind? Why are flowers beautiful? What's the hidden meaning of the marriage ceremony?

Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 120 - What is the Good Life?

3 Credits

Offered Fall and Spring

The course will examine the nature of the good life for human beings. Topics include the nature of desire, wealth, happiness, virtue, and knowledge of values.

Core Curriculum Attribute(s): Languages, Arts, and Humanities

PHL 121 - Philosophy as a Way of Life

3 Credits

Offered periodically

Philosophy is often taught as a theoretical discipline about abstract ideas and arguments. This course will emphasize how the ideas and insights of different philosophers may be applied to our daily lives and potentially change the way we live, helping us lead wiser, better and more authentic lives.

Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 123 - The Examined Life

3 Credits

Offered periodically

An exploration and discussion of how philosophers over the centuries have addressed the central issues of the nature of the individual human being; the relation of the individual to society and government; and the relation to the divine.

Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 151 - Ethics and the Good Life

3 Credits

Offered Fall and Spring

Formerly PHL 221. Discussion of major ethical theories in the history of philosophy in search for answers to fundamental moral questions: What makes actions right or wrong? Is morality relative or objective? Does morality depend on God? What is the purpose of life and what does morality have to do with it? Does morality conflict with personal happiness?

Core Curriculum Attribute(s): Ethical Reasoning, Language, Arts, and Humanities

Note: Ethical Leadership (ETL) course

PHL 160 - Freedom and the Just Society

3 Credits

Offered Fall and Spring

This course will explore questions about the relationship between the individual and society: What gives society authority over the individual? Would we be better off without society? Should we obey all of society's laws or only those we think are just? What basic rights should people have in

society? How could society be more just? How should wealth be distributed?

Core Curriculum Attribute(s): Ethical Reasoning, Language, Arts, and Humanities

Note: Ethical Leadership (ETL) course

PHL 166 - Introductory Topics in Philosophy

3 Credits

Offered periodically

This course offers students and faculty an opportunity to investigate, at an introductory level, a specific area of the study of philosophy not normally otherwise addressed by the department.

Core Curriculum Attribute(s): Diversity, Power, and Resistance when topic is "African American Philosophy"; Language, Arts, and Humanities

PHL 220 - Topics in Ethics

3 Credits

Offered periodically

This course offers students and faculty an opportunity to investigate in some depth a specific area of the study of ethics not normally otherwise addressed by the department.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

Core Curriculum Attribute(s): Ethical Reasoning, Language, Arts, and Humanities

PHL 225 - Moral Psychology

3 Credits

Offered Fall

What does it mean to be a good person? How does psychology, culture, and environment affect your character? Your ability to do the right thing? Your views of right and wrong in the first place? Besides exploring these questions, the course will emphasize articulating and living your central values.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

Core Curriculum Attribute(s): Ethical Reasoning, Language, Arts, and Humanities

Note: Serves as the introductory course to the Ethical Leadership Minor. Should be taken 1st or 2nd in the ETL sequence. Ethical Leadership (ETL) course

PHL 235 - Biomedical Ethics

3 Credits

Offered Fall and Spring

Discussion and resolution of ethical problems associated with the practice of medicine and the pursuit of biomedical research. Topics include: ethical issues in human

experimentation; euthanasia; abortion; fetal research; and reproductive technologies.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

Core Curriculum Attribute(s): Ethical Reasoning, Language, Arts, and Humanities

Note: Ethical Leadership (ETL) course

PHL 241 - Think Better: Logic & Critical Thinking

3 Credits

Offered Spring

Learn to identify and assess arguments, both deductive and probabilistic. Learn the key inference patterns that underlie nearly all arguments. Learn what behavioral economics teaches us about the traps our common sense falls into. Learn how to assess evidence more accurately and make your critiques of other people more effective; learn how to best use evidence to make your own arguments more cogent. The course draws on material from philosophy, cognitive psychology and behavioral economics.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course

Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 243 - This is What Feminism Looks Like

3 Credits

Offered Spring

Taylor Swift claims she's feminist. So does Beyoncé. But are they right? What is a feminist? Feminism, at base, is any movement that seeks justice for women. But historically, feminists disagree about what justice for women looks like. This course provides students with a deeper understanding of the many forms of feminism by exploring concepts central to feminist thought.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Gender & Sexuality Studies

PHL 250 - Is God Dead?

3 Credits

Offered Spring

Is it time to get over God or is it perhaps time to get back to God? Can different religions all be true? Can we prove or disprove God's existence? Why does God allow suffering? Does faith make our lives more meaningful? We will take a sympathetic look at all sides of these debates using both contemporary and historical readings and we will articulate our own positions as clearly and honestly as possible in response.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

Course Applies to: Religious Studies

PHL 251 - Political Philosophy

3 Credits

Offered Spring

A discussion of the major themes in the history of Western political philosophy. Key figures include Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and Rawls.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course

Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 252 - Minds, Brains and Technology

3 Credits

Offered Fall

A discussion of questions that lie at the intersection of psychology, neuroscience and philosophy, including: How are psychological states like pain related to brain states? Could a digital computer have beliefs? Feel pain? Fall in love? What can brain-based psychological disorders teach us about the mind? Will advances in neuroscience show that we are not free? That we are not morally responsible?

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Neuroscience

PHL 255 - African Philosophy

3 Credits

Offered Fall

'What is African philosophy?' This course explores that question by engaging with various texts that emerge from the African continent.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

PHL 258 - Ancient Greek Philosophy

3 Credits

Offered alternate years in Fall

Socrates, Plato, and Aristotle are among the most important philosophers in the Western tradition, and they all lived in Athens 2500 years ago. What did they believe, how did they disagree with each other, how has their thinking shaped ours, and what can we learn from them today?

Prerequisite(s)/Restriction(s): At least one PHL course

Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 259 - Modern Philosophy

3 Credits
Offered Fall

Renaissance skepticism and the birth of Cartesianism. Descartes' mathematicism and the methodic doubt. The Meditations. The thinking self, proofs for God's existence, Cartesian dualism, and the problem of mind-body interaction. Locke's critique of innate ideas. Berkeley's immaterialism. Hume's empiricism as a prelude to Kantianism.

Prerequisite(s)/Restriction(s): one 100-level philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: begins Spring 2025. Formerly taught as PHL 361 Descartes to Hume.

PHL 260 - Buddhist Thought

3 Credits
Offered alternate years in Fall

Buddhism is a religion, but it is also a philosophical attempt to understand reality and the meaning of life. The course will focus mostly on Buddhism as a philosophy. We will investigate some of its central ideas, such as karma, enlightenment, suffering, loving-kindness, interdependence, and no-self. But we will also consider Buddhism as a religion, learning about the Buddha himself, the religious community, and the diverse experiences and beliefs of practicing Buddhists today.

Prerequisite(s)/Restriction(s): At least one PHL course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 262 - Philosophy of Film

3 Credits
Offered Fall

Film and video have become increasingly important and pervasive in our world. This course will examine what philosophical theories might teach us about film, and it will interrogate film in order to find out what it might teach us about philosophy as a way of questioning reality and discerning or creating meaning.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 265 - Readings in Contemporary Thought

3 Credits
Offered Fall

An introduction to the philosophy of our time. Texts chosen to be readable. A focus on humanistic issues: how the unconscious controls behavior, where meaning and value come from, how one can be hoodwinked by political

ideologies, whether the mind really exists, what to do about the loss of meta-narratives in our modern lives.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 266 - Topics in Philosophy

3 Credits
Offered periodically

This course offers students and faculty an opportunity to investigate in some depth a specific area of the study of philosophy not normally otherwise addressed by the department.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: May be repeated with permission of Department Chair.

PHL 267 - Race and Racism

3 Credits
Offered Fall

What makes something/someone racist? What is institutional racism? Is 'reverse' racism real? What is race? Are races real? In answering these and other questions, we will explore current events and controversies surrounding race and racism in the United States.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 270 - Freedom, Self, and Responsibility

3 Credits
Offered Fall

Are we free or are all our actions determined by forces that are not ultimately 'up to us'? Is it ever appropriate to hold each other morally responsible? What is morality grounded in? Reason? Emotion? Cultural prejudice? What would the self have to be like to be free and morally responsible? Are there reasons to think that we are such selves? That we are not?

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 283 - Aesthetics

3 Credits
Offered Spring

Philosophical principles of art and beauty. Review of major classical and modern theories. Discussion of specific works of art from different historical periods.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 285 - Philosophy of Science

3 Credits
Offered Spring

Are there limits to what we can know through science? Should we automatically trust everything science tells us? Has science just turned into our modern religion? What distinguishes science from non-science? Why is astrology not a science? Are all sciences reducible to physics in the end: is psychology reducible to biology, which is reducible to chemistry, which is reducible to physics?

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?

3 Credits
Offered Spring

This course explores the implications of modern biology, particularly genetics, for our understanding of human nature. How does the biological viewpoint change how we distinguish normal from abnormal, natural from artificial, health from disease? What is its impact on the debate concerning nature and nurture, as well as on questions about race, sexual orientation, altruism, and gender?

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Gender & Sexuality Studies

PHL 325 - Ethical Leadership

3 Credits
Offered Spring

This course will explore the fundamental components of ethical leaderships. Topics include: normative leadership theories, building ethical groups, implementing values. Open to all but serves as the capstone for the Ethical Leadership Minor.

Prerequisite(s)/Restriction(s): PHL 225 - Moral Psychology
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 351 - Contemporary Social and Political Philosophy

3 Credits
Offered Spring

Environmental catastrophe, economic crisis, viral outbreaks, the global war on terrorism - these and other problems challenge the way we understand the nature and aims

of political life. In this course, we will study the ways contemporary political philosophers such as Jurgen Habermas, Michel Foucault, Jacques Derrida and Slavoj Zizek have responded to the challenges of contemporary political life.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 366 - Advanced Topics in Philosophy

3 Credits
Offered periodically

This course offers students and faculty an opportunity to investigate at greater depth some area of philosophy. Course will typically involve students' conducting independent research and writing longer papers.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 371 - Existentialism

3 Credits
Offered Fall and Spring

The Existentialist thinkers of the 20th Century vigorously protested the abstraction and sterility of certain kinds of philosophical and theological discourse and demanded that we confront the life and death, flesh and blood issues of our existence. The course will examine the sources of their existential protest in the thought of the 19th Century thinkers Nietzsche and Kierkegaard and progress through a discussion of the major figures and works in the Existentialist movement of the 20th Century.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course
Core Curriculum Attribute(s): Language, Arts, and Humanities

PHL 400 - Writing in the Disciplines, Philosophy Supplement

1 Credit
Offered periodically or as needed

Through co-enrollment with a PHL course (200-399) bearing at least 3 credits, the PHL Writing-in-the-Disciplines (WID) Supplement course allows instructors to modify a non-WID course to fulfill the PHL WID requirement. Each PHL course modified with the WID Supplement requires a minimum of 20 pages of writing, for which students have the opportunity to revise with feedback from instructors and peers.

Prerequisite(s)/Restriction(s): Instructor permission required.
Core Curriculum Attribute(s): Writing in the Disciplines
Course Applies to: Philosophy with Ethical Leadership Emphasis B.A., Philosophy B.A.

PHL 422 - Philosophy Seminar

3 Credits
Offered Spring

A seminar class focusing on 2-5 philosophical topics selected in collaboration between the instructor and the students in the class.

Prerequisite(s)/Restriction(s): Complete two Philosophy courses (beyond the 100 level) or permission of the instructor
Core Curriculum Attribute(s): Capstone, Language, Arts, and Humanities

Note: Course may be taken twice as long as topics differ.

PHL 475 - Internship in Philosophy

3 Credits
Offered Fall and Spring

Practical experience in a professional setting.

Prerequisite(s)/Restriction(s): Junior standing. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

PHL 490 - Directed Study - Philosophy

1-4 Credits
Offered as needed

Supervised reading and research on selected topic in which the student has special interest not covered by a normally-scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Students must complete 45 hours work/semester per credit.

PHL 499 - Honors Research in Philosophy

3 Credits
Offered periodically or as needed

This course is only open to philosophy students who are pursuing independent research under the supervision of a philosophy faculty member.

Prerequisite(s)/Restriction(s): Philosophy majors, at least a 3.5 GPA overall and in philosophy, successful completion of a thesis proposal, and permission of instructor
Core Curriculum Attribute(s): Language, Arts, and Humanities

Physics and Astronomy

PHY 101 - Basic Physics I

4 Credits
Offered Fall

Fundamentals of physics for students of biology. Topics in classical mechanics, heat and molecular view of gases; electricity and magnetism, optics and modern physics.

PHY 102 - Basic Physics II

4 Credits
Offered Spring

Fundamentals of physics for students of biology. Topics in classical mechanics, heat and molecular view of gases; electricity and magnetism, optics and modern physics. Three periods of lecture and two hours of laboratory a week for two semesters.

Prerequisite(s)/Restriction(s): PHY 101 - Basic Physics I

PHY 105 - Physics Problem Solving I

1 Credit
Offered Spring

This series of one-credit courses is meant to help students integrate the knowledge acquired in several physics topics from freshman to senior year. The topics covered range from engineering applications of physics concepts to advanced topics in physics and astrophysics. Students are given complex and multifaceted problems that they can study individually and in groups with the help of the Physics faculty.

Prerequisite(s)/Restriction(s): PHY 121 - Physics I

Corequisite(s): PHY 122 - Physics II

Note: Each spring semester there will be four separate sections of the course for, respectively, PHY 105 for freshmen, PHY 205 for sophomores, PHY 305 for juniors, and PHY 405 for seniors. Seniors will read research papers and present them to the rest of the class. Completion of the four courses will satisfy the Capstone requirement for Physics and Astronomy majors.

PHY 121 - Physics I

4 Credits
Offered Fall

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.

Corequisite(s): MTH 125 - Calculus I

PHY 122 - Physics II

4 Credits

Offered Spring

Brief introduction to the basic concepts of vector calculus, such as line and surface integrals, integral version of Gauss' theorem and Stokes' theorem; Coulomb's law, insulators and metals; electrostatic induction, potential energy; capacitance; currents, resistance, basic circuits, batteries; magnetism and currents; Ampere's law; motion of free charges in magnetic fields, mass spectroscopy; magnetic induction, Faraday's law; Maxwell's equations, electromagnetic waves; geometric and wave optics; light as photons, photoelectric effect.

Prerequisite(s)/Restriction(s): MTH 125 - Calculus I

Corequisite(s): MTH 126 - Calculus II

PHY 205 - Physics Problem Solving II

1 Credit

Offered Spring

This series of one-credit courses is meant to help students integrate the knowledge acquired in several physics topics from freshman to senior year. The topics covered range from engineering applications of physics concepts to advanced topics in physics and astrophysics. Students are given complex and multifaceted problems that they can study individually and in groups with the help of the Physics faculty.

Prerequisite(s)/Restriction(s): PHY 221 - Physics III

Note: Each spring semester there will be four separate sections of the course for, respectively, PHY 105 for freshmen, PHY 205 for sophomores, PHY 305 for juniors and PHY 405 for seniors. Seniors will read research papers and present them to the rest of the class. Completion of the four courses will satisfy the Capstone requirement for Physics and Astronomy majors.

PHY 221 - Physics III

4 Credits

Offered Fall

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. Fourier analysis and other mathematical tools.

Prerequisite(s)/Restriction(s): MTH 125 - Calculus I, MTH 126 - Calculus II, PHY 121 - Physics I, and PHY 122 - Physics II

Note: Course is equivalent to EGE 221 - Vibrations and Waves.

PHY 222 - Classical Mechanics

3 Credits

Offered Fall

Lagrange's equations; central forces; kinematics and equations of motion for rigid bodies; Hamilton's equations; Hamilton-Jacobi equations; small oscillations; elements of fluid dynamics.

Prerequisite(s)/Restriction(s): MTH 125-MTH 126; and PHY 121-PHY 122

PHY 223 - Introduction to Physics Computing

3 Credits

Offered Spring

This course teaches how to use software (MATLAB, Mathematica, other) to solve Physics problems. Students learn LaTeX, the software used writing research articles. Topics range from the use of derivatives and integrals to complex variables, differential equations, systems of differential equations, partial differential equations and systems, with applications to mechanics, statistical mechanics, wave motion in one and two dimensions and others. We will explore solutions to the wave equations, diffusion equation and Schroedinger's equation.

Prerequisite(s)/Restriction(s): PHY 221 - Physics III

PHY 224 - Quantum Waves

3 Credits

Offered periodically

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 PHY 221 and MTH 261, the physical, chemical, and philosophical consequences are breathtakingly different.

Prerequisite(s)/Restriction(s): PHY 221 - Physics III and MTH 126 - Calculus II

Core Curriculum Attribute(s): Writing in the Disciplines

PHY 291 - Planets, Moons and the Search for Alien Life

3 Credits

Offered Fall

Earth and the solar system, the search for planets around other stars and a discussion about the probability of finding life on other planets or their moons. Topics include: birth of the solar system; early history of the Earth; emergence of life on our planet; mass life extinctions; space exploration

of planets and moons in our solar system and search for extraterrestrial life; recent successful search for planets around other stars; possibility of discovering Earth-like planets around other stars in the near future. The course will include class activities, such as labs, and repeated visits to our astronomical observatory.

Core Curriculum Attribute(s): Natural Science

PHY 292 - The Universe

3 Credits
Offered Spring

Structure and evolution of the Universe. Topics include: a brief history of our ideas about the size of the Universe, from the Greeks to Copernicus; the Newtonian revolution and the defeat of the anthropocentric view of the cosmos; Einstein and the geometry of space-time; the Milky Way and the discovery of other galaxies; stellar evolution; supernovae; white dwarfs, neutron stars and black holes; pulsars; how stars produce the atomic building blocks of life; Big Bang and the expansion of the universe; discovery of microwave background radiation; and the mystery of dark matter. The course will include class activities, such as labs, and repeated visits to our astronomical observatory.

Core Curriculum Attribute(s): Natural Science

PHY 305 - Physics Problem Solving III

1 Credit
Offered Spring

This series of one-credit courses is meant to help students integrate the knowledge acquired in several physics topics from freshman to senior year. The topics covered range from engineering applications of physics concepts to advanced topics in physics and astrophysics. Students are given complex and multifaceted problems that they can study individually and in groups with the help of the Physics faculty.

Note: Each spring semester there will be four separate sections of the course for, respectively, PHY 105 for freshmen, PHY 205 for sophomores, PHY 305 for juniors and PHY 405 for seniors. Seniors will read research papers and present them to the rest of the class. Completion of the four courses will satisfy the Capstone requirement for Physics and Astronomy majors.

PHY 310 - Introduction to Optics

3 Credits
Offered Fall

Covers the basics concepts and methods of optics, including geometrical and wave optics, polarization, lenses and mirrors, coherence, free-space propagation, Fourier optics, interference and diffraction. Optical devices such as the lasers and interferometers are briefly discussed, and the

quantum mechanical description of light in terms of photons is introduced.

Prerequisite(s)/Restriction(s): PHY 122 - Physics II and MTH 126 - Calculus II

PHY 315 - Optical Imaging and Sensing

3 Credits
Offered periodically or as needed

Covers methods for obtaining information about the world using light. Topics include optical light sources and detectors; eyes, microscopes, telescopes, and other optical imaging systems, including modern super-resolution microscopy techniques. Non-imaging methods include Interferometry, remote sensing methods such as LIDAR, and spectroscopic detection of hazardous waste. Applications to areas such as biology, ecology, self-driving cars, and archeology will be emphasized.

Prerequisite(s)/Restriction(s): PHY 310 - Introduction to Optics

PHY 320 - Introduction to Photonics

3 Credits
Offered Spring

Covers the basic concepts and methods of photonics, the study of light-based technology. Topics include lasers, optical fibers, optical properties of semiconductors, light emitting diodes, optical courses and detectors.

Prerequisite(s)/Restriction(s): PHY 122 - Physics II

PHY 321 - Statistical Physics

3 Credits
Offered Spring

An introduction to the macroscopic view of thermodynamics: temperature, heat, work, entropy, equations of state, engines and refrigerators. Introduction to the microscopic or statistical view: Maxwell-Boltzmann distribution; microcanonical, canonical, and grand canonical distributions; quantum statistics of bosons and fermions; black body radiation; electronic and thermal properties of quantum liquids and solids.

Prerequisite(s)/Restriction(s): PHY 121 - Physics I, PHY 122 - Physics II and PHY 221 - Physics III
Core Curriculum Attribute(s): Statistical Reasoning

PHY 322 - Astrophysics and Cosmology

3 Credits
Offered Spring

Introduction to the structure of stars and hydrostatic equilibrium; stellar nuclear fusion; stellar evolution, the ultimate fate of stars, stellar super-winds and supernovae; stellar remnants: white dwarfs, neutron stars and degeneracy pressure; x-ray sources; black holes and accretion disks; how

relativity predicts the expansion of the universe; quasars and gamma ray bursts; modern cosmology: microwave background radiation; dark matter; vacuum energy; the formation of galaxies from gravitational instability; primordial synthesis of the elements; the Big Bang as a test of our high energy physics theories.

Prerequisite(s)/Restriction(s): PHY 121 - Physics I, PHY 122 - Physics II, and PHY 221 - Physics III

PHY 323 - Quantum Physics

3 Credits
Offered Spring

Schrodinger wave equation and the statistical interpretation of the wave function; the time independent equation in one dimension - free particle, square wells, barriers, tunneling; the equation in three dimensions - hydrogen atom and angular momentum; identical particles and spin; multiparticle states and entanglement; introduction to solids and Bloch theorem.

Prerequisite(s)/Restriction(s): PHY 121, PHY 122, PHY 221, and MTH 251 (Linear Algebra)

PHY 324 - Electromagnetism

3 Credits
Offered Spring

The sources, the properties and the waves of electromagnetic fields and potentials; Boundary value problems in electrostatics; Magnetostatics and Faraday's law; Electromagnetic Properties of media: dielectrics, diamagnetic, paramagnetic and ferromagnetic materials; Maxwell's equations in differential form; Relativistic basis of electromagnetism; Electromagnetic basis of geometric and wave optics: lenses, mirrors, diffraction, polarization.

Prerequisite(s)/Restriction(s): PHY 121 - Physics I, PHY 122 - Physics II and PHY 221 - Physics III

PHY 325 - Electronics

4 Credits
Offered Fall

Analog electronic circuits, from RL, RC, RLC filters to transistors and operational amplifiers; introduction to digital circuits. The course includes both theory and a strong lab component.

Prerequisite(s)/Restriction(s): PHY 121 - Physics I and PHY 122 - Physics II

PHY 326 - Geophysics

3 Credits
Offered Fall and Spring

Students will study creeping flow mantle; physical chemical evidence of plate tectonics; planetary tomography; ridges subduction zones; formation continental crust; plumes hot

spot volcanism; seafloor depth versus age, lithosphere in time; model of heat diffusion; pressure, gravity, sound speed composition of lithosphere, mantle and core; viscous flow, stress, strain, strain rate; equations governing fluid flow; viscosity of the mantle; plate tectonics heat flow, Earth heat engine; convection plate motion; and past Earth origins of plate tectonics.

Prerequisite(s)/Restriction(s): PHY 221 - Physics III

PHY 327 - Introduction to Fluid Mechanics

3 Credits
Offered Fall and Spring

Fluid dynamics is important in describing stellar, planetary dynamics (mantle, oceans and atmosphere), and multiple engineering applications. The course covers the following: Dissipationless fluids: conservation of mass, Euler's equation, equation of continuity, conservation of energy, entropy, Bernoulli's equation, adiabatic, isothermal fluids, thermal and mechanical equilibrium, vorticity, Helmholtz theorems, irrotational flow; Viscous fluids: viscosity, strain rate, stress, Navier-Stokes equation; waves, instability in fluids, turbulent flow, boundary layer flow, convection; compressible flow, sound waves; aerofoils, Kutta-Joukowski theorem.

Prerequisite(s)/Restriction(s): PHY 221 - Physics III

PHY 330 - Optics and Photonics Lab

0 Credits
Offered alternate years in Spring

This course focuses on learning experimental methods in optics and photonics and on carrying out a series of basic experiments in these areas. Topics of experiments include geometric and wave optics, interference, lasers, optical fibers, optical properties of semiconductors, light emitting diodes, optical sources and detectors.

Prerequisite(s)/Restriction(s): PHY 122 - Physics II
Course Applies to: Photonics

PHY 340 - Semiconductor Materials and Devices

3 credits
Offered alternate years in Spring

This course is an introduction to the electronic properties of semiconductors and the functioning of semiconductor-based devices. Topics include introduction to crystalline solids, the band theory of metals and semiconductors, drift and diffusion of electrons and holes, electron-hole generation and recombination, PN junctions, diodes, bipolar junction and field-effect transistors, integrated circuit basics, photodetectors, solar cells, and light emitting diodes.

Prerequisite(s)/Restriction(s): PHY 221 - Physics III; (PHY 323 - Quantum Physics is recommended but not required)
Course Applies to: Photonics

PHY 370 - Integrated Photonics

3 Credits

Offered alternate years in Fall

Introduction to the concepts, devices and characterization of integrated photonics, including waveguides, waveguide bending and bending loss, Y-branch coupler, grating couplers. This course will help students understand the complete design-fabricate-test and data analysis cycle of the integrated photonic circuits. Course project will involve the design, fabrication, and testing of a Mach-Zehnder interferometer (MZI), as an example of an integrated photonic circuit.

Prerequisite(s)/Restriction(s): PHY 320 - Introduction to Photonics

PHY 401 - Great Experiments in Modern Physics I

3 Credits

Offered Fall

Available experiments include: Cavendish experiment for the gravitational constant, Young's two-slit interference experiment, Fizeau's rotating mirror experiment for the speed of light, Maxwell's speed of light via electrical measurements, Thomson's experiment for the electron charge/mass ratio, Millikan's experiment for the electron charge, Einstein-Perrin's for Boltzmann's constant, Planck's constant via photoelectric effect, Planck's constant via hydrogen spectrum, Rutherford's experiment for nuclear size, Frank-Hertz experiment on inelastic electron-atom collisions.

Prerequisite(s)/Restriction(s): PHY 121 - Physics I, PHY 122 - Physics II, and PHY 221 - Physics III

PHY 404 - Topics in Astronomy

3 Credits

Offered Fall

The mechanism for PHY 404 is: PHY 404 - Research in Extrasolar Planets, PHY 404 - Stellar Evolution or PHY 404 - Cosmology.

Prerequisite(s)/Restriction(s): PHY 121 - Physics I, PHY 122 - Physics II, and PHY 221 - Physics III

PHY 405 - Physics Problem Solving IV

1 Credit

Offered Spring

This series of one-credit courses is meant to help students integrate the knowledge acquired in several physics topics from freshman to senior year. The topics covered range from engineering applications of physics concepts to advanced topics in physics and astrophysics. Students are given complex and multifaceted problems that they can study individually and in groups with the help of the Physics faculty.

Note: Each spring semester there will be four separate sections of the course for, respectively, PHY 105 for freshmen, PHY 205 for sophomores, PHY 305 for juniors and PHY 405 for seniors. Seniors will read research papers and present them to the rest of the class. Completion of the four courses will satisfy the Capstone requirement for Physics and Astronomy majors.

PHY 410 - Introduction to Quantum Optics

3 Credits

Offered periodically or as needed

This course is an introduction to the quantum properties of photons and light, and their applications. It covers quantization of the electromagnetic field, light-matter interactions, quantum states of light, quantum entanglement, the quantum interferometry, optical tests of quantum mechanics, and applications to quantum communication, quantum information processing, and precision measurement.

Prerequisite(s)/Restriction(s): PHY 323 - Quantum Physics

PHY 415 - Introduction to Electro-optical Devices

3 Credits

Offered periodically or as needed

This course is an introduction to electro-optical devices and systems. It covers the principles of coupling light to electrical signals, methods to control of light by electronic means, and methods for using light to control electric currents, with emphasis on optical communication applications.

Prerequisite(s)/Restriction(s): PHY 320 - Introduction to Photonics and PHY 325 - Electronics

PHY 420 - Engineering Statics

3 Credits

Offered Fall

Introduces students to the basic principles of engineering statics. The course deals with forces acting on rigid bodies under static equilibrium. Topics include forces, force systems, moments, couples, first and second moments of areas and volumes, inertia, centroids, frames and trusses.

Prerequisite(s)/Restriction(s): PHY 121 - Physics I

PHY 425 - Solid Mechanics

3 Credits

Offered Spring

The concepts of stress and strain and their relation are introduced. Axially loaded members, temperature effects, torsion, bending, combined loading and stress transformations are studied. Torsion, deflection of beams, stability and buckling of columns are discussed.

Prerequisite(s)/Restriction(s): PHY 121 - Physics I and PHY 420 - Engineering Statics

PHY 490 - Directed Study - Physics or Astronomy

1-4 Credits

Offered as needed

This is an opportunity for upper level students to do advanced work in a specialized area of physics or astronomy.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

PHY 496 - Independent Research - Physics or Astronomy

1-4 Credits

Offered as needed

Opportunity for a student to conduct research in a specialized area of Physics or Astronomy under the direction of a faculty member. The research may be part of an ongoing project being conducted by the faculty member, or the student and faculty member may develop an original project.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

Political Science

POL 123 - American Government and Politics

3 Credits

Offered Fall and Spring

The primary goal of this introductory course is to provide a broad understanding of governmental institutions and political behavior in the United States. This course covers 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 the American political system.

Core Curriculum Attribute(s): History and Social Science

POL 134 - Comparing States

3 Credits

Offered Fall and Spring

The variations in political systems of states will be explored in terms of state-society relations. Types of democratic and authoritarian systems will be investigated, as well as conditions of their consolidation, change or transformation. In addition, the role of such forces as political protest and

participation, ideologies and civil society on shaping politics and policy outcomes will be explored through comparative case studies of countries around the world.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

POL 143 - International Politics

3 Credits

Offered Fall and Spring

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.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

POL 171 - Power, Order, and Justice

3 Credits

Offered Fall and Spring

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?

Core Curriculum Attribute(s): History and Social Science

POL 201 - College Mock Trial

1 Credit

Offered Fall and Spring

This course prepares you to participate in the American Mock Trial Association collegiate mock trial competition as a member of the team representing Stonehill College. Topics covered include developing a case theory, drafting opening statements and closing arguments, conducting direct and cross examinations, and making and responding to evidentiary objections.

Prerequisite(s)/Restriction(s): Instructor permission required.
Note: Course may be taken a total of six times.

POL 203 - Model United Nations

1 Credit

Offered Spring

This one credit course prepares students to participate in the annual four-day National Model United Nations (NMUN) conference in New York City in late March. The course prepares students to participate in Stonehill College's delegation to NMUN to represent effectively and knowledgeably the delegation's country assignment.

Prerequisite(s)/Restriction(s): Instructor Permission required.
Note: This course is letter graded and may be taken a maximum of four times.

POL 210 - Research Methods in Political Science

4 Credits

Offered Fall and Spring

This course provides an introduction to the methods that political scientists use to answer questions. Students will learn analytical tools to critically evaluate and conduct research. The course will cover research design, hypothesis formulation, and various qualitative and quantitative methods for collecting and analyzing data.

Prerequisite(s)/Restriction(s): POL 123 - American Government and Politics

Core Curriculum Attribute(s): Writing in the Disciplines

POL 222 - Ideologies Left and Right

3 Credits

Offered alternate years in Fall

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.

Core Curriculum Attribute(s): Diversity, Power, and Resistance

POL 233 - Law, Politics, and Society

3 Credits

Offered alternate years in Spring

This course examines law in practice with a focus on how individuals operate within and against the legal system. It explores the nature of law, its impact on the everyday lives of people, the judicial process, the art of legal reasoning, and the role of courts in initiating, directing, and resisting social change.

Core Curriculum Attribute(s): History and Social Science

POL 245 - US Foreign Policy

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): History and Social Science

POL 247 - Elections in America

3 Credits

Offered alternate years in Fall

Elections are the signature events of American democracy and provide a mechanism to ensure democratic

accountability. This course examines how elections in America are structured and how political parties shape the electoral system. The course also examines how interest groups, the media, and money impact electoral dynamics.

Core Curriculum Attribute(s): History and Social Science

POL 255 - Environmental Policy and Politics

3 Credits

Offered alternate years in Spring

Global climate change, mass extinctions, polluted waterways, hazardous waste dumps, oil spills, and nuclear meltdowns. Concerns about the health and integrity of the environment have garnered much attention since the 1960s. This course examines the nature and extent of public policy-making that addresses these and other environmental issues.

Core Curriculum Attribute(s): History and Social Science

Course Applies to: Environmental Science & Studies

Note:

POL 277 - Global Wealth, Power and Poverty

3 Credits

Offered Fall

The course examines the global clash and coexistence between states and markets. It explores sources of poverty and inequality in developing world. As a political economy course, it investigates globalization of trade, finance and production. Study of global policy tools to address poverty and promote growth in an increasingly global world concludes the course. An emphasis is placed on the World Bank, the IMF and multinational corporations in world politics and economy.

Prerequisite(s)/Restriction(s): POL 143 - International Politics

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

POL 280 - Introduction to Public Policy

3 Credits

Offered Spring

The course examines the roles that values play in the making of public policy, considers why some problems reach the public agenda, and why some policies succeed. Using a variety of policy problems, students will hone their ability to analyze complex issues and develop concise reports of their findings and recommendations.

Prerequisite(s)/Restriction(s): POL 123 - American Government and Politics

Core Curriculum Attribute(s): History and Social Science

POL 329 - Campaigns: History, Practices, Communication

3 Credits
Offered Fall

Political communication is as old as civilization. When a group gathers, leaders emerge, and how they got there, and how they maintain their leadership, their power, is a function of political communication. We will focus on American political communication throughout American history with heavy emphasis on communication in the television era and how political speech evolved (or devolved) from formal language, biblical reference and hour plus speeches to television ads, sound bites and twitter bombs.

Core Curriculum Attribute(s): History and Social Science

POL 330 - The Politics of Cybersecurity

3 credits
Offered alternative years in Fall

People and corporations have utilized cyberspace to expand their wealth, generate new innovative businesses, and create robust social networks. However, cyberspace has also been used for criminal and illegitimate political activities. For instance, terrorists rely on the space for recruitment, training, and identifying targets, hackers use it to steal data, and intelligence services employ it to conduct espionage. This course introduces you to the developing threats in cyberspace and the various approaches to address these threats.

Core Curriculum Attribute(s): History and Social Science

POL 331 - Global Security Studies

3 Credits
Offered Fall

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.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

POL 332 - The American Presidency

3 Credits
Offered Fall and Spring

The origins and growth of the American presidency, the Executive office, and its occupant, the relationship between the office and democratic government, the separation of powers and divided party government, and on the expansion of public administration during the twentieth century.

Prerequisite(s)/Restriction(s): POL 123 - American Government and Politics

POL 333 - Power to the People: Understanding Democracy

3 Credits
Offered Spring

Democracy is under attack internationally and is even being questioned, at times, in the United States. This course explores contemporary political theory from the perspective of core political concepts such as liberty, rights, voting, protest within a democracy. What does it mean to be free in a democracy? What does it mean to have rights, and what rights should individuals have? What does democratic theory expect of citizens? Is protesting dangerous to democracy?

Prerequisite(s)/Restriction(s): POL 171 - Power, Order, and Justice (cannot be taken concurrently)

POL 334 - Man, Woman, War: Gender and Defining (In)Security

3 Credits
Offered alternate years in Fall

How does gender impact the study of insecurity, particularly that caused by political conflict? How do the state and the military construct norms of femininity and masculinity? This course will draw on interdisciplinary research from political science and international studies as well as from feminist philosophy and gender studies to explore how gender informs our understanding of experiences of insecurity and what security ought to entail.

Prerequisite(s)/Restriction(s): One 100 level Philosophy Cornerstone Course or POL 171 - Power, Order, and Justice
Core Curriculum Attribute(s): Diversity, Power, and Resistance
Course Applies to: Gender & Sexuality Studies

POL 336 - Constitutional Law and Politics

3 Credits
Offered Fall

This course focuses on the structural form and institutional powers of American government. The central purpose of the course is to explore the question of constitutional interpretation. Who are the authoritative interpreters of the Constitution, what is the relationship between them, and what interpretive methodology should they employ?

Prerequisite(s)/Restriction(s): POL 123 - American Government and Politics and junior or senior standing
Core Curriculum Attribute(s): History and Social Science
Note:

POL 337 - Public Administration

3 Credits
Offered Spring

Administration of public affairs; how public policy is put into effect by government bureaucracies; theories of government organizations; the political setting of bureaucracies;

problems of budgeting and personnel; efficient and humane conduct of public business.

Prerequisite(s)/Restriction(s): POL 123 - American Government and Politics
Core Curriculum Attribute(s): History and Social Science

POL 339 - The United States and Latin America

3 Credits
Offered alternate years

This course explores relations between the United States and Latin America. We consider issues such as race, ethnicity, ideology, financial interests, trade, military-strategic concerns, and domestic and international factors, including US intervention, have shaped political and economic development in Latin America. We also explore how Latin America has influenced the political and economic development of the US and ask how Latin-x communities in the US have been shaping and reshaping domestic US politics.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science

POL 340 - European Politics

3 Credits
Offered alternate years in Spring

The history, political structures, and politics of the major nations of Europe, the political ideologies and policies of Great Britain, Germany, France, and Italy. The European Union is central to the course and its expanding membership and deepening responsibilities are explored.

Prerequisite(s)/Restriction(s): POL 143 - International Politics
Core Curriculum Attribute(s): Global Perspectives, History and Social Science

POL 341 - Civil Rights and Civil Liberties

3 Credits
Offered Fall and Spring

The primary goal of this course is to provide a broad understanding of the civil liberties and civil rights enjoyed by persons in the United States. The course explores the historical evolution of rights and liberties and their application to current controversies. The course covers freedom of religion, freedom of speech, the right to privacy, freedom from cruel and unusual punishments, protections against discrimination, and affirmative action.

Prerequisite(s)/Restriction(s): POL 123 - American Government and Politics
Core Curriculum Attribute(s): Diversity, Power, and Resistance
Note:

POL 346 - Immigration and the American Ideal

3 Credits
Offered Spring

This course will consider the topic of immigration from a human rights perspective, particularly following the events of 9/11. After offering students a brief overview of U.S. immigration law and those responsible for implementing it, classes will examine issues of migrants, immigration reform, deportation, and the role of state and federal authorities.

Prerequisite(s)/Restriction(s): POL 123 - American Government and Politics
Core Curriculum Attribute(s): History and Social Science

POL 347 - Nationalism and Ethnic Conflict

3 Credits
Offered Fall

The course reviews major theories on ethnicity and nationalism. It seeks to explain the conditions under which ethnic identities are mobilized, and the causes and consequences of these identities. The course will probe the relationship between nationalism and liberalism, but will focus more directly on international ethnic conflicts. The course will review the existing data on patterns of ethnic conflicts and civil wars, asking the students to engage with the questions of peaceful conflict management.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science
Note: Students registered for this course are eligible to apply for the Learning Inside Out (LION) international internship and professional development program.

POL 348 - Peace and Conflict Studies

3 Credits
Offered Fall

As an introduction to the field of Peace and Conflict Studies, the course examines sources of war and violence as well as the conditions of sustainable, just, or positive peace. Some of the sources of violent conflict covered include the nature of political systems, levels of economic development, ethnic and racial identities. Specific cases of international conflicts will be examined.

Core Curriculum Attribute(s): Catholic Thought and Action, Ethical Reasoning

POL 352 - Democracy in Decline

3 Credits
Offered Spring

This course explores democratic decline around the world. Many young democracies, such as Brazil, Hungary, and Myanmar are experiencing democratic "backsliding" and collapse. Some older democracies, such as the United States, France, and Italy have been experiencing significant

challenges from new political movements. This course explores several cases around the world and arguments about the factors contributing to this development.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

POL 353 - International Law and Organizations

3 Credits

Offered alternate years in Spring

Explores the extent to which international organizations such as the United Nations and the World Bank are able to alter the contours of statehood and state sovereignty and whether such international organizations serve or dominate state actors. Case studies are Afghanistan, Bosnia and Herzegovina, Kosovo and Iraq.

Prerequisite(s)/Restriction(s): POL 143 - International Politics

POL 355 - Terror, State, and Society

3 Credits

Offered Fall and Spring

Among the complex issues, we will explore critical ones of definition and motivation. Is one man's terrorist really another's freedom fighter? Why do some groups turn to violence to advance their political objectives? We will consider psychological, ideological, and theological motivations for terrorist activity. We will also discuss the methodology of terror: the targets, tactics, and organization of terrorist groups to understand how their motivations influence and drive their specific actions. Finally, we will consider counterterrorism strategies, from conciliation to crackdown as we ponder the future of terrorism in the United States and globally.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

Note:

POL 356 - Politics of the Middle East

3 Credits

Offered alternate years in Spring

This course will focus on Arab-Israeli conflict and relationships among the Arab states; the role of the major powers in the Middle East's consideration of ideas and political manifestations of nationalism; the impact of imperialism; problems of development; the politics of oil; and finally, the impact of ethnicity, tribalism culture, and religion in explaining politics in the Middle Eastern states.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

POL 357 - Topics in Politics

3 Credits

Offered Fall

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 Government; Comparative Politics; and International Relations.

Prerequisite(s)/Restriction(s): POL 123 - American Government and Politics or POL 143 - International Politics or POL 171 - Power, Order, and Justice

POL 358 - Massachusetts State Politics

3 Credits

Offered Fall

A study of the organization, powers, processes and politics of state government in Massachusetts. Topics will include Massachusetts history, political institutions, budgeting, political leaders, and contemporary issues in the state.

Core Curriculum Attribute(s): History and Social Science

POL 360 - The United States Congress

3 Credits

Offered alternate years in Spring

This course explores the politics of the U.S. Congress. Emphasis is placed on representation, the legislative process, and policy making. Congressional organization, namely committee systems and party leadership, are also examined to gain a deeper understanding of Congressional decision-making.

Prerequisite(s)/Restriction(s): POL 123 - American Government and Politics

Core Curriculum Attribute(s): History and Social Science

POL 380 - Dirty Hands: Moral Dilemmas

3 Credits

Offered alternate years in Fall

The difficult "problem of dirty hands" that is making morally unpalatable choices when confronting mutually exclusive and competing ethical claims. Works of modern political philosophy and classic literature explore some possible responses to such problems.

Prerequisite(s)/Restriction(s): POL 171 - Power, Order, and Justice or a 100-level Philosophy course

Core Curriculum Attribute(s): Ethical Reasoning

POL 381 - Citizens of the World

3 Credits

Offered alternate years in Spring

This course introduces students to ongoing debates within contemporary cosmopolitan political theory over what is morally required of us as our world increasingly becomes globally interconnected. Applications of cosmopolitan theory to real world dilemmas such as how to respond to crimes against humanity and how to assess actions of transnational non-governmental associations will be explored.

Prerequisite(s)/Restriction(s): POL 171 - Power, Order, and Justice or a 100-Level Philosophy course

Core Curriculum Attribute(s): Ethical Reasoning, Global Perspectives, History and Social Science

POL 382 - Parties and Interest Groups in American Politics

3 Credits

Offered Fall and Spring

The course will explore internal incentive structures of political organizations, including business, professional, trade union and "public interest" groups. The course also examines the processes by which democratic politics enables groups to influence national political institutions. Taught in Washington D.C., the course includes opportunities for students to visit and meet with numerous interest groups working to influence public policy.

Note: Course taken as part of the Semester in Washington, D.C. program.

POL 383 - Environmental Justice

3 Credits

Offered alternate years in Spring

This course explores how the environment relates to social justice. How are environmental challenges in the United States as well as internationally connected to deep structural injustices related to class, race and gender? We will read moral philosophy and political theory as well as social scientific and historical research. Then we will apply the theories to a few cases of environmental injustice: hazardous waste disposal, food justice, climate change, and inter-generational justice.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course or POL 171 - Power, Order, and Justice

Core Curriculum Attribute(s): Diversity, Power, and Resistance Ethical Reasoning

Course Applies to: Environmental Science and Studies

POL 384 - Contemporary Russian and Eurasian Politics

3 Credits

Offered Fall

Contemporary Russia emerged from the ashes of the Soviet Union, which collapsed in 1991 and signaled the end of the Cold War. The course examines the domestic politics of the Russian Federation, as well as its relations with its most immediate neighbors, from Eastern Europe, the South Caucasus to Central Asia. It examines the contemporary causes of Russia's resurgence in world politics, which many see as threatening the liberal rules-based world order. Prospects of democratization and modernization of governance in Russian politics are examined, both in domestic and global contexts.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

POL 390 - Politics in Washington, D.C.

3 Credits

Offered Spring

A series of seminars during the semester will focus on an in-depth study of power and politics in American government. During a two-week stay in Washington, D.C., students will combine traditional academic work with seminars with prominent individuals in government, journalism and the nonprofit sector.

Core Curriculum Attribute(s): History and Social Science

POL 410 - Global Development and Security Studies

3 Credits

Offered Spring and Summer

Part of the Learning Inside-Out Network (LION) program on Global Development and Security Studies, the course examines two often competing understandings of security. The traditional approach defines security purely as political-military defense of a state and its territory. Human security as an alternative highlights the economic welfare of individuals and their immediate communities. It departs from traditional formulations of security by stressing the social and economic causes of insecurity, often internal to states. Issues covered in the course range from environmental degradation, crime, armed conflict, poverty and economic disparities.

Prerequisite(s)/Restriction(s): By application only. No other prerequisites required, but prior background in international politics, criminology or economics is encouraged.

Core Curriculum Attribute(s): Global Perspectives, History and Social Science

POL 422 - Capstone Seminar

3 Credits

Offered Fall and Spring Semesters

The course examines central themes, problems, and issues in the four fields of the discipline (Political Theory, American Politics, International Relations, and Comparative Government).

Prerequisite(s)/Restriction(s): Political Science and International Studies majors only; Senior standing.

POL 475 - Internship in Political Science

3 Credits

Offered Fall and Spring

This course centers on your participation in a work experience that relates to the study of politics. This course also calls upon you to critically examine and reflect upon your internship experience in journal entries and an academic essay.

Prerequisite(s)/Restriction(s): Minimum of 2.7 GPA and Junior Standing. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

POL 490 - Directed Study - Political Science

1-4 Credits

Offered as needed

Supervised reading and research on a selected topic in which the student has special interest not covered by a normally-scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

POL 496 - Independent Research - Political Science

1-4 Credits

Offered as needed

Opportunity for a student to conduct research in a specialized area of Political Science and International Studies under the direction of a faculty member.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director, and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

Psychology

PSY 101 - Introduction to Psychology

3 Credits

Offered Fall and Spring

Principles underlying physiological psychology, learning, perception, altered states of consciousness, human development, human memory and emotion, personality, social behavior, intelligence, and the behavior disorders.

Core Curriculum Attribute(s): History and Social Science

Note: This is the prerequisite for all other courses in the department except PSY 261 - Introduction to Statistics.

PSY 110 - Psychological Science

1 Credit

Offered Spring

Early exposure to the research process in a sub-field of psychology matching a faculty member's area of expertise and/or interest.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology (may be taken as a co-requisite) and instructor permission. Priority given to First-Year students.

Note: The course may be taken twice under different instructors with instructor permission.

PSY 201 - Child Development

3 Credits

Offered Fall and Spring

Study of child development from conception through preadolescence. It emphasizes an understanding of developmental research methods and theories and examines the physical, cognitive, social, emotional, personality and moral aspects of development.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

Note: Course is equivalent to EDU 201.

PSY 205 - Theories of Personality

3 Credits

Offered periodically or as needed

Surveys the Psychoanalytic, the Neo-Analytic, the Biological, the Existential, the Cognitive, and Trait-Factor approaches to a study of personality. Comparative analysis and case study application of the major constructs as presented in the works of various theorists.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 207 - Introduction to Psychopathology

3 Credits

Offered Fall and Spring

This is an introductory course in the scientific study of mental disorders. The course employs the DSM-5 system of classifying emotional dysfunction. The course explores the diagnosis, etiology, course, and treatment of psychopathology from a biopsychosocial perspective, which considers psychological, biological, and sociocultural dimensions. The course incorporates empirical articles, clinical case material, and multimedia with class discussion.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 209 - Social Psychology

3 Credits

Offered Fall and Spring

Problems, concepts, and methods in the study of social behavior; including conformity, attitude development and change, interpersonal attraction, group processes, and social cognition.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 261 - Introduction to Statistics

3 Credits

Offered Fall and Spring

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.

Prerequisite(s)/Restriction(s): Only open to Psychology, Neuroscience, and Interdisciplinary Health Science majors. Core Curriculum Attribute(s): Statistical Reasoning

PSY 271 - Research Methods in Psychology (WID)

4 Credits

Offered Fall and Spring

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, write-up, and present research study at the College's poster session.

Prerequisite(s)/Restriction(s): PSY 101 and (PSY 261 or CRM 311 or SOC 311)

Core Curriculum Attribute(s): Writing in the Disciplines

PSY 300 - Special Topics in Psychology

3 Credits

Offered periodically or as needed

This Special Topics course will cover specialized topics in psychology that will vary depending on the semester. Topics will cover, but are not limited to, specialized areas of study in developmental, cognitive, social, biological, clinical, health, or forensic psychology.

Prerequisite(s)/Restriction(s): Will vary depending on the topic.

Note: May be taken more than once if topics differ.

PSY 309 - Organizational Psychology

3 Credits

Offered Fall

The application of psychological principles to the work setting. Topics covered include: job selection methods, psychological assessments for employment, performance appraisal, training, leadership, group decision-making, work group diversity, motivation, employee wellness, job stress, designing work space and machinery based on human capabilities.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 310 - Clinical Psychology: Theories, Research & Practice

3 Credits

Offered Fall

Relevant history, theory and research for psychological treatment approaches are presented from an evidence-based perspective. Critical analysis of therapeutic strategies and techniques for current treatments, including: psychodynamic, humanistic, client-centered, interpersonal, behavioral, classic and third wave cognitive-behavioral, multicultural, and family systems.

Prerequisite(s)/Restriction(s): PSY 207 - Introduction to Psychopathology

PSY 314 - Multicultural Psychology

3 Credits

Offered Fall

The purpose of this course is to examine and learn to talk about issues of culture and race from a psycho-social perspective. Culture and race are not synonyms. Therefore, this course will examine some of the ways that each affects the quality of our psychological functioning in American society. This will be examined from a clinical and counseling perspective. To accomplish these goals, readings, group discussions, lectures, films will be used to increase our awareness of how these constructs operate in everyday life.

As a student in this class, you will be encouraged to share your ideas and life experiences.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology and Psychology Major with junior standing or higher
Core Curriculum Attribute(s): Diversity, Power, and Resistance

PSY 315 - Psychology of Women and Gender

3 Credits
Offered Fall and Spring

Examination of how and why women behave as they do, both from the perspective of cultural beliefs and scientific research. Topics include: contemporary psychodynamic and social constructionist theories of women's psychology; theoretical models of gender identity and gender roles as well as empirical bases for claims about gender differences; specific disorders associated with women; trends in current theory building; and language and communication bias.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology
Core Curriculum Attribute(s): Diversity, Power, and Resistance
Course Applies to: Gender & Sexuality Studies

PSY 316 - The Psychology of Stereotyping and Prejudice

3 Credits
Offered Fall and Spring

This seminar course focuses on the scientific research of stereotyping and prejudice from a social psychological perspective. We will discuss the processes that are associated with people's beliefs about members of social groups (stereotypes), evaluative attitudes toward social group members (prejudice), and behaviors that are directed toward individuals due to their social group membership (discrimination).

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology, PSY 261 - Introduction to Statistics, and PSY 271 - Research Methods in Psychology (WID)
Core Curriculum Attribute(s): Diversity, Power, and Resistance

PSY 317 - Psychology of Relationships

3 Credits
Offered periodically

Introduces students to the major theoretical approaches to the study of interpersonal relationships, including evolutionary, attachment, and interdependence perspectives. Methodological and data analytic issues relevant to relationships research are examined. Additional topics include: friendship, attraction, initiating relationships, trust, commitment, managing relationship threats, jealousy, abusive relationships.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 320 - Introduction to Health Psychology

3 Credits
Offered Fall and Spring

Examination of how biological, psychological, and social factors interact with and affect health, recovery and adjustment of patients with serious health problems (e.g. cancer and heart disease), the efforts people make in promoting good health and preventing illness (weight control, smoking cessation, etc.), the treatments received and the strategies used to cope with medical problems and their stress/pain.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 330 - Human Memory

3 Credits
Offered Fall and Spring

Memories are a critical part of how we experience the world. But for something so important to our lives, how much do we know about how memories work? How do we create, maintain, and remember events, information, skills, etc.? Are memories for events, information, and skills the same? Throughout the course we will explore these questions of human memory and how they affect our lives, from the classroom, to the courtroom, to our life narratives.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 331 - Applied Developmental Psychology

3 Credits
Offered periodically or as needed

This course emphasizes classic theories and research in developmental psychology and how they are applied to policy and practice that concerns human development across the lifespan. We will define "applied" as the ways in which theories and research are used to inform change to improve developmental outcomes. The first half of the course will introduce applied developmental psychology. The second half will explore how to use principles to enhance systems that support children and families.

Prerequisite(s)/Restriction(s): PSY 201 - Child Development and PSY 271 - Research Methods in Psychology (WID)

PSY 332 - The Psychology of Public Policy

3 Credits
Offered Fall and Spring

The study of human behavior does not stop at the end of a questionnaire. In this course, we will examine major public policy issues in the context of psychological research and advocacy. Drawing from a diverse body of research - from psychology, sociology, policy, political science, and more, we will try and grapple with two main questions: (1) Where does

psychology fit into 'the real world'; and (2) How can we inform both policymakers and the public about scientific findings?

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 341 - Research in Social Psychology

3 Credits

Offered periodically

In-depth training in conducting research in the field of Social Psychology. Students are involved in the design of the study, preparation of materials, collection of data, data analysis, and preparation of the scientific report.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology and permission of the instructor

Note: Course may be repeated once with permission of the instructor.

PSY 345 - Research in Clinical Psychology

3 Credits

Offered periodically

In-depth training in conducting research in the field of clinical psychology. Students are involved in the design of the study, preparation of materials, collection of data, data analysis, and preparation of the scientific report.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology, PSY 271 - Research Methods in Psychology (WID), and permission of instructor

Note: Course may be repeated once with permission of instructor.

PSY 351 - Child Psychopathology and Its Treatment

3 Credits

Offered Fall

Description of psychological disorders which present themselves in infancy and childhood (birth - 12 years old). Exploration of specific treatment approaches used to date. Discussion of the impact of childhood psychopathology on the family, school system, neighborhood, and nation.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology and PSY 207 - Introduction to Psychopathology

Note: Open to Health Science, Interdisciplinary, Neuroscience, and Psychology majors.

PSY 405 - Theories of Learning

3 Credits

Offered Spring

Surveys the functionalistic, associationistic and cognitive schools of learning - applying constructs such as limits, incentives, practice, insight, transfer, and memory to education, child rearing, and adjustment therapy.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 410 - Psychotherapy Practicum

3 Credits

Offered Fall

Students will explore the theory, research, and practice of psychological interventions, with major emphasis on application through discussion, role-play, and implementation of a behavioral intervention with a fellow student. Students will gain experience in the scientific and practical skills needed as a therapist including ethical decision making, choosing and interpreting assessments, interviewing, active listening, rapport building, and implementing evidence-based practice. This course is best fit for a student interested in a career related to psychotherapy.

Prerequisite(s)/Restriction(s): PSY 207 - Introduction to Psychopathology and PSY 310 - Clinical Psychology: Theories, Research & Practice (PSY 310 may be a co-requisite.)

PSY 415 - Brain and Behavior

3 Credits

Offered Fall and Spring

Structure and function of nerve cells and the nervous system. Research methods in biopsychology, effects of brain damage, physiological principles underlying sleep, eating, abnormal behavior, drug effects, and memory.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 419 - Cognitive Psychology

3 Credits

Offered Fall and Spring

Examination of the principles of cognition. Among the topics discussed are perception, attention, working memory, long-term memory, imagery, language, problem solving, reasoning, and judgment and decision-making. Includes a laboratory component which gives students hands-on experience with cognitive phenomena discussed in class.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology

PSY 421 - Forensic Psychology

3 Credits

Offered Fall and Spring

Overview of the impact of Psychology on the legal system. Topics covered include how psychological research has influenced court decisions, an examination of the insanity defense, how competency to stand trial is determined, what psychological processes are involved in jury selection and jury decision making, the accuracy of eyewitness identification, and how children are viewed in the legal system.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology and sophomore standing or higher

PSY 441 - Advanced Research Externship I

3 Credits
Offered Fall

The purpose of the advanced Research Externship is to provide upper-level (3rd and 4th year) students with opportunities to gain research experience working on large federally funded NIH grants at a large universities or medical schools. Students are expected to work 10 hours a week in a research lab at Brown University, Harvard University, or UMASS Medical School.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology and PSY 261 - Introduction to Statistics. Open to Psychology majors. Permission of instructor required.
Core Curriculum Attribute(s): Capstone
Note: Completion of both PSY 441 and PSY 442 fulfills the Capstone in Psychology.

PSY 442 - Advanced Research Externship II

3 Credits
Offered Spring

The purpose of the advanced Research Externship is to provide upper-level (3rd and 4th year) students with opportunities to gain research experience working on large federally funded NIH grants at a large universities or medical schools. Students are expected to work 10 hours a week in a research lab at Brown University, Harvard University, or UMASS Medical School.

Prerequisite(s)/Restriction(s): PSY 441 - Advanced Research Externship I. Open to Psychology majors. Permission of instructor required.
Core Curriculum Attribute(s): Capstone
Note: Completion of both PSY 441 and PSY 442 fulfills the Capstone in Psychology.

PSY 450 - Advanced Psychology Seminar

3 Credits
Offered Fall and Spring

Capstone course in which students will review and synthesize major empirical/theoretical areas of psychology, including abnormal, personality, learning, cognition, social, developmental, statistics and physiological.

Prerequisite(s)/Restriction(s): PSY 271 - Research Methods in Psychology (WID) and PSY 310 - Clinical Psychology: Theories, Research & Practice, senior standing in Psychology, and permission of instructor.

PSY 451 - Applying Psychological Principles

3 Credits
Offered Fall and Spring

Capstone course examining and evaluating psychological principles and their application today. Topics include effective studying; breaking bad habits; influencing others and improving personal relationships; dealing with self-defeating behaviors such as shyness, anger and anxiety; raising children; and improving motivation.

Prerequisite(s)/Restriction(s): PSY 271 - Research Methods in Psychology (WID), senior standing in Psychology, and permission of instructor

PSY 452 - Science and Clinical Psychology

3 Credits
Offered periodically

This capstone course has two goals. The first is to introduce the concept of clinical case formulation and the second is to do a deep dive into evidence-based treatment clinical psychology. Our goal is to learn more about how case formulation can enhance psychological outcomes and can impact treatment choice for various types of psychopathology.

Prerequisite(s)/Restriction(s): PSY 207 - Introduction to Psychopathology and permission of instructor. Open to senior Psychology majors.

PSY 453 - Theories of and Treatments for Anxiety and Trauma

3 Credits
Offered periodically or as needed

This advanced research-based and writing-intensive seminar explores the psychological impact of stress, anxiety, and trauma with an emphasis on the psychological theories used to explain and treat symptoms associated with these conditions. In holistically discussing transdiagnostic fear-based disorders (FBDs; e.g., panic disorder, obsessive compulsive disorder, post traumatic stress disorder), we cover diagnostic methods and evidence-based psychological treatment approaches. Through empirical texts, podcasts, video clips, and case examples, we also address sociocultural correlates, clinical considerations, comorbid medical diagnoses, and novel treatment approaches. In addition, we discuss mechanisms of positive change following a traumatic event, such as post-traumatic growth.

Prerequisite(s)/Restriction(s): PSY 207 - Introduction to Psychopathology, PSY 271 - Research Methods in Psychology (WID), and PSY 310 - Clinical Psychology: Theories, Research & Practice
Core Curriculum Attribute(s): Capstone

PSY 454 - Intersection of Gender and Relationship Science

3 Credits

Offered periodically or as needed

This capstone course will focus on topics and research involving gender and close relationships (e.g., parent/child, friendship, romantic). We will utilize theories and research from many areas within psychology, including social, clinical, cognitive, and developmental as we use a gender lens to examine/explore relationship science. Students will be reading and discussing research articles on controversial/current issues in psychology related to gender and relationships. Students will also take turns presenting a major body of psychological research to the class.

Prerequisite(s)/Restriction(s): PSY 101 - Introduction to Psychology and PSY 271 - Research Methods in Psychology (WID). Senior Psychology majors only.

Core Curriculum Attribute(s): Capstone

PSY 475 - Internship in Applied Psychology I

3 or 6 Credits

Offered Fall and Spring

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.

Prerequisite(s)/Restriction(s): Junior standing. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits. Double that for 6 credits.

PSY 476 - Internship in Applied Psychology II

3 or 6 Credits

Offered Fall and Spring

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.

Prerequisite(s)/Restriction(s): Junior standing. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

PSY 490 - Directed Study - Psychology

1-4 Credits

Offered as needed

Supervised reading and research directed by Department member in a subject in which the student has special interest not covered by a normally-scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director; and submission of the online Directed Study Application and Contract to the Registrar's Office. Note: Students must complete 45 hours work/semester per credit.

PSY 495 - Capstone Independent Study

3 Credits

Offered periodically or as needed

Opportunity for students to do an advanced research project in a specialized area under the direction of a member of the Psychology faculty and the faculty member approves it as equivalent to a capstone experience.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete a minimum of 135 hours work/semester.

PSY 496 - Independent Research - Psychology

1-4 Credits

Offered as needed

Opportunity for students to do an advanced research project in a specialized area under the direction of a member of the Psychology faculty.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

Religious Studies and Theology

RST 100/112 - Saints and Sinners in Church History

3 Credits

Offered periodically

Saints and sinners, much like victors and vanquished in war, are often determined by those who triumph in Church conflicts. This course will address several Church controversies throughout the 2000 years of its history, review the issues and debates that arose through the reading of primary and secondary sources, and who in the end were considered victors, saints, and the vanquished, sinners, in Church history.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 100/117 - Gods, Myths, and Rituals in the Ancient Mediterranean

3 Credits

Offered periodically

This class investigates the diverse religions of the ancient Mediterranean world (ca. 600 BCE-400CE), including Greek and Roman religions, formative Judaism, and the earliest Christianity. The course explores the history and development of these traditions by examining topics related to issues of ritual, myth, sacred space, gender, and concepts of divinity within each group. Particular focus is placed on the ways in which these groups influenced one another and reshaped cultural and religious landscapes through competitive interaction. Through a critical analysis of the sources students will begin to understand the practices, beliefs, and experiences of the Greco-Roman world and the communities that produced them.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 100/118 - Pilgrimage in Nature

3 Credits

Offered periodically

Stories in scriptures and the experiences of pilgrims remind us that religious life does not always take place indoors. Much of human religious experience occurs outside, in nature. We will explore this dimension of human religiosity through examination of Christian, Islamic, and Buddhist pilgrimages to such places as Lourdes, Mecca, and northern India, as well as the broader themes of nature symbolism and nature mysticism.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 100/120 - Deviance and the Divine

3 Credits

Offered periodically

This course will use the concept of deviance as the lens through which we will study the three major monotheistic traditions of the world - Islam, Judaism and Christianity. What are the major tenets and beliefs of each? What do they share and where are the conflicts? What does each consider normative and why? When does a belief or practice cross the line in deviance? Ultimately, are they all simply deviants of one another? In our investigation, we will also look to some lesser known religious traditions as foils, such as Scientology, Raelianism, the Nation of Islam, Jews for Jesus, Mormonism, and Christian Science.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 100/121 - Religion as Pharmakon: Poison or Cure

3 Credits

Offered periodically

For the ancient Greeks pharmakon meant both cure and poison depending on the context. Religion functions in the same way: it can heal us but can also poison us. We will explore the ambiguity and the power-both healing and destructive-of religious traditions.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 100/122 - Pilgrimage and Passage: Religion as "Sacred" Journey

3 Credits

Offered periodically

The course begins with the premise that all religions are at their best when they are "betwixt and between," living in the threshold, open to new and unexpected horizons. After a close reading of the Book of Exodus, which will provide the opportunity to identify various themes associated with ritual passage, we will concentrate primarily on the study of the three chief monotheistic religions of Semitic origin: Judaism, Christianity, and Islam. The course will end with a brief exploration of Hinduism and Buddhism. Through comparative analysis of these religions, we will strive to determine similarities and differences in particular approaches to God, worship, institution, and moral conduct.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 100/123 - Demons, Devils and Satans: Monsters of Religion

3 Credits

Offered periodically

Monotheistic traditions maintain that God is both all-powerful and just. Yet, they simultaneously speak of demons, devils, and satans - characters who threaten both God and His control over the universe. How can such an obvious contradiction stand? This course will examine the narratives and images of demonic characters, by looking at scriptural texts, interpretive materials and folklore. In our investigation, we will address such questions as: Who or what is considered Evil? How does evil exist in a world in which God is good? Is there a universal concept of Satan? Do demons and the demonic straddle traditional lines or are they tradition-specific? In other words, does each tradition create the demon most appropriate for it? What are these characters good for? What can they tell us about how each tradition conceives of itself and its place in the human-God relationship?

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 100/124 - God Doesn't Do Religion

3 Credits

Offered periodically

We tend to think that religion is all about God, but why? And if God "doesn't do religion," who does? What do we even mean by "religion" in these questions? This course will inquire into the "building blocks" of religion and human religiousness, considering the practices of Jews, Christians and Muslims from an anthropological and historical perspective.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

RST 100/126 - Critique of Religion

3 Credits

Offered periodically

This course is an introduction to the critical, academic study of religion. It will touch on both personal and broader societal issues that are involved in the contemporary study of religion. It will examine several of the most prominent modern critiques of religion, as well as the various responses to those critiques. Further, it will explore and ask students to reflect on the meaning of religion in today's culturally diverse and religiously pluralistic world. Its objectives are to acquire a basic knowledge of some of the foundational theories of religion, to acquire a working understanding of various methodologies in the critical study of religion, to reflect on one's own understanding and experience of religion, and to reflect on the role of religion in the contemporary world.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 100/129 - From Cloister to CrossFit: Religion in Medieval and Modern Worlds

3 Credits

Offered periodically

What makes a medieval monastery different from a modern-day brewery or gym? What is religion? What is secularism? This course covers medieval and modern religions through critical reading of texts, films, and artwork drawn primarily from Christianity, but also neighboring traditions (Judaism, indigenous religions) and modern movements (science, nation-building).

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

RST 135 - Experiencing God in Time: A Survey of Church History

3 Credits

Offered Fall and Spring

This course traces the history of the Catholic Church from its beginnings in Jesus Christ to the present time. The focus of the course will be on the institutional development of the

Church and the developing sacramental/liturgical life of the Church. Emphasis will be placed on the people and situations that made the history we study as well as the implications and impact of these people and events.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 206 - Islamic Traditions

3 Credits

Offered alternate years in Fall

Studies the Arabian environment, Muhammed (founder), Qur'an (sacred writings), and mysticism, sects, and legal and social institutions of Islam.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

RST 208 - Capes, Veils, & Yarmulkes: Religion and Superheroes

3 Credits

Offered alternate years in Fall

Did Superman keep kosher? Did the Green Lantern go on Hajj to Mecca? And, what happened with The Thing turned 13? This course investigates the intersection between religion and contemporary popular culture as depicted through comic-book superheroes. We will ask: Why are some superheroes religiously identifiable? What value does religious identity add? How have these changed over time? And most importantly, what religious themes and narratives are found most often in superhero stories and why?

Prerequisite(s)/Restriction(s): One 100-level Religious Studies & Theology course

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 209 - Introduction to Jewish Life and Religion

3 Credits

Offered alternate years in Spring

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity

3 Credits

Offered alternate years in Fall

An investigation into the life, writings, and legacy of the Apostle Paul. The course will uncover the historical, philosophical, social, and religious forces that shaped the beliefs, practices, and experiences of the earliest Christians.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 230 - Topics in Religious Studies

3 Credits

Offered periodically

This seminar offers students and faculty an opportunity to investigate in some depth a specific area of the study of religion not normally otherwise addressed by the department. Topics are announced prior to registration. This course can be taken more than once with permission of the department chair.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 233 - American Catholic Social History

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): Catholic Thought and Action, Diversity, Power, and Resistance, Language, Arts, and Humanities

RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses

3 Credits

Offered periodically

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 247 - Topics in Religious Approaches to Moral Issues

3 Credits

Offered Fall

Explores how religious traditions address moral issues, paying particular attention to assumptions about human nature and the good, the bases on which the moral system or

religion(s) being studied generates arguments about specific issues, that system's modes of moral argumentation, and its applicability to contemporary issues. The course also includes comparative analysis of the moral system relative to at least one other religious tradition.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Catholic Thought and Action, Ethical Reasoning, Language, Arts, and Humanities

RST 248 - Christian Prayer, Liturgy and Sacrament

3 Credits

Offered Fall

An introduction to the fundamentals of Christian liturgy, including the meaning of the assembly, ritual symbol and gesture, proclamation of sacred scripture, and blessing prayers in the context of relating liturgy to life.

Prerequisite(s)/Restriction(s): One 100-level Religious Studies & Theology Course

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 249 - Sacraments, Justice, and the Moral Life

3 Credits

Offered Spring

The course is an introduction to the fundamentals of sacraments, including ritual, symbol, and participation, all examined in the context of right relationship with God, others, and the material world. The seven official sacraments of the Catholic Church will be explored historically and critically according to the ways in which they may build or may destroy God's Kingdom of justice.

Prerequisite(s)/Restriction(s): One 100-level Religious Studies & Theology course

Core Curriculum Attribute(s): Catholic Thought and Action, Ethical Reasoning

RST 251 - Introduction to the Old Testament

3 Credits

Offered Fall

Literature of the Hebrew Bible. Survey of the religious, literary, and political history of ancient Israel.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 252 - Introduction to the New Testament

3 Credits

Offered alternate years in Spring

Literature of the New Testament in its religious and historical context. Life and ministry of Jesus, origins of earliest

Christianity, the role of Paul, and the development of the Church.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 253 - Models of the Church: Historical Developments

3 Credits

Offered Fall

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.

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 255 - Religions in the Roman Empire

3 Credits

Offered Fall

A study of ancient world views, mystery religions, gnosticism, and the rise of Christianity.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 256 - Church and Social Justice

3 Credits

Offered Fall and Spring

An examination of the Catholic Church's relationship to society and its responses to a variety of social, political, and economic issues.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 262 - Religion in America

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 263 - Women's Religions in the Ancient Mediterranean World

3 Credits

Offered Spring

The purpose of this course is to examine the role of women in the religions of the ancient Mediterranean c 600 BCE-

400CE. Our discussion will include ancient Greece and Rome, Jewish women from the Hebrew Bible to Late Antiquity, and women in Christianity from its origins. Since most literature from the ancient world is by and about men, this course aims to introduce you to alternative narratives from antiquity, uncovering voices and perspectives that are often lost or overlooked.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course, or permission of instructor

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Language, Arts, and Humanities

Course Applies to: Gender & Sexuality Studies

RST 264 - African American Biblical Interpretation

3 Credits

Offered alternate years in Spring

This course explores how African American Interpreters from the 18th Century till today have found in the Bible a source of hope and resilience. We encounter a wide variety of reading strategies that have undergirded antiracist activism, personal quests for holiness, and reform movements within the Church. Readings include Womanist perspectives and writings from Black Catholics. No background in Bible or African American History is presumed from students.

Prerequisite(s)/Restriction(s): One 100-level Religious Studies & Theology course

Core Curriculum Attribute(s): Catholic Thought and Action, Diversity, Power, and Resistance, Language, Arts, and Humanities

RST 265 - Christian Theology and the Global World

3 Credits

Offered periodically or as needed

This course explores how religious traditions address moral issues, paying particular attention to assumptions about human nature and the good, the bases on which the traditions being studied generates arguments about specific issues, that system's modes of moral argumentation, and its applicability to contemporary issues.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 266 - Race, Class, Gender and Ability in Biblical Texts

3 Credits

Offered Fall and Spring

Biblical texts reflect the social issues of the ancient world, which are often similar to modern issues of inclusion. We analyze parts of Genesis, Exodus, Judges, Ruth, Esther, Matthew, Mark, Paul's letters, and other texts to understand how they viewed race, class, gender, and ability, and discuss how ancient and modern perceptions can be compared.

Core Curriculum Attribute(s): Catholic Thought and Action, Diversity, Power, and Resistance, Language, Arts, and Humanities

RST 267 - Liberation Theology: Latin American Perspectives

3 Credits

Offered periodically

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 268 - One Jesus, Many Portraits: Christology

3 Credits

Offered alternate years in Spring

For two thousand years, people have been trying to put into words who Jesus of Nazareth is. This class aims to introduce students to many of the portraits that have been offered throughout history, attentive to how the social setting and identity of the "artist" has helped determine the resulting portrait of the one Jesus. The first half of the class will cover the New Testament; the second will proceed historically through Chalcedon till today.

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 269 - Jesus in the Islamic Tradition

3 Credits

Offered alternate years in Spring

This course investigates Muslim teachings on and about Jesus. Here we will ask: What does Islam teach about Jesus? How does the Islamic portrayal of Jesus resemble/differ from Christian teachings? What are the causes of the differences? How does Islam's understanding of Jesus affect its understanding of and relationship with Christians and Christianity?

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 274 - The Religions of Egypt

3 Credits

Offered alternate years in Fall

This course examines the diverse religious traditions of ancient Egypt by exploring how indigenous traditions reacted and adapted when encountering other cultures including Greek, Roman, Jewish, Christian, and Muslim. The

course discusses how such mutual influence resulted in unique patterns of ritual and belief found only in Egypt.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel

3 Credits

Offered Fall

For 2000 years Judaism has been a minority religion in majority "other" cultures. With the establishment of Israel, Judaism became the majority culture of a nation-state. This course examines how the religion of Judaism both influences and is influenced by the secular culture of the modern State of Israel.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Course Applies to: Anthropology

RST 300 - The Catholic Tradition: Past and Present

3 Credits

Offered Fall

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.

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics

3 Credits

Offered Fall

As brother religions vying for the same sacred history, Islam and Judaism trace the genesis of their spiritual and biological communities back to the very same founding parents. Yet Islam is not Judaism, Muslims are not Jews, and vice versa. Rather, the two traditions are, and understand themselves to be, distinct entities with distinct value systems. By comparing the Jewish and Muslim accounts of the shared Biblical ancestors, as well the often colorful exegesis on these narratives, this course will investigate various matters of moral and ethical concern to these communities and the lessons thereby imparted by each tradition.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Cornerstone Course

Core Curriculum Attribute(s): Ethical Reasoning, Language, Arts, and Humanities

RST 302 - Gender, Power, and Ethnicity in the Bible

3 Credits

Offered Spring

Examines the dynamics of sex and violence in ancient Israel as they are presented in the biblical text. Topics include the construction of gender, the status of women and men in society and law, holy war, the characterization of physical violence as positive or negative, the gender of God and its implications.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Cornerstone Course
Core Curriculum Attribute(s): Diversity, Power, and Resistance, Ethical Reasoning, Language, Arts, and Humanities
Course Applies to: Gender & Sexuality Studies

RST 303 - The Virgin Mary and Divine Gender

3 Credits

Offered Spring

The development of the Church's understanding of the Virgin Mary and of other feminine aspects of the transcendent in Christian spirituality. The course begins with Mary's ideological antecedents and the issue of the "historical Mary." It explores the relationship between images of the Virgin and theologies, controversies, and heresies, as well as contemporary feminist understandings of Mary and of the divine as feminine.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Cornerstone Course
Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 304 - Households of Faith: Family in Early Christianity

3 Credits

Offered periodically

Early Christians talked often about family. We misunderstand them if we don't understand that ancient families were very different than modern ones. In this class, we study a variety of ancient conceptions of gender, marriage, and family to understand how early Christians made moral decisions about family life, articulated their foundational beliefs in terms of family metaphors, and what relationship (if any) there is between these two types of discourse.

Prerequisite(s)/Restriction(s): One 100-level Religious Studies & Theology (RST) course
Core Curriculum Attribute(s): Catholic Thought and Action, Languages, Arts, and Humanities

RST 307 - Buddhist Ethics

3 Credits

Offered periodically

An exploration of traditional Buddhist ethics, moral arguments Buddhists have advanced about contemporary

issues, and points of comparison with philosophical and Christian ethics.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 312 - Archaeology and the Bible

3 Credits

Offered alternate years in Fall

Introduction to the archaeology of Palestine, with special focus on the interrelationship of excavated and textual data.

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities
Course Applies to: Anthropology

RST 314 - Mysticism: The Experience of Transcendence

3 Credits

Offered Fall

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 316 - Neoplatonism

3 Credits

Offered Spring

A study of the seminal writings of the Neoplatonists, their sources, and their influence on the development of later religious traditions.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 317 - Gods, Kings and Justice in the Ancient World

3 Credits

Offered Spring

Who speaks for Justice? Where does Justice come from? This course examines these and related questions by analyzing and comparing ancient texts such as the Babylonian law code of Hammurabi, Egyptian hymns, Homer's Odyssey, and the biblical prophets. Ancient works of art treating issues of justice are also examined.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Gender & Sexuality Studies

RST 318 - Archaeology and Religion in Ancient Greece

3 Credits
Offered Spring

This course introduces the field of archeology in the Greek world and demonstrate how archaeological remains can enlighten our understanding of Greek religion and society. The course will then examine how material evidence can help us to better understand this complex ancient culture and the world in which it developed.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Language, Arts, and Humanities Course Applies to: Anthropology

Note: Considered a European History course.

RST 320 - Gospel Literature

3 Credits
Offered alternate years in Spring

Who was Jesus? How do we know? What did Christianity offer socially and ethically that other religions did not? This course investigates the history and development of the Gospels and their accounts of Jesus' life and teachings.

Prerequisite(s)/Restriction(s): 100-level Religion course
Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States

3 Credits
Offered Spring

An exploration of how religions in Japan and the United States have helped formulate national identities and mobilize citizens for war.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 325 - Theology and Community Service

4 Credits
Offered Fall

An exploration of questions about the relationship of theology and community service in contemporary society, in the context of a search for insight and understanding into personal experiences while volunteering service in a local social service agency. Offered jointly by Religious Studies and Campus Ministry.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 327 - Vatican II: Revolution or Reform

3 Credits
Offered Fall

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 329 - Justice, Peace, and Ecology

3 Credits
Offered periodically

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 331 - Introduction to Biblical Hebrew I

3 Credits
Offered periodically

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 332 - Introduction to Biblical Hebrew II

3 Credits
Offered periodically

A second semester of Biblical Hebrew which builds on the knowledge gained in the first semester. Ongoing grammar and vocabulary study along with more readings in Biblical prose and some poetry such as Psalm 23 ("The Lord is my Shepherd"). Daily preparation and active class participation mandatory.

Prerequisite(s)/Restriction(s): RST 331 - Introduction to Biblical Hebrew I or permission of instructor
Core Curriculum Attribute(s): Language, Arts, and Humanities

RST 333 - The American Catholic Experience

3 Credits
Offered Spring

A critical examination and analysis of the peoples, events, and ideas that shaped American Catholicism from the era of discovery to the 21st century. Catholicism's minority status and the perennial tension of being American and Catholic are used as guiding principles in this study.

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 334 - The Mystery of Evil

3 Credits

Offered Fall and Spring

In a world of violence and vengeance, enmity and injustice, disease and natural disaster, the problem of evil is an ever present reality prompting the deepest and most urgent questions for humanity. This course introduces important philosophical and theological perspectives on evil, considers the persistent challenge of theodicy, as well as the inherent limitations of theodical projects, and examines questions on the origin of evil, the possibility of human evil, the ability to name evil in the context of cultural pluralism, and the possibility of hope for overcoming evil.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 336 - Women in the Islamic Tradition

3 Credits

Offered alternate years in Spring

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.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities
Course Applies to: Gender & Sexuality Studies

RST 337 - The God Question: Modern Challenges to Faith and Christian Responses

3 Credits

Offered Fall

This course traces the historical development of the character of both modern theism and atheism in response to certain views about human knowing that arose in the age of modern science and in confrontation with particular strains of Western Enlightenment thought. It also considers some of the changing perspectives on the divine mystery that have arisen from certain significant theological projects of recent time, among them liberation, feminist, ecological, political, and various contextual theologies.

Prerequisite(s)/Restriction(s): Sophomore standing or higher
Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 338 - Randy Rabbis, Naughty Imams: Love and Faith in Andalusia

3 Credits

Offered Fall

An examination of the secular love poetry penned by religious scholars of the 10th-13th centuries in medieval Spain. 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 secular love poems, to both male and female beloveds, and what messages were thus embedded.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course
Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Gender & Sexuality Studies

RST 346 - Feast or Famine? The Mass in the Modern Age

3 Credits

Offered Fall

An exploration of the theological study of the celebration of the Roman Catholic Mass, with a focus on the historical development of the Eucharist, various models of eucharistic celebration, and the writings of John Paul II and Benedict XVI as a window on critical ecclesial and social issues that surface regarding the Mass in the modern world.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course
Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 351 - Heretics, Saints & Martyrs

3 Credits

Offered Summer

This course will examine the growth of the early Christian movement during Late Antiquity. Discussions will focus on several important themes including persecution and martyrdom, monasticism and asceticism, the development and refutation of heresies (Gnosticism, Arianism, Nestorianism), and the creation of orthodoxy in belief, creed, and ritual.

Core Curriculum Attribute(s): Catholic Thought and Action, Language, Arts, and Humanities

RST 373 - Buddhism, Nature, and Environmental Ethics

3 Credits

Offered Fall

An exploration of traditional Buddhist views of nature, especially in the Zen tradition, in relation to popular images of Buddhism and recent statements by Buddhist thinkers about environmental issues. Drawing from the field of

Environmental Ethics, this course will also consider what a rigorous Buddhist environmental ethic might entail.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course
Core Curriculum Attribute(s): Ethical Reasoning, Language, Arts, and Humanities

RST 411 - Approaches to the Study of Religious Traditions (WID)

4 Credits
Offered alternate years in Fall

An exploration of the basic questions and themes in the academic study of religions, with a focus on how the discipline of Religious Studies developed and how it continues to change.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course and three other Religious Studies & Theology Courses or permission of instructor
Core Curriculum Attribute(s): Language, Arts, and Humanities, Writing in the Disciplines

RST 412 - Senior Thesis

3 Credits
Offered Spring

Research, reflection, writing, and public presentation under the direction of a member of the Department, as well as participation in senior seminar. Normally completed in the spring semester of their senior year. This paper should demonstrate a working knowledge of academic approaches to the study of religions and focus on a topic selected by the student in consultation with a Religious Studies faculty member with whom the student consults in tutorial meetings. Students must also present their research at a colloquium.

Prerequisite(s)/Restriction(s): Permission of Instructor or Department Chairperson

RST 475 - Internship in Religious Studies

3 Credits
Offered Fall and Spring

Practical experience in a professional setting.

Prerequisite(s)/Restriction(s): Minimum 3.00 GPA. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.
Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

RST 476 - Internship in Campus Ministry

3 Credits
Offered Fall and Spring

Familiarizes students with campus ministry fundamentals beyond Stonehill. Based on the particular host institution's

faith tradition and goals, students will plan retreats, justice and peace initiatives, liturgical practices and similar functions.

Prerequisite(s)/Restriction(s): Minimum 3.00 GPA. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.
Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

RST 477 - Internship in Parish Ministry

3 Credits
Offered Fall and Spring

A parish internship provides the opportunity to be involved in planning and carrying-out a multi-level religious education program, youth ministry activities, community service projects, and spiritual/liturgical events.

Prerequisite(s)/Restriction(s): Minimum 3.00 GPA. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.
Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

RST 478 - Internship in Catholic Ministry

3 Credits
Offered Fall and Spring

This internship provides experience with the practical aspects and operations of a Catholic campus ministry program. Working with campus ministers, and applying theological and social principles, students will be introduced to retreats, liturgical ministry, service (local and overseas), and student ministry.

Prerequisite(s)/Restriction(s): Minimum 3.00 GPA. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.
Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

RST 490 - Directed Study - Religious Studies

1-4 Credits
Offered as needed

Supervised reading and research directed by Department member in a subject in which the student has special interest not covered by a normally-scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.
Note: Students must complete 45 hours work/semester per credit.

Sociology

SOC 101 - Introduction to Sociology

3 Credits

Offered Fall and Spring

The course is an introduction to the discipline of sociology and an overview of the main theories, basic concepts, and research methods used in the field. Using a social justice lens, the course examines the relationship between individuals and groups and their roles in society, with discussion of topics including culture, social structure and institutions, socialization, social movements and change, social class, race and ethnicity, gender, sexuality, family, crime and criminal justice, and global conflicts.

Core Curriculum Attribute(s): History and Social Science

SOC 205 - Sociology of Marriage and Family

3 Credits

Offered Fall

This course examines families today and in the past with a view to understanding the changes that have taken place in gender roles, sexuality and reproduction, courtship, cohabitation and marriage, parenthood and child-rearing. We will look at the institution of the family within a political, social and economic framework. We will also examine some of the challenges facing families today; poverty, teen pregnancy, adoption and foster care, surrogacy, child abuse and neglect and domestic violence.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology

Core Curriculum Attribute(s): History and Social Science

Course Applies to: Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor

SOC 227 - Human Services

3 Credits

Offered Fall and Spring

Introduction to human service interventions such as individual, group, and family counseling to address problems of child abuse, the elderly, mental illness, alcoholism, drug abuse, and social justice. Substantial emphasis on listening skills, enhanced communication, assessment and social histories.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology

Core Curriculum Attribute(s): History and Social Science

Note: Course requires a community based learning commitment focused on connecting course content with experience in human service agencies.

SOC 232 - Social Problems and Social Justice

3 Credits

Offered Fall and Spring

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.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science

SOC 234 - Racial and Ethnic Diversity

3 Credits

Offered Fall and Spring

This course is an introduction to the study of race and ethnicity in America. Beginning with the social construction of race we explore how the categorization of individuals and groups has changed and continue to create and limit opportunities and rights. Drawing from critical race theory and research from scholars and activists across disciplines this course also looks at the intersectionality of race and ethnicity with other categories of difference.

Core Curriculum Attribute(s): History and Social Science

Course Applies to: Anthropology

SOC 237 - Sociology of Gender

3 Credits

Offered Fall

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.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, History and Social Science

Course Applies to: Anthropology, Gender & Sexuality Studies

SOC 250 - Sociology of Autism

3 Credits

Offered Spring

This course will review and critically analyze medical and social model approaches to the understanding of the growing incidence and prevalence of autism in the United States. Topics include the social construction of diagnosis, assessment instruments, theory of mind, sensory sensitivity, speech pragmatics, stigma, and bullying. The influence of symptoms and their social meanings on relationships with parents, siblings, peers, teachers and professionals who

work with those diagnosed on the autistic spectrum will be considered. The course will include opportunities for community-based learning and/or research on aspects of autism.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology
Core Curriculum Attribute(s): History and Social Science

SOC 290 - Drugs and Society

3 Credits
Offered Fall

The course will start with an examination of the prevalence of drug abuse and the types of drugs used in our society. However, most of the course will focus on the current opioid epidemic, including the use of heroin. We will compare the current opioid epidemic with prior heroin epidemics in terms of both use and reaction by criminal justice and health professionals. 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.

Core Curriculum Attribute(s): History and Social Science

SOC 295 - Topics in Sociology

3 Credits
Offered Fall

Examines a topic of current interest in the public sphere, such as urban homelessness, from a sociological perspective. The content and format of the course will be tailored to the topic area.

Core Curriculum Attribute(s): History and Social Science
Note: Course may be taken twice as long as topics differ.

SOC 305 - Sociological Theories

3 Credits
Offered Fall and Spring

Study of the theories of society from Comte, Durkeim, Marx, Weber, and other classical theorists, as well as several major contemporary theories, including feminism.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology plus one additional SOC course
Core Curriculum Attribute(s): Diversity, Power, and Resistance, Ethical Reasoning, History and Social Science

SOC 311 - Quantitative Research

3 Credits
Offered Spring

An introduction to descriptive and inferential statistical methods as applied to research in sociology. Topics include measures of central tendency, dispersion, hypothesis testing using parametric and nonparametric tests, contingency

table analysis, t-tests, analysis of variance, correlation and regression. The Statistical Package for the Social Sciences (SPSS) will be used throughout the course.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology and one additional sociology class
Core Curriculum Attribute(s): Statistical Reasoning
Note: Not open to Biology majors.

SOC 312 - Qualitative Research (WID)

4 Credits
Offered Fall and Spring

An in-depth exploration of qualitative research practices in sociology. Students will study theoretical and methodological aspects of qualitative research and engage in hands-on projects utilizing the following methods: oral history interview, or in-depth interview, and ethnography.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology and an additional sociology class, OR ANT 105 - Introduction to Cultural Anthropology and an additional anthropology class
Core Curriculum Attribute(s): Writing in the Disciplines
Course Applies to: Anthropology

SOC 320 - Sport, Race, and Justice

3 Credits
Offered periodically or as needed

This class will look at sport as a microcosm of greater social phenomenon. How do participants and communities make sense of their world through sport? What are the ways in which power is structured and acted out in sport? What are the politics of justice in sport? The class material will engage with how the categories of race, gender, and sexuality are constructed, challenged, negotiated, and contested through sport. Instead of seeing any of these as separate categories, we will look at the intersections of these categories and how power is conjured up in the crevices.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology, CRE 101 - Introduction to Critical Race and Ethnic Studies, or any other sociology course
Note: begins Spring 2025

SOC 322 - The Opioid Epidemic and Societal Response

3 Credits
Offered Fall

Students will learn about the history of the opioid epidemic, how it started, and effective solutions happening on a local, state and national level to address it. Students will get the opportunity to hear from experts in the field, as well as read stories from victims and their families.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology or any other sociology course
Note: begins Spring 2025

SOC 325 - Black Feminist Thought

3 Credits
Offered Spring

This course will explore the experiences and perspectives of Black women in the U.S. as conceptualized in Black feminist thought by Patricia Hill Collins. Using a variety of disciplinary perspectives, the course will present shared definitions and concepts in Black feminist thought, describe the genesis of Black feminism and Black feminist thought including key figures that shape discourses, and juxtapose the distinguishing features of Black feminist thought with other social justice perspectives and activist traditions.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology, GND 101 - Introduction to Gender and Sexuality Studies, CRE 101 - Introduction to Critical Race and Ethnic Studies, or any other sociology course
Note: begins Spring 2025

SOC 328 - Community Organizing: People, Power & Change

3 Credits
Offered Spring

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.

Corequisite(s): SOC 101 - Introduction to Sociology (may be taken concurrently)
Core Curriculum Attribute(s): History and Social Science
Course Applies to: Gender & Sexuality Studies

SOC 340 - Sociology of Childhood and Child Welfare

3 Credits
Offered Spring

Students will learn about childhood as a phase of social life actively constructed through socialization processes in the context of structural inequalities of age, race, class, gender, sexuality, and nationality. The course covers the various aspects of childhood including peer culture as well as issues related to child welfare including poverty, children's health, child abuse and neglect, foster care, and adoption.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology
Core Curriculum Attribute(s): Diversity, Power, and Resistance, History and Social Science

SOC 405 - Seminar on Public Sociologies

3 Credits
Offered Fall

Public sociology-sociological research that emerges from dialogues with publics-is both one of the oldest and newest topics within the discipline. This course will examine how sociologists can connect with publics, explore methodologies and concepts, study global public sociologies, and identify ways to promote public sociology.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology and one additional Sociology course
Core Curriculum Attribute(s): History and Social Science
Course Applies to: Anthropology

SOC 407 - Seminar: Social Movements

3 Credits
Offered Fall

Social movements allow the voice of the powerless to be heard. This course will analyze the evolution of social movements. It will examine barriers to success and conditions that support movements. By looking at historical and contemporary movements, students will be able to understand important concepts in the study of social revolution.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology and one additional SOC course
Core Curriculum Attribute(s): History and Social Science

SOC 409 - Seminar: Deviance and Control
Three Credits
Offered Fall Semester

Examines the concept of deviance in society and its implications for the study of contemporary behavior. The first half of the semester focuses on the competing perspectives on deviant behavior and implications. The second half examines how individual and organizational deviance is defined, reacted to, and managed.

Prerequisite(s)/Restriction(s): CRM 201 and one additional CRM course.

SOC 413 - Seminar: Sociology of Education

3 Credits
Offered Spring

This course examines the contributions of sociological theories and research to our understanding of the structure and function of educational systems in contemporary society. Current educational policies, programs and reforms will be reviewed and critically analyzed. Research will include neighborhood and community level data as well as state, national and international comparisons.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology
Core Curriculum Attribute(s): History and Social Science

SOC 415 - Seminar: American Inequality

3 Credits

Offered Fall and Spring

This seminar is designed to build on knowledge gained from previous courses and learning opportunities. The focus is to read critically and understand how race, ethnicity, social class, gender, sexual orientation, nationality and other forms of difference are reflected in our social relationships and institutions. Exploring this topic from multiple perspectives we will study the victims, the perpetrators and the activists seeking to challenge both individual and institutional inequality and social injustice.

Prerequisite(s)/Restriction(s): SOC 101 - Introduction to Sociology and one additional SOC course
Core Curriculum Attribute(s): Diversity, Power, and Resistance, History and Social Science
Course Applies to: Gender & Sexuality Studies

SOC 470 - Capstone Internship in Sociology

4 Credits

Offered Fall, Spring, Summer

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 social service agency or institution.

Prerequisite(s)/Restriction(s): SOC 312 - Qualitative Research (WID). Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.
Core Curriculum Attribute(s): Capstone
Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site plus the on-campus class to earn 4 credits. Capstone course may not be taken twice.

SOC 490 - Directed Study - Sociology

1-4 Credits

Offered as needed

Supervised reading and research directed by Department member in a subject in which the student has special interest not covered by a normally-scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.
Note: Students must complete 45 hours work/semester per credit.

SOC 496 - Independent Research - Sociology

1-4 Credits

Offered as needed

Opportunity for a student to conduct research in a specialized area of Sociology under the direction of a faculty member.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.
Note: Students must complete 45 hours work/semester per credit.

SOC 497 - Senior Thesis

3 Credits

Offered as needed

Fourth-year students will polish their communication skills and build on prior coursework. The goal is preparation of a paper suitable for presentation at an annual meeting of a professional association during the spring semester. Taught in seminar/workshop format, the course includes presentations from departmental faculty about conducting research in sociology, criminology and anthropology.

Prerequisite(s)/Restriction(s): Permission of Department Chairperson
Core Curriculum Attribute(s): History and Social Science

Spanish

SPA 131 - First Semester Spanish

3 Credits

Offered Fall

For students with no previous study or 1-2 years of high school Spanish. During the first semester students develop the ability to: when speaking and writing, use short sentences, learned words and phrases, simple questions, and commands; when listening, understand some ideas and familiar details presented in a clear, uncomplicated speech; when reading, understand short texts enhanced by visuals. During the second semester students expand their ability from the first semester, and develop the ability to: when speaking and listening, use and understand learned expressions, sentences, and strings of sentences, questions, and commands; when writing, create simple paragraphs; when reading, understand important ideas and some details in highly contextualized authentic texts. During both semesters content includes: The Self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, sizes and quantity, pets and animals) and Beyond Self (geography, topography, direction, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places

and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.)

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 132 - Second Semester Spanish

3 Credits
Offered Spring

This course is a continuation of SPA 131 - First Semester Spanish.

Prerequisite(s)/Restriction(s): SPA 131 - First Semester Spanish or equivalent
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 178 - Spanish for Business Professionals I

3 Credits
Offered Fall

Formerly SPA 233. Students will continue to develop and hone the most basic skills necessary to discuss topics that may include the activities they perform, their daily routines, professions, their interests and skills, and their past achievements. Students will develop the abilities necessary to prepare simple business-related documents as well as engage in brief professional conversations (namely, asking and answering simple questions). Lastly, skills for successfully negotiating cultural differences and avoiding misunderstandings are developed throughout the course.

Prerequisite(s)/Restriction(s): SPA 131 - First Semester Spanish (or equivalent first-semester Spanish course) or qualifying placement exam score
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities
Note: Cross-listed with GOS 178 - Spanish for Business Professionals I

SPA 190 - Topics in Spanish I

3 Credits
Offered periodically or as needed

This course examines topics of current interest related to the spoken Spanish language and Hispanic/Latinx cultures. May be taught in English or Spanish.

Core Curriculum Attribute(s): Diversity, Power, and Resistance (when topic is "Beyond Borders: Unveiling Power, Diversity, and Resistance in Spain"), Language, Arts, and Humanities

SPA 231 - Third Semester Spanish

3 Credits
Offered Fall

For students with 2-3 years of high school Spanish. In the Intermediate courses students expand their previous ability

in their foreign language, and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content includes topics culturally pertinent to the language; e.g., history, art, literature, music, cultural affairs, and civilization, with an emphasis on significant people and events in these fields. Familiar topics may include career choices, the environment, social issues, and political issues.

Prerequisite(s)/Restriction(s): SPA 132 - Second Semester Spanish or equivalent
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 232 - Fourth Semester Spanish

3 Credits
Offered Spring

This course is a continuation of SPA 231 - Third Semester Spanish.

Prerequisite(s)/Restriction(s): SPA 231 - Third Semester Spanish or equivalent
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 250 - Coexistence and Conflict: Multiculturalism in Early Modern Spain

3 Credits
Offered Fall

Formerly SPA 352 Christians, Jews and Muslims of Spain: Medieval Minds in Modern English. Medieval Spain (Iberia) was Europe's most religiously diverse region—home to Christians, Jews, and Muslims—and produced some of the most significant cultural manifestations of all time. This course probes the subjugation of each group, how they fought back, and its lasting impact. Among other things, we examine laws and literature as forms of control and resistance; architectural appropriation as means of oppression and suppression; and the modern-day repercussions of medieval exile.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, Language, Arts, and Humanities
Note: Course is taught in English. Does not count towards the Spanish major or minor.

SPA 251 - Conflict, Oppression, and Resistance in Hispanic Film

3 Credits
Offered periodically

Taught in English, this course offers a critical overview of the role filmmakers from various backgrounds have played in interpreting and addressing systems of oppression affecting

diverse social and cultural identities within Hispanic and Latino communities. Through an analysis of Hispanic cinema (1990-2020), this course explores issues such as migration and exile, child abuse, trauma of war and genocide, gender-based violence, conflicts over socio-economic status, and racial discrimination within the Spanish-speaking world.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Language, Arts, and Humanities
Note: Taught in English

SPA 252 - Conflict and Resistance: Today's Multicultural Spain

3 Credits

Offered periodically

Taught in English, this course highlights prominent social, political, and cultural issues in post-Franco Spain. To illuminate how diverse populations, traditions, and beliefs have shaped today's Spanish society, this course probes how repression, common stereotypes, and misconceptions about marginalized groups create social and cultural inequalities. Students will analyze the contribution of oppressed voices and discourses that have historically challenged social and cultural norms as well as have contested systems of oppression, annihilation, and discrimination successfully.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, Language, Arts, and Humanities
Note: Taught in English

SPA 253 - Queer Iberia: Sexualities in Early Modern Spain

3 Credits

Offered periodically or as needed

This course explores the experiences of people who identified as or were accused of being homosexual, whose lived gender differed from that assigned at birth, cases of women who chose to pass as men in order to obtain certain benefits or enjoy particular rights, and men who acted on the stage as women both to entertain others while also living their authentic self. Early modern notions of gender, heteronormativity, and societal expectations will be discussed.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, Language, Arts, and Humanities
Course Applies to: Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor
Note: begins Spring 2025. Course is taught in English.

SPA 254 - Race, Religion, and Ethnicity in Early Modern Spain

3 Credits

Offered periodically or as needed

This course explores the contours of an ongoing debate among today's scholars of the early modern period: did the notion of race as we understand it today exist a millennium

ago? If so, how do we talk about it? If it didn't, how, then, were people socially categorized? We probe the tensions that arose among social groups, which ultimately led to institutions including the Inquisition, blood purity, forced conversions, exiles, and death.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, Language, Arts, and Humanities
Note: begins Spring 2025. Course is taught in English.

SPA 255 - Recuperating Female Voices from Fascist Spain

3 Credits

Offered periodically or as needed

Between 1931 and 1936 both elite and working-class women in Spain made unprecedented strides in the advocacy of their rights and the equality of the sexes. Through the lens of historical memory, this course explores how Spanish women navigated repressive control over their minds and bodies, racial hygiene, social and ethnic injustice, war, prison, and exile resulting from the Spanish Civil War and the brutal fascist regime of Franco's Spain beginning in 1939.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, Language, Arts, and Humanities
Course Applies to: Gender and Sexuality Studies B.A., Gender and Sexuality Studies Minor
Note: begins Spring 2025. Course is taught in English.

SPA 256 - Race, Racialization, and Ethnocentricity in Spain

3 Credits

Offered periodically or as needed

The course explores the role that race, racialization, and ethnicity played in the construction of Francoist's Spain between 1939-1975. We focus on accounts of state racism, ethnic hygiene, and ethnocentric practices and their impact in reshaping the lives of marginalized groups—women, the vanquished in the Civil war, colonial Spain, Spanish Roma/ Gipsy. These groups suffered social, mental, and racial hygiene, ethnic cleansing, antigypsyism, and/or colonial violence.

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, Language, Arts, and Humanities
Note: begins Spring 2025. Course is taught in English.

SPA 278 - Spanish for Business Professionals II

3 Credits

Offered Spring

Formerly SPA 234. Students will continue to develop and hone the skills necessary to discuss topics that may include, among other things, office culture, technology and its use, and business-related travel. Students also will develop the skills enabling them to create more complex business-related documents as well as sustain a professional conversation (namely, asking and answering more complex, multi-part

questions). Skills for negating cultural differences and avoiding misunderstandings are also developed throughout this course.

Prerequisite(s)/Restriction(s): SPA 132 - Second Semester Spanish (or equivalent second-semester Spanish course), GOS 178 - Spanish for Business Professionals I or SPA 178 - Spanish for Business Professionals I (formerly SPA 233), or qualifying placement exam score.
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities
Note: Cross-listed with GOS 278 - Spanish for Business Professionals II

SPA 279 - Spanish and Hispanic Cultures for Professionals I

3 Credits
Offered Fall

Formerly SPA 338. Students will continue to build upon and refine the skills necessary to discuss topics that may include, among other things, leadership styles and the responsibilities of a manager, workplace realities and corporate cultures, and attitudes of work/life balance in the Spanish-Speaking World. Students continue to develop skills necessary to prepare more complex business documents and engage in sustained professional conversations. Skills for successfully negotiating cultural differences and avoiding misunderstandings are also developed through the course.

Prerequisite(s)/Restriction(s): SPA 231 - Third Semester Spanish (or equivalent third-semester Spanish course), GOS 278 - Spanish for Business Professionals II, SPA 278 - Spanish for Business Professionals II (formerly SPA 234), or qualifying placement exam score
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities
Note: Cross-listed with GOS 279 - Spanish and Hispanic Cultures for Professionals I

SPA 331 - Perspectives in Spanish Language and Culture I

3 Credits
Offered Fall

For students with three or more years of Spanish. In this course students expand their previous ability in their foreign language, and develop the ability to: when speaking, use simple dialogue of paragraph length in a series of cohesive and coherent paragraphs; when listening, understand most authentic spoken language; when writing, create a series of coherent paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content embraces concepts of broader cultural significance, including institutions, such as the educational system, the government, and political and social issues in the target culture. Both concepts and abstract topics of human and personal interest including music, literature, the arts, and the sciences.

Prerequisite(s)/Restriction(s): SPA 232 - Fourth Semester Spanish or equivalent
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 333 - Survey of Latin American Culture and Literature I

3 Credits
Offered Fall

Study of Latin America through art, history, and literature.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 334 - Survey of Latin American Culture and Literature II

3 Credits
Offered Spring

This course is a continuation of SPA 333 - Survey of Latin American Culture and Literature I.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 335 - Survey of Spanish Culture and Literature I

3 Credits
Offered Fall

Study of Spain through art, history, and literature.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 336 - Survey of Spanish Culture and Literature II

3 Credits
Offered Spring

This course is a continuation of SPA 335 - Survey of Spanish Culture and Literature I.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 337 - Multicultural Spain: From Dictatorship to Democracy

3 Credits

Offered alternate years in Fall

This course examines the vast changes experienced in Spanish social, political, and cultural life since the transition from dictatorship in 1975 to the present. Using different texts and media, among others, film, music, and fiction and nonfiction writings, students will gain a critical awareness of the diverse identities that shape Spain's modern society and learn about contemporary issues related to demographics, family, education, cultural/religious celebrations, gender and sexual identity, ethnic and racial minorities, or immigration.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 340 - Hispanic Cultures Through Film

3 Credits

Offered periodically or as needed

In this course, we will explore cinematographic modes of representing socio-political and cultural issues in Latin America and Spain. Through an analysis of Hispanic cinema (1990-2020), in conjunction with selected texts on current issues in Spanish-speaking countries, we will explore matters that include women's roles in contemporary society, migration and exile, globalization, alterity, child abuse, experiences of war, and violence against women. Throughout the semester, there will be several writing exercises designed to enable students to improve their speaking and writing skills in Spanish while learning about Hispanic cultures and cinema.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, Language, Arts, and Humanities

SPA 343 - Seminar in Spanish: Cervantes

3 Credits

Offered Fall and Spring

Study of a specific literary movement, author, or genre.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 344 - Introduction to Contemporary Spanish Narrative

3 Credits

Offered Fall

This course introduces students to the narrative of prominent Spanish peninsular authors of the 20th and 21st century. The course focuses on topics including faith, repression, identity, memory and women's roles as portrayed in short stories, essays, and excerpts from novels.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean

3 Credits

Offered Fall

Study of a specific literary movement, author, or genre.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

Course Applies to: Anthropology

SPA 347 - 20th Century Hispanic Poetry

3 Credits

Offered Fall

This course is an introduction to the theory of poetry, to poetic movements or the 19th and 20th centuries (Romanticism, Modernism, Impressionism, Symbolism, Poesia Pura, Surrealism, etc.) and to a stylistic analysis of a few poems of each of the following poets: Espronceda, Becquer, Darío, A. Machado, J.R. Jiménez, Neruda, Vallejo, García Lorca, Guillen, Salinas, Alberti, Miguel Hernández, and Borges.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, Humanities

SPA 348 - Science, Literature, and Film in Spain

3 Credits

Offered Spring

This course explores the intricate relationship between science, literature and film in Spain through the study of diverse literary and cinematic works. The metafictional nature of these literary and cinematic pieces and the way literature

and cinema disseminate scientific knowledge and discourse will also be discussed.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 349 - U.S. Hispanic Literature: Voices and Experiences on Migration and Immigration

3 Credits
Offered Spring

In this course, students will examine the topics on Hispanic migration and immigration in the United States and discuss the social justice issues and experiences of immigrants reflected in short stories, poems, and novels.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor.
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 350 - Spanish Linguistics

3 Credits
Offered Spring

Addresses the problems of syntax (making comparisons: English-Spanish), verb usage (all subjunctive tenses, all conditional tenses, "future and conditional of probability or conjecture," agreement of tenses, all imperatives, morphology, phonetics/phonology, etc.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, Humanities

SPA 351 - Spanish Conversation for Fluency

3 Credits
Offered Spring

This course will have students converse in Spanish at every class meeting. Topics will be varied, from the prosaic to the philosophical. They will include local news, weather, world events, eating habits of Spanish speaking countries, peer pressure, work, narration of unusual events, future plans, etc. The instructor will lead the class into meaningful conversation, where students will engage each other as in "real life situations". Grammar will not be taught, but the instructor will point out and explain errors as they occur. It is expected that those errors will be avoided and eventually eliminated. The instructor will also correct "faulty" pronunciation, because this aspect of the language is just as important as any other. This is a conversational course and not a "writing" course.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, Humanities

Note: The course is a requirement for all Spanish majors, and it is meant particularly for students who have returned from at least one semester of study abroad in a Spanish-speaking country. However, students who have not yet studied abroad, but have a high level of oral proficiency, are invited to take the course at any time.

SPA 353 - Spain's Multicultural Middle Ages

3 Credits
Offered alternate years in Fall

An examination of how Christians, Jews, and Muslims; their roles; and their interaction are represented in medieval Spanish texts. To understand the complex relationship that existed between members of these three dominant faiths, special attention will be given to the socio-political, legal, and cultural climate of the Iberian Peninsula. Genres examined will include, among others, poetry, historiography, and exemplar prose.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor

Core Curriculum Attribute(s): Diversity, Power, and Resistance, Global Perspectives, Language, Arts, and Humanities

SPA 354 - Vamps and Virgins: Sex in the (Medieval) City

3 Credits
Offered Spring

A close reading of early Spanish texts with emphasis on representations of spiritual and illicit love. We will explore the origins, development, and characteristics of the sentimental romance, an innovative medieval genre, and how it was later parodied in *La Celestina*. Attention will be paid to the socio-cultural context in which these texts were produced.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 355 - Marginalized Voices from Colonial Latin America

3 Credits
Offered Fall and Spring

In the wake of the Spanish Conquest, many new social groups began to emerge throughout Latin America. In this class, we will consider these new identities and the cultural manifestations they produced. Special attention will also

be paid to the socio-political contexts in which they were created.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 356 - The Sword and the Cross

3 Credits
Offered Spring

This course explores how medieval Christians attempted to reconquer territory lost after the eight-century Muslim invasion, and how this process of expanding Christianity continued into the "New World". Students will explore how the conquest of America was connected to policies which had previously existed throughout Spain and will study the complex problems that emerge when two cultures collide. Special attention will be paid to the representation and the perspective of the "other".

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher or permission of instructor
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

SPA 378 - Spanish and Hispanic Cultures for Professionals II

3 Credits
Offered Spring

Formerly SPA 339. Students will continue to develop and hone the skills necessary to prepare professional documents and engage in professional conversations. Special attention is paid to expanding thematic vocabulary that may pertain to marketing, accounting, finance, or other sectors. Other topics that may be explored include organizational structures, ethical expectations of employers, and the dynamics of professional relationships. Skills for successfully negotiating cultural differences and avoiding misunderstandings are also developed throughout this course.

Prerequisite(s)/Restriction(s): SPA 232 - Fourth Semester Spanish (or equivalent fourth-semester Spanish course), GOS 279 - Spanish and Hispanic Cultures for Professionals I, or SPA 279 - Spanish and Hispanic Cultures for Professionals I (formerly SPA 338)
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities
Note: Cross-listed with GOS 378 - Spanish and Hispanic Cultures for Professionals II

SPA 475 - Internship in Spanish Studies

3 Credits
Offered Fall and Spring

Opportunity for qualified students to work with their foreign language skills in a variety of professional areas. Field placement depends on the student's interests and abilities.

Prerequisite(s)/Restriction(s): SPA 331 - Perspectives in Spanish Language and Culture I or higher. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities
Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

SPA 490 - Directed Study: Topics in Spanish

1-4 Credits
Offered as needed

Opportunity for upper-level students to do an advanced research project or investigation in a Spanish 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.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director; and submission of the online Directed Study Application and Contract to the Registrar's Office.
Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities
Note: Students must complete 45 hours work/semester per credit.

Sport Management

SPM 215 - Introduction to Sport Management

3 Credits
Offered Fall and Spring

Formerly BUS 215. This course will provide students with an overview of sport management and leadership concepts and practice. Course content will represent a variety of sport management concepts, segments, theories, and applications.

Course Applies to: Sport Management B.S.B.A.

SPM 313 - Diversity, Equity, and Inclusion in Sport

3 Credits
Offered Fall

Sport organizations face many challenges related to diversity, equity, and inclusion (DEI). As such, future sport managers need to be prepared to respond to the challenges facing sport organizations. Through case studies and discussions

of research and current new topics, students will assess DEI issues in sport organizations and develop recommendations for responding to challenges faced by sport managers.

Prerequisite(s)/Restriction(s): SPM 215 - Introduction to Sport Management (formerly BUS 215)
Course Applies to: Sport Management B.S.B.A.

SPM 314 - Sport Analytics

3 Credits
Offered Fall

Formerly BUS 314. This course examines data analytics and the variety of different ways that it is used in the context of sports. Topics include the on-field statistical analysis, data analytics in fantasy sports, marketing analytics for the teams and leagues respectively, and financial analysis in player contracts. Also covered are topics such as investing in new sports leagues, data analytics in strength and weight training, and using data to assess prospective draft prospects. Students will be exposed to the issues of conflicting conclusions from data, data presented with little context, and how best to present findings based on data.

Prerequisite(s)/Restriction(s): MGT 201 (formerly BUS 201) or SPM 215 (formerly BUS 215)
Course Applies to: Sport Management B.S.B.A.

SPM 370 - Integrated Sport Marketing Design

3 Credits
Offered periodically

Formerly BUS 370. This course explores the process of brands leveraging sport partnerships as the platform to build an Integrated Marketing Plan. Students will learn how a brand designs strategy, identifies and selects a sport partnership, constructs the plan, and creates criteria to measure the plan's performance. Particular focus will be given to the planning stages of identifying, negotiating, activating, and measuring a sport marketing partnership investment.

Prerequisite(s)/Restriction(s): MKT 210 (formerly BUS 340)

SPM 400 - Topics in Sport Management

3 Credits
Offered periodically

Formerly BUS 450. This course will introduce new topics into the sport management curriculum in the areas of organizational behavior, organization development, human resource management, operations management, marketing, entrepreneurship, etc.

Prerequisite(s)/Restriction(s): SPM 215 (formerly BUS 215) and junior standing or higher

SPM 452 - Sport and the Law

3 Credits
Offered Spring

Formerly BUS 452. The law is an integral part of every aspect of sport. This course will build on the foundational relationships explored in MGT 352 Legal Environment of Business (formerly BUS 352). We will explore the traditional areas of sport including player contracts, endorsements, labor relations, agency, and collegiate athletics. The course will also explore esports, gambling, and analytics. Issues of gender, diversity, and equality are integral parts of the analysis of these topic areas.

Prerequisite(s)/Restriction(s): MGT 352 (formerly BUS 352) and junior standing or higher
Course Applies to: Sport Management B.S.B.A.

SPM 453 - Sport Event Management

3 Credits
Offered Spring

This experiential learning course will provide students with an understanding of the numerous aspects of Sport Event Management. Topics include budgeting, operations, marketing, media relations, public relations, sponsorship, registration, hospitality, and volunteer management. Students will apply that knowledge in the planning and execution of a local sporting event.

Prerequisite(s)/Restriction(s): SPM 215 and junior standing or higher

SPM 475 - Internship in Sport Management

0-9 Credits
Offered Fall and Spring

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 internship coordinator.

Prerequisite(s)/Restriction(s): Junior standing or higher and minimum cumulative GPA of a 2.8. See internship coordinator for other requirements.
Note: Application required for course.

SPM 480 - Sport Management Internship Full Time

9 Credits
Offered Fall, Spring, Summer

Full-time internship. This course is nine pass/fail credits. Taken with SPM 481 - Sport Management Internship Full Time II (three graded credits) for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

SPM 481 - Sport Management Internship Full Time II

3 Credits

Offered Fall, Spring, Summer

This course is three graded credits, taken with SPM 480 - Sport Management Internship Full Time for 12 total credits.

Prerequisite(s)/Restriction(s): Application required

SPM 490 - Directed Study in Sport Management

0-4 Credits

Offered periodically

Investigation in the sport management field for which the student has special interest not covered by a normally scheduled course.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the department chair or program director, and submission of the online Directed Study Application and Contract to the Registrar's Office.

Visual and Performing Arts

VPA 101 - Introduction to Performing Arts

3 Credits

Offered Fall

This course is a survey of the critical theory behind, and the cultural role of various modes of performance (primarily dance, music and theatre). Historical and contemporary examples of how performance shapes, and is shaped by the world we live in will provide a foundation for students to build a life of creative practice or critical engagement with the performing arts.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPA 102 - Introduction to Visual Thinking

3 Credits

Offered Fall

This class is an introduction to various theories and practices within the visual arts. Foundational concepts in visual art theory and composition will be introduced through reading texts, looking at art, engaging with artists and by making your own work. Classes will be a combination of lecture, discussion, and studio projects.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPA 210 - Writing for the Arts (WID)

3 Credits

Offered Fall and Spring

Being an artist or a professional working within the arts requires the ability to float between the role of creator, manager, publicist and editor. This class will address the

writing of resumes, grants, fundraising drives, performance programs and more. There will be regular workshops and critiques of your work.

Core Curriculum Attribute(s): Language, Arts, and Humanities, Writing in the Disciplines

Dance

VPD 120 - Global Dance Traditions

3 Credits

Offered Offered periodically

This studio dance class will explore various styles of dance from around the world. Examples of potential styles covered are Afro-Caribbean, African, and Indian, but the focus will depend on the semester and instructor. Instruction will cover the history and contexts of these styles, but the class activities will largely be engaging with and performing the styles in the dance studio.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

VPD 141 - Dance and Movement

3 Credits

Offered Spring

This class is an introduction to the body, space time and energy and their effect on movement. Students will explore various dance and movement traditions (Western and Non-Western) and gain a solid foundation in both the practice and theory of those styles and traditions. Class appropriate for the beginner and non-dancer.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 151 - Dance Technique

3 Credits

Offered Fall

This course will provide an overview of dance styles and techniques including ballet, modern, tap and jazz. The focus will be on placement, movement, and the effort required to execute shapes that are prevalent in these various styles. This class is appropriate for the student looking to expand their understanding of the world of dance.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 152 - Tap I

3 Credits

Offered Fall

An introduction to the principles of tap dance technique. Students will learn the fundamental steps of tap dance. Emphasis is placed on rhythmic structure, technique, style, and vocabulary of tap dance.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 186 - Introduction to Dance History

3 Credits
Offered Spring

This course will explore the history of movement through dance from the primitive to the contemporary. Students will gain a deeper understanding of the history of dance in its social, political and theoretical contexts. Students will learn through lecture, video and readings as well as from demonstrations from guest artists.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 210 - Teaching Dance

3 Credits
Offered periodically

In this course, we will look at the structure of dance classes, the aesthetics of teaching dance as an art, and the principles of physiology. We will develop a basis for teaching dance in several forms and styles in a number of contexts to various-aged audiences (private and group lessons, classrooms, and workshops). While this course could contribute to students' understanding of the teaching of dance, it cannot be used to fulfill requirements in Stonehill's educator preparation licensure programs as approved by the Massachusetts Department of Elementary and Secondary Education.

Prerequisite(s)/Restriction(s): One 100-level dance (VPD) class or permission of instructor
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 253 - Jazz I

3 Credits
Offered Fall

An introduction to the American dance form of jazz. Class focuses on the development of strength, flexibility, isolation, and control through a series of stretches, strengthening exercises, and center floor combinations.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 254 - Modern Dance I

3 Credits
Offered Spring

Students will be introduced to the fundamental movement principals and the basic elements of modern dance choreography. Students explore the connection between movement and breath, body alignment, rhythm, dynamics space and self-motivation. Students can expect to raise the level of their technical ability, while understanding technique as a tool for self-expression. Short videos and reading assignments will introduce important figures and trends in 20th-century dance.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 255 - Ballet I

3 Credits
Offered Fall

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 both beginning ballet students and to those who have had more classical training.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 256 - Dance for Musical Theatre

3 Credits
Offered Spring

Explores the world of musical theatre through dance. Students will learn a variety of dance styles associated with musicals throughout the decades. Broadway style dance will be incorporated.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 257 - Introduction to Dance Composition

3 Credits
Offered Fall

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

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 260 - Topics in Dance

3 Credits
Offered periodically

This class will explore various dance and movement traditions both Western and Non-Western. Emphasis will be on performance and not the academic or historical appreciation of a tradition.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: The course may be taken 3 times as long as the topics differ.

VPD 354 - Modern Dance Technique II

3 Credits
Offered Spring

This course offers intermediate level work in the technique and performance of modern dance. Biomechanical alignment is highlighted in this course as students are challenged to investigate their artistic potential as dancers. Students will experience floor work, improvisation, inversions, and partner work.

Prerequisite(s)/Restriction(s): VPD 254 - Modern Dance I or permission of the instructor. Prior dance experience is required.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 355 - Jazz Dance II

3 Credits

Offered Spring

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 356 - Ballet II

3 Credits

Offered Spring

Expands the knowledge gained in previous ballet classes. Students are encouraged to explore the technical and artistic aspects of classical ballet. Each class will include barre and center work as well as some study of current ballets.

Prerequisite(s)/Restriction(s): Some ballet experience required or instructor permission.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPD 357 - Dance Company

1 Credit

Offered Fall and Spring

The Stonehill College Dance Company provides performing experience for qualified students through participation in a company that reflects the spirit of the College. The company is comprised of auditioned dancers who will learn choreography of well-known area choreographers in an organized manner and perform in various venues on and off campus throughout the semester. Individual creative expression will be emphasized.

Prerequisite(s)/Restriction(s): Consent of the Instructor. Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course.

VPD 358 - Dance Company, Production

1 Credit

Offered Spring

The Dance Company Production course is a class focusing on the 'behind-the-scenes' and production-related activities of Stonehill's academic dance performance group "Dance Company". Students enrolled in VPD358 will be responsible for administering (budget oversight, securing facilities, and promoting) the Dance Company at large under the supervision of a faculty moderator while learning best

practices in relation to performance art management . Artistic direction of the company will remain under the supervision of the instructor of VPD 357.

Prerequisite(s)/Restriction(s): permission of instructor

Note: May be taken 3 times.

VPD 360 - Arts Outreach: Dance

3 Credits

Offered Spring

Combining art and community service, Stonehill students are paired with middle-schoolers from the greater Brockton area and help lead them through various movement and performance activities. Students with an interest not only in dance, but in Theatre, Sociology, Psychology, Art Therapy, and Education, are encouraged to participate. There is no experience needed.

Core Curriculum Attribute(s): Skyhawk Core Curriculum

Note: A background check is required by the Commonwealth of Massachusetts to participate in this class. A fee of approximately \$40 must be paid toward this check by the student during the first few weeks of class.

VPD 490 - Directed Study - Dance

1-3 Credits

Offered as needed

Supervised reading and research directed by Department member in a subject in which the student has special interest not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office. Note: Students must complete 45 hours work/semester per credit. A max of 3 Directed Study credits may fulfill an appropriate slot in the major.

Graphic Design

VPG 101 - Graphic Design Foundations

3 Credits

Offered Fall and Spring

This course is an introduction to the field of graphic design. 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 screen-based solutions. Students sharpen basic computer skills in preparing their projects using Adobe software Illustrator and InDesign. Basic Adobe Photoshop is also introduced.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPG 201 - Typography: Letterforms and Words in Graphic Design

3 Credits

Offered Fall and Spring

Students are introduced to typography and its role in the visualization of language. Studio work, discussions and lectures will focus on the art of the basic letterform and its anatomy, major type families and characteristics, typographic contrast and hierarchy, as well as legibility and readability. Students will build skills in conceptual thinking, expressive typography, and the art of typesetting with attention to form and space, for small to large amounts of text, across various types of media. Students will use digital media as well as traditional methods to develop visual projects.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPG 204 - Digital and Graphic Imaging

3 Credits

Offered Fall and Spring

In this hands-on studio course, students learn the concepts of digital illustration for use in the graphic design field. The technologies of vector (graphic) and raster (photographic) image making will be studied using the software Adobe Illustrator and Adobe Photoshop. Projects will focus on illustrative solutions for various design problems. These may include the making of logos, symbols, and icons as well as illustrations for use in advertising, publication, package design, website design, as well as other graphic design applications.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Digital Humanities

VPG 205 - Type and Image

3 Credits

Offered Spring

This is a further exploration of typography with a focus on the interaction between image and type. Projects will support the exploration of combining these elements in ways that allow designers to convey information with meaning, expression and clarity. Students will develop craftsmanship and problem-solving techniques with respect to dealing with type and image issues across various media.

Prerequisite(s)/Restriction(s): VPG 201 - Typography: Letterforms and Words in Graphic Design and VPG 204 - Digital and Graphic Imaging
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPG 302 - Package Design

3 Credits

Offered Fall

This studio course is an introduction to the design of packaging. Students will explore the concept of brand

identity and apply branding strategies to the design and production of packaging for products that are common in today's market. Students will learn how to design visual continuity for a 3-D format. Sustainable/environmentally-conscious packaging materials will be explored.

Prerequisite(s)/Restriction(s): VPG 101 - Graphic Design Foundations

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPG 304 - Advertising Design

3 Credits

Offered Spring

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.

Prerequisite(s)/Restriction(s): VPG 101 - Graphic Design Foundations

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPG 305 - Web Site Design

3 Credits

Offered Fall

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. Very basic HTML and an introduction to Adobe Dreamweaver will be covered. Most of the course will center on using Adobe Muse to work on design solutions for stated needs.

Prerequisite(s)/Restriction(s): VPG 101 - Graphic Design Foundations

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Digital Humanities

VPG 306 - Motion Graphics

3 Credits

Offered Spring

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 explored. Software will include Adobe After Effects and Macromedia Flash.

Prerequisite(s)/Restriction(s): VPG 101 - Graphic Design Foundations

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Digital Humanities

VPG 307 - 3-D Graphics, Illustration and Animation

3 Credits

Offered Fall

This studio graphic design course explores within the computer the construction, modeling and rendering of simulated 3-D objects in a virtual space. These objects are then photographed with a virtual still or movie camera to produce a digital illustration or animation. The course emphasizes 3-D graphics to solve various design problems. The use of sound in animation will be introduced.

Prerequisite(s)/Restriction(s): VPG 101 - Graphic Design Foundations

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Digital Humanities

VPG 308 - Publication Design

3 Credits

Offered Spring

In this hands-on studio class students will learn to design for publications. The structure, construction, and production of magazines, newspapers, corporate publication will be explored, along with their conceptual and aesthetic attributes and environmental concerns.

Prerequisite(s)/Restriction(s): VPG 201 - Typography: Letterforms and Words in Graphic Design

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPG 309 - Interactive Design

3 Credits

Offered Spring

Mobile applications present unique challenges. This course will explore what is needed in designing visual interfaces for multiple types of mobile devices. Students in this class will engage in the entire design process - from conceptualizing the initial modality according to client needs and content, to putting in place a navigational and screen experience that is user friendly and appealing. By the end of the course, students will be able to effectively work with content for mobile devices in ways which provide a compelling experience for the user and as a result, ensure client satisfaction.

Prerequisite(s)/Restriction(s): VPG 101 - Graphic Design Foundations

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPG 320 - Topics in Graphic Design

3 Credits

Offered Fall and Spring

This special topics course may be offered by faculty in a focused area of graphic design study and may vary from semester to semester.

Prerequisite(s)/Restriction(s): Course may be taken three times. Open to junior and senior Graphic Design majors.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPG 405 - Advanced Study in Graphic Design

3 Credits

Offered Spring

Opportunity for graphic design majors to pursue advanced projects and research related to their individual needs and interests. Critiques with other members of the class will help to give additional assessment and are an important component of the course.

Prerequisite(s)/Restriction(s): permission of instructor
Course Applies to: Language, Arts, and Humanities

VPG 423 - Graphic Design Portfolio

3 Credits

Offered Fall

In this required Capstone course for Graphic Design majors, students will assemble a professional level portfolio. Each senior will review previous work and be guided to choose and develop significant design projects appropriate for specific career choices, including programs and job interviews.

Prerequisite(s)/Restriction(s): Senior standing
Core Curriculum Attribute(s): Capstone, Language, Arts, and Humanities

VPG 475 - Internship in Graphic Design

3 Credits

Offered Fall and Spring

The internship is designed to give students practical, hands-on, real world experience in the field of Graphic Design. Students apply knowledge, concepts and skills acquired in the classroom, to work on client assignments and take on responsibilities associated with a professional position.

Prerequisite(s)/Restriction(s): Open to Graphic Design majors with a minimum major GPA of a 3.00. Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

VPG 490 - Directed Study - Graphic Design

One to Three Credits

Offered as needed

Supervised reading and research directed by Department member in a subject in which the student has special interest not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director; and submission of the online Directed Study Application and Contract to the Registrar's Office. Note: Students must complete 45 hours work/semester per credit. A max of 3 Directed Study credits may fulfill an appropriate slot in the major.

Art History

VPH 181 - Global Visual Traditions

3 Credits
Offered Fall

This one-semester survey explores major developments in art and architecture from Antiquity through the 19th Century, considering historical events and ideological shifts which contributed to the stylistic changes. Trips to Boston museums enhance class content.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

VPH 205 - History of Graphic Design

3 Credits
Offered Spring

This course examines the crucial works and achievements in graphic design communication. From the pictographs painted on cave walls to the latest imaginative designs, students will familiarize themselves with pivotal graphic images, the creative thinkers who composed them, and the technologies that shaped their evolution. Although an emphasis is placed on Modern and Contemporary graphic design, students will also investigate critical past influences on present-day designs.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPH 209 - History of Photography

3 Credits
Offered periodically

History of Photography is a general survey of photographic practice from 1839 to the present. Through lectures, exhibition viewings, class discussion and student-led presentations, students will explore the aesthetic, social and conceptual underpinnings of the medium throughout the last 170 years.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPH 217 - Early Modern Art: 1900-1945

3 Credits
Offered Spring

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPH 218 - Art Since 1945

3 Credits
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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPH 229 - Topics in Non-Western Art

3 Credits
Offered as needed

Examines the traditional and contemporary arts of various non-western cultures, focusing on a particular culture each time the course is offered. Specific cultures to be studied include: Indian, Chinese, Japanese, African, and Native American.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPH 240 - Decolonizing Contemporary Art

3 Credits
Offered periodically

This course will highlight the way gender, race, and Identity politics have influenced artists and museums as well as changed society's understanding of the role of visual art over the last few decades. Through a combination of lectures, discussions, and class activities, students will understand art through the lens of social progressivism.

Core Curriculum Attribute(s): Diversity, Power, and Resistance

VPH 332 - Museums: Past and Present

3 Credits
Offered Spring

Formerly VPN 332. This course explores the history, philosophy, and evolving practices of museum and exhibition culture. Students will study current approaches and strategies of exhibition, collection, and educational programming with special attention given to how museums are handling problematic colonial pasts. Visits to regional museums and galleries will enhance class material.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPH 440 - Exhibitions & Collections: An Inside Look

3 Credits

Offered periodically or as needed

Formerly VPN 440. An inside look at the contemporary art world. Visits to art galleries, museums, auction houses, and corporate and private collections introduce students to a variety of art institutions and professions. Students assist in curating an exhibition at the Carole Calo Gallery: meeting with artists to choose work, organizing the exhibition, installation, writing and designing a catalogue, postcards and poster; and planning a reception.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPH 441 - Research Seminar in Art History

3 Credits

Offered as needed

Examines specific topics in Western art, applying art historical methodology and critical approaches to in-depth research with primary and secondary sources. Topic will change each time the seminar is offered. Students will produce an extensive research paper and give an oral presentation. Strongly suggested for Art History majors and minors.

Prerequisite(s)/Restriction(s): VPH 181 - Global Visual Traditions plus one 200 level and one 300 level art history courses

VPH 475 - Internship in Visual Studies

3 Credits

Offered Fall and Spring

Practical experience in various professional fields related to the Visual Studies discipline complementary to the work done in courses (e.g., various galleries, museums, and companies).

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

VPH 490 - Directed Study - Visual Studies

1-3 Credits

Offered as needed

Supervised reading and research directed by Department member in a subject in which the student has special interest not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed

Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit. A max of 3 Directed Study credits may fulfill an appropriate slot in the major.

VPH 496 - Independent Research - Visual Studies

1-4 Credits

Offered as needed

Opportunity for a student to conduct research in a specialized area of Visual Studies under the direction of a faculty member.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

Music

VPM 133 - Collegiate Chorale

1 Credit

Offered Fall and Spring

The Stonehill College Collegiate Chorale welcomes students interested in singing. Students learn and perform music from many historical periods and styles. Proper vocal and choral techniques are practiced during rehearsals. One or more performances will be given each semester.

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. Students are required to purchase and wear approved concert attire.

VPM 134 - Concert Ensemble

1 Credit

Offered Fall and Spring

The Stonehill College Concert Ensemble is a performing ensemble for experienced wind, percussion, and string musicians. The ensemble performs a variety of musical styles each semester. Campus performances enable members of the Concert Ensemble to showcase their talent.

Prerequisite(s)/Restriction(s): permission of the instructor
Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. Students are required to purchase and wear approved concert attire.

VPM 135 - Music Technology Ensemble

1 Credit

Offered Fall and Spring

The Stonehill College Music Technology Ensemble welcomes students who want to perform music using electronic / digital tools. Students will help write and arrange many of the pieces performed by the group in a collaborative environment. Public performances will permit students to showcase their work.

Course Applies to: Digital Humanities

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. Students may be required to purchase and wear approved performance attire.

VPM 139 - Guitar Ensemble

1 Credit

Offered Fall and Spring

In this ensemble students learn introductory musical skills including basic jazz theory, scales, notation and chord grids, comping and soloing, which are applied to the study of jazz standards or equivalent repertory. This course culminates in a public performance.

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course.

VPM 140 - Studio Guitar

1 Credit

Offered Fall and Spring

Studio guitar students will meet one hour weekly with an instructor in a private setting. Repertory will be tailored to student needs and preferences. Curriculum will include: establishment and development of proper technique; note reading, notation and chord grids; scales and chords; improvisation; performance skills, memorization, audition techniques. Semester study will culminate in a public performance.

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. An applied music fee will be assessed to each student enrolled in VPM 140.

VPM 141 - Studio Piano

1 Credit

Offered Fall and Spring

Studio piano students will meet one hour weekly with an instructor in a private setting. Repertory will be individually tailored to the students' needs and preferences. Course will also involve performance classes, master-classes, and coaching sessions, and will culminate in a public performance.

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. An applied music fee will be assessed to each student enrolled in VPM 141.

VPM 142 - Studio Brass

1 Credit

Offered Fall and Spring

Studio brass students (trumpet, French horn, trombone, tuba, euphonium, baritone) will meet one hour weekly with an instructor in a private setting. Repertoire will be individually tailored to the student needs and preferences. Curriculum will include: establishment of proper technique; note reading, scales and arpeggios; performance skills, and audition techniques. Semester study will culminate in a public performance.

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. An applied music fee will be assessed to each student enrolled in VPM 142.

VPM 143 - Studio Percussion

1 Credit

Offered Fall and Spring

Studio percussion students will meet one hour weekly with an instructor in a private setting. Repertoire will be individually tailored to the student needs and preferences. Curriculum will include: establishment of proper technique; note reading, scales and arpeggios; performance skills, and audition techniques. Semester study will culminate in a public performance.

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. An applied music fee will be assessed to each student enrolled in VPM 143.

VPM 144 - Studio Strings

1 Credit

Offered Fall and Spring

Studio string students (violin, viola, cello, double bass) will meet one hour weekly with an instructor in a private setting. Repertoire will be individually tailored to the student needs and preferences. Curriculum will include: establishment of proper technique; note reading, scales and arpeggios; performance skills, and audition techniques. Semester study will culminate in a public performance.

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. An applied music fee will be assessed to each student enrolled in VPM 144.

VPM 145 - Studio Woodwinds

1 Credit

Offered Fall and Spring

Studio woodwind students (flute, oboe, clarinet, saxophone, bassoon) will meet one hour weekly with an instructor in a private setting. Repertoire will be individually tailored to the student needs and preferences. Curriculum will include: establishment of proper technique; note reading, scales and arpeggios; performance skills, and audition techniques. Semester study will culminate in a public performance.

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. An applied music fee will be assessed to each student enrolled in VPM 145.

VPM 146 - Studio Voice

1 Credit

Offered Fall and Spring

Studio voice students will meet one hour weekly with an instructor in a private setting. Repertoire will be individually tailored to each student's needs and current level of ability. Curriculum will include: establishment of proper vocal technique, note reading, scales and arpeggios, vocal exercises and performance skills. Semester study will culminate in a public performance.

Note: Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. An applied music fee will be assessed to each student enrolled in VPM 146.

VPM 180 - Creating Music with Technology

3 Credits

Offered Fall

Learn to create music by applying basic musical concepts such as rhythm, melody, and harmony through three software packages. This software will include a digital audio workstation, a music notation program, and an audio programming language. No previous musical experience is required.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Digital Humanities

VPM 183 - History of Western Art Music

3 Credits

Offered alternate years in Fall

This survey of European Classical Music covers music composed between 1600 and the present day. The musical focus includes sacred music of Western composers and their expression of the Catholic liturgy through music.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPM 184 - Survey of World Music

3 Credits

Offered alternate years in Spring

This introduction to world music covers the rich and fascinating vocal and instrumental music from the Middle East, Asia, and the Pacific, as well as non-classical musical traditions of Europe and North America. The class will examine various types of music; the instruments which best represent them, and the cultures in which they are embedded. The class will attend concerts of live music on and off campus.

Core Curriculum Attribute(s): Global Perspectives, Language, Arts, and Humanities

VPM 186 - Introduction to Music Technology

3 Credits

Offered Fall Semester

Introduction to Music Technology enables students to make their own music using music sequencing software. The course teaches basic MIDI and audio recording, editing, effects processing, and mixing. The class also covers the history of popular music from the perspective of production. Students will work on their own music projects, as well as weekly assignments that demonstrate competency in using the software. No previous music experience is necessary.

Course Applies to: Digital Humanities

VPM 230 - Introduction to Music Improvisation

3 Credits

Offered Fall

This course is an introduction to the art of improvisation and its relationship to a variety of music genres. In this hybrid seminar and performance course, we will explore improvisation as a means to understanding cultures from the American, European and Asian continents while also developing practical skills in the art. Ability to read music and intermediate vocal or instrumental abilities are highly desirable.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPM 231 - Piano Workshop

3 Credits

Offered Spring

This workshop provides an introduction to the study of the piano in a class setting, and is intended for beginning students. Students will learn about reading music, basic chords, piano technique, and both individual and ensemble performance. Students will use digital pianos with headphones for individualized instruction. The course culminates with a performance for the college community.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPM 240 - Music Theory

3 Credits

Offered Spring

This class is a continuation of VPM 180 - Creating Music with Technology, and is designed to give students the opportunity to learn traditional harmonic language in depth through weekly assignments and independent projects. Students will use standard notation and electronic technology.

Prerequisite(s)/Restriction(s): VPM 180 - Creating Music with Technology or permission of instructor
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPM 243 - Hear Her Voice! Women Music Makers, Religion, and Spirituality

3 Credits

Offered alternate years in Spring

Hear Her Voice! - Women Music Makers, Religion, and Spirituality examines the ways in which women have used music to express their religious conviction and spirituality in Christian, Hebrew, Arabic, and Native-American traditions. Female musicians, dancers, and composers have contributed to sacred musical practices across the globe. This course illuminates those practices and corresponding expressions of faith, rites, and traditions.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPM 244 - Ten Centuries of the Musical Mass

3 Credits

Offered alternate years in Fall

Ten Centuries of the Musical Mass is a study of the Mass through a musical lens. Between the 11th and 20th centuries European composers set the Mass to music for sacred services and secular public performances. Ten Centuries of the Musical Mass will illuminate key developments of the Mass and their corresponding musical expressions.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPM 245 - Music in World Religions (WID)

3 Credits

Offered alternate years in Fall

Music In World Religions will explore how music is used in worship and a variety of world faiths. Focusing on Judaism, Christianity, Islam, Hinduism, Sikhism, and Buddhism students will investigate the how music is used to foster community, and as a means of spiritual growth around the world.

Core Curriculum Attribute(s): Language, Arts, and Humanities, Writing in the Disciplines

VPM 246 - Sound Recording Techniques

3 Credits

Offered alternate years in Spring

Students will develop skills in multi-track recording techniques using hands on, in class projects. Course content will focus on acoustics, recording equipment, editing, and mixing. Students will also develop their skills through hands on individual and group projects

Prerequisite(s)/Restriction(s): VPM 186 - Introduction to Music Technology or instructor permission
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPM 248 - Sound Synthesis

3 Credits

Offered alternate years in Spring

Students will learn to think in terms of sound through the practice of sound synthesis. The course will cover all the major types of synthesis, including subtractive, wavetable, sampling, additive, modulation, granular, vector, and physical modeling, as well as the acoustic principles that pertain to sound creation and propagation. Students will demonstrate and develop their skills through hands on assignments and projects.

Prerequisite(s)/Restriction(s): VPM 186 - Introduction to Music Technology or permission of instructor
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPM 250 - Music in Disney's Animated Features

3 Credits

Offered Summer and Fall

In "Music in Disney's Animated Features," students will focus their work on a Disney animated film of their choice from the last fifty years. Through researched writing, students will investigate the origin of the film, a composer involved in creating the music, and the reception of the movie. The course will focus on interpreting the role that songs and music play in the films at hand.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Cinema Studies

VPM 331 - Advanced Piano Workshop

3 Credits

Offered periodically or as needed

This workshop is a continuation of VPM 231 - Piano Workshop and is designed for students with a strong piano background. Intermediate to advanced repertory will be tailored to individual needs. Students will play solo and ensemble pieces in several public performances during the semester.

VPM 341 - Composition: Songwriting

3 Credits

Offered alternate years in Spring

In this course the student will learn how to write descriptive lyrics. The student will learn how to apply rhythm to these lyrics, and construct an effective melody. The student will also learn how to add harmony to melodies. The course will investigate several effective songs from a variety of sources.

Prerequisite(s)/Restriction(s): VPM 180 - Creating Music with Technology or consent of the instructor
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPM 360 - Arts Outreach: Music

3 Credits

Offered periodically

Combining art and community service, Stonehill students are paired with middle-schoolers from the greater Brockton area and help lead them through various musical and sound-based activities (ranging from instrumental to voice depending on instructor). Students with an interest not only in Music, but in Sociology, Psychology, Art Therapy, and Education, are encouraged to participate. There is no music experience needed but some previous musical training might be helpful.

Note: A background check is required by the Commonwealth of Massachusetts to participate in this class. \$40 Fee paid by student.

VPM 450 - Capstone in Music

3 Credits

Offered Fall and Spring

This Capstone course draws together principle components of undergraduate study in a semester-long research or creative project designed to demonstrate students' skills, abilities and talents. The project may connect two fields of study or emphasize a field not formerly studied. Specific topic will vary by course.

Prerequisite(s)/Restriction(s): Senior standing and permission of instructor
Core Curriculum Attribute(s): Capstone, Language, Arts, and Humanities

VPM 490 - Directed Study - Music

1-3 Credits

Offered as needed

Opportunity for upper-level students to do an advanced research project or investigation in a field of special interest not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.
Note: Students must complete 45 hours work/semester per credit. A max of 3 Directed Study credits may fulfill an appropriate slot in the major.

Studio Arts

VPS 102 - Introduction to Color Theory

3 Credits

Offered Fall and Spring

Using paint, paper, and digital media, students are introduced to the principals 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. Beginning students are encouraged to take this as a foundational class.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 104 - Introduction to Drawing

3 Credits

Offered Fall and Spring

This course will introduce students to the basic mechanics of drawing and the expressive potential of mark making. Beginning students will learn to draw from observation and learn the basics of perspective.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 107 - Introduction to Studio Arts

3 Credits

Offered Fall

This course explores fundamental concepts in studio art including space, line, shape, color, and texture. Emphasis will be placed on creating two-dimensional works of art in various media including drawing, painting, and printmaking. Beginning students are encouraged to take this as a foundational class.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 110 - Introduction to Painting

3 Credits

Offered Spring

Formerly VPS 205. This course will expose students to a variety of beginning painting techniques and concepts. Focus will be placed on composition, space, perspective, form, color mixing, and material application. Through direct observation, the use of references, and exploration of personal expression, students will develop essential skills in painting.

Prerequisite(s)/Restriction(s): VPS 104 - Introduction to Drawing or VPS 107 - Introduction to Studio Arts are recommended foundational classes, but not required.
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 115 - Introduction to Photography

3 Credits
Offered Fall

Formerly VPS 210. Beginning students acquire technical proficiency with digital techniques while exploring their personal aesthetic vision. Learn how to take, print and talk about photographs. Material costs include photographic paper and accessories. Cameras available for loan at no cost.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 120 - The Handmade Studio: Making Art Material

3 Credits
Offered Fall

Explore the natural origins of art materials from earth to canvas. This course delves into the history and methods of creating paints, dyes, and pigments, using animal products and natural tools. Learn traditional and eco-friendly production techniques, experience hands-on material crafting, and appreciate the bond between nature and art.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 123 - The Nature of Art: Discovering the Artist Within

3 Credits
Offered Spring

Formerly VPS 223. Students explore their inner voices while looking outward to observe the natural world. Employing various artistic media, students learn about light, color, and composition in this fun introductory class.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 125 - Artist, Craftsman, Alchemist

4 Credits
Offered Spring

Formerly VPS 225. This course combines the scientific and chemical understanding of artistic practices and materials such as the physics of light, the biology of vision, and the chemistry and toxicology of pigments with the practical studio applications of traditional painting methods of watercolor, egg tempera, encaustic, and fresco. No previous art experience needed.

Core Curriculum Attribute(s): Natural Science, Language, Arts, and Humanities

VPS 201 - Sustainable Three-Dimensional Design

3 Credits
Offered Fall

Working with recycled and ecologically friendly materials, students explore the potential of three-dimensional art. Formal design issues will relate to sustainable (and unsustainable) human activity and will suggest design possibilities. Discussions of trends in historical and contemporary sculpture are integrated with studio work, and will address the context of the environment in which sculpture is made.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: No experience necessary.

VPS 204 - Intermediate Drawing

3 Credits
Offered Fall

Designed to follow VPS 104 - Introduction to Drawing, this course will explore drawing from observation, covering principles of space, form, light, rendering, composition and the mechanics of traditional drawing methods and materials. Students will also investigate contemporary approaches to create expressive, interpretive, and narrative drawings.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 206 - Printmaking

3 Credits
Offered Fall

As an introduction to different printmaking techniques, this course helps students appreciate the processes involved in creating prints. Students explore the distinct creative potential of linocuts, engraving, etching, monotypes among other print processes.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Course may be taken twice as long as content differs.

VPS 208 - Watercolor Painting

3 Credits
Offered Summer

Teaches very basic use of watercolor and explores its potential. Each class will focus on skills such as: 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.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Course may be taken twice.

VPS 211 - Intermediate Photography

3 Credits

Offered Spring

Formerly VPS 311 Photography II. This course allows the intermediate photographer to refine technical skills and investigate digital and multimedia technologies ranging from DSLR's to HD video. Exposure to contemporary trends and historical traditions through museum/gallery visits deepen understanding of the medium as a means for creative expression. Cameras available for loan at no cost. Prior photography experience is required.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 215 - Sculpture

3 Credits

Offered Fall

Formerly VPS 301. This course guides students through the processes of modeling, mold making, and casting. Many basic sculptural issues will be addressed via the ancient and universal concerns of self-representation. The class will work outdoors when possible to consider sculpture "in the raw," using minimal tools and natural materials to create pieces.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 230 - Arts Outreach: Studio Art

3 Credits

Offered Fall

Formerly VPS 310. Combining art and community service, Stonehill students are paired with middle-schoolers from the greater Brockton area to create projects in photography, video, collage, drawing, and sculpture. Workshops are conducted by experts in adolescent counseling and juvenile criminal justice. Students with an interest not only in art, but in sociology, psychology, art therapy, and education, are encouraged to participate. There is no art experience needed.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: A background check is required by the Commonwealth of Massachusetts in order to participate in this class. A fee of approximately \$40 must be paid toward this check by the student during the first few weeks of class.

VPS 235 - Collage

3 Credits

Offered periodically

Mixed Media Collage is a self-expressive journey blending words with both traditional and unconventional materials. This class embraces life's unpredictability, promoting sequential creation through experimentation. Embrace the unknown as each artwork involves risk, making the process adventurous. We'll adopt an eco-friendly stance, sourcing collage elements from nature, discarded items, and old

fabrics. Students are urged to break artistic norms and let their narratives emerge.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 243 - Documentary Photography

3 Credits

Offered Spring

Using examples ranging from photojournalism to fine art, students will use their eyes and their cameras to tell stories that are important to them personally and to society at large. Students are expected to complete photographic and multimedia projects using digital tools ranging from iPhones to the latest digital tools.

Core Curriculum Attribute(s): Language, Arts, and Humanities

Note: Cameras are available for loan at no cost. Most appropriate for those with some experience with cameras and photography in general.

VPS 250 - Studio Critique, Practicum

1 Credit

Offered Fall and Spring

This small seminar will focus on developing the language around your own artmaking. Critique sessions will be led by faculty moderators. In this class, artists, art-historians, and visual thinkers will have a chance to critique their own work and develop their own ideas in a supportive environment. Assignments will largely be journal-based reflections on your own and other's work. Conversation will be guided by introductions to critical theory as it applies to art and design.

Prerequisite(s)/Restriction(s): Completion of one VPS Studio Arts course

Note: Meets weekly for one hour. Course may be repeated for credit. Must be taken once by Studio Art Concentrators and Minors in fall of senior year.

VPS 312 - Topics in Contemporary Photography

3 Credits

Offered periodically

Intermediate to advanced students explore the creative and artistic potential of today's photographic technologies as seen through the lens of a changing topic. Assignments will be a mix of technical, artistic and conceptual exercises and culminate in a student-designed final project.

Prerequisite(s)/Restriction(s): VPS 115 - Introduction to Photography or permission of instructor

Core Curriculum Attribute(s): Language, Arts, and Humanities

Note: Course may be taken twice as long as topics differ.

VPS 315 - Short Films and Graphic Novels

3 Credits
Offered Spring

Formerly VPS 224. Students use sequential imagery to make art about and pose questions pertaining to environmental issues. We'll explore film/video, animation, and graphic novels. Employing cell phones and tablets, methods include video, photography, and animation. Both narrative and experimental approaches will be covered. Brainstorming, composition, form, transition, pacing, play, and empathy will be among topics covered.

Prerequisite(s)/Restriction(s): No experience necessary.
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 324 - Figure Drawing

3 Credits
Offered Spring

This class is designed to increase the student's perceptual skills and introduces the human figure. Various drawing approaches are discussed and utilized throughout the course. Emphasis is placed on anatomy and the structure of the human form. Critiques and lectures help students develop an understanding of the critical issues of drawing and its context within the History of Art.

Prerequisite(s)/Restriction(s): VPS 104 - Introduction to Drawing or VPS 204 - Intermediate Drawing are recommended as foundational courses, but not required.
Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Course may be taken twice as long as content differs.

VPS 326 - Portrait Studio

3 Credits
Offered Fall

Intermediate to advanced students explore the portrait using a variety of materials, including charcoal, pastel, and paint. The course begins with study of the anatomy of the head and progresses to the portrait in various settings. Some drawing experience is required.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 327 - Topics in Painting

3 Credits
Offered Fall and Spring

Explores traditional and less conventional drawing and painting approaches to the selected genre. Through dry and wet media, students learn various techniques and explore genres ranging from landscape to figurative.

Prerequisite(s)/Restriction(s): VPS 110 - Introduction to Painting is suggested as foundational class, but not required.
Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: Course may be taken twice if topics differ.

VPS 330 - Abstract Painting

3 Credits
Offered periodically

This studio-based course will explore the potential of abstraction in painting. Explore the history of abstract art and its relationship to your own voice. Acrylic painting techniques, color theory, and formal theory will form the basis for your explorations of the painted surface.

Prerequisite(s)/Restriction(s): VPS 102 - Introduction to Color Theory, VPS 104 - Introduction to Drawing, or VPS 110 - Introduction to Painting
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 331 - Landscape Painting

3 Credits
Offered periodically

This course guides students through the vibrant world of outdoor acrylic artistry. Beginning with monochrome sketches and advancing to full-color palettes, participants delve into perspective, landscape nuances, and atmospheric elements like light, shadow, and weather. Emphasis is on innovative techniques to capture nature's rhythms and textures. Classes, often held outdoors, combine problem-solving exercises, group critiques, and hands-on painting. Weekly assignments reinforce core concepts, culminating in a research-inspired final project.

Prerequisite(s)/Restriction(s): VPS 104 - Introduction to Drawing, VPS 107 - Introduction to Studio Arts, or VPS 110 - Introduction to Painting
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 335 - Experimental Media for the Artist

3 Credits
Offered periodically

This course explores the intersection of traditional studio arts and emerging technological practices. It provides a comprehensive exploration of both time-honored art forms and innovative digital techniques. From drawing, printmaking, and sculpture, to scanning, projection, and artificial intelligence, students will navigate the complexities of merging tactile art forms with digital mediums.

Prerequisite(s)/Restriction(s): At least one 100- or 200-level VPS course
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 380 - Special Projects

3 Credits
Offered Fall and Spring

Formerly VPS 207. This topics course will examine focused projects that will change each time the course is offered. Possible topics include artists' homemade books, experimental media, collage, etc.

Note: Course may be taken twice as long as topics differ.

VPS 406 - Advanced Studio Seminar

3 Credits
Offered Spring

In this capstone course, students work in drawing, painting, photography, sculpture, mixed media, and more. Employing the technical and critical thinking skills they've developed over four years, they strive to create their most mature, well-realized work in the personal studio space that is provided. Readings, critiques, and Visiting Artist Presentations enrich the experience. The semester culminates with a Senior Thesis Exhibition in the Cushing-Martin Gallery.

Prerequisite(s)/Restriction(s): Students must take VPS 250 - Studio Critique, Practicum in the fall of their senior year in advance of this class; or by permission.
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPS 475 - Internship in Studio Arts

3 Credits
Offered Fall and Spring

Practical experience in various professional fields related to the Studio Arts discipline complementary to the work done in courses.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.
Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

VPS 490 - Directed Study - Studio Arts

1-3 Credits
Offered as needed

Opportunity for upper-level students to do an advanced research project or investigation in a field of special interest not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.
Note: Students must complete 45 hours work/semester per credit. A max of 3 Directed Study credits may fulfill an appropriate slot in the major.

Theatre Arts

VPT 110 - Introduction to Theatre History

3 Credits
Offered Fall

This course covers the development of theatre from its primitive beginnings through the major eras until today.

Theatre will be studied as a social and cultural institution, mirroring the civilization and culture in which it thrived. Topics will include theatre as education, censorship, and understanding contemporary theatre from an historical perspective.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 182 - Realism and Reality: Road to the Modern Stage

3 Credits
Offered alternate years in Spring

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 203 - Acting I

3 Credits
Offered Fall

Beginning work on the actor's physical, vocal, and emotional tools. Basic rules, mechanics, and methods of analysis for developing a part in a play.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 205 - Stagecraft

4 Credits, changes to 3 Credits as of Spring 2025
Offered alternate years in Fall

In this practical course, the student will learn the craft of bringing a production to life through the technical elements involved in the theatre. Students will learn how to translate a design into a fully realized piece of scenery, property, and/or costume.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Studio Arts
Note: Students are required to perform a crew position for the production during the same semester.

VPT 212 - Musical Theatre

3 Credits
Offered alternate years in Fall

The goal of this course is to provide the student with the necessary skills to create a fully developed Musical Theatre Performance in a solo, small group, or large group number. The student will develop their ability to transition seamlessly from scene to song while utilizing a Stanislavskian approach to bring the text to life in a truthful, believable, and inspired way.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 216 - Improvisation

3 Credits
Offered Fall

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 220 - Production and Stage Management

3 Credits
Offered alternate years in Fall

This course will be a thorough analysis of the technical and organizational aspects as well as the typical responsibilities of Stage Managers, Technical Directors and Production Managers. We'll delve into Problem Solving, Budgeting, Structural Design, Production Management, Communication & Paperwork Skills and Running Rehearsals. The class will consist of both lecture and hands-on work/projects relevant to the topics covered.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: This course will introduce students to active Theater Processionals via zoom talks.

VPT 225 - Play Production

1 Credit
Offered Fall and Spring

Students receive credit for participating as actors, assistants to the directors and designers, stage managers, technicians and crew members in a main stage production. Specific assignments and hours worked must be approved by the Program Director.

Note: Credit is granted on a pass/fail basis. Does not count towards requirement for Theatre Arts minor. This course may be taken three times.

VPT 228 - Oral Interpretation

3 Credits
Offered Fall

Through individual and group projects, students will practice selecting, adapting, and performing a variety of literary material. Class work will include the study and presentation of poetry, prose, and play scripts along with critical analysis.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 300 - Acting II

3 Credits
Offered alternate years in Spring

Concentration on refinement of the actor's instrument through stage movement and voice. To enlarge the student's physical and emotional projection along with detailed characterization work.

Prerequisite(s)/Restriction(s): VPT 203 - Acting I or permission of the instructor
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 301 - Acting III

3 Credits
Offered Fall

Students continue their exploration of the Target-based acting approach, applying it to scenes varying in length, style, and number of partners.

Prerequisite(s)/Restriction(s): VPT 300 - Acting II
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 302 - Directing

3 Credits
Offered alternate years in Spring

Analysis and interpretation of play scripts; creating visual imagery; basic blocking techniques; coaching of actors; and the process of producing a play from auditions through performance.

Prerequisite(s)/Restriction(s): VPT 110 - Introduction to Theatre History, VPT 182 - Realism and Reality: Road to the Modern Stage, VPT 203 - Acting I, or VPT 306 - Introduction to Playwriting (WID) or permission of the instructor.
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 306 - Introduction to Playwriting (WID)

3 Credits
Offered Fall

Participants will be putting pen to paper with weekly writing assignments covering the basic concepts of playwriting; characterization, dialogue and plot development. This will be an active participation class with students sharing and talking about their own and each other's work in class as they develop their scenes and one act dramas.

Core Curriculum Attribute(s): Language, Arts, and Humanities , Writing in the Disciplines
Course Applies to: English major or minor, Creative Writing minor

VPT 310 - Introduction to Design

3 Credits
Offered Spring

A project oriented class covering the language of basic composition and how it translates into the language of theatrical design. To introduce the student to the fundamental elements and principals of design and how they apply to the theatre experience of scenery, costume and lighting design. Offers students an opportunity to discover how design concepts are developed and relate to each other through research, script analysis, and visual composition.

Prerequisite(s)/Restriction(s): No previous art training necessary.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Studio Arts

VPT 312 - Musical Theatre II

3 Credits
Offered Spring

Continuation of the principles and practices explored in Musical Theatre I. Additional training in auditioning and the business of Musical Theatre.

Prerequisite(s)/Restriction(s): VPT 212 - Musical Theatre
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 315 - Make-up for the Stage

3 Credits
Offered Spring

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.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: Studio Arts

VPT 320 - Dramaturgy

3 Credits
Offered Fall

A dramaturg is someone who knows his/her way around a rehearsal room and a library. This course will be a practicum of the skills of a dramaturg; touching on production dramaturgy, literary management, and educational dramaturgy. Some of the things practiced will include a discovery of how seasons are constructed, how playwrights can be assisted in new play development, what kind of research is useful for directors and actors in preparing a production, and what kind of information to give audiences and how best to convey it.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Course Applies to: English

VPT 324 - Medieval Theatre: Staging the Divine

3 Credits
Offered Spring

Like ancient Greece, medieval drama originated spontaneously in ceremonial acts of worship. The Catholic Church which had originally declared its hostility to the theatre, eventually became its advocate and sponsor. The study of the plays and their theatrical presentation helps to illuminate medieval life and faith, and how theatre served as rite, education and entertainment.

Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 331 - Topics in Theatre Arts I

3 Credits
Offered Spring

Students are given the opportunity for further study in selected areas of design and technical production for the stage. Topics will vary.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: May be repeated four times as long as topics differ.

VPT 332 - Topics in Theatre Arts II

3 Credits
Offered periodically

Students explore different subjects in dramatic literature and theatre history along with further studies in performance, directing, dramaturgy, and playwrighting. Topics will vary.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: May be repeated four times as long as topics differ.

VPT 360 - Arts Outreach: Theatre

3 Credits
Offered periodically

Combining art and community service, Stonehill students are paired with middle-schoolers from the greater Brockton area and help lead them through various theatrical and performance-based exercises. Students with an interest not only in Theatre, but in Sociology, Psychology, Art Therapy, and Education, are encouraged to participate.

Core Curriculum Attribute(s): Language, Arts, and Humanities
Note: A background check is required by the Commonwealth of Massachusetts to participate in this class. \$40 Fee paid by student.

VPT 405 - Theatre Practicum

3 Credits
Offered Fall and Spring

Allows students who have shown significant interest and expertise to take on creative and managerial responsibilities in the areas of performance, directing, dramaturgy, design, playwrighting, and technical aspects of production.

Prerequisite(s)/Restriction(s): Permission of the Program Director
Core Curriculum Attribute(s): Language, Arts, and Humanities

VPT 475 - Internship in Theatre Arts

3 Credits
Offered Fall and Spring

Opportunity for the qualified student to work in a professional theatre environment.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found in myHill to register for this internship.

Note: An intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

VPT 490 - Directed Study - Theatre Arts

1-4 Credits
Offered as needed

Opportunity for upper-level students to do an advanced research project or investigation in a field of special interest not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the project and the Department Chair or Program Director and submission of the online Directed Study Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit. A max of 3 Directed Study credits may fulfill an appropriate slot in the major.

VPT 496 - Independent Research - Theatre Arts

1-4 Credits
Offered as needed

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.

Prerequisite(s)/Restriction(s): Approval of a faculty member willing to supervise the research and the Department Chair or Program Director and submission of the online Independent Research Application and Contract to the Registrar's Office.

Note: Students must complete 45 hours work/semester per credit.

Writing

WRI 041 - Writing Practicum

1 Credit
Offered Fall and Spring

A practical introduction to all aspects writing process, including brainstorming, outlining, drafting, organizing, constructing and supporting a thesis, critiquing, revising, editing, and proofreading. This workshop, designed for the new college writer, will sharpen skills and build confidence for the many writing tasks lie ahead.

Note: This course may be taken twice.

WRI 169 - Peer Tutoring Practices

1 Credit
Offered Fall

This course focuses on effective tutoring strategies. Students engage with learning theory and group training activities that foster communication and problem-solving skills. Observations of experienced teaching assistants and tutors coupled with reflective writing assignments link theory with practice. Fulfills an internationally recognized organization's (CRLA) Level I Certification requirements.

WRI 401 - Writing-in-the-Disciplines Supplement

1 Credit
Offered Fall and Spring

Through co-enrollment with a discipline-based course bearing at least 3 credits, the Writing-in-the-Disciplines (WID) Supplement course allows instructors to modify a non-WID course to fulfill the Cornerstone WID requirement. Each course modified with the WID Supplement requires a minimum of 20 pages of writing, for which students have the opportunity to revise with feedback from instructors and peers.

Prerequisite(s)/Restriction(s): Writing Program Director approval required.

Core Curriculum Attribute(s): Writing in the Disciplines



ACADEMIC POLICIES AND PROCEDURES

The Definition of a Credit

Stonehill College has adopted the federal definition of a credit hour: an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is consistent with commonly accepted practice in postsecondary education and that reasonably approximates not less than:

One hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks (about 3 and a half months) for one semester or the equivalent amount of work over a different amount of time; or,

At least an equivalent amount of work as required in the above paragraph of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

In determining the amount of work associated with a credit hour, Stonehill may consider a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

Enrollment and Registration

All degree seeking students are admitted to the College by the Office of Admission.

Full-time Students

A student is attending full-time if registered for a minimum of 12 credits in any semester. In order to complete degree requirements in the usual four years, students must enroll in an average of 15 credits per semester.

Part-time Students

A student is attending part-time if registered for fewer than 12 credits that semester. Full-time students may petition to attend part-time for academic reasons with the approval of the Director of Advising and Academic Success.

Students must maintain full-time status to reside on campus or participate in varsity athletics.

Non-Degree Students

Non-degree seeking students may take courses for which they have enough preparation and background by registering for the courses through the Registrar's Office's online form. 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 Admission Office. If admitted, a maximum of 10 (three- or four-credit) courses taken at Stonehill College as a non-degree student may be applied toward completion of a degree program.

Special Non-Degree Students

Some students who would like to attend the College as a degree-seeking student can take full-time courses for which they have enough preparation and background with the approval of the Office of Admission, in consultation with the Office of Academic Advising. These special non-degree students are subject to the same academic regulations as other students. Special Non-degree students who wish to apply for degree status must do so through the Admission Office. If admitted, a maximum of ten (three or four-credit) courses taken at Stonehill College as a non-degree student may be applied toward completion of a degree program. The academic status and continued enrollment of special non-degree students are reviewed at the conclusion of each academic term by the Admission Office.

Registration

The Registrar's Office is responsible for conducting registration for classes and for all credit-bearing programs. Students who do not register during the dates designated in the Academic Calendar may be assessed a late registration fee. Students who have not registered by the completion of the Add/Drop period will be administratively withdrawn from the College and unable to register until readmitted through a process initiated in the Office of Academic Advising. The College reserves the right to make changes to or cancel any scheduled course offerings. Every attempt will be made to ensure that students can fulfill their programs of study in a timely manner.

Adding and Dropping Courses

A student may add or drop courses from the time they register through the date listed on 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 written approval of the course instructor. A student who is auditing a course may not take a seat from another student who is taking the course for credit. The fee for auditing a course is one-half of the per-course tuition fee, unless it is being taken as part of a full-time course load. The audit is recorded on the student's academic record as "AU", but no grade or credits are assigned. An auditor is expected to attend classes but is not required to complete assignments or to take examinations.

Credit Overload

A credit overload occurs when a student enrolls in more credits during a semester than the standard full-time course load permitted by the College.

Fees

Additional tuition fees may apply for students taking more than the standard credit load, except for one-credit courses on the exempt list maintained by the Registrar's Office. The overload rate is per credit and is published each year by the Treasurer's Office. Students who face financial difficulty with per credit overload tuition costs should contact Student Financial Assistance to discuss options.

Eligibility for Credit Overload

STEM Students

Students enrolled in STEM programs may, without approval, overload up to a certain number of credits set by the Vice President for Academic Affairs (VPAA) or designee. If a STEM program student wishes to take an overload which exceeds that number of credits, they must obtain approval from their academic advisors and the Registrar.

Non-STEM Students

Students enrolled in non-STEM programs may request to take a credit overload up to a number of credits set by the VPAA or designee. All overloads for non-STEM students require approval from the student's academic advisor and the Registrar.

Registrar's Office

The Registrar's Office will maintain and publish:

1. A list of one-credit courses that are exempt from any overload fee.
2. A list of credit thresholds by major.
3. Credit overload guidelines for all students.

Special Considerations

R.O.T.C. Military Science Courses

Required R.O.T.C. Military Science courses will automatically be approved as an overload. However, these credits still count toward the tuition credit limits.

Consortium Programs (SACHEM)

Courses taken through the SACHEM or other consortium programs are included in the credit limits for tuition purposes.

Credit Overload Guidelines

The typical semester credit load for students pursuing a STEM major is 16-18 credits. These students may enroll in up to 18 credits per semester without authorization.

The typical semester credit load for students pursuing a non-STEM major is 15-17 credits. These students may enroll in up to 17 credits per semester without authorization.

Only in rare circumstances would a student be allowed take more than 20 credits in a given semester.

Undergraduate students may apply for a credit overload beyond 17 or 18 credits by meeting the criteria below:

1. The student must have earned at least a 3.3 cumulative or semester GPA by the end of the fall or spring semester prior to the semester in which the student wants to overload.
2. A Credit Overload Application (COA) must be approved and signed by their academic advisor.
3. Students are responsible for any additional tuition costs associated with the credit overload.

Students who do not meet the criteria will not be allowed to overload. Exceptions to the GPA rule may be granted by the Office of Advising for students in their final year.

Credit Thresholds

Major	First-Year Students	Sophomores, Juniors, and Seniors
STEM majors: Actuarial Mathematics, Astronomy, Biochemistry, Biology, Chemistry, Communication Sciences & Disorders, Computer Science, Data Science, Earth & Planetary Sciences, Engineering (Computer, Electrical, and 3+2), Environmental Science, Environmental Studies, Exercise Science, Health Science, Mathematics, Neuroscience, Photonics, or Physics	STEM Standard credit load: 18 credits, maximum of 19* <i>FY STEM students may register for up to 18 credits without permission. Students may request a maximum of 19 credits with a Credit Overload Application (COA)*.</i>	STEM Standard credit load: 18 credits, maximum of 21* <i>Upper-class STEM students may register for up to 18 credits without permission. Students may request a maximum of 21 credits with a Credit Overload Application (COA)*. Overload fees apply for anything over 18 credits.</i>
All other majors	Standard credit load: 17 credits, maximum of 18* <i>FY non-STEM students may register for up to 17 credits without permission. Students may request a maximum of 18 credits with a Credit Overload Application (COA)*.</i>	Standard credit load: 17 credits, maximum of 21* <i>Upper-class non-STEM students may register for up to 17 credits without permission. Students may request a maximum of 21 credits with a Credit Overload Application (COA)*. Overload fees apply for anything over 17 credits.</i>

+ The FY 2025 per-credit Overload Rate is \$1,875.00.

* Overload fees will apply unless course is exempt; the overload rate is per credit and is determined each academic year.

Fee-exempt Courses

The following one-credit courses are exempt from overload charges:

- APL 090 IDEAS
- IND 300 Building IDEAS
- VPD 357 Dance Company
- VPD 358 Dance Company Production
- VPM 133 Collegiate Chorale
- VPM 134 Concert Ensemble
- VPM 135 Music Technology Ensemble
- VPM 139 Guitar Ensemble
- VPT 225 Play Production
- WRI 169 Peer Tutoring Practices

Academic Progress and Grading

Class Attendance

Students are expected to be regular and prompt in their class attendance and should refer to each class syllabus for course specific attendance policy. 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 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 to provide an opportunity to make up the work.

If a student misses three consecutive weeks of classes, due to prolonged illness or any other reason, the instructor has the right to decide whether the student will be permitted to make up the work missed.

Absenteeism Due to Religious Holiday

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which may have been missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon the school. No fees of any kind shall be charged by the institution for making available to the student such opportunity. No adverse or prejudicial effects shall result to any student because of these provisions.

Dismissal from Class

A student who is found responsible of a serious breach of discipline in the classroom may be asked to leave the class by the instructor; in such cases, the student should be referred to the Office of Advising. A faculty member may not dismiss a student permanently from a course.

If the faculty member is of the opinion that the student should not be allowed to return to the course, they must submit a written recommendation to the Dean of the School in which the course resides and the Dean of Students. The Dean of the School will determine if the student shall be removed from the course. The Dean of Students will determine if the student will face disciplinary action.

Final Examinations

Faculty are expected to give final exams or an equivalent type of cumulative learning experience, in their courses. The nature of the final examination or project is left to the discretion of the faculty member and will be influenced greatly by the discipline and specific course. If a faculty member chooses not to give the conventional two-hour final examination, they must notify the Department Chair and the Registrar's Office, following the process established by the Registrar.

Final Examination Schedule

Final examinations are scheduled by the Registrar's Office and are to be administered only during the Final Exam Period. It is not acceptable to re-schedule a final examination because of student or faculty preference or to schedule an examination on Reading Days.

If a faculty member cannot hold an examination at the scheduled time due to religious beliefs, they may request a change in the time of the examination from the Registrar's Office. Every attempt will be made to accommodate this request if an alternative time can be found that allows all students to participate in the examination.

Absences and Make-up Final Examinations

If a student misses the scheduled final examination without sufficient reason, a grade of "F" is given for this part of the course requirements. The semester grade is then determined in the same way as for students who took the examination.

If a student indicates to the faculty member ahead of time that they will not be able to take a final examination at the scheduled time due to an urgent or compelling reason such as illness or a death in the family, the faculty member is able to administer the exam for that student at an alternative agreed-upon time.

Grades and Evaluation

Depending upon the course, faculty members employ different means of evaluation. Since there are numerous variations in faculty policies and requirements, faculty members normally declare their grading criteria explicitly, considering mastery of course material, analytical skills, critical oral and written expression skills, originality, and creativity. The quality of work in a course is indicated by the following grades:

Grading Scale		
Grade	Definition	Quality Points Per Credit Hour
A	Excellent work that is of the highest standard, showing distinction	4.0
A-	Excellent work that is of the highest standard, showing distinction	3.7
B+	Good work that is of high quality	3.3
B	Good work that is of high quality	3.0
B-	Satisfactory work that fulfills requirements in quality and quantity and meets acceptable standard for graduation	2.7
C+	Satisfactory work that fulfills requirements in quality and quantity and meets acceptable standard for graduation	2.3
C	Satisfactory work that fulfills requirements in quality and quantity and meets acceptable standard for graduation	2.0
C-	Passing work that falls below graduation standard, yet is deserving of credit	1.7
D+	Passing work that falls below graduation standard, yet is deserving of credit	1.3
D	Passing work that falls below graduation standard, yet is deserving of credit	1.0
F	Failure: work undeserving of credit	0.0
IF	Incomplete/Failure	0.0
AU	Audit, no credit earned	
I	Incomplete	
P	Pass	
S	Satisfactory, non-credit courses only	
U	Unsatisfactory, non-credit courses only	
W	Withdrawn	
Administrative Grades		
IP	In Progress	
NS	Grade Not Submitted	

- Grades of "AU", "I", "P", "S", "U", and "W" are not assigned quality points and are not included in the computing of the quality-point average.
- **"IF" (Incomplete/Failure)** is issued when a student has failed to meet the 30-day deadline for completing the work in an incomplete ("I") course. An "IF" is assigned 0.0 quality points and is calculated as an "F" when computing the student's grade-point average.
- **"IP" (In Progress)** is an administrative grade marker automatically assigned to any course that is currently in progress. Quality points are not assigned and are not included in the computing of the grade-point average.
- **"NS" (Not Submitted)** is an administrative grade marker used to indicate that the instructor did not submit a grade by the final grading deadline. The "NS" will be replaced with a final grade upon receipt from the course instructor. Quality points are not assigned, and the NS grade is not included in the computing of the grade-point average.

Incomplete or "I" Grades

A faculty member can submit the grade of "I" or Incomplete for a student only when the failure to complete the work of the course is due to a serious reason as approved by the faculty member.

When a student receives an Incomplete grade, 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 "IF" or Incomplete/Failure. Once all course work has been submitted to the faculty member, a final grade must be submitted to the Registrar's Office by following the Grade Change process within 14 days.

For serious reasons, a faculty member may grant the student an extension beyond the 30-day requirement by notifying the Registrar's Office. However, an extension must not be granted beyond the semester following the one in which the Incomplete grade was given.

Students who are issued an Incomplete in their final semester will not be eligible to graduate until the final grade is submitted and may not receive their degree until the next official College graduation date.

Pass or "P" Grades

Juniors and seniors may select one course each semester to take for a Pass-Fail grade. The grade of "P" is given to students who successfully complete a course in which they have exercised the Pass/Fail Option. The student who fails such a course will receive a grade of "F," which is counted the same as any other failure.

The Pass/Fail Option can be used only in a course that is a free elective. No course taken as Pass/Fail can fulfill a Core Curriculum, major or minor requirement, unless accepted in transfer as part of a Stonehill College approved abroad or external program and approved by the relevant Department Chairperson or Program Director.

The student who passes such a course will receive a grade of "P" with no quality points figured in the cumulative average. In addition, a student who chooses to take a course under the Pass/Fail Option must have a minimum of 12 additional credits from courses graded with standard letter grades to be considered for Dean's List.

Students must request a Pass-Fail grade by completing the Pass/Fail Option Approval Form during the first two weeks of the semester. To change a grading option after the first two weeks, a student must petition the Standards and Standing Committee, which rarely grants such petitions.

Voluntary Course Withdrawal or "W" Grades

Students are expected to complete all courses, required or elective, in which they are enrolled. It is only for serious reasons Students are expected to complete all courses, required or elective, in which they are enrolled. Course withdrawal should only be considered in serious situations. Prior to withdrawal, students are strongly urged to consult with their instructor, advisor, and/or the Office of Advising, to review the academic consequences of withdrawal. Students are also urged to consult with Student Financial Services since withdrawals may have significant impact upon a student's current or subsequent eligibility for financial aid and/or billed charges.

The grade of "W" is given only if a student has submitted a completed Course Withdrawal Form. Authorized withdrawal from a course will be indicated on the student's permanent academic record. Any student who does not follow the required procedure for withdrawal from a course will receive a failing grade.

Students may withdraw from individual courses until the last day of the add/drop period without penalty. Any course withdrawal during the drop/add period will not be reflected on the student's permanent academic record. The drop/add period is determined for each semester by the Vice President for Academic Affairs or their designee and varies based on the Academic Calendar. The dates for the drop/add period can be found on that academic year's Academic Calendar. Requests for course withdrawal after the deadline will be considered only for serious reasons such as prolonged illness.

Course Withdrawal for Medical Reasons

If course withdrawal is due to a medical reason, the College requires that the student provide primary medical documentation to the College's Health Care Professionals prior to the approval of the course withdrawal. The documentation required will be determined on a case-by-case basis based on the nature of the medical reason presented.

In the case of a medical course withdrawal, the Director of Advising and Academic Success shall contact, based on the nature of the medical reason presented, either the Director of Counseling Services or the Director of Health Services (the Designated Health Care Professional) and inform them of the need for a medical withdrawal consultation. The Designated Health Care

Professional will determine the documentation required, review the documentation, and provide written confirmation to the Director of Advising and Academic Success that the documentation presented is sufficient. Upon receipt of written confirmation of sufficiency, the Director of Advising & Academic Success may grant the course withdrawal.

Dean’s List

Full-time students achieve the distinction of Dean’s List in any semester in which they:

- successfully complete all their courses (no grades of “I” or “W”);
- achieve a semester average of 3.50 or above with a minimum of 12 credits from courses graded with standard letter grades; and
- Earn a grade of “C+” or above for all courses.

An exception to this policy will be made for students who receive an incomplete grade due to a course extending beyond the end of the semester.

Part-time students are not eligible for Dean’s List.

Change of Grade

Once a student’s semester grade has been submitted to the Registrar’s Office, only the faculty member is authorized to subsequently change the grade. Grade changes are also submitted to the Registrar’s Office online for processing.

Grade changes that are older than one semester require the additional approval of the appropriate School Dean of the Department where the course resides.

Mid-Semester Assessments

Faculty are required to give each student taking a course for credit an assessment by the midpoint of the semester. Mid-semester assessments must be submitted electronically and represent the faculty member’s judgment regarding student performance up to the mid-point of the semester in three key areas: (1) attendance, (2) class participation, and (3) performance on any assessed course work (e.g., homework, quizzes, tests, presentations, etc.).

Mid-Semester Assessments

Assessment Scale	Description
S1	Satisfactory; currently performing at an A or A- level
S2	Satisfactory; currently performing at a B+ or B level
S3	Satisfactory; currently performing at a B-, C+, or C level
C- 1	Passing; C- level performance due to the lack of quality in assessed course work
C- 2	Passing; C- level performance due to excessive absences, missing/late assignments, and/or lack of class participation
C- 3	Passing; C- level performance due to lack of quality in assessed course work, excessive absences, missing/late assignments, and/or lack of class participation
D1	Passing; poor performance due to the lack of quality in assessed course work
D2	Passing; poor performance due to excessive absences, missing/late assignments, and/or lack of class participation
D3	Passing; poor performance due to lack of quality in assessed course work, excessive absences, missing/late assignments, and/or lack of class participation
F1	Failing; unsatisfactory performance due to the lack of quality in assessed course work
F2	Failing; unsatisfactory performance due to excessive absences, missing/late assignments, and/or lack of class participation
F3	Failing; unsatisfactory performance due to lack of quality in assessed course work, excessive absences, missing/late assignments, and/or lack of class participation

Mid-semester assessments are only an indication of current progress and are not recorded on student transcripts. Students, their academic advisor(s), the Office of Academic Advising, the Office of Accessibility Resources, and Student Affairs will be notified of mid-semester assessments so that outreach can be made to offer the student any and all available support services.

Grade Reports

Students may access their grades on-line at the end of each semester. Upon written request of the student, the Registrar's Office will mail a copy of the transcript to the student or to the student's parents.

Grade-Point Average

The semester grade-point average is based on all courses taken in that semester, including failures. It is calculated by (1) multiplying credits for each course by quality points assigned to each grade earned; (2) totaling points earned for all courses; and (3) dividing total points by the number of credits attempted. Cumulative grade-point average is calculated in the above manner for all courses taken at Stonehill College, including failures. Grades earned in courses accepted in transfer, or in courses approved to be taken at other colleges, are not calculated in either the semester or the cumulative grade-point average.

A student who fails a course can secure credit for the course only by repeating it and passing it. Upon successful completion of the repeated course, the original failure will be removed from the cumulative GPA but will remain on the transcript.

Repeating a Course

Students may repeat any course to improve their grade except for Internships, Directed Studies, and Independent Research courses. Topics courses may be repeated to improve the grade only when the additional iteration of the course is offered under the same title. For policies on transfer of credits from other institutions, please consult Policy A26.1.

The following rules apply to repeating a course at Stonehill for which a grade below a C is earned:

1. A course for which a grade of C-, D+, or D is earned may be repeated only once. A course for which a grade of F is earned may be repeated until passed.
2. The repeated course must have the same subject and number as the original course, or be considered an equivalent course, and may not be taken as a directed study.
3. Repeated courses that were originally taken for a standard letter grade must be repeated for a letter grade. Repeated courses that were originally taken Pass/Fail and received a failing grade may be repeated either on a Pass/Fail basis or for a letter grade.
4. The course must be taken prior to the completion of the degree.
5. All grades for repeated courses taken at Stonehill will appear on the transcript.
6. Only the higher grade and credits of a repeated course taken at Stonehill will be used for graduation requirements, in the calculation of the cumulative, major, and minor GPAs, and in credit pacing.
7. Academic Standing status is not updated retroactively after successfully repeating a course.
8. The student must complete the course repeat process established by the Registrar's Office.

It is recommended that a student take a minimum of twelve (12) credits in addition to any repeated courses in a semester to maintain credit pacing to graduation.

It is the student's responsibility to consult with the Offices of Student Financial Assistance and Academic Services and Advising regarding potential impact on aid.

Grade Dispute Process

Pursuant to Policy 2703, Grade Disputes, any question on the part of the student concerning the accuracy of a grade should be raised first with the course instructor. If, after contacting the course instructor, a student still does not believe the grade to be correct, the student should contact the respective Department Chairperson or Program Director of the course.

If after contacting the Department Chair or Program Director, the student still believes the issue has not been resolved, a Grade Re-evaluation Request should be filed in the office of the respective School Dean. Such a request must be made by the 7th week of the semester following the one in which the grade was given. The School Dean will request a written explanation of the grade from the instructor. Once received, this explanation is sent to the student.

If after receiving this explanation, the student still believes that the issue has not been resolved, they may submit a petition to the Academic Appeals Board within two (2) weeks from the receipt of the Dean's written explanation of the grade. The petition must be filed with the Dean of the School through which the course is offered. The Dean of the School will convene and chair the Academic Appeals Board within ten (10) business days. All decisions of the Academic Appeals Board are final.

Grade change requests that are older than one semester (meaning from a semester other than the one immediately prior to the making of the request) require the additional approval of the appropriate Dean of the School and department where the course resides.

Transcripts

Transcripts are the official and complete record of a student's academic work, which includes any official academic actions or changes, such as majors, minors, degrees, transfers, academic honors, withdrawals or dismissals. All permanent academic records including transcripts are maintained by the Registrar's Office. All directions for how to request a transcript can be found on the Registrar's Office webpage.

Academic Standing

Good Academic Standing

Students are not only to pass their courses, but also must maintain good academic standing by making sufficient progress towards their degree. Academic Standing is reviewed and determined by the Academic Review Board of the Standards and Standing Committee at the end of the fall and spring semesters.

To remain in good academic standing, a student must earn and maintain a minimum cumulative GPA based on the total number of credits completed at Stonehill:

Minimum Cumulative GPA Required for Good Academic Standing	Credits Completed
1.6	0-19
1.8	20-30
1.9	31-48
2.0	49 or more

Not maintaining Good Academic Standing has a variety of consequences, including an inability to participate in extra-curricular activities and potential negative effects on financial aid eligibility. Contact the Office of Student Financial Assistance for Financial Aid eligibility requirements which may be defined differently than the Academic Division's definition of Satisfactory Academic Progress.

Academic Concern and Academic Warning

If at the end of a fall or spring semester, a student earns a cumulative GPA (CGPA) lower than the required GPA for good academic standing, they may be placed on Academic Concern or Academic Warning. Warning remains in effect until the student achieves the requisite CGPA as follows:

Cumulative GPA for Academic Concern	Cumulative GPA for Academic Warning	Credits Completed
1.61-1.8	<1.6	0-19
1.81-2.0	<1.8	20-30
1.91-2.1	<1.9	31-48
2.01-2.2	<2.0	49 or more

Students who fail to achieve the minimum cumulative GPA are subject to Academic Warning, Separation, or Dismissal from the College.

The Office of Academic Advising bears the responsibility for notifying students of their placement on Academic Concern or Academic Warning. Students are required to acknowledge their status and work with Academic Services to articulate a plan for regaining Good Academic Standing.

Students placed on Academic Warning are required to engage in an Academic Recovery Program, led by the Navigation Center for Student Success. Requirements for this program vary by student but include an individualized recovery plan, created in collaboration between the student and advisor, to assist the student in getting back on track.

Academic Separation

Students will be separated from the College by the Academic Review Board of the Standards and Standing Committee for the following:

1. Earning four (4) "F"s in one semester, or
2. Not making Good Academic Standing for two (2) successive semesters or for three (3) non-consecutive semesters.

The Academic Review Board of the Standards and Standing Committee may offer students the option of a Suspended Academic Separation with full-time enrollment with Warning status in the subsequent semester. This option is typically offered to those students on Academic Warning who have earned a semester GPA above that required for Good Academic Standing (e.g., above a 2.0) but not sufficient to bring the cumulative GPA above the requisite threshold to satisfy the criterion for Good Academic Standing.

Appeal Procedures following Academic Separation

Students separated from the College by reason of academic deficiency have the right to appeal the decision to the Standards and Standing Committee based upon extenuating circumstances. Requests for such an appeal must be made in writing to the Office of Advising within the time frame noted in the letter of Academic 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 granted, the student returns on an Academic Warning status and there is no permanent record of a student being separated. If a student's appeal is denied, at least one full semester must elapse before applying for readmission and the academic separation will be noted on the student's transcript. A second Academic Separation results in permanent Dismissal from the College. Findings on the appeal of an Academic Separation are considered final.

Period of Separation

During the period of Academic Separation, a student may be required to take courses at another accredited institution. If so, those courses must be pre-approved by the College. Only grades of "C" or better will be transferable ("C-" grades will not transfer). Specific requirements for readmission eligibility following an Academic Separation will be outlined in each student's Academic Separation Letter.

Readmission to the College Following Separation

After having formally served an Academic Separation for at least one semester, a student may apply for readmission to the College. To do so, the student will need to submit a Readmission Application Form by the published deadline and complete a readmission process which may include an intake interview. This process may be initiated any time after March 1st but should be completed by July 1st for the fall semester. For the spring semester, this process must be completed between October 1st and December 1st.

Readmission is not guaranteed. In the event a student is readmitted, there is no guarantee of either on-campus housing or financial aid. Inquiries about on-campus housing and/or financial aid should be directed to those specific offices.

Academic Dismissal

A student who has been readmitted after serving an academic separation may be permanently dismissed for earning lower than the required cumulative GPA for good academic standing in a subsequent semester.

The Academic Review Board of the Standards and Standing Committee may offer students the option of a Suspended Academic Dismissal with full-time enrollment with Warning status in the subsequent semester. This option is typically offered to students returning from serving an Academic Separation who have earned a semester GPA above that required for Satisfactory Academic Progress (e.g., above a 2.0) but not sufficient to bring the cumulative GPA above the requisite threshold to satisfy the criterion for Good Academic Standing.

Appeal Procedure following Academic Dismissal

A student who has been readmitted after serving an academic separation may be permanently dismissed for earning lower than the required cumulative GPA for good academic standing in a subsequent semester.

The Academic Review Board of the Standards and Standing Committee may offer students the option of a Suspended Academic Dismissal with full-time enrollment with Warning status in the subsequent semester. This option is typically offered to students returning from serving an Academic Separation who have earned a semester GPA above that required for Satisfactory Academic Progress (e.g., above a 2.0) but not sufficient to bring the cumulative GPA above the requisite threshold to satisfy the criterion for Good Academic Standing.

Graduation

Class Year Assignment

The Vice President for Academic Affairs (VPAA) has charge of the classification, academic standing, and progress of students.

Students are typically classified with the sophomore class when they have completed 30 credits, with the junior class when they have completed 60 credits, and with the senior class when they have completed 90 credits.

Class year is assigned for first-time, first-year students based on the academic year the student enters the College.

Depending on the specific courses being transferred in, first-time transfer students will be assigned their graduation class year based on the credit ranges established by the VPAA:

Class	Credits
First-Year	transferring in 0-24.9 credits
Sophomore	transferring in 25-55.9 credits
Junior	transferring in 56-62 credits
Senior	transferring in 82-90 credits

As student's class year assignment will only be changed in cases where the student's progress towards graduation changes.

Requirements for Graduation

It is the personal responsibility of the student to ensure that all academic requirements in general education and in 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:

1. Satisfactory completion of all course requirements including general education courses, major courses, and any declared minor and/or concentration courses.
2. Complete at least 120 credits.
3. A cumulative grade point average of 2.0 or higher, and a 2.0 GPA in at least one major.

The student is responsible for payment of all financial obligations to the College, and diplomas are withheld until such obligations have been satisfied.

Graduation Dates

While Stonehill only holds one public Commencement Exercise in May, students who take fewer or more than the traditional eight semesters to complete their degree requirements may earn their degree at the end of the summer (September 1) or at the end of the fall semester (December 31).

Commencement will normally be held on the 3rd Sunday of May when May is a four-week month, and on the 4th Sunday of May when May is a five-week month.

Candidates for degrees are to be present at these exercises unless excused by the Office of the Vice President for Academic Affairs.

To be eligible for May Graduation

A student must satisfactorily complete all degree, major, and general education requirements by no later than the final due date for spring senior grades.

The official date of graduation on the diploma and transcript will be the date of Commencement.

To be eligible for September 1sGraduation

A student must satisfactorily complete all degree, major, and general education requirements by no later than September 1 of that year.

The official date of graduation on the diploma and transcript will be September 1. Diplomas will be mailed by October.

To be eligible for December 31 Graduation

A student must satisfactorily complete all degree, major, and general education requirements by no later than the final due date for fall semester grades.

The official date of graduation on the diploma and transcript will be December 31. Diplomas will be mailed by February.

Students who graduate on September 1 or December 31 will be considered part of the following year's graduating class year. Students who continue part-time to complete their degree requirements may not be eligible for Financial Aid or student housing.

Participation in Commencement Exercises

Students who are within two courses of meeting their graduation requirements and have submitted an approved "Application to Participate in Commencement" to the Registrar's Office by the last day of spring final exams may be eligible to participate in the Commencement Exercises prior to completion of the final requirements.

Students in Early Childhood, Elementary, Secondary and Special Education majors who have met all other graduation requirements except for the student teaching practicum and have submitted an approved "Application to Participate in Commencement" to the Registrar's Office by the last day of spring final exams may be eligible to participate in the Commencement Exercises prior to completion of the final requirements.

September graduates who participate in the Commencement Exercises prior to their degree completion may not participate in the following Commencement. September graduates who do not attend the Commencement Exercises prior to degree completion are automatically included in the next Commencement.

December graduates may not participate in the Commencement Exercises prior to degree completion. December graduates are automatically included in the Commencement Exercises following degree completion.

The Registrar's Office shall maintain and publish graduation policy procedures. Students should refer to these procedures for additional requirements and information.

Honors at Graduation

Honors at graduation are awarded to recipients of undergraduate degrees for the following cumulative grade-point averages based on a minimum of 60 credits taken at Stonehill:

- *Cum Laude*: 3.5-3.69
- *Magna Cum Laude*: 3.7-3.89
- *Summa Cum Laude*: 3.9-4.0

Majors and Minors

Selection of a Major

Degree candidates must declare at least one major field of study before the end of the first semester of the junior year or prior to enrollment in their final 45 credits. Some majors require the selection of a concentration within the major.

Students who enter the College with an intended major and complete that major will be considered as having declared at the time of admission.

Undeclared students or students who wish to change their major must complete the declaration of major process.

Double Major and Minor

Students may enroll in two majors by completing a four-year plan and the declaration of major process in each major. Typically, this is done prior to enrollment in the student's final 30 credits. Students may need to enroll in more than 120 credits in order to satisfy the requirements of both majors. In some cases, students will be assessed additional fees.

A student who satisfactorily completes two majors will receive one degree from the College, with this exception: If a student satisfactorily completes the requirements for two majors, and the second major is in a different degree program (B.A. vs. B.S. or B.S. vs. B.S.B.A., for example) a second degree will be awarded, even if it is completed after the student's official graduation. The student will be given the option of selecting which degree will be presented at Commencement.

No student may enroll in the minor of the same major (e.g., Biology major with a Biology minor), and students are limited to which majors and minors they may combine. These invalid combinations are listed below.

Invalid Double Major & Minor Combinations

Major	May Not Double Major With	May Not Minor With
Accounting	Any other B.S.B.A major, Secondary Education	Business , <i>Entrepreneurship must be reviewed and approved</i>
Actuarial Mathematics	<i>Mathematics (B.A.), Mathematics (B.S.) must be reviewed and approved</i>	<i>Mathematics must be reviewed and approved</i>
Anthropology	Secondary Education, <i>Sociology must be reviewed and approved</i>	
Art & Visual Culture: Studio Arts	Secondary Education	Art History, Studio Arts
Art & Visual Culture: Visual Studies	Secondary Education	Art History
Astronomy (B.A.or B.S.)	Earth & Planetary Science, Secondary Education	Physics, Mathematics
Biochemistry	Earth & Planetary Science, Secondary Education	Physics, Mathematics
Biology (B.A.)	Biochemistry, Environmental Science (B.S.), Health Science, Neuroscience	Biochemistry
Biology (B.S.)	Biochemistry, Chemistry, Environmental Science (B.S.), Health Science, Neuroscience	Biochemistry
Business Analytics	Any other B.S.B.A. major, Secondary Education	Business, <i>Entrepreneurship must be reviewed and approved</i>
Chemistry (B.A. or B.S.)	Biochemistry	Biochemistry
Communication	Secondary Education	
Computer Science (B.S.)	Data Science, Secondary Education	<i>Mathematics must be reviewed and approved</i>
Criminology	Secondary Education	Education Studies, Elementary Education
Data Science	Computer Science, Secondary Education, <i>Mathematics (B.S.) must be reviewed and approved</i>	<i>Mathematics, Computer Science, and Data Analytics must be reviewed and approved</i>
Early Childhood Education	Elementary Education, Education Studies, Secondary Education, Special Education	
Earth & Planetary Sciences	Astronomy, Environmental Science (B.S.), Physics, Secondary Education	Astronomy, Environmental Science & Studies, Physics, <i>Chemistry must be reviewed and approved</i>
Economics	Secondary Education	
Education Studies (Non-Licensure)	Early Childhood Education, Elementary Education, Secondary Education, Special Education	Early Childhood Education, Elementary Education
Elementary Education	Early Childhood Education, Education Studies, Secondary Education, Special Education	Education Studies, Early Childhood Education
Engineering-Chemistry - Chemical	No double majors allowed	Chemistry, Physics
Engineering- Physics - Civil	No double majors allowed	Astronomy, Mathematics, Physics

Major	May Not Double Major With	May Not Minor With
Engineering-Computer Science	No double majors allowed	Computer Science, Mathematics, Physics
Engineering-Physics - Electrical	No double majors allowed	Astronomy, Mathematics, Physics
Engineering-Physics - Mechanical	No double majors allowed	Astronomy, Mathematics, Physics
Engineering-Physics undeclared	No double majors allowed	Astronomy, Mathematics, Physics
Engineering-Physics - Aerospace	No double majors allowed	Astronomy, Mathematics, Physics
Engineering - Environmental Science	No double majors allowed	Environmental Studies
Engineering-Undeclared	No double majors allowed	Astronomy, Chemistry, Computer Science, Environmental Mathematics, Physics
English		<i>Creative Writing must be reviewed and approved</i>
Environmental Studies (B.A.)	Secondary Education	
Environmental Science (B.S.)	Biology (B.A.), Biology (B.S.), Earth & Planetary Sciences, Secondary Education	
Finance	Any other B.S.B.A. major, Secondary Education	<i>Business, Entrepreneurship must be reviewed and approved</i>
Gender & Sexuality Studies	Secondary Education, <i>History, Religious Studies, Sociology, Theology must be reviewed and approved</i>	<i>English, History, Religious Studies, Sociology, Theology must be reviewed and approved</i>
Graphic Design	Secondary Education	
Health Science	Biology, Secondary Education, Neuroscience	
Healthcare Management	Secondary Education	
History	<i>Gender/Sexuality Studies must be reviewed and approved</i>	
Interdisciplinary Studies (B.A. or B.S) - self created	Health Science, Secondary Education, <i>all others must be individually reviewed and approved</i>	<i>All must be individually reviewed and approved</i>
International Business	Any other B.S.B.A. major, Secondary Education	<i>Business, Entrepreneurship must be reviewed and approved</i>
Management	Any other B.S.B.A. major, Secondary Education	<i>Business, Entrepreneurship must be reviewed and approved</i>
Management Information Systems	Any other B.S.B.A. major, Secondary Education	<i>Business, Entrepreneurship must be reviewed and approved</i>
Marketing	Any other B.S.B.A. major, Secondary Education	<i>Business, Entrepreneurship must be reviewed and approved</i>

Major	May Not Double Major With	May Not Minor With
Mathematics (B.A.)	<i>Students may only double major with Early Childhood Education, Education Studies, Elementary Education, or Secondary Education, or Special Education</i>	Education Studies
Mathematics (B.S.)	<i>Actuarial Mathematics and Data Science must be reviewed and approved</i>	
Neuroscience, B.A.	Biology (B.A.), Biology (B.S.), Secondary Education	Biology
Neuroscience, B.S.	Biology (B.A.), Biology (B.S.), Secondary Education, <i>Psychology must be reviewed and approved</i>	Biology, <i>Psychology must be reviewed and approved</i>
Performing Arts: Cross-Disciplinary Performance	Secondary Education	Any minor related to the major
Performing Arts: Dance	Secondary Education	Dance
Performing Arts: Music	Secondary Education	Music
Performing Arts: Theatre	Secondary Education	Theatre Arts
Philosophy	Philosophy with Ethical Leadership Emphasis, Secondary Education	Ethical Leadership
Philosophy with Ethical Leadership Emphasis	Philosophy, Secondary Education	Philosophy
Photonics (B.A.)	Physics, Secondary Education	Physics
Physics (B.A. or B.S.)	Earth & Planetary Sciences, Photonics, Secondary Education	Astronomy, Mathematics
Psychology	Secondary Education, <i>Neuroscience (B.S.) must be reviewed and approved</i>	
Secondary Education	<i>Secondary Education majors may only choose from this list: Biology (BA or BS), Chemistry (BA or BS), English, History, Mathematics (BA or BS), or Spanish.</i>	
Sociology	Secondary Education, <i>Gender/Sexuality Studies must be reviewed and approved</i>	
Special Education	Early Childhood Education, Education Studies, Elementary Education, Secondary Education	Education Studies, Early Childhood Education, Elementary Education
Sport Management	Any other B.S.B.A. major, Secondary Education	<i>Business, Entrepreneurship must be reviewed and approved</i>
Talent and Human Resources Management	Any other B.S.B.A. major, Secondary Education	<i>Business, Entrepreneurship must be reviewed and approved</i>
Theology	Religious Studies, Secondary Education, <i>Gender/Sexuality Studies must be reviewed and approved</i>	Religious Studies

Declaration of an Interdisciplinary Major

In lieu of declaring one major field of study, degree candidates may declare an individually designed interdisciplinary major before the end of the first semester of the junior year or prior to enrollment in the final 30 credits. Should degree candidates declare an interdisciplinary major as a second major, they may do so up to the first semester of the senior year.

Students who wish to declare an interdisciplinary major must complete the Declaration of Major form and submit a program proposal that includes a statement describing educational goals sought, and the sequence of courses that would enable the student to achieve these goals. The course content must be focused upon a specific theme and must include a significant number of courses beyond the introductory level and a senior Capstone experience. The program proposal must be approved by a faculty advisor as well as by the Program Coordinator for Interdisciplinary Studies.

Selection of Minor

Normally, a minor consists of at least 18 credits. Because a minor must have breadth and depth, 50% of the credits required for a minor must not fulfill any other major or minor program requirements in which a student is enrolled. Successful completion requires a minor GPA of 2.0.

Students may declare up to two minor areas of study. Students who wish to declare a minor must complete the Declaration of Minor process.

Invalid Double Minor Combinations

Minor	May Not Double Minor With
Astronomy	Photonics, Physics
Biochemistry	Biology, Chemistry
Biology	Biochemistry, Environmental Sciences & Studies
Business	<i>Entrepreneurship must be reviewed and approved</i>
Chemistry	Biochemistry
Cinema Studies	<i>English must be reviewed and approved</i>
Creative Writing	English
Computer Science	Data Analytics
Data Analytics	Computer Science
Digital Humanities	Digital Media Production
Digital Media Production	Digital Humanities
Early Childhood Education	Elementary Education, Education Studies
Elementary Education	Early Childhood Education, Education Studies
Education Studies	Early Childhood Education, Elementary Education
English	<i>Creative Writing, Cinema Studies, Gender/Sexuality Studies must be reviewed and approved</i>
Entrepreneurship	<i>Business must be reviewed and approved</i>
Environmental Studies	Biology
Gender & Sexuality Studies	<i>English, History, Religious Studies, Sociology, Theology must be reviewed and approved</i>
History	<i>Gender/Sexuality Studies must be reviewed and approved</i>
Interdisciplinary Studies	<i>All must be individually reviewed and approved</i>
Music	Music Technology
Music Technology	Music
Photonics	Astronomy, Physics
Physics	Astronomy, Photonics
Religious Studies	<i>Theology, Gender/Sexuality Studies must be reviewed and approved</i>
Sociology	<i>Gender/Sexuality Studies must be reviewed and approved</i>
Theology	<i>Religious Studies, Gender/Sexuality Studies must be reviewed and approved</i>

Transfer Credit

Transfer credit is granted for college-level, credit-bearing courses taken at other accredited institutions whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA) and the Department of Education, regardless of delivery method (e.g., in person, online, hybrid, etc.). Credit earned at international institutions not accredited by one of the United States accreditation agencies may transfer after review and recommendation by the appropriate department chair to the Dean of the respective school who makes the final decision.

Transfer credits may be granted for coursework completed as part of advanced or occupational military training that is comparable in nature and content to courses and credits offered through Stonehill College programs. Credits earned for Basic Training are not transferable. Students wishing to transfer in credits for military courses must provide Stonehill with an official college transcript from an accredited institution of higher education or from The American Council on Education (ACE).

Courses taken through Stonehill's study abroad program will be entered as transfer credit and follow all transfer credit rules; these courses must also be pre-approved by the Office of International Programs to ensure proper course transfer into the student's program.

Dual enrollment transfer credit will be granted following the rules of this policy and upon receipt of the official college transcript - transfer credit from high school transcripts will not be accepted.

Stonehill does not allow transfer for:

- Pre-college-level or developmental coursework credits;
- Courses taken in the natural and computer sciences more than 10 years ago.

Grades

Credit will only be granted for courses in which the student has received the equivalent of a grade of C- (1.7 on a scale of 4.0) or higher. Grades of Pass (P), Satisfactory (S), or similar will transfer only when official transcripts indicate that such grades are equivalent to a C- or higher.

Since Stonehill lecture/lab courses are graded with a single grade, transfer lecture/lab courses for which each component is graded separately may be accepted even if one of the grades is lower than a C- if the weighted combined average grade is equivalent to a C- or higher.

Grades from transfer courses do not transfer - only credit hours are transferred. Transfer courses are noted on the Stonehill transcript with grades of TR. These grades are not included in the computation of the cumulative grade point average (GPA) and cannot be used to replace Stonehill course grades in the GPA should a transfer course be taken after a student's admittance to Stonehill.

Residency Requirement/Maximum Transfer

To qualify for a Stonehill degree, a transfer student is required to complete at least 25% of their credits at Stonehill, with a maximum of 90 transfer credits allowed. At least 50% of courses required by major or minor must be taken at Stonehill or through a Stonehill-sponsored program. Individual academic departments may further restrict which courses may be transferred into the major and/or minor. Exceptions to the major and minor residency requirements are allowed through department chair and dean approval.

Credit by Examination

Transfer credit may be granted for students who demonstrate competency by means of scores on examinations such as Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), National Examination in World Languages (NEWL), and the Seal of Biliteracy.

Ordinarily, credit will be granted for scores in which the student has received the equivalent of a grade of C- (1.7 on a scale of 4.0) or higher: 3 and higher for AP; 50 and higher for CLEP; 5 and higher for IB (Higher Level only).

Academic departments recommend course equivalencies for awarding placement for the examinations to the deans of the respective schools who make the final decision. When a course equivalency does not exist, the student is awarded general elective credit. The score requirements for each course equivalent are published annually in the Hill Book.

Students who have taken multiple examinations in the same subject area may not receive credit for more than one. Students may not register for a course at Stonehill for which they have received transfer credit.

General Education credit can be awarded if the course equivalents are for courses that fulfill General Education requirements.

Process for Transferring Credit

From other institutions: Students must provide official transcripts for evaluation before transfer credit can be awarded. Official transcripts must come directly from the college or university either electronically through an official transcript company like Parchment or the Clearinghouse (preferred method), or by postal mail. We will also accept a transcript from the student provided it is in a sealed and unopened envelope. Electronic transcripts forwarded from student emails or physical transcripts in opened envelopes are considered unofficial and cannot be used to grant transfer credit.

Electronic transcripts (preferred) may be requested directly through a transcript company by choosing Stonehill College as the institution or by entering our email, transfer@stonehill.edu. Physical transcripts may be sent to:

Office of the Registrar
Stonehill College
320 Washington St.
Easton, MA 02357

International transcripts: Transcripts in any language other than English must be accompanied by supporting official translation into English. Additional information may be required of the student.

Examinations: Students must request official scores be sent directly to Stonehill from the College Board or other examination company.

Transfer credit will be processed only after a student is officially admitted and made a deposit to attend Stonehill. Once credit is transferred, it becomes part of the student's permanent record and may not be removed.

Credit will transfer to Stonehill as the course equivalent, if it exists; as an elective equivalent within a comparable department, if it exists; or as a general elective. Credits earned in a quarter-hour system will be converted to semester-hour equivalents. Credit will not be granted for duplicate coursework or for two courses that cover the same or similar content.

Appeals

Appeals to these policies may be submitted to the Vice President for Academic Affairs on behalf of the student. Appeals must be submitted in writing by the Office of Academic Advising and/or the Registrar's Office.

Credit by Examination Equivalencies

Advanced Placement (AP)

Exam Subject	Score	Stonehill Equivalent	Credits	Core Attribute
2D Art and Design	3-5	VPS 107 Introduction to Studio Arts Design	3	LAH
3D Art and Design	3-5	VPS 107 Introduction to Studio Arts Design	3	LAH
Art History	3-5	VPH 181 Global Visual Traditions	3	LAH
Biology	3-5	Biology Elective (BIO 800)	3	NSCI
Calculus AB	3-5	MTH 125 Calculus I	4	
Calculus BC	3	MTH 125 Calculus I	4	
Calculus BC	4-5	MTH 125 and 126 Calculus I and II	8	
Chemistry	3-5	CHM 800 Chemistry Elective	3	NSCI
Chinese Language & Culture	3	CHN 131 and 132 Elementary Chinese I and II	6	GP, LAH
Chinese Language & Culture	4	CHN 132 Elementary Chinese II and CHN 231 Intermediate Chinese I	6	GP, LAH
Chinese Language & Culture	5	CHN 231 and 232 Intermediate Chinese I and II	6	GP, LAH
Comparative Government and Politics	3-5	POL 134 Comparing States	3	HSS

Exam Subject	Score	Stonehill Equivalent	Credits	Core Attribute
Computer Science A	3-5	CSC 102 Introduction to Programming	3	NSCI
Computer Science Principles	3-5	CSC 800 Computer Science Elective	3	NSCI
Drawing	3-5	VPS 104 Introduction to Drawing	3	LAH
English Language & Composition	5	FYW 100 First Year Writing Seminar	3	FYW
English Language & Composition	3-4	IND 800 Interdisciplinary Elective	3	LAH
English Literature & Composition	3-5	IND 800 Interdisciplinary Elective	3	LAH
Environmental Science	3-5	ENV 200 Principles of Environmental Science	3	NSCI
European History	3-5	HIS 800 History Elective and HIS 801 History Elective	6	HSS
French Language & Culture	3-5	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH
German Language & Culture	3-5	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH
Human Geography	3-5	IND 800 Interdisciplinary Elective	3	HSS
Italian Language & Culture	3	ITA 131 and 132 Elementary Italian I and II	6	GP, LAH
Italian Language & Culture	4	ITA 132 Elementary Italian II and ITA 231 Intermediate Italian I	6	GP, LAH
Italian Language & Culture	5	ITA 231 and 232 Intermediate Italian I and II	6	GP, LAH
Japanese Language & Culture	3-5	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH
Latin	3-5	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH
Macroeconomics	3-5	ECO 178 Macroeconomics Principles	3	HSS
Microeconomics	3-5	ECO 176 Microeconomics Principles	3	HSS
Music Theory	3-5	VPM 240 Music Theory	3	LAH
Physics	3-5	PHL 800 Physics Elective	3	NSCI
Psychology	3-5	PSY 101 General Psychology	3	HSS
Research	3-5	IND 800 Interdisciplinary Elective	3	
Seminar	3-5	IND 800 Interdisciplinary Elective	3	
Spanish Language & Culture	3	SPA 131 First Semester Spanish and SPA 132 Second Semester Spanish	6	GP, LAH
Spanish Language & Culture	4	SPA 132 Second Semester Spanish and SPA 231 Third Semester Spanish	6	GP, LAH
Spanish Language & Culture	5	SPA 231 Third Semester Spanish and SPA 232 Fourth Semester Spanish	6	GP, LAH
Spanish Literature & Culture	3	SPA 232 Fourth Semester Spanish and SPA 331 Perspectives in Spanish Language & Culture I	6	GP, LAH
Spanish Literature & Culture	4	SPA 331 and 332 Perspectives in Spanish Language & Culture I and II	6	GP, LAH

Exam Subject	Score	Stonehill Equivalent	Credits	Core Attribute
Spanish Literature & Culture	5	SPA 332 Perspectives in Spanish Language & Culture II and SPA 800 Spanish Elective	6	GP, LAH
Statistics	3-5	MTH 145 Basic Quantitative Techniques	3	STRE
U.S. Government & Politics	3-5	POL 123 American Government & Politics	3	HSS
U.S. History	3-5	HIS 281 and 282 American Nation I and II	6	HSS
World History	3-5	HIS 271 and 272 World History I and II	6	HSS

College Level Examination Program (CLEP)

Exam Subject	Score	Stonehill Equivalent	Credits	Core Attribute
American Government	50+	EL 800 General Elective	3	
American Literature	50+	IND 800 Interdisciplinary Elective	3	LAH
Analyzing and Interpreting Literature	50+	IND 800 Interdisciplinary Elective	3	LAH
Biology	50+	BIO 800 Biology Elective	3	NSCI
Calculus	50+	MTH 800 Mathematics Elective	3	
Chemistry	50+	CHM 800 Chemistry Elective	3	NSCI
College Algebra	50+	EL 800 General Elective	3	
College Composition	50+	EL 800 General Elective	3	
College Composition Modular	50+	EL 800 General Elective	3	
College Mathematics	50+	MTH 800 Mathematics Elective	3	
English Literature	50+	IND 800 Interdisciplinary Elective	3	LAH
Financial Accounting	50+	EL 800 General Elective	3	
French Language Level I	50+	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH
German Language Level I	50+	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH
History of the United States I	50+	HIS 281 American Nation I	3	HSS
History of the United States II	50+	HIS 282 American Nation II	3	HSS
Human Growth & Development	50+	PSY 201 Child Development	3	
Humanities	50+	IND 800 Interdisciplinary Elective	3	LAH
Information Systems	50+	MGT 240 Management Information Systems	3	
Introduction to Educational Psychology	50+	EDU 800 Education Elective	3	
Introductory Business Law	50+	EL 800 General Elective	3	
Introductory Psychology	50+	PSY 101 Introduction to Psychology	3	HSS
Introductory Sociology	50+	EL 800 General Elective	3	

Exam Subject	Score	Stonehill Equivalent	Credits	Core Attribute
Natural Sciences	50+	IND 800 Interdisciplinary Elective	3	NSCI
Principles of Macroeconomics	50+	ECO 178 Macroeconomics Principles	3	HSS
Principles of Microeconomics	50+	ECO 176 Microeconomics Principles	3	HSS
Principles of Management	50+	MGT 400 Topics in Management	3	
Principles of Marketing	50+	MKT 210 Marketing Principles	3	
Social Sciences and History	50+	IND 800 Interdisciplinary Elective	3	HSS
Spanish Language Level I	50-59	SPA 131 First Semester Spanish and SPA 132 Second Semester Spanish	6	GP, LAH
Spanish Language Level I	60-69	SPA 132 Second Semester Spanish and SPA 231 Third Semester Spanish	6	GP, LAH
Spanish Language Level I	70-79	SPA 231 Third Semester Spanish and SPA 232 Fourth Semester Spanish	6	GP, LAH
Spanish with Writing Level I	50-59	SPA 232 Fourth Semester Spanish and SPA 331 Perspectives in Spanish Language & Culture I	6	GP, LAH
Spanish with Writing Level I	60-69	SPA 331 and SPA 332 Perspectives in Spanish Language & Culture I and II	6	GP, LAH
Spanish with Writing Level I	70-79	SPA 332 Perspectives in Spanish Language and Culture II and SPA 800 Spanish Elective	6	GP, LAH
Western Civilization I	50+	HIS 800 History Elective	3	HSS
Western Civilization II	50+	HIS 800 History Elective	3	HSS

International Baccalaureate (IB)

Exam Subject	Score	Stonehill Equivalent	Credits	Core Attribute
Biology - High Level (HL)	5+	General Elective	6	
Business & Management - High Level (HL)	5+	General Elective	6	
Chemistry - High Level (HL)	5+	General Elective	6	
Economics - High Level (HL)	5+	General Elective	6	
English A1 - High Level (HL)	5+	General Elective	6	
English B - High Level (HL)	5+	General Elective	6	
French B - High Level (HL)	5+	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH
Geography - High Level (HL)	5+	IND 800 Interdisciplinary Elective and IND 801 Interdisciplinary Elective	6	HSS
German B - High Level (HL)	5+	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH

Exam Subject	Score	Stonehill Equivalent	Credits	Core Attribute
History (Europe) - High Level (HL)	5+	General Elective	6	
Mathematics - High Level (HL)	5+	MTH 125 Calculus I and MTH 126 Calculus II or MTH 800 and 801 Mathematics Electives	6	
Physics - High Level (HL)	5+	General Elective	6	
Social & Cultural Anthropology - High Level (HL)	5+	General Elective	6	
Spanish A - High Level (HL)	5+	Advanced Spanish I (SPA 331) and Advanced Spanish II (SPA 332)	6	GP, LAH
Visual Arts - High Level (HL)	5+	General Elective	6	

National Examination in World Languages (NEWL)

Exam Subject	Score	Stonehill Equivalent	Credits	Core Attribute
Arabic	3	ARB 131 and 132 Elementary Arabic I and II	6	GP, LAH
Arabic	4	ARB 132 Elementary Arabic II and ARB 231 Intermediate Arabic I	6	GP, LAH
Arabic	5	ARB 231 and 232 Intermediate Arabic I and II	6	GP, LAH
All other languages	3-5	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH

Seal of Biliteracy

Exam Subject	Score	Stonehill Equivalent	Credits	Core Attribute
Arabic	Passed	ARB 131 and 132 Elementary Arabic I and II	6	GP, LAH
Arabic	With Distinction	ARB 231 and 232 Intermediate Arabic I and II	6	GP, LAH
Chinese	Passed	CHN 132 Elementary Chinese II and CHN 231 Intermediate Chinese I	6	GP, LAH
Chinese	With Distinction	CHN 231 and 232 Intermediate Chinese I and II	6	GP, LAH
Italian	Passed	ITA 132 Elementary Italian II and ITA 231 Intermediate Italian I	6	GP, LAH
Italian	With Distinction	ITA 231 and 232 Intermediate Italian I and II	6	GP, LAH
Spanish	Passed	SPA 331 and SPA 332 Perspectives in Spanish Language & Culture I and II	6	GP, LAH
Spanish	With Distinction	SPA 332 Perspectives in Spanish Language & Culture II and SPA 800 Spanish Elective	6	GP, LAH
Any other language	Passed or With Distinction	FOR 800 Foreign Language Elective and FOR 801 Foreign Language Elective	6	GP, LAH

Academic Integrity

These procedures are maintained and published by the Vice President for Academic Affairs or designee in support of Policy 2123, Academic Integrity.

Academic Honor Code

In the context of a community of scholarship and faith and anchored in a belief in the inherent dignity of each person, the students, faculty, staff and administration of Stonehill College maintain an uncompromising commitment to academic integrity. We promote a climate of intellectual and ethical integrity and vigorously uphold the fundamental values of honesty, trust, fairness, and responsibility while fostering an atmosphere of mutual respect within and beyond the classroom. Any violation of these basic values threatens the integrity of the educational process, the development of ideas, and the unrestricted exchange of knowledge. Therefore, we will not participate in or tolerate academic dishonesty.

Academic Integrity

All members of the College community have the responsibility to be familiar with, to support, and to abide by the College's Academic Honor Code. This responsibility includes reporting knowledge of or suspected violations of this policy to the appropriate School Dean.

Violations of the Academic Integrity Policy include but are not limited to the following actions:

- Presenting another's work as if it were one's own;
- Failing to acknowledge or document a source even if the action is unintended (i.e., plagiarism);
- Giving or attempting to give unauthorized assistance or information in an assignment or examination;
- Receiving or attempting to receive unauthorized assistance or information in an assignment or examination;
- Fabricating data;
- Submitting the same assignment in two or more courses without prior permission of the respective instructors;
- Having another person write a paper or sit for an examination;
- Unauthorized use of electronic devices to complete work; or
- Furnishing false information, including lying or fabricating excuses, for incomplete work.

The Vice President for Academic Affairs is responsible for maintaining and publishing a set of procedures relative to the Academic Integrity Policy, which can be found on the Stonehill website.

Authority

The Vice President for Academic Affairs is responsible for the overall administration of the Academic Honor Code, as detailed in [Policy 2123](#), Academic Integrity.

Academic Hearing Boards

The purpose of the Academic Integrity Board (AIB) is to review statements from a charged student, the faculty member, and witnesses with knowledge of the incident when there is a dispute over either the alleged violation or sanction. The AIB determines if the charged student violated the academic integrity policy and determines the nature of the sanction if the charged student is found responsible.

The AIB contains representatives from students and faculty. Because these hearings must occur soon after the alleged event, a representing group of faculty and students will be trained so that a quorum of five AIB members can be present to conduct a hearing. The Board will be comprised of two faculty, two students, and faculty chair of the Board. Members of the College community may nominate student members of AIB or Student Government Association leadership may be asked for nominees. The Faculty Senate will appoint two faculty members from each division and additional volunteers will be solicited from general faculty to serve in instances when the appointed members are unavailable.

If a student and faculty member both agree that a violation did occur and they are able to come to an agreement on an appropriate sanction, neither the outcome nor the sanction may not be appealed.

In a case where the a decision is made and sanction issued by the AIB, either party (the student or faculty member) may submit a request for an appeal of the decision or sanction resulting from the AIB hearing no later than five (5) business days after receiving written notice of the decision or sanction. The appropriate School Dean is charged with hearing all requests for appeals resulting from an AIB hearing. All findings are reviewed by the Vice President for Academic Affairs before being released.

To participate on either board, all members must complete a training process. The term of office for appointed AIB board members will be two years for faculty members and one year for students. There are no specific term limits for board

members. Student members of the AIB must be full-time students in good academic and disciplinary standing. If a student member does not maintain good academic or disciplinary standing, he or she will be removed from the AIB for that academic year. A member of the AIB may be removed from the Board for non-fulfillment of duties essential to the position. A majority vote of the members is required for removal.

Charged students are required to attend all hearings related to academic integrity violations. Hearings are not open to the public and are confidential in nature. Therefore, friends, parents, siblings, or legal counsel may not be permitted in the room where the hearing takes place but may wait nearby for support purposes. However, charged students are encouraged to be advised by an advocate during the process, which is defined as a faculty member, staff member or member from the student body who is not an attorney.

In the absence of a functioning AIB, such as before the appointment of members or at the end of an academic semester, the School Deans may appoint an impartial group of faculty, administrators, and students to review the case.

Academic Discipline Records

Academic discipline records are educational records maintained by the appropriate Dean's office. A formal letter is an academic discipline record that is destroyed seven years post-graduation. Prior to it being destroyed, a formal letter is disclosed only under the following circumstances:

1. With the relevant members of the Academic Integrity Board in the case of a repeated violation of the Academic Integrity Policy;
2. Upon request of the student (often as part of the application and/or admission process to graduate and professional schools, service programs, etc.); and
3. When disclosure is appropriate or necessary under the Family Educational Rights and Privacy Act of 1974 (FERPA; e.g., upon request from law enforcement, in conjunction with the issuance of a valid subpoena, etc.)

Academic discipline records are not considered to be part of a student's permanent academic record maintained by the College. However, a violation of the Academic Integrity Policy that results in a sanction of college separation or college dismissal is considered part of the student's permanent record.





ACADEMIC PARTNERSHIPS & RESOURCES

Academic Partnerships

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 that attract undergraduate students from schools throughout the area. Credit for courses taken is granted by the student's home institution, and the grade received becomes part of the student's permanent record at the school. Students interested in enrolling in any of these courses must apply through Professor Kristin Burkholder, Environmental Science & Studies.

SACHEM Exchange Program

Stonehill College students may cross-register for courses at any of the SACHEM (Southeastern Association for Cooperation of Higher Education in Massachusetts) institutions on a space-available basis as part of their normal full-time load during the fall or spring semester. Winter and summer sessions are excluded from the SACHEM exchange program. Tuition is covered within the students' full-time tuition charge at Stonehill; students are responsible for lab fees when applicable. Students must request an official transcript from the SACHEM school be sent to the Registrar's Office.

Students may enroll in a maximum of two courses per semester at one of the below institutions. First-year students are not recommended to participate in the SACHEM program. SACHEM courses may count as major requirements with approval of the relevant Department Chair.

Colleges involved in the SACHEM program are the following:

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

*Students may not cross-register at Massachusetts Maritime Academy

**UMass Dartmouth only offers cross-registration for in-person courses

SACHEM Registration Forms may be obtained from the Registrar's Office and final approval is granted by the Registrar's Office, Office of Academic Services & Advising, 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 higher and only the credits received are added to the permanent record. The grade received is recorded on the permanent record at the college where the course is taken. Students are responsible for adherence to the academic regulations of the institution involved.

Engineering Dual-Degree Programs (B.A./B.S.)

Stonehill College has an affiliation agreements with The University of Notre Dame to offer a five-year dual degree program in science and engineering. Students enrolled in the program matriculate for three years at Stonehill College and then transfer to The University of Notre Dame for two years. Those who complete the program receive two degrees: a bachelor's degree in one of the sciences from Stonehill College and a second bachelor's degree in an engineering discipline from The University of Notre Dame. Students in this program will also complete the Core Curriculum requirements of Stonehill College. The dual degree ensures that students will graduate with both a strong liberal arts background and the requisite knowledge for a career in an engineering field.

For more information, contact Prof. Hassan Bajwa, Engineering Program Director and Chair of the Computer Science Department at hbajwa@stonehill.edu.

The University of Notre Dame

To transfer to Notre Dame, a student must meet each of the following minimum qualification criteria:

1. A cumulative grade-point average (GPA) of 3.6;
2. A cumulative technical GPA of 3.6 (will be calculated from math, physics, science, and engineering courses appearing on the student's transcript);
3. A grade of at least C in all courses; a B or better must be earned in courses that transfer to satisfy Notre Dame degree requirements (per Notre Dame Undergraduate Academic Code). For all courses where a student does not earn the minimum grade (C or B), at Stonehill's discretion, the student may retake that course in an attempt to:
 - Earn a C and remain eligible for the program; or
 - Earn a B and allow the course to transfer to the Notre Dame transcript.

In this case, consistent with Notre Dame's Undergraduate Academic Code, both grades will be used to calculate the student's GPA (overall and technical required in paragraphs 1 and 2)

4. At least 62 semester credit hours of work that can be transferred to satisfy Notre Dame engineering degree requirements;
5. Recommendation for admission by their academic advisor or the Program Director at Stonehill College; and
6. Demonstrated commitment to the community values and standards of conduct of both Notre Dame and Stonehill as determined in Notre Dame's sole discretion, following its assessment of the information provided by Stonehill in the "College Official's Report."

Students may choose one of the following degree combinations:

- B.A. in Chemistry/ B.S. in Chemical Engineering. See the Chemistry Department for details.
- B.A. in Computer Science/B.S. in Computer Engineering. See the Computer Science Department for details.
- B.S. in Environmental Science/B.S. in Environmental Engineering. See the Environmental Science & Studies for details.
- B.A. in Physics/ B.S. in Aerospace Engineering. See the Physics Department for details.
- B.A. in Physics/ B.S. in Civil Engineering. See the Physics Department for details.
- B.A. in Physics/ B.S. in Electrical Engineering. See the Physics Department for details.
- B.A. in Physics/ B.S. in Mechanical Engineering. See the Physics Department for details.

Cooperative Agreements with Graduate Programs

Stonehill College has affiliation and articulation agreements that offer preferred admission to the graduate programs below. Additional information on each agreement can be found on Stonehill's Partnerships & Special Programs webpage.

Assumption University

- Accelerated Bachelor of Science in Nursing

Lake Erie College of Osteopathic Medicine

- Doctor of Osteopathic Medicine
- Doctor of Dental Medicine

Loyola University Maryland

- Master in Accounting
- M.A. in Emerging Media
- M.A or M.Ed. in School Counseling
- M.A. in Teaching
- M.Ed. Educational Technology
- M.S. in Biological Forensics
- M.S. in Data Science
- M.S. in Forensic Pattern Analysis
- Master of Theological Studies

New England College of Optometry

- Doctor of Optometry

Northeastern University

- M.S. in Speech-Language Pathology

Regis College

- Accelerated Bachelor of Science in Nursing
- Accelerated Bachelor & Master of Science in Nursing
- Master of Health Administration
- Master of Public Health
- Master of Social Work
- M.A. in Counseling Psychology
- M.S. in Applied Behavior Analysis

Villanova Law School

- Juris Doctorate

University of Notre Dame

- Executive Master of Nonprofit Administration
- Master of Nonprofit Administration
- M.S. in Accountancy

Academic Resources

The [Navigation Center for Student Success](#) provides academic support to students and includes Academic Advising, Accessibility Services, Career Development, International Programs, and Tutoring Services.

Academic Advising

Duffy Academic Center 104

508-565-1306, academic-advising@stonehill.edu

The Office of Academic Advising supports students navigating their academic path through college. The office is in Duffy 104 and offers drop-in hours Monday-Friday from 1-3 p.m. Whether you would like to clarify a policy or procedure, explore majors, learn how to manage your time and course load, select courses for next semester, discuss academic challenges, or strategize for academic success, this office is here to support you. Students can visit the Academic Advising site for additional information or to book an appointment.

Accessibility Resources

Duffy Academic Center, 104 F

508-565-1033, accessibility-services@stonehill.edu

Stonehill College is committed to providing a welcoming, supportive, and inclusive environment for all students. Accessibility Services provides a point of coordination, resources, and support for students with disabilities. If you would like to work with Accessibility Services to establish academic accommodations for this or other courses, please the Accessibility Services site on myHill.

Career Development Center

Cushing Martin, Kruse Center
508-565-1325, careerdevelopment@stonehill.edu

The Career Development team recognizes the individuality and unique needs of each student, graduate and employer, and is committed to flexible and personalized engagement. Our approach combines individualized career advising with innovative programs and opportunities that empower student development and self-discovery. Our primary goal is to collaborate with the larger Stonehill Community to ensure the professional fulfillment of our graduates in their first destination and beyond. Visit our site to learn more about Career Development at Stonehill.

International Programs

Cushing Martin, Kruse Center
508-565-1645, international@stonehill.edu

The Office of International Programs helps develop students as global citizens by providing international experiential opportunities that assist them with meeting both academic and personal goals that foster the education of the whole person. It coordinates study abroad, international internships, and global learning programs at the College. Visit our site to learn more about International Programs at Stonehill, to explore study abroad locations, or to book an appointment.

Tutoring Services

MacPháidín Library 314
508-565-5014, tutoring-services@stonehill.edu

We are an award-winning, CRLA-certified tutoring center for all Stonehill students. Our tutors are undergraduates seeking to gain more in-depth knowledge in their respective subjects while acquiring valuable experience by providing peer assistance. The peer tutors must be recommended by a faculty member and trained through our program. We also offer students the opportunity to work with a professional writing tutor at no additional cost burden. This makes Tutoring Services not only exceptional, but unique among higher education institutions.

We tutor more than 35 individual subjects in addition to peer writing and academic coaching in all subjects. This service is free for all students. Tutoring Services is located on the third floor of MacPháidín Library, room 314. Students can visit the Tutoring Services site for additional information or to schedule a tutoring session.

Registrar's Office

Duffy Academic Center 112
508-565-1315, registrar@stonehill.edu or transfer@stonehill.edu

The Registrar's Office is dedicated to providing quality support services that are responsive to the needs of the College community. The office safeguards the accuracy, integrity, confidentiality, and security of the student information system and of students' academic records and provides the accurate and timely dissemination of information. The Registrar's Office is responsible for preparing the course schedule each semester, the academic calendar, the registration process, the grading process, the articulation and approval of transfer courses and credits, degree audit and degree clearance for graduation, providing academic transcripts, enrollment and degree verifications, as well as the scheduling of classrooms and labs.

Library

MacPháidín Library
508-565-1313, librarydeskgroup@stonehill.edu

Transformation via Discovery: Explore Evaluate Engage. The MacPháidín Library provides students with the resources needed to become competent consumers of and responsible creators of information. Our librarians empower students to transform their information fluency via the discovery of new ideas while interacting with our print, digital, and special collections. We offer individual consultations with librarians to foster this type of discovery. In the Library, the Archives, and the new Digital Innovation Lab, students can engage with rich collections and find unique opportunities for experiential learning. By fostering critical thinkers, the Library, Archives, and Digital Lab encourage students to confidently explore resources and become adept at evaluating the vast network of information around them. We offer: research and digital lab consultations; in-person, phone, and email reference; Information Skills sessions in collaboration with faculty; group study spaces including computer labs,

Huddle spaces, a podcasting and virtual reality studio, and the Flynn Discovery and Collaboration Space (the DisCo); print, electronic, streaming media, and primary source and special collections; inter-library loan of items from library collections around the world; Library of Things collections to promote academic and social growth; internship opportunities; and Ace's Place Café, which serves prepared meals and Starbucks drinks.

Joseph W. Martin Institute for Law and Society

Martin Institute 234

508-565-1131, martininstitute@stonehill.edu

The Joseph W. Martin Institute for Law and Society prepares students for leadership as active citizens in service to an improved human community. The Martin Institute challenges faculty and students through rigorous, critical interdisciplinary inquiry into law and society by linking theory and practice in a curriculum based upon exploration of the vital issues of public policy and civics. Named after the former Speaker of the United States House of Representatives, the institute honors Martin's legacy to the Commonwealth and the nation as a center for the study of Massachusetts politics, public policy, and civic culture.





INTERNATIONAL AND EXPERIENTIAL LEARNING PROGRAMS

International Programs

Mission

The Office of International Programs (OIP) connects students with study abroad programs all over the world. These high impact experiential learning experiences facilitate intercultural dialogue and expand international awareness, challenging students to take authorship of their personal and intellectual growth within a global context. Through intentional mentorship, students learn to apply their academic pursuits, co-curricular interests, and career goals to their international experience, inspiring a commitment to lifelong global learning. The OIP's guided programming supports students before, during, and after an abroad experience, empowering each student to become an agent of social change and inspiring them to mindfully contribute and provide leadership within an increasingly interdependent and complex multinational society.

Stonehill College Abroad Programs

Recognizing the benefits of immersion in another culture and study outside one's home country, Stonehill College encourages every student to consider spending a summer, semester, or year studying overseas. The OIP maintains an approved list of over 40 programs in over 25 countries. Students participating in an approved international program will remain fully enrolled at Stonehill, paying the equivalent of Stonehill tuition and fees, while also maintaining their financial aid. An abroad fee of \$750 will be charged to the students' accounts for each semester spent abroad. The fee is waived during the second semester for students studying for a full academic year in the same location.

All courses taken abroad must be pre-approved by the relevant Department Chair or Program Director and reviewed by OIP. With prior approval, courses may transfer towards a student's degree program and may fulfill a combination of credit towards the major and/or minor, cornerstone requirements, or general electives. Upon the Registrar's Office receipt of an official transcript, courses passed with a grade equivalent to or higher than the Stonehill grade of C- are accepted as transfer credit and recorded on the students' Stonehill academic transcript. Grades earned are not factored in the students' cumulative grade-point average. Courses whose grade corresponds to a Stonehill grade of D+ or lower will not be accepted as transfer credit.

Application Process

To be considered for any international program, a student must attend a Getting Started session, meet with an OIP adviser, and submit an online application through myHill. The minimum cumulative GPA requirement is 2.5. There are no exceptions below a 2.5. Final acceptance is contingent on the student meeting the established requirements of the specific international program to which they have applied.

Typically students will study abroad during their junior year, although students may study abroad as early as their sophomore year.

For more information concerning any of the programs listed below, contact the Office of International Programs directly.

Non-Approved Programs

Students who study abroad without Stonehill pre-approval or in non-approved programs must withdraw from the College during their time abroad and apply for readmission. Housing upon readmission is on a space-available basis and eligibility for financial aid will be subject to regulations at the time of readmission.

Experiential and Independent Learning Programs

Internships

Academic internships provide valuable educational experiences, as they facilitate student learning outside of the classroom. A faculty moderator may approve qualified students to complete a professional internship in which they are able to gain first-hand knowledge in a specific field. Students can intern part-time locally for 3-6 credits or may participate in one of three full-time domestic internship programs for 9 credits. Note that internship qualifications and requirements vary and student should speak with the Faculty Internship Moderator for their academic department for more information, or visit Career Development for more information on the full-time internship program.

Internship Credit Structure

Credits	Requirements	Note
3	8 hours/week for a minimum of 112 hours (14-week average)	All Majors (excluding Business Majors)
	12 hours/week for a minimum of 168 hours (14-week average)	Internships for Business Majors
6	16 hours/week for a minimum of 224 hours (14-week average)	All Majors (excluding Business Majors)
	24 hours/week for a minimum of 336 hours (14-week average)	Internships for Business Majors
9	32+ hours/week for a minimum of 448 hours (14-week average)	All Internships

Summer Internships

Students interested in completing a summer internship must seek approval from the appropriate Department Internship Moderator or Department Chairperson. Academic departments are not required to offer summer internships. Academic departments that offer summer internships will allow students to complete a credit-bearing internship during the summer in one of two ways, but may limit which option is available to students. Summer internships can be taken for 3 credits only.

Summer/Fall Split Option

Students may divide the “on-site work” and “academic work” portions of an internship between the summer and the fall semester under the following conditions:

- A student interested in completing an internship during the summer months must fill out the on-line internship application and register for the internship by June 1st. Students adding an internship after the summer Add/Drop period may be charged a \$50 late registration fee.
- Students are required to have the on-line Internship Application approved by a Faculty Moderator in the Department of the internship.
- Students must also register for the Internship course offered by the credit-granting department in the Fall semester. The internship will count as one of the student’s fall semester courses. However, students may apply to the Registrar’s Office to have the internship count as an overload course - provided that they meet the eligibility criteria.
- On-site internship hours will be completed during the summer; academic work will be completed in the fall semester under the supervision of a faculty moderator. Students should clarify academic requirements with the department’s faculty moderator prior to starting their summer internship. The bulk of the academic work should be completed during the fall semester, but a portion of the academic work may be required to be completed concurrently with the internship (i.e. weekly journals and supervisor evaluations).
- At the end of the summer session, the summer portion of the internship will be graded with an “I” Incomplete. Faculty moderators will issue a final letter grade and the credit will be assigned at the end of the fall semester. At that point, the summer “I” incomplete grade will be converted to a Satisfactory (S) or Unsatisfactory (U) grade.
- Regardless of the total number of hours worked at the internship site, summer internships may count for a maximum of one course or three credits.
- To help defray the administrative costs of conducting summer internships, the student will be charged a reduced registration fee for a summer internship.

This option might be desirable if you would like to spread out the work, reduce your summer costs, or because you are required to be registered by your internship site. Please Note: Students who register for the Summer/Fall Split Option, but who actually complete all of the internship requirements during the summer as required by Full Summer Option are subject to being charged the full summer rate.

Full Summer Option

Students may take the internship for summer credit, complete all work during the summer, and pay the full price for a summer course.

- In this case, students must get a Faculty Moderator to agree to supervise their academic work during the summer and they must sign the on-line Internship Application.
- Students must register by June 1st and pay the summer tuition rate for a 3-credit course at the time of registration. Students adding an internship after the summer Add/Drop period may be charged a \$50 late reg. fee.
- Regardless of the total number of hours worked at the internship site, summer internships may count for a maximum of one course or three credits.
- Students will be graded and earn the credit at the end of the summer session.

This option might be desirable if you are trying to complete your graduation requirements and take the internship course in your final summer.

Students wishing to live on campus during their internship and those students who are required to take an internship as part of their degree program are also required to be registered for the internship under one of the options above.

Non-Credit Internships

Students who are doing non-credit internships on their own are strongly encouraged to fill out the myHill Internship Application if students want the internship to appear on their Achievement Record. No registration is required through the Registrar's Office in this case. At the end of the semester, students should have their intern supervisor email the Career Development Center to confirm that they have completed the experience. This form will also be required by the Office of Residence Life for students who wish to live on campus during the summer while completing a non-credit internship.

Full-time Internship Programs

Stonehill offers 15-credit internship programs in New York City, Washington D.C., and locally that provide students with a combination of real-life work experience and academic coursework. Working 32-40 hours per week, interns have the opportunity to appreciate more fully the connections between theory and practice, to adapt to a culture outside the college environment, to network with professionals at different levels in an organization, and to gain exposure to potential career paths. Participation in outside programs requires the approval of a student's major or minor department. Please visit the Career Development website on myHill for more information.

Stonehill Full-time Internship Program: New York

Students intern for a full semester, 32 hours per week, while taking one online offered by Stonehill or its SACHEM Consortium partners. This opportunity allows students to gain practical experience in a large urban setting. With guidance from the Career Development team, students are expected to secure their own internships based on their career interests. Students will live in housing provided by Educational Housing Services. This program is administered through Career Development and is open to all majors.

New York Internship Credit Structure

Credits	Requirements
3	One online course taken through Stonehill or a SACHEM Consortium partner
3	Journal/field notes and final paper/presentation determined by faculty moderator
9	Intern 32-40 hours/week for a minimum of 448 hours (14-week average)

Stonehill Full-time Internship Program: Washington, D.C.

Students intern 32 hours per week and take an online class through Stonehill or a partner institution in the SACHEM Consortium. With guidance from Career Development, students are expected to secure their own internships based on their career interests. Students will live on Capitol Hill in housing provided by WISH (Washington Intern Student Housing). This program is open to all majors and administered through Career Development.

Washington, D.C. Internship Credit Structure

Credits	Requirements
3	One online course taken through Stonehill or a SACHEM Consortium partner
3	Journal/field notes and final paper/presentation determined by faculty moderator
9	Intern 32-40 hours/week for a minimum of 448 hours (14-week average)

Stonehill Full-time Internship Program: Local

Students intern 32 hours per week and take one class at Stonehill. With guidance from Career Development, students are expected to secure their own internships based on their career interests. Students will live on campus and work anywhere in the local area including Boston and Providence. This program is open to all majors and administered through Career Development.

Local Internship Credit Structure

Credits	Requirements
3	Course selected by the student, taken at Stonehill College
3	Journal/field notes and final paper/presentation determined by faculty moderator
9	Intern 32-40 hours/week for a minimum of 448 hours (14-week average)

Stonehill Undergraduate Research Experience (SURE)

The Stonehill Undergraduate Research Experience (SURE) Program is an opportunity for students who have completed at least their first year at Stonehill with an overall GPA of 2.0 or higher to perform significant, publishable full-time research under the guidance of and in collaboration with an experienced faculty mentor. The experience, available in all disciplines, helps to solidify and define students' career choices, both through graduate school decisions and in post-college employment. All SURE Scholars receive a stipend for an eight- or ten-week full-time summer session. Applications are submitted in early December preceding the summer of participation. For further information, contact the Associate Vice President for Academic Operations, or visit the SURE website.

Directed and Independent Study & Research

Directed Study

A Directed Study allows a student to investigate in-depth a subject that is not offered in the regular curriculum. Such a project is ordinarily in an area of concentration or in some field for which the student is well-prepared. A student who desires to pursue a Directed Study should first seek the cooperation of a faculty member in the appropriate discipline who will agree to supervise the work in the subsequent semester. The student then completes the application available on myHill.

A student may not take more than one Directed Study in a semester without permission of the Office of Academic Advising.

Independent Research

With the approval of a supervising faculty member and Department Chairperson, a student may carry out an independent research project, for academic credit, on a topic currently being studied by the faculty member or on an original project developed collaboratively by the student and faculty member. The student must complete an on-line application, which requires approval by the faculty member and department chair prior to registration. The form is available on myHill.

Senior Thesis

Students complete an independent scholarly work, resulting in a substantial written document, under the guidance of a faculty member and with the approval of the Department Chairperson. An online application is available on myHill and must be completed prior to registration.





FINANCIAL INFORMATION AND SCHOLARSHIPS

Financial Information

The clearinghouse for all financial obligations owed to the College resides within the Controller's Office. Within that office, payments are processed and students are billed for tuition, fees, room and board, traffic fines, residence hall damage, etc. All billing questions should be addressed to Student Accounts.

Notwithstanding any language to the contrary, the College makes the presumption that all students must register each semester. If a student fails to do so, College privileges may be revoked including but not limited to access to classes, the residence halls and meal plan. No student can register until his/her obligations to the College, financial and otherwise have been cleared through the appropriate office.

- Bills for the fall and spring semesters are available electronically. The fall bill is available in early July. Bills for the spring semester are available in early December.
- Payment of fall semester billing is due by August 1st. Payment of spring semester billing is due by January 2nd.
- Payment is made by check or money order, payable to Stonehill College, and addressed to the College Cashier, Stonehill College, Easton, Massachusetts 02357. Credit/debit card and electronic check payments can be made on-line. The fee for debit/credit cards is 2.95% with a \$3.00 minimum fee. No payment is considered officially received until it has been receipted by the College Cashier.
- A late payment fee of 1.00% per month may be charged on any balance outstanding after the due dates noted above.
- When required obligations to the College have been satisfied and health insurance coverage has been verified, the Associate Director of Student Accounts will notify the Registrar that the student is eligible to register and/or start classes.
- To complete registration, the student must finalize any required process on-line.
- Students entitled to educational assistance under chapter 31 or 33 are permitted to participate in the course of education during the period beginning on the date on which the student provides a certificate of eligibility for entitlement assistance. This includes, all educational courses including use of classes, libraries, or other institutional facilities. Stonehill does not require students to borrow to cover a balance while payment is pending. Stonehill College's procedures shall always be interpreted to comply with Veterans Benefits and Transition Act of 2018.

Tuition and Fees

Description	Charge
Full-time Tuition*** (Students entering Stonehill in the Fall 2022 semester and after)	\$28,125.00 per semester
Full-time Tuition*** (Students entering Stonehill prior to the Fall 2022 semester)	\$27,625.00 per semester
Part-time Tuition	\$1,875.00 per credit**
Campus Fee (Students entering Stonehill in the Fall 2022 semester and after)	\$620.00 per semester

**for students approved to take fewer than 12 credits

***Includes \$250.00 per semester for Student Activities Fee

Room and Board

Description	Charge
Room per semester (Students entering Stonehill in the Fall 2022 semester and after)	\$5,436.00
Room per semester (Students entering Stonehill prior to the Fall 2022 semester)	\$5,436.00
Resident Meal Plan per semester (non-refundable) (Students entering Stonehill in the Fall 2022 semester and after)	\$2,574.00
Resident Meal Plan per semester (non-refundable) (Students entering Stonehill prior to the Fall 2022 semester)	\$3,694.00

Miscellaneous Fees, as applicable

Description	Charge
Application fee, submitted with application form	\$60.00
Study Abroad Fee	\$750.00 per semester
Software Technology Fee	\$100 per semester for Business majors (except Economics and Healthcare) \$50 per semester for Economics majors
Resident Parking Decal	\$150.00 per year
Commuter Parking Decal	\$75.00 per year
Late Payment Fee	1.0% per month. Assessed on outstanding balance.
Non-Refundable Room Guarantee Charge	\$100.00 per year. Assessed to all students entering the housing lottery for the upcoming year and all students residing on campus for at least one semester during the year.
Late Registration Fee	\$50.00 Assessed to students who do not register during the designated registration period each semester.
Lab Fee	\$100.00 for BIO 101, BIO 102, BIO 203, BIO 204, BIO 211, BIO 212; CHM 113, CHM 221, CHM 222, CHM 232, and CHM 244 .
Music Course Fees (per course for studio instruction)	\$550.00
Returned Check Fee	\$30.00 per occurrence

*Charges for Credit Overload Effective Fall 2024-Spring 2025

Major	First-Year Students	Sophomores, Juniors, and Seniors
STEM majors: Actuarial Mathematics, Astronomy, Biochemistry, Biology, Chemistry, Communication Sciences & Disorders, Computer Science, Data Science, Earth & Planetary Sciences, Engineering (Computer, Electrical, and 3+2), Environmental Science, Environmental Studies, Exercise Science, Health Science, Mathematics, Neuroscience, Photonics, or Physics	Additional charge of \$1875 per credit over 19	Additional charge of \$1875 per credit over 18
All other majors	Additional charge of \$1875 per credit over 18	Additional charge of \$1875 per credit over 17

NOTE: Special Fees are non-refundable. Charges currently listed are subject to change. Students are charged for any breakage of laboratory equipment and/or any damage to campus facilities.

General Billing Information

Each semester's tuition and room and board charges are billed and payable, with appropriate fees, before the start of each semester.

Bills for the fall semester are available electronically in July and due in full by August 1st. Bills for the spring semester are e-mailed in December and due in full by January 2nd. Bills are generated in the student's name. Students and their assigned authorized users receive e-mails when bills are available on-line. Part-time students who do not register for courses prior to July 1st for the fall and November 1st for the spring must pay all charges in full when registering for their courses.

A late payment fee of 1.00% of any outstanding balance may be assessed on the day following the due date. Moreover, an additional 1.00% of the unpaid balance may 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 billing notification e-mails that are not viewed, returned for address correction, or otherwise undeliverable. Students and their families should be aware that the due dates for each semester typically remain constant from year to year and, it is their responsibility to meet the payment date. The students may view their account information on-line through myHill. The due date is not adjusted, nor is the late charge waived, if a billing notification sent 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.

Except for courses accepted in transfer from another institution, foreign or domestic, all credits applied toward a degree are billed by and payable to Stonehill, including credits earned at an off-campus location such as an internship site or a school where practice teaching takes place.

If an institution or agency charges a service fee to the College for the supervision of student interns, etc., the College will pay the fee if the student's current tuition payment to the College is sufficient to cover the fee. Otherwise the student shall be responsible for paying the fee.

Billing for External Programs

The College has a policy of Direct Billing for matriculated Stonehill students who participate in approved international or domestic external programs (whether internships or study abroad experiences) that are not provided by the College.

The College will contract with each program provider to offer the agreed-upon academic experience and will forward all deposits and institutionally-negotiated program fees to the provider on behalf of the students approved to participate by the International Programs Office. If the student ultimately attends the external program, the College will be reimbursed for the pre-paid deposit and program fees through the tuition, fees, and room/board assessed to his/her account. If the student does not attend the external program, for any reason whatsoever after the College has paid the deposit and/or program fees on his/her behalf, the student is obligated to reimburse the College for the full amount of any non-refundable deposit, in addition to any charges for standard tuition, fees, and room and board that are assessed to the student's account.

Students in approved external programs will be charged and billed for current Stonehill tuition and mandatory fees, plus Stonehill's room and/or board if the provider's advertised standard program costs include room and/or board. If the program fee includes tuition but not room and board, the student will be charged Stonehill's tuition and mandatory fees only. If the program fee includes tuition and room, the student will be charged Stonehill's tuition, mandatory fees, and room and board minus the initial declining balance established for the Resident Meal Plan. If the program fee includes tuition, room and board, the student will be charged Stonehill's tuition, mandatory fees, and room and board.

Students will retain all of their financial aid including institutional scholarships and grants with the following exceptions:

- non-institutional funds that stipulate that they are unable to be used for such purposes will be returned to the funding source;
- non-basketball athletically related aid for sports scheduled during the semester abroad without special permission of the coach of that intercollegiate athletic team;
- Stonehill Basketball Scholarships and Tuition Exchange Scholarships are not typically transferable.

Health Insurance

State law requires that students taking nine or more credits carry health insurance and annually provide proof of such insurance to the College. At the beginning of each academic year, all students enrolled in nine or more credits are billed for insurance coverage under Stonehill College Accident and Sickness Insurance policy offered by Blue Cross Blue Shield. This premium may be waived only when the College receives the completed on-line waiver from University Health Plans. The insurance premium on your bill will be cancelled ONLY if the on-line waiver process is completed by the payment due date. The standard late fee may be charged against the assessed insurance premium if the waiver process is not completed on time, regardless of whether or not the insurance is waived. Students wishing to enroll in the College's plan must complete an on-line acceptance at University Health Plans. Coverage extends from August 1st to July 31st. You will not be permitted to start classes until Stonehill College receives electronic confirmation from University Health Plans that the waiver or acceptance process is complete.

Room Guarantee/Charge

Students planning to live on campus will be assessed an annual \$100.00 non-refundable Room Guarantee Charge assessed on the fall semester bill. This charge acts as a reservation fee. Any student who withdraws from campus housing after reserving a room for the following year may forfeit his/her Room Guarantee Charge.

Current resident students who do not intend to return to housing for the following academic year must notify the Director of Residence Life in writing by the date by which housing selection forms are due in order to avoid the Room Guarantee Charge. Those students who submit housing selection forms and then withdraw from housing may forfeit their Room Guarantee Charge.

Students residing on campus for at least one semester during the academic year will be charged the full annual fee.

Guarantee Deposits

All incoming students will pay a guarantee deposit of \$600.00 by the specified commitment date. These funds are credited to the first tuition bill and are not refundable.

Withdrawal Policies and Procedures

A student may voluntarily withdraw from the College for personal or medical reasons or the College may involuntarily withdraw a student from the College for disciplinary, administrative, or medical reasons. Suspension, separation, or dismissal of students for disciplinary reasons shall be governed by Stonehill's Community Standards and student discipline system and Substance Awareness Policy and Statement of Compliance with the Drug Free Schools Community Act. Separation of students for academic reasons shall be governed by the Academic Standing Policy .

Students may withdraw from individual courses up and until the Last Day for Course Withdrawal as determined by the Vice President for Academic Affairs or designee. The Last day for Course Withdrawal will vary based on the Academic Calendar.

Procedures for administering the withdrawal and refund process shall be created and reviewed periodically by the College. The procedures shall be maintained by the Office of General Counsel. The General Counsel shall publish the procedures on his or her website or in another area of the website as designated by the General Counsel and these procedures shall become the official version of the procedures. Changes made to the procedures during an academic year shall be published electronically in the same area of the website where the procedures were originally published.

Voluntary Withdrawal from the College for Personal Reasons

A student may voluntarily withdraw from the College for personal reasons. Personal reasons are defined as any legitimate reason other than a medical reason. A student who wishes to withdraw from the College for personal reasons must sign and complete the College Withdrawal Form available in the Office of Academic Services & Advising. A student withdrawing for personal reasons must receive the signed approval of the Director of Academic Services & Advising or designee. Signed approval will normally only be granted upon the student's completion and submission of the College Withdrawal Form and the completion of an Exit Interview with the Office of Academic Services & Advising.

Students contemplating a withdrawal or change in their enrollment status are encouraged to meet with Student Financial Assistance prior to completing the withdrawal process to discuss the financial impact of their decision, including refund eligibility, Satisfactory Academic Progress requirements, future eligibility for financial aid, and the possibility of having to pay for a course in which the student is no longer enrolled and for which (s)he will receive no credit.

Student Hill Cards must be returned at this time. For resident students, room keys must be returned to the Residence Life Office. Students who withdraw from the College after the last official date of classes are considered to have completed the courses for which they were enrolled on the last class day of that semester. In those cases where the specific last date of class attendance must be determined, the student's faculty members are contacted in order to establish such date.

A student who stops attending classes, or otherwise leaves the College or does not return to the College following any break in an academic session, but does not complete the College Withdrawal Form, or otherwise comply with the requirements of a different section of these procedures, shall be deemed withdrawn from the College on the day following the last day for "Add/Drop" as listed on the Academic Calendar or at an earlier or later date as determined by the College based on the factual circumstances. In such cases, the College's designation of the student as a withdrawal shall only be changed or amended upon the recommendation of the Vice President for Academic Affairs or designee.

Readmission to the College following Voluntary Withdrawal

Students who previously attended Stonehill College but withdrew prior to completing their program must apply to the Office of Academic Services & Advising for readmission. This process may be initiated any time after March 15th, but must be completed by July 1st for the fall semester. For the spring semester, this process must be completed between October 15th and December 1st.

Voluntary Withdrawals from Residency for Personal Reasons

A student may voluntarily withdraw from residency for personal reasons. Personal reasons are defined as any legitimate reason other than a medical reason. A student who wishes to withdraw from residency for personal reasons must sign and complete the Residency Withdrawal Form, which is available from the Residence Life Office.

Students are not guaranteed future residency after withdrawing from College housing. Students seeking residency should discuss any available options with the Director of Residence Life or designee.

Students who are suspended or dismissed from residency as a result of disciplinary sanction should refer to Stonehill's Community Standards and student discipline system and Substance Awareness Policy and Statement of Compliance with the Drug Free Schools Community Act as well as the specific requirements of their hearing outcome letter to determine their eligibility for a return to residency.

Medical Withdrawals from the College or from College Residency

Voluntary Withdrawals

A student may voluntarily withdraw from the College or from residency for medical reasons. Medical reasons include physical or mental health conditions which prevent or constructively prevent a student from participating in the academic or residential programs offered by the College in any meaningful way.

A student who wishes to voluntarily withdraw from the College or residency for medical reasons must submit a written request to the Vice President for Student Affairs or designee. Ordinarily, a student must commence the voluntary withdrawal process within 15 days of leaving the College. Supporting medical documentation from the student's healthcare provider must be submitted to the College's Designated Health Care Professional. The Designated Health Care Professional will review the request and supporting medical documentation and submit a written recommendation to the Vice President for Student Affairs or designee as to the sufficiency of the grounds for the request. In some instances, the Vice President for Student Affairs or designee may require additional information from the student in order to allow the Designated Health Care Professional to make an informed recommendation. In consultation with the Designated Health Care Professional, the Vice President for Student Affairs or designee shall either approve or deny the request. If approved, the Vice President for Student Affairs or designee shall notify the student, the Director of Academic Services & Advising, Student Financial Assistance, and the Director of Residence Life (as applicable) to commence with withdrawal process.

Neither the Director of Academic Services & Advising nor the Director of Residence Life may grant a medical withdrawal without the approval of the Vice President for Student Affairs or designee.

Upon approval of a medical withdrawal, Student Accounts and the Residence Life Office shall process refunds in accordance with the alternative medical withdrawal refund calculation procedures.

Involuntary Withdrawals

Ordinarily, a medical withdrawal will result from the student's voluntary efforts. In exceptional circumstances, a student may be asked to leave the College or the residence halls involuntarily. In this case, the student may be eligible to receive a refund based upon the alternative medical withdrawal refund calculation procedures.

An involuntary medical withdrawal may be presented to the student by the Vice President for Student Affairs or designee in consultation with the College's Designated Health Care Professional(s). An involuntary medical withdrawal must involve a strong likelihood of one or more of the following:

- serious risk of physical harm to the student or other persons;
- a reasonable risk of physical impairment or injury to the student him/herself due to impaired judgment that would not allow the student to live independently in College residence halls;
- a reasonable risk of physical impairment or injury to the student him/herself due to impaired judgment that would not allow the student to protect him/herself in the community;
- a reasonable risk of physical impairment or injury to the student him/herself due to impaired judgment that would not allow the student to perform the essential functions of an educational program without requiring unreasonable modification of the program;
- a serious risk of substantially altering the living, learning, or residential program(s) of the College

The reasons for the recommendation must be documented in writing by the College's Designated Health Care Professional(s). Whenever reasonably possible, a meeting between the student and the Vice President for Student Affairs or designee will be held prior to the imposition of an involuntary medical withdrawal in order for the student to indicate why an involuntary medical withdrawal should not be invoked. Following this meeting, the decision of the Vice President for Student Affairs or designee will be final. Once invoked, the involuntary medical withdrawal becomes effective immediately and the student will be required to leave campus and/or the residence halls. In certain cases, advance notice may not be possible.

Return to the College or Residency After Voluntary or Involuntary Medical Withdrawals

In order to return to academic coursework and/or residency, the student must forward documentation to the Counseling and Testing Center or Health Services regarding treatment received during the period of withdrawal. The documentation submitted needs to include a treatment summary, a statement that the student's medical situation does not preclude safe attendance at the College, including the successful completion of academic coursework and/or the ability to live independently in College residence halls, and any recommendations the provider may have for treatment or support services upon the student's return. The student may be required to meet with the College's Designated Health Care Professional(s) for an assessment prior to returning. The student may also be required to permit his/her healthcare provider(s) to consult with the Vice President for Student Affairs, College's Designated Health Care Professional(s), or designees, as needed.

The Vice President for Student Affairs or designee, in consultation with the College's Designated Health Care Professional(s), will make the final decision as to whether or not a student may reapply for residency and/or begin the readmission process. No college office may grant readmission or conditional readmission to a student, or allow a student to register or receive financial or institutional aid, who has been away from the College for a medical reason, without first receiving the written approval of the Vice President for Student Affairs or designee.

While a student is on a voluntary or involuntary medical leave, he or she will not be eligible to participate in the housing selection process or reserve a specific housing assignment. In addition, students on voluntary or involuntary medical leave should contact the Associate Vice President for Student Affairs/Dean of Students or designee two weeks prior to the registration process to review the readmission process. Students may be conditionally approved to register for the following semester; however, students must then meet all stated requirements in order to return to the College and officially resume residency and/or coursework.

If a student has left the College for any period of time due to a medical reason, even if a voluntary or involuntary medical withdrawal has not been processed, the student shall be subject to the conditions of return after a medical withdrawal as described herein. The College reserves the right to withdraw any student who fails to comply with this process.

Refund for College Withdrawals and Course Withdrawals

Tuition Refunds

For fiscal reasons the College must anticipate that enrolled students will complete the semester to which they were admitted and the number of courses/credits for which they have enrolled. Therefore, the College does not guarantee or promise the availability of a tuition refund. If the College, in its sole discretion, determines that a refund is available, the calculation process outlined herein will apply.

1. The Associate Director of Student Accounts will determine the amount of a tuition refund available based on the official withdrawal date of the student as determined by the Director of Academic Services & Advising. A student who does not follow the procedures for receiving a withdrawal may forfeit his or her rights to a refund within Federal Title IV regulations.
2. The tuition refund is calculated less any fees and deposits. Fees and deposits are non-refundable.

3. When determining refunds, the College shall at all times comply with federal and state laws regarding the refund of federal or state financial aid funds. Current regulations require the College to refund such funds on a pro-rated basis for any student who withdraws before 61% of the applicable semester has been completed. For example, a student who completed 23% of the semester will keep 23% of his or her federal and/or state funds. The remaining 77% will be returned to the funding sources.
4. Students receiving College funds will have these awards pro-rated according to the College's tuition refund policy listed below. For example, if a student receives 20% tuition refund, he or she will forfeit 20% of his or her Stonehill award(s).
5. Any balance due to the College resulting from refund adjustments of aid is the responsibility of the student.
6. Student/parent loans and government grants are deposited in the student's tuition account. If a credit balance results, the student will automatically receive a refund if federal financial aid exceeds billed costs. Otherwise, the credit balance will remain on the account and be applied toward subsequent semester charges unless the student or parent (as applicable) specifically requests a refund.
7. A refund, when due, will be made payable to the student and mailed to the permanent address of the student then on file with the College, unless the College is instructed otherwise in writing. When the deposit of a parent loan results in a credit balance, the refund will be made payable to the parent and mailed to the parent's home address then on file with the College.
8. The College endeavors to quickly and efficiently process all refunds. Ordinarily, the refund process takes approximately 14 business days. However, the refund process may take longer based on the timing of depositing and confirmation of checks. Ordinarily, a refund of payment received by check does not begin until at least 10 business days after it is deposited by the College.
9. A refund will not be made for an amount less than \$25.00 unless a student has graduated or withdrawn.
10. Refunds will not be processed until funds for pending and/or verified financial aid have been received and applied to the student's account.
11. The following schedule applies to all enrolled students in any of the College's programs who withdraw from the College for personal reasons or who withdraw from a course or courses and/or change their status from full-time to part-time.

Refund for 15-week Courses

Withdrawal Date	Refund
During the first two weeks of classes	80%
During the third week of classes	60%
During the fourth week of classes	40%
During the fifth week of classes	20%
After the fifth week of classes	No refund

Refund for 5, 6, 7, or 8-week Courses

Withdrawal Date	Refund
During the first week of classes	80%
During the second week of classes	40%
After the second week of classes	No refund

12. Part-time students who withdraw before the first day of a class will receive a full refund of tuition for that class.
13. Full-time students who reduce their course load to fewer than 12 credits per semester after the first day of classes will have their charges pro-rated based on the full-time rate. Pro-rations will be based on the Tuition Refund outlined above.

Room and Board Refunds

1. For fiscal reasons the College must anticipate that enrolled residential students will complete the semester to which they were admitted as residential students. Therefore, the College does not guarantee or promise the availability of a room and board refund. If the College, in its sole discretion, determines that a refund is available, the calculation process outlined herein will apply.
2. The date of a student's withdrawal from residency shall be determined by the Director of Residence Life or designee and will be used by the Associate Director of Student Accounts to determine the pro-rated room and board overhead charges. A student who does not follow the procedures for receiving a withdrawal may forfeit his or her right to a refund.
3. Room and board overhead charges will be refunded according to the following schedule for all students who withdraw from residency.

Room and Board Refund for 15-week Courses

Withdrawal Date	Refund
During the first two weeks of classes	80%
During the third week of classes	60%
During the fourth week of classes	40%
During the fifth week of classes	20%
After the fifth week of classes	No refund

4. The meal plan refund is a percentage, based on the schedule above of the amount remaining in the student's declining balance account at the time of withdrawal.
5. Students who reduce their course-load to fewer than 12 credits per semester may forfeit their eligibility for residency.
6. The room guarantee fee is non-refundable.

Family Tuition Schedule

Provided that family members are full-time students, are matriculating at the same time, and are not receiving any other scholarship or tuition remission from or through the College, the following family tuition schedule will apply:

- First student - Full Tuition
- Second student - 75% of Full Tuition
- Third and each subsequent student - 50% of Full Tuition

The total family reduction will be divided and applied equally to each family member. NOTE: Family members include only dependent members of a single household.

Financial Aid

Current and prospective students are encouraged to consider all expenses anticipated for the entire period of education to determine if family resources need to be supplemented by financial aid in order to meet these expenses. College policy requires that all students who need financial assistance apply for all available aid from federal, state, institutional, and private sources.

The College awards financial aid within two annual payment periods. The fall period includes courses that begin July 1st and after through December 31st. The spring payment period includes courses that begin January 1st and after through June 30th. Courses taken within these two periods determine enrollment status for financial aid purposes.

Applicants for admission, transfer students, and returning students who wish to renew or be considered for need-based grants and scholarships, loans and/or campus employment must file a complete Financial Aid Application each year.

A Complete Financial Aid Application Consists of the Following:

1. **For every aid applicant:** the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA, completed in its entirety and processed through the federal processor. Under the College Release section, list Stonehill with federal code number 002217.
2. **For full-time first year, transfer, and other first-time aid applicants:** The Profile Form from the College Scholarship Service (CSS) is required for consideration of all institutional aid, including, but not limited to athletic aid, need based aid, and some forms of merit scholarships. Priority deadline for regular decision mirrors the admission application submission deadline. 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. Non-Custodial Parent Statement.
4. Stonehill Supplemental Application, completed by returning students.

Only required if requested by the College:

5. Verification Form.
6. Verification of sibling 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. IRS Data Retrieval or IRS Tax Return Transcript
10. Any other documents/material deemed necessary for verification.

How to obtain necessary financial aid applications:

First-Year Applicant: FAFSA is available on-line at www.fafsa.gov. The CSS Profile form is available on-line at <http://student.collegeboard.org/profile>.

Transfer Applicant: New and Renewal FAFSAs can be completed on-line at www.fafsa.gov. The CSS Profile form is available on-line at <http://student.collegeboard.org/profile>.

Renewal FAFSAs for returning students are now available on-line only at www.fafsa.gov, accessible with a secure login and password (FSA ID). Further information regarding the FAFSA ID 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 (unless not 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 as listed below.

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, is typically verified. Therefore, financial aid applicants and their parents are urged to use information from completed federal tax returns when filling out their Financial Aid Applications. It is not recommended that families delay filing the Financial Aid Applications until tax returns are completed, especially if it means a deadline will be missed but, rather, that tax returns be completed early. Using accurate information will result in fewer corrections to an application and, consequently, fewer adjustments to a financial aid award. Priority filing deadlines: Profile and FAFSA by the admission application deadline for incoming first-year students; and FAFSA between October 1st and March 15th for returning students.

Satisfactory Academic Progress Standard for Financial Aid Recipients

In order to receive or continue to receive financial aid funded by the government and/or Stonehill College (including student or parent education loans, grants, scholarships and jobs), a student must maintain satisfactory academic progress as defined below.

Satisfactory Academic Progress:

A student must pass a specific number of cumulative credits they attempt. (The number of credits attempted equals the number of credits in which the student is officially enrolled at the end of each Add/Drop period). Credits that are graded "Incomplete" as well as credits from which a student withdraws after the Add/Drop period are considered credits attempted but not satisfactorily completed. (If an incomplete grade is subsequently changed to a passing grade, satisfactory academic progress can be recalculated based on receipt of a passing grade.) In addition, a student's cumulative average at the end of two academic years of study must be at least 2.00, and his/her record must continue to meet this standard at each review. A student must take courses at Stonehill College to raise their cumulative GPA.

Students are reviewed annually for compliance with Satisfactory Academic Progress requirements, at the end of each spring semester. In addition to the cumulative average noted above, this review covers all coursework attempted since the first period of enrollment.

To be in compliance a student must successfully complete at least 67% of all credits attempted. Transfer credits earned by students from other institutions and accepted by Stonehill College are included in the determination of a student's percentage of completed classes. However transfer credits are not counted towards students qualitative GPA standards.

To regain eligibility for financial aid after unsatisfactory progress has been declared, a student must complete the number of credits not passed within the period which resulted in the loss of aid and achieve the required cumulative grade-point average.

To continue to be eligible for federal Title IV funding, a student must complete in the aggregate, 67% of all credits attempted, including credits transferred in, at the end of the established full academic period. This ensures that no student takes longer than 150% of the normal time for completing his/her degree, based upon enrollment status. For example, in a program requiring 124 credits for graduation, 150% of the normal time equals 186 credits attempted. The time to degree completion includes all courses attempted, including courses from which the student has withdrawn after the add-drop period, courses which are incomplete, and courses which have been accepted by the College in transfer.

General Provisions:

Repeat coursework taken for the purpose of increasing a previously passing grade can only be considered in qualifying a student for financial aid enrollment status or satisfying a determination of non-compliance with Satisfactory Academic Progress requirements 1 time per course.

Appeals:

The denial of financial aid because of failure to meet Satisfactory Academic Progress requirements may be appealed if the student believes there are special circumstances which should be considered. The appeal must include an explanation of why the student believes he/she failed to achieve satisfactory academic progress and what has changed that will allow the student to achieve progress by the end of the next financial aid payment period. A written appeal, sent within 15 days of notification of ineligibility for aid, should be addressed to the Director of Student Financial Services. Appeals will be considered by committee. A response will be mailed to the student within 15 days of receipt of such appeal. Appeals may be approved if justification presented is acceptable and it has been determined that the student is able to meet SAP standards by the end of the next financial aid payment period.

A positive response to an appeal results in the student being placed on Financial Aid Probation. The student then re-gains eligibility for financial aid for the next financial aid payment period only. Progress will be re-measured subsequent to the period of Financial Aid Probation to assure compliance with SAP after that one financial aid payment period.

Stonehill College Scholarships

Each year the College offers a number of partial-tuition scholarships and grants to new and returning students. While some scholarships are awarded on the basis of merit, it is recommended that a financial aid application (CSS Profile) be on file with the College. Scholarships require a maintenance of a minimum cumulative average for renewal, but merit scholarship recipients need not file for aid in subsequent years unless they wish to be considered for other assistance as well, including need-based grants, student loans, and work-study. (See here for a description of the financial aid application process for incoming and returning students.)

More detailed information is available on the Financial Aid webpages.

In total, Stonehill scholarships and grants may not exceed the amount actually charged for tuition. They are credited only to semesters in which the recipient pays tuition to Stonehill. Half the amount of the scholarship is applied to the fall semester and half to the spring semester, provided the recipient meets the preceding criteria. These awards are not applicable to semesters in which tuition is paid to another institution or program, nor may the entire amount be credited to one semester. Scholarships are awarded for and presume full-time continuous attendance at Stonehill, for a maximum of 8 semesters. "Stopping out" for any reason results in forfeiture of the scholarship(s).

Restricted/Endowed Scholarships

Stonehill College awards funding that has been gifted to the College as endowment. Many of these scholarships carry restrictions as stipulated by the donors. To apply, returning students must file the complete Financial Aid Application and a Restricted/Endowed Scholarship Application. This special application is available on-line at www.stonehill.edu under Costs & Financial Aid, between February 1st and March 15th for the following academic year. New students do not complete this special application. A complete list of available scholarships appears in this catalog and may be viewed on-line at www.stonehill.edu.

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 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 \$100.00 to \$4,000.00 per year and are re-determined annually. The Free Application for Federal Student Aid (FAFSA) is the application for FSEOG funds.

Federal TEACH Grant

Funded and administered by the federal government TEACH Grants are awarded to students who meet certain academic requirements and who indicate they may teach in a federally defined high need school for four years upon graduation. The TEACH Grant reverts to an unsubsidized federal student loan if the obligation to teach is not fulfilled within eight years

of graduation. The FAFSA is the annual application and an Agreement to Serve and entrance and exit counseling must be completed, but TEACH does not require that the student have financial need.

Federal Yellow Ribbon Program

Stonehill is a matching grant participant in the Yellow Ribbon Program for eligible veterans and their dependents.

ROTC Scholarships

Students at Stonehill College may compete for Army ROTC Scholarships.

State Scholarships/Grants

Students should investigate the availability of scholarships/grants through their states. Eligible students should submit state scholarship/grant applications by the appropriate deadlines. The FAFSA is the application required by most state grant programs.

Student Loans

Loans are available to Stonehill College students from the following sources:

The Federal Direct Student Loan Program:

Loan limits are determined by the number of credits completed: up to \$5,500 per year for students who have completed fewer than 30 credits; up to \$6,500 per year for students who have completed between 30 and 59 credits; and up to \$7,500 per year for students who have completed at least 60 credits. Total borrowing may not exceed \$31,000. This loan program is funded by the federal government and administered by the College.

The Free Application for Federal Student Aid (FAFSA) is used to determine eligibility. There are two types of direct loans: subsidized and unsubsidized. Students who demonstrate sufficient financial need qualify for a base subsidized loan. The fixed interest rate on this loan is 5.05% with a federal origination fee of 1.062%. No interest accrues on this loan while the student attends school at least half time. Those who do not qualify for the full subsidized loan may borrow an unsubsidized up to maximum allowable direct student loan plus the supplemental unsubsidized loan of \$2,000; however, the student must either pay the interest on this loan while in school or opt to capitalize the interest and pay it, along with the principal, upon leaving school. The fixed interest rate on the unsubsidized loan is 5.05%, and the federal origination fee is 1.062%. Repayment of principal for both types of loans begins six (6) months after the student ceases to be enrolled at least half time.

Promissory Notes for the Direct Student Loan Program are available on-line at the federal web site www.studentloans.gov. The loan funds (net the origination fee) are credited directly to the student's tuition account, half in each semester.

It is not necessary for a student to complete a promissory note for every year in which (s)he borrows through the Federal Direct Student Loan Program. A Master Promissory Note and Entrance Counseling is completed for the first year in which the student borrows and remains in effect for each subsequent loan borrowed for a total of 10 years.

Student Employment

In addition to the scholarship, loan, and grant opportunities described above, limited part-time employment is available to students who can, without jeopardizing their academic standing, devote time to campus jobs.

The College participates in the Federal Work-Study Program, which serves to expand the opportunities for part-time student employment on campus. The Work-Study Office has identified and classified Community Service positions off campus as well. These job postings are designated as such and are reserved for students who qualify for Federal Work-Study.

To be considered for academic year employment, a student must have a processed FAFSA on file in Student Financial Assistance.

A comprehensive listing of financial aid programs is contained at www.stonehill.edu under Costs and Financial Aid.

MAP Plan: Monthly Affordable Payment Plan

Many families prefer to spread tuition and fee payments throughout the year rather than make one large payment prior to each semester. The College offers an 4 and a 5-month payment plan each semester.

There are no interest charges; the current enrollment fee is \$30.00 per semester. Enrollment takes place on-line and all payments are automatically withdrawn from the payer's checking account each month. The contract amount is the balance due on the student account at the time of enrollment.

Notes:

Students receiving institutional or government financial aid (Perkins Loan, Supplemental Educational Opportunity Grant, Pell Grant, State Scholarships, Direct Loan, etc.) or educational assistance (Veterans' Benefits) should consider the possible loss of, or reduction in, this assistance before enrolling for other than full-time student status. The effect on financial assistance must be considered in any decision to accelerate course requirements or to reduce ones course load.

The College must anticipate for fiscal reasons that all financial obligations to the College will be paid in full. Failure to meet these obligations may result in Administrative Withdrawal from the College. In the event that a student leaves the College owing monies for tuition, room and board, fees, fines, or holds delinquent loans, the College reserves the right to withhold grades, official transcripts, and/or additional services within the confines of the Buckley Amendment.

The College reserves the right to withhold grades, diplomas and official transcripts and/or to deny participation in graduation exercises to any student who owes monies, books, or equipment to the College or who has failed to fulfill all obligations to the College, or who is in default on a federal student loan.

The College also reserves the right to refuse payment it determines to be unacceptable and the right to require that payment made after the due date be by cashier's check. Payments made after May 1 and prior to the end of the academic year must be in cash, credit card, or by certified check. Personal and electronic 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

For information on individual scholarships, please visit www.stonehill.edu/financial-aid/scholarships-grants/





VETERANS ADMINISTRATION SERVICES

Veterans Services

Stonehill College is dedicated to serving student veterans, active duty military, Guard/Reservists and their eligible dependents within the college community. The Registrar's Office provides specialized support in VA Educational Benefit Certification, referrals to College resources and other agencies, assistance with credit for prior learning, and support and advocacy for the veteran and military affiliated population. Students who wish to apply for educational benefits must contact the VA Certifying Official in the Registrar's Office, Duffy Academic Center, room 112. Student's receiving educational benefits are required to attend classes and maintain satisfactory academic progress in order to continue receiving education benefits. Furthermore, students must notify the VA Certifying Official of any changes made to their enrollment status.

Approval Criteria

Title 38 USC 3672, 3675, 3676

Prior Credit Requirement

38 CFR 21.4253 C (2)

- *Accredited institutions are only required to include their prior credit or transfer credit policy in the event if they have such policies currently in practice at their institution.*
- An approved institution must maintain a written record of previous education and training of the veteran or eligible person, which clearly indicates that appropriate credit has been given by the school for previous education and training, with the training period shortened appropriately. The record must be cumulative in that the results of each enrollment period (term, quarter, or semester) must be included so that it shows each subject undertaken and the final result (i.e. passed, failed, incomplete or withdrawn).

Refund Policy

38 CFR 21.4254 C (13) & 38 CFR 21.4255

- If an accredited institution has a refund policy, it must be clearly stated in the catalog. The policy must also indicate the amount of unused funds the student should anticipate receiving based on when the withdrawal was requested.
- The refund policy should clearly state the process the student(s) must complete to receive a refund for unused funds.

- The policy must include a timeline for processing the refund request and provide the student(s) with a date of when they should anticipate to receive the refund.

Standards of Academic Progress

38 CFR 21.4254 (6)

- Policies should include definition of terms
- Policy should clearly define the criteria for “good academic standing” and “unsatisfactory academic standing”.
- Grading system used by the institution must be clearly defined and must include the types of grades a student will find on a grade report or transcript. The “letter grade” with grade point equivalent or grade points must be clearly defined.
 - **Punitive Grade:** Grade included in the computation of the student’s Grade Point Average (GPA) and influences their ability to meet graduation requirements.
 - **Non-Punitive:** Grade that does not affect GPA and for which VA education benefits CANNOT be used. Such grades include incomplete, audited, and non-credit courses.

Academic Probation Policy

- The policy must clearly define and include the following criteria:
 - Under what circumstances a student will be placed on academic probation
 - How long the student will remain on academic probation
 - What conditions must be met by the student to be removed from academic probation
 - Policy must include conditions for continued enrollment for a student that is on probation.
- Academic probation policy may also include the following:
 - Probation may involve a combination of falling below an acceptable, cumulative GPA, and the number of the credits a student has taken
 - There may be a requirement for the student to meet with their academic advisory or establish a plan for improvement.

Academic Suspension and Reinstatement

- A student on academic probation that does not raise their GPA to an acceptable level after one term may be put on academic suspension
- The period of academic suspension should last for one or more terms
- Conditions for reinstatement should be clearly outlined for the student
 - The method by which the student is notified of their suspension, the conditions for reinstatement, and their right to appeal the suspension should be clearly defined and outlined.

Attendance Policies

38 CFR 21.4254

- Accredited institutions are only required to include an attendance policy if one is currently enforced by their institution.

Grounds for Disapproval

Title 38 USC 3679 (e)

Veterans Benefits and Transition Act of 2018 S.2248 Section 103.1.(b)

- A *Covered Individual* is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill ®benefits.
- Your policy must ensure that your educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.
- Your policy must permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
 - 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Title 38 USC 3679 (c)

The Veterans Access, Choice and Accountability Act of 2014

- For courses, semesters, or terms beginning after July 1, 2017, public institutions of higher education must charge qualifying veterans, dependents, and eligible individuals tuition and fees at the rate for in-state residents. Any institution not meeting this requirement will be disapproved by the U.S. Department of Veterans Affairs (VA) for the Post-9/11 G.I. Bill® and the Montgomery G.I. Bill®.
- For courses, semesters, or terms beginning after March 1st, 2019, public institutions of higher education must charge individuals using education assistance under chapter 31, Vocational Rehabilitation and Employment (VR&E) the in-state residential rate.

Title 38 USC 3679 (D)

Programs leading to Licensure or Certification

- A facility must publicly and prominently disclose any conditions or additional requirements, including training, experience, or examinations for Nonaccredited programs of the study that prepare students for:
 - A state licensure or certification
 - Employment pursuant to a board or agency for an occupation that requires approval, licensure, or certification

GI Bill® Trademark Policy

- The trademark symbol "®" should be placed at the upper right corner of the trademarked phrase in the most prominent place at first usage; such as the title of a brochure, form, or the very top of a Web page and the following trademark attribution notice must be prominently visible: "GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>."
- Use of the registered trademark symbol is not required each time the mark appears in a single document or on a Web page. However, the symbol should be prominent on all individual documents and Web pages.
- The GI Bill® trademark is not to be incorporated or included in company or product names, trademarks, logos or internet domain names.
- The term "GI Bill®" is to be used solely to promote official VA benefit programs and services and must include the proper trademark symbol.
- Use of the trademark attribution notice, indicating that the mark and all associated services belong to VA, is required and shall be taken as evidence that use of the mark is in good faith.
- No entity shall use the GI Bill® trademark in any manner that directly or indirectly implies a relationship, affiliation, or association with VA that does not exist.
- Disparagement or misrepresentations of VA services through use of the mark, or by the use of confusingly similar wording, are strictly prohibited.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.



COLLEGE LEGAL NOTICES

Stonehill College Notice of Nondiscrimination

As a Catholic College founded by the Congregation of Holy Cross, Stonehill College believes in the inherent dignity and worth of every person. As such, the College is committed to providing an inclusive environment free from discrimination for its students, faculty, staff, alumni, visitors, and guests.

Therefore, Stonehill College prohibits discrimination on the basis of race, color, national origin, religion, disability, age, veteran status, marital status, gender¹, gender identity, sexual orientation, or other legally protected status 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.

Nothing in this statement shall require Stonehill College to act in a manner contrary to the beliefs and teachings of the Catholic Church.

The following people have been designated to handle inquiries regarding the College's non-discrimination policy:

Thomas V. Flynn, Esq.
General Counsel
Stonehill College
Easton, MA 02357
(508) 565-1413

Lily Krentzman
Director of Human Resources
Title IX Coordinator
Stonehill College
Easton, MA 02357
(508) 565-1106

Inquiries concerning the application of non-discrimination policies may also be referred to:

Regional Director
Office of Civil Rights
U.S. Department of Education
5 Post Office Square
Boston, MA 02109

[1] College policies and procedures related to gender-based discrimination and harassment comply with Title IX of the Higher Education Amendment of 1972 ("Title IX"), including its implementing regulations at 34 CFR 106, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics ("Clery Act") as amended by the Reauthorization of the Violence Against Women Act of 2013 ("VAWA").

Student Education Records

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a post-secondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the College receives a request for access. A student should submit to the Registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write to the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official typically includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another College official in performing their tasks. A College official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the College.

Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Disclosures without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to College officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the College to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. The College may disclose PII from the education records without obtaining prior written consent of the student:

1. To other College officials, including faculty, within the College whom the College has determined to have legitimate educational interests. This includes, in certain cases, contractors, consultants, volunteers, or other parties to whom the College has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State post secondary authority that is responsible for supervising the College's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
5. To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
6. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
7. Information the College has designated as "Directory Information" under §99.37. (§99.31(a)(11))
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)) Parents may also obtain non-Directory Information if the College has a signed release from the student on file. Students may obtain a release from the Registrar's Office or other appropriate office.
9. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
10. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)) In certain circumstances parents may also be notified when their student is involved in a health or safety emergency.
11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13)).

12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

13. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)) In certain circumstances parents may be notified by the College if their student's residency or student status has been revoked or may be in jeopardy of being revoked.

Directory Information

At its discretion, the College may provide Directory Information without the consent of the student. For these purposes, Directory Information includes:

Student name, current enrollment, address, e-mail address, telephone number, class year standing, full-time or part-time status, schedule of classes, photograph, date and place of birth, major and minor fields of study, dates of attendance, degrees and awards received, including Dean's List and graduation honors, most recent previous educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams.

In certain circumstances, students may ask the College to withhold Directory Information by notifying the Registrar in writing within two weeks after the first day of class for each semester. Requests for nondisclosure, unless disclosure is required by law, will be honored by the College for only one academic semester; therefore, authorization to withhold Directory Information must be filed each semester in the Registrar's Office.

Student Personal Property

Stonehill College is not responsible for students' personal property. Students are strongly encouraged to have personal property insurance for their belongings. This type of insurance may be available and covered under applicable homeowners' insurance policies or it is available as separate insurance coverage from many providers. Students and their parents should check their current insurance policies for coverage and consider additional coverage, if necessary.

Student Use of Stonehill Directories

Stonehill College maintains a number of directories and address lists to facilitate personal contact between students, faculty, staff, alumni, and volunteers. These directories or address lists may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of the Vice President for Student Affairs, or designee. Any use of the addresses or other information such as mailing labels or e-mail distribution lists for any multiple mailing without the prior written permission of the Vice President for Student Affairs, or designee, is prohibited.

Demonstrations

Demonstrations must be registered twenty-four (24) hours in advance and must be approved in writing by the Vice President for Student Affairs, or designee. All demonstrations must be peaceful and orderly. Demonstrations may be organized and led only by members of the Stonehill College community. Demonstrations or other forms of expression may not compromise the rights of other members of the College community, nor interfere with the general operation of the College. Free speech is a cherished foundation of academia. Forms of expression, however, may not discriminate against or harass individuals on the basis of race, color, national origin, ancestry, sex, religion, age, physical or mental disability, sexual orientation, gender identity, or any other characteristic protected by state or federal law.

Stonehill College maintains the right to enforce all rules of conduct and to immediately dispatch Campus Police or request outside law enforcement assistance to respond to any criminal or violent acts.

Solicitation

No student or person representing any company is permitted to offer any product or service for purchase on the Stonehill College Campus without prior approval from the Director of Student Activities, in consultation with the Vice President for Student Affairs. In addition, students may not operate a business on campus or from their residence hall room without the express written consent of the Vice President for Student Affairs or designee.

Clery Act

Stonehill College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of Stonehill College's Campus Police Department's procedures along with required crime statistics.

Stonehill College is committed to assisting all members of the Stonehill community in providing for their own safety and security. The College's annual security compliance document is available on the Stonehill College website at <http://www.stonehill.edu/clery>.

If you would like to receive a booklet called "Annual Security Report" which contains this information, you can stop by the Campus Police Office or you can request that a copy be mailed to you by calling 508-565-5100.

Equity in Athletics Disclosure Act (EADA)

In compliance with the EADA, Stonehill College provides information on men's and women's athletic programs, including the number of participants by gender for each varsity team, operating expenses, recruiting expenditures, athletically-related student aid, and revenues. The annual report is available from the Athletics Office located in the Sally Blair Ames Sports Complex. General information regarding the College's student financial assistance programs, tuition and fees, and refunds is available from the Student Financial Services Office located in the Duffy Academic Center.

Fair Information Practices

Stonehill College complies with Massachusetts General Laws Chapter 66A, Fair Information Practices. Questions regarding this law can be addressed to: Registrar, Stonehill College, 320 Washington Street, Easton, MA 02357.

Campus Sex Crimes Prevention Act

The Campus Sex Crimes Prevention Act is a federal law that provides for the tracking of convicted, registered sex offenders enrolled as students at institutions of higher education, or working or volunteering on campus. Members of the campus community may obtain information concerning Massachusetts registered sex offenders on line at <https://www.mass.gov/orgs/sex-offender-registry-board> or by contacting any of the following:

Sex Offenders Registry Board
Commonwealth of Massachusetts
P.O. Box 4547
Salem, MA 01970

Easton Police Department
46 Lothrop Street
North Easton, MA 02356

Stonehill College Campus Police
320 Washington Street
Easton, MA 02357

Massachusetts Law Against Hazing

Massachusetts Law requires that the following information be issued to students, student groups, teams and organizations:

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Drug Free Schools and Communities Act

Stonehill College, in accordance with federal legislation and College policy, is committed to providing a drug-free, healthy and safe environment for all students, faculty and staff. The unlawful use, possession, manufacturing, distribution or dispensation of a controlled substance and the illegal use or possession of alcoholic beverages on campus or at College sponsored activities is prohibited. If it is determined that a violation of this policy has occurred, disciplinary action up to and including the dismissal of students and referral for prosecution may result. Applicable legal sanctions for the unlawful use, possession or distribution of alcohol and other drugs are summarized in the following section. This information appears here to meet the requirements of the Drug-Free Schools and Communities Act. In addition to this policy, other College policies remain in effect.

Summary of Alcohol and Other Drug Laws

The legal drinking age in Massachusetts is 21 years of age. A person over 21 years of age may not buy alcohol for a person under 21 years of age, unless their relationship is that of parent and child or husband and wife, and even in those situations liquor must be bought at a package liquor store, not a restaurant or tavern. Whoever furnishes any such beverage or alcohol for a person under 21 years of age shall be punished by a fine of not more than \$2,000 or by imprisonment for not more than one year or both. Alcohol may not be purchased or attempted to be purchased by a person under 21 years of age. A person may not lie about their age to purchase alcohol, present false identification, or make arrangements with someone older to buy alcohol for them. Any person who knowingly makes a false statement as to the age of a person who is under 21 years of age in order to procure a sale or delivery of such beverages or alcohol to such person under 21 years of age, either for the use of the person under 21 years of age or for the use of some other person, and whoever induces a person under 21 years of age to make a false statement as to their age in order to procure a sale or delivery of such beverages or alcohol to such a person under twenty-one years of age, shall be punished by a fine of \$300. Any person without a license to serve alcohol may not serve someone under 21 years of age, unless their relationship is that of parent and child or husband and wife. Any person who furnishes any such beverage or alcohol for a person under 21 years of age shall be punished by a fine of not more than \$2,000 or by imprisonment for not more than one year or both.

Any person who transfers, alters, or defaces an identification card, or who makes, uses, carries, sells, or distributes a false identification card, or furnishes false information in obtaining such a card, shall be guilty of a misdemeanor and shall be punished by a fine of not more than \$200 or by imprisonment for not more than three months.

It is unlawful for a person under 21 years of age knowingly to drive a car with alcohol in it unless accompanied by a parent. To do so may result in a fine of up to \$50 or suspension of the driver's license for three months, or both, for a first offense. Persons may not drive while drinking from an open container of an alcoholic beverage. Violators shall be punished by a fine of not less than \$100 nor more than \$500. Persons may not drive while under the influence of alcohol or any intoxicating substance. Violators shall be punished by a fine of not less than \$500 nor more than \$5000 or by imprisonment for not more than two and one-half years, or both such fine and imprisonment. Additionally, violators may have their license suspended for 1 year. If a police officer has reasonable grounds to believe a person is driving under the influence, a breathalyzer test may be given. If the person arrested refuses to submit to such test or analysis, after having been informed that their license or permit to operate motor vehicles or right to operate motor vehicles in the Commonwealth shall be suspended for a period of at least 180 days and up to a lifetime loss, for such refusal, no such test or analysis shall be made and they shall have their license or right to operate suspended in accordance with this paragraph for a period of 180 days. Conviction for a first offense be punished by a fine of not less than \$50 nor more than \$500 or by imprisonment for not less than 30 days nor more than two years, or both, and for a second offense by imprisonment in the state prison for not more than five years or in a house of correction for not less than 30 days nor more than two and one half years, or by a fine of not more than \$1000, or by both such fine and imprisonment.

Massachusetts has criminal penalties for use of controlled substances, or drugs, with penalties varying with the type of drug. In general, narcotic, addictive, and drugs with a high potential for abuse have heavier penalties. Possession of drugs is illegal without valid authorization. While penalties for possession are generally not as great as for manufacture and distribution of drugs, possession of a relatively large quantity may be considered distribution. Under both State and Federal laws penalties for possession, manufacture and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms and the full minimum term must be served. Massachusetts makes it illegal to be in a place where heroin is kept and to be "in the company" of a person known to possess heroin. Anyone in the presence of heroin at a private party or dormitory suite risks a serious drug conviction. Sale and possession of "drug paraphernalia" is illegal in Massachusetts. Under Federal law, distribution of drugs to persons under the age of 21 is punishable by twice the normal penalty with a mandatory one to three years in prison depending on the class of drugs; a third conviction is punishable by mandatory life imprisonment. These penalties apply to distribution of drugs within 1,000 feet of a college or school. Federal law sets greatly heightened prison sentences for manufacture and distribution of drugs if death or serious injury results from the use of the substance.

The Higher Education Act of 1965 as amended suspends aid eligibility for students who have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which the student was receiving federal student aid. For more information contact Stonehill's Student Financial Services Office at 508-565-1088 or the Federal Student Aid Information Center at 1-800-4-FED-AID (1- 800-433-3243).

Notice of Federal Student Financial Aid Penalties for Drug Law Violations

A student who has been convicted of possession or sale of illegal drugs while receiving federal Title IV financial aid loses eligibility for federal and state government financial aid (including Title IV, HEA grant, loan, or work-study assistance) for a period of time specified in the law (HEA Sec. 484(r)(1)); (20 U.S.C. 1091(r)(1)). The period of ineligibility depends on whether the conviction was for possession or sale of (including conspiring to sell) illegal drugs. For further information, please visit the College's website at <https://stonehill-website.s3.amazonaws.com/files/resources/drug-convictions-notice.pdf>

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 their 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.



FACULTY AND STAFF

Board of Trustees

Vicki C. Balsamo '81
 Rev. E. William Beauchamp, C.S.C.
 Patrick D. Burke '84 (Vice Chair)
 Daniel J. Coughlin Jr. M. B. A. '74
 Rev. John F. Denning, C.S.C., Ed.D.
 Daniel P. DeVasto, C.P.A. '70, P'94
 Brian F. Doherty '94
 Rev. Robert Dowd, C.S.C.
 John E. Drew, M.S.S.S., '65
 Meaghan (Carey) Eichmann, '05
 Patrick W. Griffin, '81 (Vice Chair)
 Bro. Thomas Giumenta, C.S.C.
 Elizabeth G. Hayden, M.Ed. '76, P'04
 Michael W. Herlihy, '83, P'05
 Rev. Peter Jarret, C.S.C., M. Div.
 Rev. William M. Lies, C.S.C. Ph.D.
 Rev. Thomas P. Looney C.S.C. Ph. D. '82
 Juan Fernando Lopera
 Thomas J. May M. S. '69 (Chair)
 Rev. Pete McCormick, C.S.C.
 Rev. Charlie McCoy, C.S.C.
 Leo J. Meehan, III '75
 Kathleen (Moroney) Miller, '79
 Marsha A. Moses Ph.D. '75 Hon. '14
 James "Keith" Motley
 Samuel E. Navarro P'12, P'13

Rev. Hugh R. Page, Jr., D.Min., Ph.D.
 Patricia A. Prue '81
 Jean M. Raymond '86
 Robert F. Rivers '86
 Rev. John J. Ryan, C.S.C., Ph.D.
 Judith A. Salerno, '73
 Thomas A. Shields '92
 Rev. Peter J. Walsh, C.S.C. '84

Officers of the Corporation

Rev. John F. Denning, C.S.C., Ed.D., President
 Jeanne M. Finlayson, Vice President for Finance and Treasurer
 Thomas V. Flynn, Esq. '93, Clerk

Executive Administration

Senior Leadership Team

Rev. John F. Denning, C.S.C., Ed.D., President
 Burke, Pauline M., Ed.D., Vice President for Student Affairs
 Finlayson, Jeanne M., Vice President for Finance and Treasurer
 Flynn, Thomas V., Esq. '93, Vice President and General Counsel, Disabilities Compliance Officer
 Heerman, Heather L., '96 Chief of Staff
 Seseske, Scott B., Vice President for Enrollment Management
 Smith, Douglas J., Vice President for Advancement
 Szakaly, Rev. Anthony, C.S.C., Director of Campus Ministry, Alumni Minister
 Ubertaccio, Peter N., Ph.D., Vice President for Academic Affairs

Administrators and Staff

Adams, Robert J., Photonics Lab Manager
Adams, Ryan D., Athletics Communications Assistant
Aguiar, Jason, Head Strength and Conditioning Coach
Alden, Steven M., Custodian III (Oct. 2024 departure)
Alves, Laurinda G., Custodian III
Alves, Maria J., Custodian III
Anderson, Natasha, HR Partner for Diversity, Equity & Inclusion
Anderson, Neill W., Custodian III
Anderson, Tamara, Chief Information Officer
Anzueto, Alejandra J., Assistant Dean of Admission for Diversity Recruitment & Access
Archetto, Peter J., Assistant Athletic Trainer
Aviani, Danielle, Head Field Hockey Coach
Avila, Monique, Employee Health & Wellness Coordinator
Baldwin, Nichole M., Graduate Admission Recruiter - Cape Cod & South Coast
Balliro, Matthew J., Professional Writing Tutor (Oct. 2024 hire)
Balliro, Shannon D., Director of Advising and Academic Success
Bamford, David W., Institutional Investigator/Compliance Specialist
Banks, Jeanice L., Administrative Assistant IV
Barnes, Brandon E., Custodian I
Barone, Madisyn F., Assistant Softball Coach
Barry, Brendan T., Residence Director for Boland Hall
Bartlett, Haley, Assistant Women's Lacrosse Coach
Bastante, Joseph F., Assistant Coaches Football
Bates, Lucy, Circulation Assistant
Beauregard, Stephen J., Assistant Vice President for Planning & Budgeting
Beldona, Sam, Professor of Business
Berard, David, Head Men's Ice Hockey Coach
Berardelli, Dylan, Assistant Coach
Berkowitz, Helen, Coordinator
Bernier, Renee A., Assistant Director of Career Development
Biederwolf, Lisa, Administrative Assistant II
Binney, Craig, Associate Vice President for Finance & Operations
Bloom, George J., Groundskeeper II
Boen, Carl S., Assistant Cross Country/Track and Field Coach
Boen, Karen M., Head Coach, Cross Country & Distance
Boen, Patrick J., Head Baseball Coach
Boezi, Lindsay A., Reference Librarian
Borley, Mia L., Assistant Field Hockey Coach
Bourget, Steven, Groundskeeper II
Boyer, Bruce G., Director of Facilities Management
Brown, Johnna C., Brother Mike's Manager
Brown, Patricia J., Head Women's Basketball Coach, Assistant Athletic Director
Brown, Zachariah D., Associate Registrar (Dec. 2024 promotion)
Brulport, Tori, Residence Director for Holy Cross (Sept. 2024 hire)
Bruno, Angelo J., Associate AD, External and Business Operations
Buckley, Lisa D., Student Services Assistant
Burden, Matthew J., Communications Officer
Burger, Grayson, Groundskeeper III
Burke, Bridget F., Assistant Athletic Director for Compliance
Burke, Paul T., Campus Police Officer
Burney, Christina, Executive Director of Student Success
Burns, Irene M., Access Services Assistant
Burns, Maxwell, Assistant Women's Soccer Coach
Buss, Kristine E., Academic Success Coach
Butler, Brooke E., Assistant Director of Accessibility Services
Cabral, Maria C., Custodian III
Caetano, Donna M., Assistant Controller
Caldwell, Amy J., Director of Student Accounts
Callahan-Montague, Sean T., Assistant Baseball Coach
Camara, Leontina B., Custodian III
Camillo, Stephanie J., Human Resources Partner
Campbell, Timothy J., Manager of Application Services
Carita, Vincenzo S., Per Diem Campus Police Officer
Carrion Garcia, Luis A., Associate Director of Building Services
Casey, Charlene A., Circulation Assistant
Casey, Michele A., Executive Assistant
Casey, William M., Per Diem Campus Police Officer
Casper, Nicole B., Director of Archives & Historical Collections
Cedrone, Bonifazio, Custodian II
Chaves, Judy A., Senior Human Resources Partner
Chiaramonte, Nicole R., Lab Manager
Chiocco, Nicholas P., Philanthropy Engagement Officer
Clark, Alana, Assistant General Counsel/Civil Rights and Title IX Coordinator
Clark, Eric J., Assistant Softball Coach
Collins, Christine E., Voice Systems Administrator
Colosimo, Luca F., Staff Accountant (Oct. 2024 hire)
Connell, Robert S., Communications Officer
Connolly, Jennifer L., Access Services Associate
Connors, Elizabeth H., Administrative Assistant III
Conover, Kathryn L., Head Coach
Conroy, Jill E., Assistant Women's Basketball Coach
Cordeiro, Kimberly A., Executive Assistant
Costa, Isabel, Custodian I (Sept. 2024 hire)
Couto, Donna, Campus Police Office Coordinator
Creamer, Matthew J., Assistant Coach Men's Hockey
Crisman, Alex M., Residence Director of Pilgrim Heights
Crovetti, Edwin, Assistant Coaches Non Ben Elg
Crovetti, Robert N., Head Women's Golf Coach
Crowe, Martin, Groundskeeper II/Lead
Crowell, Audra E., Assistant Dean of Admission for Campus Programming
Cullerton, Kayla A., Assistant Athletic Trainer
Cushing, Robert, Mechanic III
Cutting, Jodi, Accounts Payable & Payroll Assistant
Czech, Jared A., Assistant Men's Basketball Coach
Dacko, Liam D., Assistant Director of Communications & Media Relations

Dacosta, Christine, Executive Assistant
 DaGraca, Francisca M., Custodian II
 Damore, Lee-Anne C., Assistant Director of Donor Relations (Oct. 2024 promotion)
 Darling, Barry S., Associate Athletic Trainer
 Darling, Lucia F., Budget Manager
 Darosa, Maria, Custodian III
 Daversa, Jane C., Admissions Coordinator (Oct. 2024 new position)
 Daversa, Steven F., Mail Services Clerk
 Davis, Gabrielle M., User Support Specialist
 De Frias, Diane, Assistant Director of Student Financial Assistance
 Deely, Colleen R., Staff Clinician
 Deery, Devon D., Director of Writing Program
 DeGiacomo, John J., Campus Police Officer
 Del Sesto, Kimberly E., Chemistry Laboratory Director
 Delgado, Michael J., Head Coach, Track & Field
 DePina, Teresa, Custodian III
 DesRosiers, Stephanie, Grants Coordinator
 DiFalco, Rebecca L., Sr. Assistant Director of Student Financial Assistance
 Dinesh, Aswathy, Web Developer
 Dingle, Melissa E., Assistant Coaches W Swim (Oct. 2024 departure)
 Distler, Matthew S., Head Women's Swim Coach
 DiTrolio, Roxanne L., Circulation Assistant
 Doherty, David R., Director of Enterprise Application Systems
 Donati, Todd A., Custodian II
 Dos Santos, Courtney L., Custodian I
 Dos Santos, Daniel, HVAC V-Controls Technician
 Dougherty, Lauren A., Staff Clinician
 Duarte, Eduvigis G., Custodian III
 Dugas, David L., Senior Philanthropy Officer
 Duggan, Harriett A., Circulation Assistant
 Duggan, John B., Dean, Leo J Meehan School of Business
 Duncan, Zachary A., Groundskeeper IV-Warehousing
 Dunn, Veronica M., Data Specialist
 Dzierzak, Erin M., Administrative Assistant to the Dean
 Echevarria, Caroline F., Senior Instructional Designer
 Edinger, Callen M., Admission Counselor
 Encarnacion, Janni, Office Manager
 Falcone, Kathleen A., Senior Human Resources Partner
 Farias, Angela M., Prospect Research & Donor Data Analyst
 Farnworth, David B., Assistant Director of Building Services
 Farrelly, James, Custodian III
 Farrelly, Seamus M., Custodian III/Lead
 Fellone, Joseph J., Associate Director of Operations
 Fernandes, Lucia M., Custodian I
 Ferrarini, Marianne P., Payroll Manager
 Ferrone, Lisa, Custodian III
 Flaherty, Patricia, Director of Graduate Admission
 Flanagan, Kristina, Advanced Practice Clinician (PT)
 Flanagan, Mary S., Graduate Admission Counselor: Teacher Ed Programs (Oct. 2024 hire)
 Flores, Nicholas I., Assistant Football Coach
 Florio, Kenneth, Gatehouse Attendant
 Fontes, Eunice B., Custodian III
 Fontes, Joao Paulo S., Senior Systems Administrator
 Foote, Frances M., AACSB Coordinator
 Ford, Colleen, Assistant Athletic Director, Business Operations
 Forsyth, Jeanine M., Digital Ad Specialist
 Fortes, Julia M., Custodian III
 Francis, Amy M., Access Services Associate
 Frankel, Aerin, Assistant Coach, Women's Ice Hockey (Oct. 2024 hire)
 Gagne, Jessa A., Energy Manager
 Gale, Nicholas L., Assistant Men's Soccer Coach
 Gallo, Karen A., Circulation Assistant
 Galvin, Michael R., Assistant Women's Soccer coach
 Gamache, Steven W., Groundskeeper II
 Garden, Karlie, Career Advisor
 Gardner, Elisha B., Head Football Coach
 Garland, Mary L., Accounts Payable Supervisor
 Garside, Katherine J., Admission Counselor
 Gay, Shannon M., Graduate Academic Advisor (Oct. 2024 hire)
 Gendreau, Kea R., Mail Room
 Gendreau, Robin L., Records Assistant
 George, Peter Q., Senior Media Support Specialist
 Giroux, Richard M., Mail Services Clerk
 Glavin, Ana M., Director of Advancement Operations
 Goddard, Jill, Director of Communications & Media Relations
 Gomes, Antonio J., Custodian III/Lead
 Gomes, Bethany A., Accessibility Services Coordinator
 Gomes, Hugo D., Custodian III
 Gomes, Jose G., Operations Manager, EH
 Gonzalez-Tellez, Diego A., Technology Support Specialist
 Gorham, Bobby G., Police Sergeant
 Gorham, Matthew J., Lieutenant: Administration & Investigative Services
 Goulston, Rachel, Programs Manager of Tutoring & Academic Coaching (Sept. 2024 hire)
 Gourdin, Michelle B., Custodian III
 Gualtieri, Lisa J., Biology Lab Director
 Guarino, Donald R., Groundskeeper II
 Gulbis, Arianna, Director of Residence Life
 Gurley, Alex M., Operations Manager for Men's Ice Hockey
 Hagstrom, Karl A., Groundskeeper II
 Hamlin, Scott, Director of Educational Technology & Support Services
 Hanrahan, Joseph, Assistant Volleyball Coach
 Harrison, Janelle D., Assistant Coach Women's B-Ball
 Harty, Maris P., Graduate Admission Counselor
 Hebert, Kolby, Temp - Group X Instructor
 Hepburn, Dannielle, Custodian III
 Hepburn, John H., Electrician IV/MEP Lead
 Hernandez, Christian, Residence Director for Colonial and Commonwealth Courts
 Hicks, Ali T., Director of Community Standards
 Hiremath, Uma, Assistant Director of MacPhaidin Library for Public Services

Hogan, Lydia C., Coordinator of Health & Wellness Promotion
 Holmader, Keith B., Senior Desktop Support Specialist
 Holmes, Jessica L., Assistant Director of Graduate Enrollment
 Hughes, Christian W., Assistant Director of Residence Life, Housing Operations
 Hurley, Joseph P., Per Diem Campus Police Officer
 Isgur, Cole J., Athletic Operations Manager
 Jardim, Jorge, Custodian IV Stagement (Nov. 2024 hire)
 Jeffery, Maureen G., Mail Services Clerk
 Jessee, Aaron, Assistant Volleyball Coach (Sept. 2024 hire)
 Johns, Catherine, Administrative Assistant II
 Jones, Cathy A., Executive Assistant
 Jones, Kyle R., Assistant Football Coach
 Kachadoorian, Michaela, Communications Officer
 Kaipu, David, Custodian I
 Kajan, Laura J., Temporary Admission Reader
 Kangiser, April C., Custodian III
 Karalis, William A., Captain
 Karthik, Mathangi, Senior Systems Analyst
 Karys, Jason, Assistant Men's Basketball Coach
 Kashian, Elizabeth, Assistant Athletic Trainer
 Kavanaugh, Maria A., Director of Counseling Services
 Kelley, Craig A., Associate Vice President for Academic Operations
 Kelliher, Thomas M., Maintenance Technician IV
 Kelly, Marie C., Director of Corporate, Foundation & Donor Relations
 Kelly, Tania D., Communications Specialist

King, Stacy L., Associate Director of the Annual Fund
 King, Steven A., Assistant Vice President for Advancement
 Kirkland, Melissa L., Advanced Practice Clinician (PT)
 Klements, Thomas B., Custodian I
 Kraus, Christopher G., Head Men's Basketball Coach
 Krentzman, Lily A., Assistant Vice President of Human Resources
 Krysko, Peter, Associate Athletic Director, Sports Medicine
 Ladd, Molly, Assistant Equestrian Coach
 Lane, Christine M., HRIS Data Specialist
 LaPrade, Shane M., Director of Marketing
 LaRosa, Alison G., Philanthropy Engagement Officer (Nov. 2024 departure)
 Larson, Mark S., Carpenter IV
 Lauture, Willio, Custodian III
 Lawrence, Kimberly S., Director of Advancement Communications
 Leahy, Andrew S., Director of Career Development
 LeClair, Allison L., Assistant Director of Accreditation and Assessment
 Lepage, Mark R., Assistant Athletic Director of Rec Sports
 Leung, Melissa Y., Senior Research Analyst
 Loftin, Madison, Residence Director for Corr & Villa Theresa Halls
 Lombardo, Thomas J., Controller
 Lopes, Evadinho, Custodian II
 Lored, Aaron D., Assistant Coach Men's B-Ball



Lorgeree, Brittany J., Campus Minister for Community Engagement
 Loura, Stephanie C., Admission Operations Manager
 Lysko, Pauline, Senior Systems Analyst
 Macaulay, Jennifer M., Director of MacPhaidin Library
 MacDonald, Colleen, Administrative Assistant IV
 MacDonald, Daniel M., Groundskeeper II
 MacDonald, John E., Campus Police Officer
 MacDonnell, Rachel D., Finance Receptionist
 Macedo, Lina C., Associate Director of Campus Programs
 MacLeod, Kelly, Administrative Assistant
 MacNeil, Colleen E., Residence Director for O'Hara Hall
 Maher, Gerald P., Assistant Coach
 Maloof, Ali M., Head Softball Coach
 Marks, Katherine M., Financial Aid Processing Assistant (Oct. 2024 hire)
 Marshall, Ryan C., Communications Officer
 Marsland, Katherine R., Associate General Counsel
 Martin, Craig D., Head Women's Volleyball Coach
 Martin, Jillian M., Per Diem Advanced Practice Clinician
 McCluskey, Kevin, Associate Athletic Director, Internal Operations
 McComas, Garrett N., Digital Scholarship & Research Librarian
 McGrath, John D., Police Sergeant
 McGrath, Thomas P., Director of Enterprise Infrastructure Services
 McHale, Rachel G., Athletics 1 Year Graduate Intern (Oct. 2024 hire)
 McKenzie, Chemoy B., Per Diem Communications Officer
 McKeon, Patrick G., Recruiting Coordinator
 McNamee, Nickolas W., Asst Coaches Non Ben Elg
 McPherson, Patricia M., Information Literacy & Instructional Design Librarian
 Medeiros, John M., Custodian II
 Mendes, Avelina, Custodian III
 Merino, Nelson, Custodian III
 Merrill, Wendy A., Administrative Assistant
 Miller, Adam M., Plumber IV
 Miller, Peter B., Head Men's Tennis Coach
 Minassian, Jarod S., Athletics Communications Manager
 Miquel, Robert A., Systems Administrator
 Miranda, Ryan L., Senior User Support Specialist
 Mirasolo, Lee J., Head Women's Ice Hockey Coach
 Monson, Douglas W., Assistant Athletic Director, Communications
 Monteiro, Orlando P., Custodian III
 Montenegro Lopez, Alexander, Custodian I
 Moody, Sharon A., Manager of Mail & Print Services
 Moody, Tyler D., Assistant Football Coach
 Mooney, Laurie A., Instructor of Environmental Science
 Moreira, Antonio P., Custodian III
 Morgan, Robert, Temp IT Position
 Morley, Janine, Office Manager
 Moroni, Sabrina L., Per Diem Communications Officer
 Morrison, Clare P., Assistant Director of Advising Operations
 Muniz, Steven, Mechanic IV
 Muraca, Peppino P., Manager of Network Services
 Murphy, John B., Associate Director of Marketing
 Murphy-Leite, Melissa L., Campus Minister for Music & Liturgy
 Murray, Jennifer G., Senior Staff Clinician
 Myles, Donna A., Office Manager
 Nadeau, Emily, Assistant General Counsel
 Nelson, Matthew E., Athletics Video Production Coordinator
 Newman, Luke A., Associate Director of User Support Services
 Newnum, Eric D., Senior Assistant Director of Federal Aid
 Nguyen Lydon, Teddi, Director of Intercultural Affairs
 Nickley, Rhonda Z., Office Manager
 Norton, Deborah, Executive Assistant to the Vice President
 Nuzzo, Emma L., Admission Counselor
 O'Donnell, John M., Associate Director of Educational Technology Services
 O'Donnell, Kevin F., Custodian III
 O'Keefe, Dean R., Assistant VP of Student Affairs/Director of Athletics
 O'Leary, Heather A., Collection Development Librarian
 Oles, Brian M., Director of Institutional Research & Assessment
 O'Malley, Kaitlyn M., Deputy Director of Athletics/Deputy Title IX Coordinator
 O'Neil, Leona, Assistant Director of Tutoring Services
 Osei, Andrew, Mental Performance Coach (Sept. 2024 hire)
 Osiecki, Olivia E., Temp - Group X Instructor
 Otero, Rafael, Custodian III
 Pagios, Steve, Director of Student Engagement
 Parker, Michael P., Groundskeeper IV-Athletics
 Parlon, Paul J., Campus Police Officer
 Parra, Euclides J., Desktop Support Specialist
 Pearson, Elizabeth M., Administrative Assistant II/Assistant to the Director of Moreau Honors Program
 Peaslee, Haley A., Athlet 1 year Grad Intern
 Pepin, John W., Dean of Undergraduate Admission
 Perdigao, Scott, Groundskeeper III
 Persico, Marino, Network Support Specialist
 Petford, Sarah J., Per Diem Communications Officer
 Piche, Susan, President's Office Executive Assistant
 Pickering, Kelsey, Assistant Director of Corporate, Foundation & Donor Relations (Sept. 2024 departure)
 Piers, Vernon, Custodian II
 Pietrowski, Michael J., Director of Media Technology/Video Production Specialist
 Pietrzyk, Todd A., Groundskeeper IV Athletics/Lead
 Pina, Iolanda L., Advancement Data Specialist
 Piskadlo, Kevin S., Associate Vice President of Student Affairs/Dean of Students
 Polisenio, Christopher B., HVAC Mechanic IV
 Pratt, Jill, Advanced Practice Clinician
 Puccio, Christina B., Assistant Director of Student Engagement
 Quattrucci, John, Community Service Officer
 Quino, Cesar M., Custodian I

Racine, Lauren G., Residence Director for Bogan Hall & Notre Dame du Lac
Ramos, Ethan J., Per Diem Communications Officer
Ramos Perez, Estela, Custodian III
Randol, James, Assistant Coaches Football
Rapoza, Joshua F., Senior Education Technology Specialist
Reddish, James M., Head Men's Soccer Coach
Redquest, Kristen, Head Equestrian Coach
Reilly, Marcus R., Assistant Women's Basketball Coach
Reisman, Caitlin S., Advanced Practice Clinician
Ricci, Paul D., Associate Director of Ground Operations
Richards, Lisa A., Director of the Annual Fund
Rigali, Brian D., Asst Coaches Men's Hockey
Rivera, Eduardo, Custodian I
Rivera, Julio C., Maintenance Technician III
Roberio, John M., Per Diem Communications Officer
Rodriguez, Marisol, Custodian I
Rodriguez, Omar F., Assistant Director of Advising & Retention Programming
Rollo, Lisa D., Gatehouse Attendant
Romano, Aldo G., Campus Police Officer
Rousseau, Nicole D., Systems Analyst
Ruggiero-Hickey, Bobbi-Ann, Administrative Assistant to the Dean/Meehan Business School
Ruggles, Courtney E., Associate Director of Advising & Assessment
Russell, Jessica L., Communications Officer
Ryan, Lisa M., Advanced Practice Clinician Per Diem
Ryan, Rochelle, Chief of Campus Police
Sabbagh, Hillary P., Director of International Programs
Sabina, Mark, Director of Conference & Event Services
Saegh, Kiley K., Advanced Practice Clinician
Salera, Jake V., Assistant Football Coach
Samayoa, Jorge E., Custodian I
Sant, Anne M., Director of Alumni Engagement
Santo, Karen E., Administrative Assistant II
Santos, Chris W., Asst Coaches Non Ben Elg
Schoeck, Colleen F., Campus Minister for Service Immersion
Schwartz, Daniel, Assistant Track & Field Coach
Sell, Maria, Admission Counselor
Seuffert, Fatima, Instructional Technology Manager
Severide, Kailee M., Per Diem Campus Police Officer (Sept. 2024 departure)
Shaw, Andrew, Campus Police Officer
Shea, Aidan M., Assistant Director of Conference and Events Services (Oct. 2024 hire)
Shea, Laura S., Associate Director of Counseling Services
Sheehan, Michelle G., Circulation Assistant - Overnight
Silva, Jennifer M., Senior Associate Director of Alumni Engagement
Simard, Steven G., HVAC Mechanic IV
Smith, Andrew D., Circulation Assistant
Smith, Geoffrey, Associate Director of CRM Services (Oct. 2024 new position)
Smith, Kristine A., Coordinator of Community Standards
Smith, Lynne M., Women's Tennis Head Coach
Smith, William C., Assistant Vice President of Student Financial Assistance
Sousa, Kyle L., Circulation Assistant
Souza, Christopher, Campus Police Officer
Spadea, Lynne M., Circulation Assistant
Spaulding, Allan L., Electrician IV
Spencer, Colin, Art Director
Spicer, Kevin P., Dean of the May School of Arts & Sciences
Stringer Keefe, Elizabeth, Dean of Graduate and Professional Studies
Sullivan, Maria L., Director of Health Services
Sultar, Zachary, Assistant Baseball Coach
Tabarez, Carlos A., Custodian I
Teller, Katie M., Advanced Practice Clinician
Thomas, Lynne A., Human Resources Office Manager/Legal Assistant
Thomashower, Sarah J., Associate Dean of Admission, Coordinator of Transfer Admission
Thompson, Joseph F., Custodian III
Thompson, Michael R., Shift Supervisor
Todesco, Danielle, Communications Officer
Torres, Amalia, Academic Pathways Advisor (Sept. 2024 hire)
Tracia, Michele M., Access Services Assistant
Tressel, Lisa D., Assistant Director for Advising & Retention (Dec. 2024 new position)
Tribou, Eric, Associate Director of Enterprise Application Architecture (Nov. 2024 title change)
Troupe, Bonnie L., Director, Office of Research, Grants & Sponsored Projects
Tufts, Mark, Director of Network Services
Vamosi, Katherine M., Athletic Trainer (Nov. 2024 hire)
VanLaarhoven, Leslie D., Administrative Assistant IV
Vella, Charles T., Custodian IV Stagehand
Vernette, Sean J., Painter IV
Viera, Richard J., Maintenance Technician IV/Structural Lead
Viera, Susan M., Assistant Director of Facilities Safety & Systems
Vovcsko, Doreen, Medical Office Manager, Registered Nurse
Wagner, Kendall, Women's Ice Hockey Assistant Coach
Walo, Katherine J., Registrar
Walsh, Patricia A., Alumni Temp
Walsh-O'Connor, Marcie, Access Service Librarian
Washington, David E., Sr., Police Staff Sergeant
Washington, David E., Sr. Campus Police Officer
Watts, Timothy A., Custodian III
Whitney, Irene M., Manager of Student Information Systems
Whyte, Conrad S., Assistant Men's Soccer Coach
Wigley, Adam C., Temp Access Services Assistant
Wilson, Alexandra E., Head Women's Soccer Coach
Wolfe, Gregory J., Business Manager/Director of Purchasing
Zec, Elizabeth B., Associate Dean of Admission for Campus Programming



Faculty

The year listed in parentheses after the name of each faculty member is the date of the faculty member's first appointment to the Stonehill College faculty. "Additional Study" indicates at least 30 credit hours beyond the Master's degree.

Emerita/Emeritus Faculty and Staff

J. Richard Anderson, Emeritus Professor of Accounting, (1979); B.A., Allegheny College; M.S., Northeastern University; Additional Study, Boston University

Barbara M. Anzivino, Emerita Instructor of Chemistry, (1987); B.A., Bridgewater State College; Ph.D., University of New Hampshire

Sheila A. Barry, Emerita Assistant Professor of Biology, (1980); A.B., University of Massachusetts, Boston; M.Ed., Bridgewater State College

Marlene Benjamin, Emerita Associate Professor of Political Science, (1987); B.A., St. John's college; M.A., Ph.D., Brandeis University

Ralph J. Bravaco, Emeritus Professor of Computer Science, (1975); B.S., Seton Hall University; M.S., University of Southern California; M.S., Ph.D., University of Notre Dame

John J. Broderick, Emeritus Professor of Sociology and Criminology, (1965); A.B., University of Louvain; M.A., Ph.D., University of New Hampshire

George H. Carey, Emeritus Professor of Chemistry, (1968); B.S., Boston College; Ph.D., Illinois Institute of Technology

Robert H. Carver, Emeritus Professor of Management, (1982); B.A., Amherst College; M.P.P., Ph.D., University of Michigan

Anthony J. Celano, Emeritus Professor of Philosophy, (1982); B.A., University of Delaware; M.S.L., Pontifical Institute of Medieval Studies; M.A., Ph.D., University of Toronto

Wendy Chapman Peek, Emerita Professor of English, (1990); B.A., Rutgers University; M.A., Ph.D., Cornell University

Thomas J. Clarke, Emeritus 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

Joyce M. Collins, Emerita Associate Professor of Foreign Languages, (1967); A.B., Emmanuel College; M.A., Middlebury College

Katie Conboy, Emerita Professor of English, (1987); B.A., University of Kansas; Ph.D., University of Notre Dame

Michael D. Coogan, Emeritus Professor of Religious Studies, (1985); B.A., Fordham University; Ph.D., Harvard University

Maryjean V. Crowe, Emerita Associate Professor of Visual and Performing Arts, (1994); B.S., Massachusetts College of Art; M.F.A., Rhode Island School of Design

Carlos A. Curley, Emeritus Associate Professor of Mathematics, (1988); A.B., Boston College; M.S., Ph.D., Northeastern University

Maria Curtin, Emerita Professor of Chemistry, (1993); B.S., Merrimack College; M.S., Fordham University; Ph.D., Brandeis University

Warren F. Dahlin, Jr., Emeritus Assistant Professor of Healthcare Administration, (1978); B.A., Nasson College; M.S., Boston University

Helga Duncan, Emerita Professor of English, (2005); B.A., University of Colorado; M.A., Brown University; Ph.D., Brown University

Barbara L. Estrin, Emerita Professor of English, (1974); B.A., Smith College; M.A., Harvard University; Ph.D., Brown University

Rev. Thomas P. Garipey, C.S.C., Emeritus Professor of Healthcare Administration, (1985); A.B., Stonehill College; M.A., M.Th., University of Notre Dame; M.P.H., Ph.D., Yale University

Mario Giangrande, Emeritus Professor of Foreign Languages, (1962); A.B., Boston College; Dip. d'Et. Univ., University of Nice; Ph.D., Boston College

Andre L. Goddu, Emeritus Professor of Physics, (1990); B.A., San Luis Rey College; M.A., California State University, San Francisco; Ph.D., University of California, Los Angeles

Richard J. Grant, Associate Dean Emeritus, Assistant Professor, (1969); A.B., Maryknoll College Seminary; M.Ed., Boston College

Joan D. Halpert, Emerita Assistant Professor of Theatre Arts and Costume Designer, (1982); B.S., Skidmore College

John D. Hurley, Emeritus Professor of Psychology, (1967); B.S., M.Ed., State College at Boston; Ed.D., Boston University

James J. Kenneally, Emeritus Professor of History, (1958); B.S., Boston College; M.Ed., Tufts University; Ph.D., Boston College

Bonnel Klentz, Emerita Professor of Psychology, (1985); B.A., University of Kansas; M.A., University of Montana; Ph.D., University of Montana

John R. Lanci, Emeritus Professor of Religious Studies, (1990); A.B., New York University; M.Th., University of Notre Dame; M.A., Ph.D., Harvard University

James B. Lee, Emeritus Professor of Management, (1998); B.S., Loyola-Marymount University; M.S., University of Hawaii, Manoa; M.B.A., Ph.D., University of Arizona

Louis Liotta, Emeritus Professor of Chemistry, (1993); M.S., Cornell University; B.S., The Pennsylvania State University; Ph.D., Cornell University

Benjamin R. Mariante, Emeritus 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

Christian L. Martin, Emeritus Professor of French, (1998); 1.1.M., Universite de Haute Bretagne; Ph.D., University of Wisconsin, Madison

James B. Millikan, Emeritus Associate Professor of Political Science, (1975); A.B., M.A.T., University of North Carolina; Ph.D., University of California, Riverside

Maurice H. J. Morin, Emeritus Associate Professor of English, (1975); A.B., M.A., Providence College; Ph.D., Brown University

Diane C. Peabody, Emerita Research Professor of Biology, (1999); B.S., Duke University; M.S., Clemson University; Ph.D., University of Maryland

Robert B. Peabody, Emeritus Professor of Biology, (1979), B.S., Duke University; M.S., Clemson University; Ph.D., University of Maryland

Rose J. Perkins, Emerita Professor of Psychology, (1987); B.A., University of Detroit; B.A., Rhode Island College; M.A., University of Colorado; Ed.D., Northeastern University

Fred C. Petti, Emeritus Associate Professor of Philosophy (1968); A.B., Stonehill College; M.A., St. John's University; Ph.D., Boston College

Virginia G. Polanski, Emerita Associate Professor of Writing, (1987); B.A., Houghton College; M.A., Syracuse University; M.A., Niagra University; Ph.D., State University of New York, Buffalo

Chet A. Raymo, Emeritus Professor of Physics, (1964); B.S., University of Notre Dame; M.S., University of California, Los Angeles; Ph.D., University of Notre Dame

Robert A. Rosenthal, Emeritus Professor of Economics, (1975); A.B., Queens College; M.A., Ph.D., Boston University

Debra M. Salvucci, Emerita Associate Professor of Accounting, (1984); B.S., Boston College; M.S.T., Bentley College

Patricia H. Sanlms, Emerita Professor of Theatre Arts, (1980); A.B., University of New Hampshire; M.A., Ph.D., Tufts University

Richard A.K. Shankar, Emeritus Associate Professor of Sociology, (1976); B.A., California State College; M.A., Chico State College; Ph.D., Boston College

Allyson Sheckler, Emerita Assistant Professor of Art History, (1995); B.A., Wellesley College; M.A., Tufts University; Ph.D., Boston University

Judith A. Sughrue, Emerita Associate Professor of History, (1964); A.B., Regis College; M.A., Additional Study, Catholic University

Linda Sullivan, Registrar Emerita, Associate Professor, (1961); A.B., Stonehill College

Soo Tang Tan, Emeritus Professor of Mathematics, (1977); B.S., Massachusetts Institute of Technology; M.S., University of Wisconsin; Ph.D., University of California, Los Angeles

Michael E. Tirrell, Emeritus Associate Professor of Psychology, (1979); A.B., Stonehill College; M.A., Ph.D., University of New Hampshire

Richard J. Trudeau, Emeritus Associate Professor of Mathematics, (1970); A.B., M.A., Boston College; M. Div., Harvard University

Maura Geens Tyrrell, Emerita Professor of Biology, (1975); A.B., Trinity College; Ph.D., University of Delaware

Celia Wolf-Devine, Emerita Associate Professor of Philosophy, (1987); B.A., Smith College; M.A., Ph.D., University of Wisconsin

Faculty

Mark Anthony Agana, Assistant Professor of Environmental Science, (2021), B.A., Georgetown University; M.A., Brock University; Ph.D., University of Arkansas

Sameera Akella, Assistant Professor of Sociology, (2024); B.S., University of Minnesota, M.A., University of Florida

Rev. Jeffrey Allison, C.S.C., Professor of Practice of Religious Studies, (2024)

Leyda Almodovar Velazquez, Associate Professor of Mathematics, (2016); B.S., University of Puerto Rico; M.S., The University of Iowa; Ph.D., The University of Iowa

Karen L. Anderson, Professor of Education, (2003); B.S., M.S., Long Island University; M.S., BankStreet College of Education; Ph.D., Boston College

Hassan Bajwa, Professor and Director of Engineering (2021); B.S., NYU, Polytechnic University; M.S., The City College of New York; Ph.D., The City University of New York

Ali Bazarah, Assistant Professor of Information Systems, (2021); B.S., University of Science and Technology, Yemen; M.B.A., King Fahd University, Saudi Arabia; M.S., Ph.D., Claremont Graduate University

Lindsey Benharris, Associate Professor of Education, (2024); B.S., Salve Regina University; M.A., Lesley University; Ph.D., University of Rhode Island/Rhode Island College

Bronwyn H. Bleakley, Professor of Biology, (2010); B.S., University of Arizona; Ph.D., Indiana University

Nicholas L. Block, Associate Professor of Biology, (2014); B.S. Texas A&M University. M.S. University of Chicago, Ph.D. University of Chicago

James Bohn, Associate Professor of Music (2014); B.M. University of Wisconsin, M.M. University of Illinois, D.M.A. University of Illinois

Rev. Adam Booth, C.S.C., Assistant Professor in Religious Studies and Theology, (2021), MMath, Oxford University; M.A., University of California, Berkeley; M.Div., University of Notre Dame; Ph.D., Duke University

Matthew C. Borushko, Professor of English, (2009); B.A., University of Michigan; M.A., Ph.D., Boston University

Maureen E. Boyle, Associate Professor of Communication, (2010); B.S., University of Bridgeport; M.A., Anna Maria College

Linzly Brekke-Aloise, Associate Professor of History, (2005); B.A., Mount Holyoke College; M.A., Ph.D., Harvard University

Shea M. Brgoch, Assistant Professor of Sport Management, (2024); B.S., University of Denver, M.S., Ball State University, Ph.D., The Ohio State University

Amra Brooks, Associate Professor of English, (2012); B.A., Sarah Lawrence College; M.F.A., Bard College



Kirk Buckman, Assistant Professor of Political Science, (2011); B.A., Clark University; M.A., Johns Hopkins University; Ph.D., Brandeis University

Kristin C. Burkholder, Associate Professor of Environmental Studies (2012); B.S., Bucknell; Ph.D., Duke University

Guillermo Caballero, Assistant Professor of Political Science, (2024) B.A., Wheelock College, M.P.S., Ph.D., Perdue University

Nicole M. Capezza, Professor of Psychology, (2012); B.A., Clark University; M.S., Ph.D., Purdue University

Richard M. Capobianco, Professor of Philosophy, (1989); B.A., Hofstra University; M.A., Ph.D., Boston College

Kevin R. Carriere, Assistant Professor of Psychology, (2023); B.A., Clark University, M.P.P., Ph.D., Georgetown University

Brittany Cavazos, Assistant Professor in Biology, (2023); B.S. Rice University; Ph.D., Iowa State University

Piyush Chandra, Professor of Economics, (2014); B.A. University of Delhi, M.A. University of Delhi, Ph.D., University of Maryland-College Park

Rev. James Chichetto, C.S.C., Associate Professor of Writing, (1974); A.B., Stonehill College; M.A., Holy Cross College; M.A., Wesleyan University

Moon Chung, Associate Professor of Education, (2019); B.A., Ewha Womans University; M.Ed, University of Texas; Ph.D. University of Illinois

Scott A. Cohen, Professor of English, (2004); B.A., Keene State College; M.A., The Pennsylvania State University; Ph.D., University of Virginia

Justin Compton, Associate Professor of Environmental Sciences & Studies, (2024); B.S. University of California; M.S. Michigan Technological University; Ph.D., The Pennsylvania State University

Jennifer L. Cooper, Assistant Professor in Psychology, (2017); B.A. Carleton College, M.S. Rutgers University, Ph.D. Rutgers University

Rebecca Corso, Assistant Professor of Secondary Education, (2021), M.Ed., Fairfield University; Ed.D, Northeastern University

Lincoln G. Craton, Professor of Psychology, (1995); B.S., Tufts University; Ph.D., University of Minnesota

Kathleen Currul-Dykeman, Associate Professor of Criminology, (2008); B.A., University of Massachusetts at Amherst; J.D., Suffolk University School of Law; Ph.D., Northeastern University

Nicole Cyr, Associate Professor of Biology, (2013); B.A. and B.S., University of Rhode Island; M.S. University of Wisconsin Milwaukee; Ph.D., Tufts University

Jennifer A. Dabrowski, Associate Professor of Chemistry, (2024); B.S., Le Moyne College, Ph.D., Boston College

Deno Del Sesto, Assistant Professor of Chemistry, (2011); B.A., St. Anselm College; Ph.D., Tufts University

Nathaniel P. DesRosiers, Associate Professor of Religious Studies, (2011); B.A., Stonehill College; M.T.S., Harvard Divinity School; Ph.D., Brown University

Corey Dolgon, Professor of Sociology (2009); B.A., Boston University; M.A., Baylor University; Ph.D., University of Michigan

Robert Dugan, Professor of Computer Science, (2002); B.S., M.S., Worcester Polytechnic Institute; Ph.D., Rensselaer Polytechnic Institute

Lori Ann Dunn, Professor of Practice in Graduate Teacher Education, (2024); B.A., Providence College; M.Ed., Ph.D. Boston College

Wayne Durr, Professor of Practice in Finance, (2023); B.S.B.A., Post University; M.B.A., Southern New Hampshire University; D.B.A., Liberty University



Suzanne Keasey Edinger, Associate Professor of Business Management, (2016); B.S.B.A., University of Maryland; M.B.A., The College of William & Mary; Ph.D., University of Maryland

Katherine Elia-Shannon, Professor of Practice in Communication & Media Studies, (2014), B.A. Stonehill College; M.A. Emerson College

Stephanie Ernestus, Associate Professor of Psychology, (2019); B.A., Lafayette College; M.A. University of Albany; Ph.D., University of Albany

Annemarie Farrell, Associate Professor of Sport Management, (2024); B.A., Mount Holyoke College, M.A., Ph.D., The Ohio State University

Eunhye Flavin, Assistant Professor of STEM Education, (2021); B.E., Daegu National University of Education, South Korea; M.A., Seoul National University, South Korea; Ph.D., Boston College

Eduardo Fontes, Professor of Practice of Health Science, (2023); B.Sc., University of Londrina, M.S., Ph.D., University of Campinas

Francesca Fornasini, Assistant Professor of Physics, (2020); B.S., College of William & Mary, M.S, Ph.D., University of California

Paige Frost, Assistant Professor of Accounting, (2021); B.S.B.A., Stonehill College; M.S., Wake Forest University

Todd S. Gernes, Associate Professor of History, (2008); B.A., M.A., University of Massachusetts, Amherst; M.A., Ph.D., Brown University

Hilary Gettman, Professor of Management, (2008); B.A., Eastern Nazarene College; J.D., Harvard Law School; M.A., Ph.D., University of Maryland

Jungyun Gill, Associate Professor in Sociology, (2012); B.A. Dongguk University, Seoul, Korea; M.A., Korea University; Ph.D., University of Connecticut

Mitchell Glavin, Associate Professor of Healthcare Administration, (2007); B.Sc., Massachusetts Institute of Technology; M.Sc., London School of Economics; Ph.D., Brandeis University

Robin Goldberg, Professor of Practice of Speech Language Pathology, (2017); B.A. Adelphi University; M.S., Columbia University

John J. Golden, Associate Professor of German, (1988); B.A., Fordham University; M.A., Middlebury College; M.A., Ph.D., Cornell University

Samuel Goree, Assistant Professor of Computer Science, (2023); B.A., Oberlin College; Ph.D., Indiana University

Sarah Gracombe, Professor of English, (2004); B.A., Brown University; Ph.D., Columbia University

Jared F. Green, Professor of English, (2002); B.A., Swarthmore College; Ph.D., Brown University

Matthew C. Greene, Associate Professor in Theatre Arts, (2017); B.A. University of Connecticut, M.F.A. Lesley University

Guiru (Ruby) Gu, Associate Professor of Physics, (2015); B.S., Hebei University of Technology; M.S., University of Massachusetts; Ph.D. University of Massachusetts

Marilena F. Hall, Professor of Chemistry, (2000); B.S., McGill University; Ph.D., California Institute of Technology

Janelle Hammond, Assistant Professor of Mathematics, (2020); B.S., University of Wisconsin; M.S., Universite de Lorraine Nancy, Elle Cartan Institute, Nancy, France; M.S. Universite Pierre et Marie Curie (Paris IV), Paris, France; Ph.D., University of Paris-Est, France

Katharine M. Harris, Assistant Professor of Health Science, (2016); B.S., University of Massachusetts, Amherst; Ph.D., Boston College

Martha J. Hauff, Associate Professor of Biology, (2016); B.A. Claremont McKenna College; Ph.D., University of Miami, Rosentiel School of Marine and Atmospheric Science

Rachel Anne Hirst, Professor of Biology, (2011); B.S., Stonehill College; Ph.D., Pennsylvania State University

Amy Houston, Associate Professor of History, (2008); B.A., Albertson College of Idaho; Ph.D., Harvard University

Youjeong Huh, Assistant Professor of Business Administration, (2022); B.A., University of Michigan, Ann Arbor; M.A., State University of New York at Albany; Ph.D., University of Alabama

Glen Ilacqua, Associate Professor of Accounting, (2005); B.S., M.S., Bentley University

Daniel Itzkovitz, Professor of English, (1997); A.B., Sarah Lawrence College; Ph.D., Duke University

Christopher A. Ives, Professor of Religious Studies, (2001); B.A., Williams College, M.A., Ph.D., Claremont Graduate School

Magdalena James-Pederson, Associate Professor of Biology, (2003); B.A., Princeton University; Ph.D., Pennsylvania State University

Mark Kazarosian, Associate Professor of Economics, (1997); B.A., M.A., Ph.D., Boston College

Hossein S. Kazemi, Professor of Economics, (1982); B.S., University of Tehran; M.A., Ph.D., Clark University



Pamela M. Kelley, Associate Professor of Criminology, (2002); B.A., Rhodes College; M.A., Syracuse University; Doctoral Candidate, Northeastern University

Ashvin R. Kini, Assistant Professor of English, (2024); B.A., University of Wisconsin, M./s., University of Illinois, Ph.D., University of California

David D. Kinsey, Associate Professor of Studio Arts, (2010); B.F.A., Ringling College of Art and Design; M.F.A., Yale University

Alicia Lamere, Associate Professor of Business Analytics, (2023); B.A., Hamilton College; M.A., Ph.D., University of Notre Dame

Adam Lampton, Associate Professor of Studio Arts, (2007); B.A. The Colorado College; M.F.A., Massachusetts College of Art

Peter Langton, Assistant Professor of Management, (2024); B.A., Stonehill College, M.Ed., Harvard University, Ph.D., University of Phoenix

Anna Lännström, Professor of Philosophy, (2003); B.A., State University of New York-Potsdam; M.A., Ph.D., Boston University

Jane Hyo Jin Lee, Associate Professor of Mathematics, (2015); B.S., M.S., University of Auckland; Ph.D., University of California, Merced

Mary Joan Leith, Professor of Religious Studies, (1988); A.B., Harvard/Radcliffe College; M.A., Ph.D., Harvard University

Ronald Leone, Professor of Communication, (2000); B.A., Rhode Island College; M.S., Boston University; Ph.D., Syracuse University

Elizabeth Llorca, Assistant Professor of Graduate Teacher Education (2024); B.S., M.S., Florida State University; Ph.D. (ABD) University of Massachusetts-Amherst

Pamela Lombardi, Associate Professor of Chemistry, (2009); A.B., Dartmouth College; M.A., M.Phil., Ph.D., Columbia University

Marie Solange Lopes, Assistant Professor of Business Administration, (2018), B.S.B.A., Suffolk University, M.S.A., Suffolk University, Ph.D., University of Scranton

Rebekah Louis, Assistant Professor of Graduate Education, (2021); B.A., Boston College; M.Ed., Boston College; Ph.D., Northeastern University

Shari L. Lowin, Professor of Religious Studies, (2002); B.A., Columbia College, Columbia University; M.A., Ph.D., University of Chicago

Shane J. Maddock, Professor of History, (1999); B.A., Michigan State University; M.A., Ph.D., University of Connecticut

Peter J. Mahoney, Associate Professor of Spanish, (2011); B.A., Stonehill College, M.A., Ph.D., Boston University

Gregory D. Maniero, Professor of Biology, (2004); B.S., University of Wisconsin-Parkside; Ph.D., University of Colorado-Boulder

Benjamin Marcus, Associate Professor in Business Administration, (2018); B.S., University of Western Ontario, M.S., University of Western Ontario, Ph.D., University of Western Ontario

Derek Martin, Professor of Practice of Visual & Performing Arts, (2023); B.F.A., University of Hartford, M.F.A., University of Virginia

Juan Carlos Martin, Professor of Spanish, (2006); B.A., Brigham Young University; M.A., Brigham Young University; Ph.D., University of North Carolina at Chapel Hill

Jose Luis Martinez, Associate Professor of Spanish, (1998); B.A., Universidad de Puerto Rico-Rio Pedras; M.A., Ph.D., University of Texas, Austin

Alessandro Massarotti, Associate Professor of Physics, (2001); M.A., University of Rome; Ph.D., University of Chicago

Anne F. Mattina, Professor of Communication, (1997); B.A., University of Massachusetts, Amherst; M.A., Ph.D., Ohio State University

Edward T. McCarron, Associate Professor of History, (1992); B.A., Drew University; M.A., Florida State University; Ph.D., University of New Hampshire

John McCoy, Professor of Psychology, (2008); B.S., Albright College; M.S., Ph.D., Colorado State University

Kirstin McGillicuddy, Professor of Practice of Graduate Marketing, (2024); B.A., University of South Carolina, M.B.A., Georgia State University

Lee McGinnis, Professor of Marketing, (2009); B.A., Idaho State University; M.S., Kansas State University; Ph.D., University of Nebraska-Lincoln

Edward F. McGushin, Professor of Philosophy, (2011); B.A., University of North Carolina-Chapel Hill; M.A., Ph.D., Boston College

Constantinos Mekios, Associate Professor of Philosophy, (2006); B.Sc., S.U.N.Y.; M.A., M. Phil., Columbia University; M.A., Ph.D., Boston University

J. Ginger Meng, Professor of Finance, (2008); B.E. Tianjin University; M.A., M.S., Ph.D., Boston College

Anwar Mhajne, Associate Professor in Political Science and International Studies, (2018); B.S., Ben Gurion University, Israel, M.A., University of Cincinnati, Ph.D. Candidate, University of Cincinnati

Megan Mitchell, Associate Professor of Philosophy, (2014); B.A. The College of Wooster, M.A. Howard University, M.A. University of North Carolina, Ph.D. University of North Carolina.

Rachel Monyak, Assistant Professor of Biology, (2023); A.B., Mount Holyoke College, Ph.D., University of Pennsylvania

Susan M. Mooney, Professor of Biology, Rev. Francis Hurley, C.S.C., Endowed Chair in Biology, (1985); B.S., Stonehill College; M.A., State University of New York, Buffalo; Ph.D., Boston University

Akira Motomura, Professor of Economics, (1995); B.A., Yale University; M.A., Ph.D., Northwestern University

Oltiana Muharremi, Associate Professor of Business Administration/Accounting (2019); B.S. La Sapeinzaa University of Rome; M.S. University of Bari, Italy; Ph.D. University of Tirana, Albania

Michael Mullen, Associate Professor of Finance, (2010); B.S. Fordham University; M.B.A., Indiana University

Monique A. Myers, Associate Professor of Communication, (2004); B.S., M.A., Emerson College; Ph.D., University of Denver

Jane G. Nash, Professor of Psychology, (1992); B.A., Grinnell College; M.S., Ph.D., Ohio University

Anna Ohanyan, Professor of Political Science, (2005); B.A., Yerevan State University; M.S., Nova Southeastern University; Ph.D., Syracuse University

Erin L. O'Hea, Professor of Psychology, (2009); B.A., Lafayette College; M.A., Connecticut College; Ph.D., Louisiana State University

Andrea Opitz, Assistant Professor of English and American Studies, (2008); B.A., Freie Universitat Berlin; M.A. University of Montana; Ph.D., University of Washington

Brendan O'Sullivan, Associate Professor of Philosophy, (2009); B.A., Davidson College; Ph.D., University of California, Berkeley

Irvin L. Pan, Associate Professor of Biology (2011); B.A., Amherst College; M.A., Johns Hopkins University; Ph.D., Yale University

Angela Paradise, Associate Professor of Communication, (2007); B.A., Tufts University; M.A., Ph.D., University of Massachusetts, Amherst

Margaret E. Pierce, Associate Professor of Education, (2011); B.A., Swarthmore College; Ed.M., Ed.D., Harvard University

Rev. George A. Piggford, C.S.C., Professor of English, (2004); B.A., M.A., Duquesne University; M. Div., Notre Dame University; Ph.D., University of Montreal

Christopher Poirier, Professor of Psychology, (2004); B.A., Stonehill College; M.S., Ph.D., University of Massachusetts, Amherst

Lillian R. Reuman, Assistant Professor of Psychology, (2021); B.A., Vassar College; M.A., Ph.D., University of North Carolina, Chapel Hill

Eddie Rhee, Professor of Marketing, (2008); B.A., Sogang University; M.B.A., Ph.D. University of Iowa

Patrick R. Rich, Assistant Professor of Psychology, (2022); B.A., Grinnell College; M.A., Kent State University; Ph.D., Kent State University

Valerie G. Robertson, Assistant Professor of Dance, (2009); B.A., Roger Williams University; M.F.A., Florida State University

Ann Marie Rocheleau, Professor of Criminology, (2006); B.A., Assumption College; M.A., Boston College; Ph.D., Northeastern University

Robert Rodgers, Assistant Professor of Political Science, (2008); B.A., B.S., Syracuse University; J.D., Georgetown University Law Center; Doctoral Candidate, Princeton University

John C. Rodrigue, Professor of History, Lawrence and Theresa Salameno Endowed Chair in History, (2007); B.A., Rutgers University; A.M. Columbia University; Ph.D. Emory University

Daniel R. Rogers, Associate Professor of Chemistry, (2014); B.S. University of Connecticut, M.S. University of Connecticut, Ph.D. Massachusetts Institute of Technology

Tracy R. Rosebrock, Associate Professor in Biology/Health Science, (2018), B.A., New College of Florida, M.A., Columbia University, Ph.D., Cornell University

Fran Roy, Professor of Practice in Education Studies, (2024); B.S. University of Massachusetts Dartmouth; M.A., Rhode Island College; Ph.D. University of Wisconsin Madison

Amanda Sabol, Biology Laboratory Instructor and Coordinator, (2022); B.S., Southampton College of Long Island University, Southampton, N.Y.; M.S., C.W. Post College of Long Island University, Greenvale, N.Y

Michael Salé, Associate Professor of Management, (2014) B.S. Bridgewater State College, M.S.M. Bridgewater State College, Ph.D. Pace University

David L. Sander, Associate Professor of History, (2008); B.A., M.A., Ph.D., University of Colorado

Shahrokh Sani, Associate Professor of the Engineering Program, (2023); B.S., Tabriz Azad University, M.S., Urmia University, Ph.D., Clarkson University

Shane Savage-Rumbaugh, Professor of Studio Arts, (1997); B.F.A., School of the Art Institute of Chicago; M.F.A., Cornell University

Laura Thieman Scales, Associate Professor of English, (2007); B.A., Yale University; M.A., Ph.D., Harvard University

Cheryl S. Schnitzer, Professor of Chemistry, (2000); B.A., Skidmore College; Ph.D., Tufts University

Bettina R. Scholz, Associate Professor of Political Science, (2010); B.A., Wellesley College; M.A., Ph.D., Harvard University

Mark Scott, Associate Professor of Religious Studies and Theology, (2022); B.A., McMaster University; M.A.R., Yale Divinity School; A.M., Harvard University, Graduate School of Arts and Sciences, Religion; Ph.D., Harvard University, Graduate School of Arts and Sciences, Religion

Khai Z. Sim, Assistant Professor of Economics, (2023); B.S., University of Michigan; M.A., Cornell University; Ph.D., Cornell University

David Simon, Professor of Physics (2011); B.S., Ohio State University; M.A., Ph.D., Johns Hopkins University

Shai Simonson, Professor of Computer Science, (1991); B.A., Columbia College of Columbia University; M.S., Ph.D., Northwestern University

Elif Sisli Ciamarra, Professor in Finance, (2017); B.S.B.A. Bogazici University, M.B.A. International University of Japan, Ph.D. New York University

Candice Smith Corby, Assistant Professor of Studio Arts, (2007); B.F.A., Tyler Scholl of Art, Temple University; M.F.A., Massachusetts College of Art

Courtney Spencer Jansson, Assistant Professor of Marketing, (2024); B.S., Bentley University, M.S., Lasell College, Ed.D., Baylor University

Robert E. Spencer, Associate Professor of Management, (2010); B.S., M.S.T., Bentley College; J.D., Suffolk University Law School

Gary Stanton, Assistant Professor of Graphic Design, (1999); B.S., State University College at Buffalo; M.F.A., University at Buffalo

Hsin-hao Su, Professor of Mathematics, (2006); B.S., Feng Chia University; M.S., National Tsing Hua University; M.S., Ph.D., Johns Hopkins University

Jennifer A. Swanson, Professor of International Business, (1997); B.B.A., University of Minnesota; M.B.A., University of Hartford; Ph.D., University of Rhode Island

Leon J. Tilley, Professor of Chemistry, (1996); B.A., Grinnell College; Ph.D., Indiana University

Heiko Todt, Professor of Mathematics, (2011); M.A., Ph.D. Candidate, Pennsylvania State University

Erica L. Tucker, Associate Professor of Anthropology, (2005); B.A., Beloit College; M.A., Ph.D., University of Wisconsin Madison

Daniel Ullucci, Professor of Religious Studies, (2019); B.A., Boston University; M.A., Brown University; Ph.D., Brown University

Daria Valentini, Professor of Italian, (1998); B.A., Catholic University of Milan; M.A., Ph.D., University of Illinois, Urbana Champaign

Cristy Vallee Morgan, Associate Professor of Graphic Design, (2010); B.A., Colby-Sawyer College; M.F.A., Boston University

Josef Velazquez, Assistant Professor of Philosophy, (1998); B.S., University of Scranton; M.A., Ph.D. Fordham University

James Wadsworth, Professor of History, (2002); B.A., Idaho State University; M.A., Ph.D., University of Arizona-Tucson

Danielle Waldron, Assistant Professor of Healthcare Administration, (2020); B.S., Providence College; M.S., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Boston

Sinead M. Walsh, Professor of Practice of Chemistry, (2011); B.S., University of Dublin; Ph.D., University College Dublin

Candace Walters, Associate Professor of Studio Arts, (1994); B.F.A., Hartford Art School, University of Hartford; M.F.A., Boston University School for the Arts

Rev. Stephen S. Wilbricht, C.S.C., Professor of Religious Studies, (2010); B.A., M.Div., University of Notre Dame; S.T.D., The Catholic University of America

Mark R. Willis, Professor of Practice of Healthcare Management, (2024); B.S., Notre Dame de Namur University, M.S., Ph.D., Northeastern University

Candence Wills de Jesus, Assistant Professor of Criminology, (2023); B.A., M.I.D., University of Pittsburg

Timothy Woodcock, Associate Professor of Mathematics, (2007); B.S., Stonehill College; M.S., Ph.D., University of Virginia

Deborah Wu, Assistant Professor of Psychology, (2023); B.A., Northwestern University, M.S., Ph.D., University of Massachusetts Amherst

Alex C. Yen, Associate Professor in Accounting, (2017); B.A. Michigan State University, M.B.A. University of Rochester, Ph.D. University of Texas

Heather J. Yu, Associate Professor of Neuroscience (2010); B.S., University of Massachusetts; Ph.D., Boston University

Xuejian Yu, Professor of Communication, (1992); B.A., Shanghai University of International Studies; M.A., University of Missouri, Columbia; Ph.D., University of Kansas

Administrators with Faculty Rank

**Holds Tenure on the Faculty.*

Craig W. Binney, Associate Vice President for Finance and Operations, Assistant Professor of Computer Science, (1985); B.S., Stonehill College; M.S., University of Massachusetts, Amherst; M.B.A., Babson College; Additional Study, Boston University

Nicole B. Casper, Director of Archives and Historical Collections, Assistant Professor, (2001); A.B., Stonehill College; M.L.S., Simmons College

Devon D. Deery, Director of the Writing Program, Assistant Professor of Writing, (2011); B.F.A., University of Maine at Farmington; M.F.A., University of Southern Maine

John Duggan, Dean, Meehan School of Business, Associate Professor of Business Law (2014); B.A. Assumption College, JD Suffolk University School of Law

*Craig A. Kelley, Associate Vice President for Academic Operations, Associate Professor of Biology, (1996); B.A., Bridgewater State College; Ph.D., University of New Hampshire

Patricia M. McPherson, Information Literacy & Outreach Librarian, Assistant Professor, (2006); B.S., Northeastern University; M.L.S., Simmons College

*Rev. Kevin P. Spicer, C.S.C., Dean, May School of Arts & Sciences, Professor of History, James J. Kenneally Distinguished Professor of History, (2000); B.A., Stonehill College; M.Div., University of Saint Michael's College; M.A., Ph.D., Boston College

*Elizabeth Stringer Keefe, Dean of Graduate and Professional Studies, Professor of Graduate Teacher Education, (2019); B.A., University of Massachusetts, Amherst; M.Ed., Lesley College; Ph.D., Boston College

*Stanley Thangaraj, James E. Hayden Chair & Director of the Center for the Study of Race, Ethnicity and Social Justice, Professor of Sociology, (2022); B.A., Emory University; M.A., University of Chicago; Ph.D., University of Illinois

*Peter N. Ubertaccio III, Vice President for Academic Affairs, Associate Professor of Political Science & International Studies, (2001); B.A., Catholic University; Ph.D., Brandeis University



LUX ET SPES



STONEHILL COLLEGE