

LUX ET SPES



STONEHILL COLLEGE 75



Hill Book

Academic Catalog

2023-2024



The Hill Book serves as the online, accredited version of the Stonehill College Academic Catalog which contains useful information about the College's academic programs and partnerships, degree requirements, course offerings, admission and financial information, and College academic policies and resources.

The 2023-2024 Hill Book is considered the source for academic and programmatic requirements for students entering the College during the Summer 2023, Fall 2023, and Spring 2024 semesters.

It is published for informational purposes only and does not constitute a contract between the College and any student, or other person, or application for admission. While the information contained in the Hill Book is meant to provide an explanation of College policies, the college maintains and publishes electronically a separate Policy Manual and the information contained in the Policy Manual supersedes any information contained in the Hill Book. The policies and information that appear in the Hill Book do not constitute the official policies of the College. 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.

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TABLE OF CONTENTS

Mission and History	4
Degrees and Accreditation	6
Academic Life & The Curriculum	7
Academic Partnerships & Resources	13
International and Experiential Learning Programs.....	21
The Cornerstone Program of General Education	28
Programs of Study.....	37
Course Descriptions	191
Academic Policies and Procedures.....	381
Graduate Policies and Procedures.....	409
Financial Information and Scholarships	415
Veteran's Administration Services.....	428
College Legal Notices	431
Faculty and Staff Listing	437



MISSION AND HISTORY

Mission of the College

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

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

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

Philosophy of the College

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

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

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

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

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

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.

DEGREES AND ACCREDITATION

Stonehill College offers a Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Business Administration degrees, as well as a Master of Arts in Integrated Marketing Communications, a Master of Science in Marketing, a Master of Education in Inclusive Education, and a Master of Professional Studies in Data Analytics.

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

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)

ACADEMIC LIFE AND THE CURRICULUM

The combination of the Cornerstone Program of General education and Major Programs of study promote a strong liberal education that challenges students of diverse backgrounds to enter in to intellectual, social and moral discovery. The synergy between the General Education Program 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 Cornerstone Program and for the major.

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

The Cornerstone Program of General Education

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

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

The Major

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 124 credits in order to satisfy the requirements of both Majors.

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

Disciplinary Minor (Optional)

Students may choose to complete 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

Courses in the Moreau Honors Program are limited to 20 students, 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 Cornerstone 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 Cornerstone Program or major/minor requirements or serve as general electives. Honors language courses count for no more than one honors requirement. One and only one of 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 of the senior year 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 3.50 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 Prof. Sarah Gracombe, Director and Professor of English.

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 **Prof. Kathy McNamara**, Director of Licensure, Placement & Supervision and Assistant Professor of Education 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 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.

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 thirteen 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. Sarah Gracombe**, Director and Professor of English.

Honor Societies

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. Geoff Lantos](#).

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. Campus chapter, MU OMEGA, of the National Honor Society for accounting majors recognizing scholastic excellence, providing opportunities for self-development, service and association among members and practicing professionals, and encouraging a sense of ethical, social, and public responsibility. Faculty Advisor - [Prof. Alex Yen](#).

BETA GAMMA SIGMA. Beta Gamma Sigma is the international honor society serving business programs accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Election to lifetime membership in Beta Gamma Sigma is the highest honor a business student anywhere in the world can receive in an undergraduate program at a school accredited by AACSB International. Faculty Advisor - [Prof. Jegoo Lee](#).

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. The International Honor Society for students of Finance was established in 1970 with the creation of the Financial Management Association International (FMA). Individuals accepted for membership in the Honor Society have the distinction of belonging to the only international honorary that specifically recognizes the achievement of Finance majors who demonstrate their expertise in areas such as financial economics and decision-making. Faculty Advisor - [Prof. Michael Mullen](#).

KAPPA DELTA PI. Kappa Delta Pi (KDP), International Honor Society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. Faculty Advisor - [Prof. Stephen Pinzari](#).

KAPPA MU EPSILON. Campus chapter of the National Mathematics Honor Society. Recognizes academic achievement in mathematics. Faculty Advisor - [Prof. Timothy Woodcock](#).

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

LAMBDA PI ETA. Campus chapter, ALPHA OMEGA, of the National Communication Association Honor Society. Recognizes outstanding scholastic achievement in communication studies. Faculty Advisor - [Prof. Wanjiru Mbure](#).

NU RHO PSI. Campus Chapter of the National Honor Society in Neuroscience, which recognizes academic excellence in Neuroscience, and promotes professional scholarship and collaboration in the interdisciplinary field of Neuroscience. Faculty Advisor - [Prof. Nicole Cyr](#)

OMICRON DELTA EPSILON. Campus chapter, PHI, of the International Honor Society in Economics. Recognizes academic achievement in Economics. Faculty Advisor - [Prof. Mark Kazarosian](#).

PHI ALPHA THETA. The International Honor Society in History recognizes academic achievement in History. Promotes the study of History and encourages research. Faculty Advisor - [Prof. Karen Teoh](#)

PHI LAMBDA UPSILON. Founded in 1899, Phi Lambda Upsilon was the first honor society dedicated to a single scientific discipline. The aims and purposes of the society are the promotion of high scholarship and original investigations in all branches of pure and applied chemistry. Faculty Advisor - [Prof. Marilena Hall](#).

PI DELTA PHI. The purpose of the Society is to recognize outstanding scholarship in the French language and francophone literatures, to increase the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and to simulate and to encourage French and Francophone cultural activities. Faculty Advisor - [Prof. Teresa Villalgnacio](#).

PI SIGMA ALPHA. The Honor Society for recognition of the study of politics was founded in 1920 and has over 460 chapters nationwide. Candidates must achieve distinguished grades in the study of politics. The Society encourages students to undertake the study of politics and government in all areas of the discipline. Faculty Advisor - [Prof. Rob Rodgers](#).

PSI CHI. The International Honor Society in Psychology. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship and to advance the science of psychology. Faculty Advisor - [Prof. Michael E. Tirrell](#).

SIGMA DELTA PI. Campus chapter, LAMBDA RHO. Sigma Delta Pi is the National Honor Society for Spanish. It honors those who seek and attain excellence in the study of the Spanish language and the literature and culture of Spanish-speaking peoples. Faculty Advisor - [Prof. Juan Carlos Martin](#).

SIGMA IOTA RHO. Campus chapter of the National Honor Society in International Relations. Recognizes academic achievement in the study and practice of International Relations. Faculty Advisor - [Prof. Rob Rodgers](#).

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

SIGMA ZETA. Campus chapter, ALPHA RHO, of the National Honor Society for faculty members and students who have achieved excellence in the Natural Sciences and Mathematics. Faculty Advisor - [Prof. Gregory Maniero](#).

THETA ALPHA KAPPA. The National Honor Society in Religious Studies and Theology promotes excellence in research, learning, teaching and publication in addition to fostering the exchange of ideas among scholars of Religion and Theology and those of other disciplines. Faculty Advisor - [Prof. Shari Lowin](#).

UPSILON PHI DELTA. Campus chapter of the National Honor Society for the profession of healthcare management. Recognizes students who achieve distinction in healthcare administration, achieve academic excellence, and who uphold the highest ethical standards of the profession. Faculty Advisor - [Rev. Thomas Garipey, C.S.C.](#)



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 25 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.

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 registration for in-person courses

Students may enroll in a maximum of two courses per semester at one of the above institutions, provided that the courses are not offered or are filled at Stonehill for that semester. First-year students are not eligible to participate in the SACHEM program. Cross-registration is not available for General Education courses. SACHEM courses may count as major requirements with approval of the relevant Department Chair.

SACHEM registration forms may be obtained from the Registrar's Office and final approval is granted by the 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 better and only the credits received are added to the permanent record. The grade received is recorded on the permanent record at the college where the course is taken. Students are responsible for adherence to the academic regulations of the institution involved.

Engineering Dual-Degree Programs (B.A./B.S.)

Stonehill College has affiliation agreements with The University of Notre Dame and King's College 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 either The University of Notre Dame or King's College 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 or King's College. Students in this program will also complete the General Education 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:

- A cumulative grade-point average (GPA) of 3.6;
- A cumulative technical GPA of 3.6 (will be calculated from math, physics, science, and engineering courses appearing on the student's transcript);
- 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 (Cor 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) At least 62 semester credit hours of work that can be transferred to satisfy Notre Dame engineering degree requirements;
- Recommendation for admission by their academic advisor or the Program Director at Stonehill College; and
- 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.

King's College

To transfer to King's College a student must meet each of the following minimum qualification criteria:

- A cumulative grade-point average (GPA) of 3.0;
- Only courses with a grade of C or better will be considered for transfer;
- At least 60 semester credit-hours of work that can be transferred to satisfy King's engineering degree requirements;
- Recommendation for admission by their academic advisor or the Program Director at Stonehill College; and
- Demonstrated commitment to the community values and standards of conduct of both King's and Stonehill as determined in King'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 Physics/ B.S. in Civil Engineering. See the Physics Department for details.
- B.A. in Physics/ B.S. in Mechanical Engineering. See the Physics Department for details.

SEA Semester

Stonehill College is an affiliate institution of the Sea Education Association (SEA) at Woods Hole, Massachusetts. SEA offers a semester-long program of study that integrates social science, natural science, and seamanship. During the program students conceive, investigate, write, and present research projects. In addition, students form a community at Woods Hole that grows and deepens at sea where they participate as crew, researchers, and learners aboard a 140-foot brigantine sailing vessel. Tuition is covered within the students' full-time tuition charge at Stonehill, however acceptance into the SEA program is limited to five students per academic year. Successful completion of the SEA program fulfills the Stonehill College learning community, social scientific inquiry, and natural scientific inquiry requirements.

Students interested in the SEA Semester Program should apply through Stonehill's Office of International Programs.

Cooperative Agreements with Graduate Programs

Master of Accounting

Loyola University Maryland Sellinger School of Business & Management offers preferred admission to qualified students, regardless of major, who meet specific criteria for the Master of Accounting Program.

Master of Arts in Communication

Bryant University will offer preferred admission to students who meet particular criteria to the Master of Arts in Communication Program.

Master of Arts in Counseling Psychology

Qualified students interested in pursuing counseling psychology will be offered preferred admission to the Master of Arts in Counseling Psychology Program at Regis College.

Master of Arts in Strategic Communication

Stonehill students who meet specific requirements will, through a preferred admission process, to the Master of Arts in Strategic Communication Program at Regis College.

Master of Business Administration

The Emerging Leaders Master of Business Administration Program at Loyola University Maryland offers preferred admission to qualified students who have successful completion of pre-program competency in Economics, Statistics & Probability, Finance, Financial Accounting, Managerial Accounting, Marketing, or Operations.

Master of Science in Applied Behavioral Analysis

Qualified Psychology majors who are interested in learning how to effectively apply behavior-analytic procedures to solve behavioral problems of social importance and improve conditions for those who exhibit problematic behavior and skill deficits are eligible for preferred admission status to the Master of Science in Applied Behavioral Analysis Program at Regis College.

Master of Science in Applied Economics

The Master of Science in Applied Economics Program at Boston College offers preferred admission to qualified students who are interested in acquiring extensive training in the tools and methods necessary for understanding complex policy issues, industry trends, and analytic strategies within specialized fields of economics including health care, finance, marketing, and the environment.

Master of Science in Athletic Training

An articulation agreement allows for the preferred admission of at least two qualified Stonehill College students each year into the Master of Science in Athletic Training program at Bridgewater State University.

Master of Science in Criminal Justice

At least two qualified Stonehill College students each year will earn preferred admission through an articulation agreement with the Master of Science in Criminal Justice program at Bridgewater State University.

Master of Science in Cybersecurity, Policy and Governance

An affiliation agreement allows for the preferred admission of Stonehill College students who satisfy certain requirements into the Master of Science in Cybersecurity Policy and Governance at Boston College.

Master of Science in Health Administration

Stonehill students who meet specific requirements will, through a preferred admission process, to the Master of Science in Health Administration Program at Regis College.

Master of Science in Information Management

Qualified students interested in pursuing information management will be offered preferred admission to the Master of Science in Information Management Program at Syracuse University.

Master of Science in Leadership Administration

Students seeking a strong foundation of theoretical knowledge with practical application in order to meet the challenges of a competitive marketplace in a variety of organizational settings who meet certain criteria are eligible for preferred admission to the Master of Science in Leadership Administration Program at Boston College.

Master of Science in Library and Information Science

The Master of Science in Library and Information Science Program at Syracuse University offers preferred admission to qualified students who are interested in assuming leadership roles in the libraries, information centers, and the broader information environment.

Master of Science in Library and Information Science: School Media

Syracuse University will offer preferred admission to students who meet particular criteria to the Master of Science in Library and Information Science: School Media Program.

Master of Science in Optics

The Master of Science in Optics Program at University of Rochester offers preferred admission to qualified students who are majoring in physics or in chemistry with a minor in physics.

Master of Science in Sports Administration

An articulation agreement allows for the preferred admission of Stonehill College students who satisfy certain requirements into the Master of Science in Sports Administration (MSSA) program at Boston College. The Sports Administration masters is designed to propose new thinking and broaden leadership competencies for those in sports management as well as administrators and coaches.

Master's in Public Health

Stonehill students who meet specific requirements will, through a preferred admission process, to the Master's in Public Health Program at Regis College.

Master's in Social Work

- An articulation agreement allows for the preferred admission of at least two qualified Stonehill College students each year into the part-time, three-year Master's in Social Work program at Bridgewater State University.
- Stonehill students who meet specific requirements will, through a preferred admission process, to the Master's in Social Work Program at Regis College.

Cooperative Agreements with Law Schools

Stonehill College has affiliation agreements with the following two Schools of Law:

- The Catholic University's Columbus School of Law
- Villanova University's School of Law

Each agreement provides two pathways for Stonehill students who are interested in earning a Juris Doctor (JD) law degree: 1) a 3+3 pathway in which Stonehill students spend three years at Stonehill and then three years in law school with credits earned at the successful completion of the first year of law school transferring back to Stonehill to satisfy final graduation requirements; and 2) a 4+3 pathway in which Stonehill students apply to law school in their senior year and matriculate after having graduated from Stonehill. Third-year students (juniors) who qualify for direct admission through the agreement with Villanova will receive a guaranteed annual full-tuition scholarship during their three years of law school. Fourth-year students (seniors) who qualify for direct admission through the agreement with Villanova will receive a guaranteed half-tuition scholarship during their three years of law school.

Students interested in either of these law school agreements should contact Prof. Rob Rodgers, the Pre-Law Advisor and Chair of Political Science & International Programs at rrodgers@stonehill.edu.

Cooperative Agreements with Post-Baccalaureate & Graduate Programs in the Health and Allied-Health Fields.

Each of the following agreements with graduate health and allied-health professions programs reserves a specific number of admissions slots for qualified Stonehill graduates. Students interested in any of the following programs should contact Andrew Leahy, Pre-Health Professions Advisor and Director of Career Development at aleahy@stonehill.edu.

Doctor of Dental Medicine

Qualified Stonehill students will have the opportunity in their first or second year to interview at Lake Erie College of Osteopathic Medicine (LECOM) School of Dental Medicine. Students interviewing successfully will be offered a provisional acceptance to LECOM's Doctor of Dental Medicine (D.M.D.) program. Upon meeting the criteria for final acceptance, they will matriculate at the LECOM Bradenton, FL campus.

Doctor of Osteopathic Medicine

Qualified Stonehill students will have the opportunity in their first or second year to interview at Lake Erie College of Osteopathic Medicine (LECOM). Up to five students annually who interview successfully will be offered a provisional acceptance to LECOM's Doctor of Osteopathic Medicine (D.O.) program. Upon meeting the criteria for final acceptance, they will matriculate at the LECOM campus of their choice.

Doctor of Optometry

An agreement with New England College of Optometry, Boston, MA offers early admission to Stonehill qualified third-year students into the Four-Year Optometry Program. Students can transfer credits back to satisfy final graduation requirements with credits earned at the successful completion of the first year of optometry school.

Master of Science in Nursing

Qualified students who have successfully completed the pre-requisites will be considered for preferred admission to the Direct Entry Nursing program at Simmons College in Boston. This Nurse Practitioner program is a three-year full-time program for undergraduates with a degree in an academic discipline other than nursing, leading to an M.S. in nursing and preparation for the NP exam.

Master of Science in Nursing

Up to two qualified Stonehill students per year who meet specific requirements will, through a preferred admission process, be accepted to the Master of Science in Nursing Program at Regis College.

Bachelor of Science in Nursing

Qualified Stonehill graduates may be admitted to the Massachusetts College of Pharmacy and Health Sciences, Worcester, MA leading to certification and licensure as a Registered Nurse. This accelerated, post-baccalaureate, 16-month program leading to a Bachelor of Science in Nursing (RN) is for students who have met all pre-professional course requirements.

Second Degree - Bachelor of Science in Nursing

Regis College guarantees one qualified Stonehill student each academic year who meets particular criteria will, through a preferred admission process, be accepted to the accelerated Bachelor of Science in Nursing program.

Master of Science in Occupational Therapy

Stonehill students who meet specific requirements will, through a preferred admission process, to the Master of Science in Occupational Therapy Program at Regis College.

Master of Science in Speech-Language Pathology

An articulation agreement allows for the preferred admission of at least two qualified Stonehill College students each year into the Master of Science in Speech-Language Pathology program at Bridgewater State University.

Master of Science in Speech-Language Pathology

An agreement with Northeastern University in Boston, MA for up to eight qualified students each year who are interested in pursuing a career as a speech-language pathologist in either educational or healthcare settings offers preferred admission to up to eight qualified students to the Master of Science in Speech-Language Pathology Program.



Academic Resources

Academic Services & Advising

Duffy Academic Center, 104

508-565-1306, academicservices@stonehill.edu

The Office of Academic Services & Advising develops, coordinates, and provides one-on-one Academic Advising and group programming that enable students to reach their educational and career goals. The Office provides comprehensive academic advising services for all students at Stonehill College, including first-year students, incoming transfers, and students on academic probation. In collaboration with students' assigned faculty advisors, the Office of Academic Services & Advising helps students navigate major exploration, course selection, and pre-professional planning. Additionally, the Office provides support through goal setting exercises, study skills workshops, and other strategies for academic success that help guide students through their experience at Stonehill. Students should visit the Office if they are unsure about how to select a major, are struggling academically, or have any questions about the overall academic mission of the College.

Accessibility Resources

Duffy Academic Center, 104 F

508-565-1033, oar@stonehill.edu

The Office of Accessibility Resources (OAR) supports Stonehill's unwavering commitment to providing a welcoming, supportive and inclusive environment for students with disabilities. Our goal is to lead the campus community in its mission to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice and to ensure that all aspects of campus life are universally accessible.

Requesting Accommodations:

Students wishing to be considered for academic, housing or meal plan accommodations must first self-identify by registering with OAR. The process involves submitting an [online registration form](#), providing documentation, and completing an intake interview.

Eligibility Determination:

The student and the Director of Accessibility Resources partner to identify strategies, resources and accommodations that can ameliorate disability-related barriers. An initial intake meeting provides the opportunity to understand the student's disability experience and accommodations that have been successful in providing access. The process will be informed by the student's self-report, the director's experience, and any documentation that the student presents. Based on an interactive discussion, the director, and/or relevant committee members, may implement accommodations, set up provisional or temporary accommodations while waiting for additional documentation, or request documentation specific to establishing a connection between the disability and the barrier. A reasonable accommodation is a modification or adjustment to instructional methods and/or a course, program, service, activity or facility that enables a qualified student with a disability to have equal access to programs, services and activities.

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. This Office safeguards the accuracy, integrity, confidentiality, and security of the student information system and of students' academic records; and provides the accurate and timely dissemination of information. The Registrar's Office is responsible for preparing the course schedule each semester, the academic calendar, the registration process, the grading process, the articulation and approval of transfer courses, AP/IB, and dual enrollment credits, degree audit and degree clearance for graduation, providing academic transcripts, Achievement Records, and enrollment and degree verifications, as well as the scheduling of classrooms and labs.

Career Development Center

Cushing Martin, Kruse Center

508-565-1325, careerdevelopment@stonehill.edu

The Career Development Center at Stonehill College recognizes the individuality and unique needs of each student, graduate, and employer and is committed to flexible and personalized engagements. Our team's approach combines individualized career coaching with a wide variety of 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.

Center for Writing and Academic Achievement

MacPháidín Library, 314

508-565-5014, CWAA-services@stonehill.edu

The Center for Writing and Academic Achievement (CWAA) provides welcoming, peer-based academic support in a comfortable and inclusive environment. Our services cover all academic disciplines and support students at various points in their academic careers. We believe in fostering confidence and a positive attitude in tutors and tutees alike, while encouraging a love of learning beyond the classroom.

The CWAA oversees Peer Subject Tutors, Writing Consultants, and Writing Fellows and offers both group drop-in and one-on-one appointment options. Tutoring is offered regularly in introductory courses, including calculus, chemistry, biology, physics, accounting, and foreign languages. Writing consultants meet with students individually. They assist with assignments from any discipline and at any stage of the writing process. Writing Fellows are trained writing consultants embedded in First-year Seminar and Writing-in-the-Disciplines courses. They work with one faculty member and class for a full semester and provide support through all stages of the writing process.

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.

Center for Nonprofit Management

508-565-1856, infnonprofit@stonehill.edu

The Center for Nonprofit Management (CNM) works with students, faculty and staff in building the leadership and management capacity of Stonehill students, faculty, and staff and community-based nonprofit organizations throughout southeastern Massachusetts, Cape Cod, and northern Rhode Island.

CNM is focused on enhancing critical management skills, while also fostering relationships with and among the region's diverse community-based organizations so that they may better achieve their respective missions. Drawing on expertise within the nonprofit sector and the Stonehill community, CNM conducts research and provides workshops and other learning programs for the region's local nonprofits. Various internship opportunities are also offered throughout the year to Stonehill students with a demonstrated interest and passion for the nonprofit sector. Additionally, CNM hosts the Developing Fundraising Leaders Institute in conjunction with the Advancement Division, a program for selected students aimed at developing nonprofit leadership skills.

Stonehill Service Corps

At Stonehill College, it is our hope that "each graduate thinks, acts and leads with courage toward the creation of a more just and compassionate world." Upon graduating, many seniors feel the call to advocate for others and give back to their local and global communities. In 2009, Stonehill launched its own post graduate year-of-service program, with sites in the Dominican Republic and India. In 2013, the College created a program in neighboring Brockton, Massachusetts. Partnering with local service agencies, Stonehill Service Corps members have the opportunity to serve in teaching, community organizing, youth ministry, mentoring, direct service, and more. Through these programs, Stonehill graduates live in and serve the community as an expression of the College's mission as a Catholic and Holy Cross institution. Corps members espouse to the program's principles of service, simple living, community and spirituality.



INTERNATIONAL AND EXPERIENTIAL LEARNING PROGRAMS

International Programs

Mission

The Office of International Programs (OIP) connects students with study abroad, internship, research, and service learning 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

The OIP maintains an approved list of over 120 programs in over 40 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 \$500 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.

Application Process

To be considered for any international program, a student must attend a Getting Started session, meet with an OIP advisor, and submit an online application through myHill. The minimum cumulative GPA requirement is 2.75, however, consideration will be given to students whose GPA fall below 2.75 on a case by case basis. Final acceptance is contingent on the student meeting the established requirements of the specific international program to which they have applied.

Students with a current cumulative GPA below 2.75 are required to submit to the OIP Director a letter stating the reasons why an exception should be made on his/her behalf and two letters of support from full-time faculty, one of which must be from his/her major department.

Typically students will study or intern abroad during their junior year, although students may study abroad as early as their second semester of sophomore year and as late as first semester of their senior year.

For more information concerning any of the programs listed below, contact the Office of International Programs directly.

International Internship Program

Stonehill College sponsors full-time internships for academic credit in Dublin, London, Madrid, Paris and Sydney. These internships provide students with the opportunity to develop skills and competencies through professional experience in their prospective fields of employment and develop increased cultural sensitivity through living and working in another culture. The College offers internships in a variety of fields, including advertising, business, education, health administration, law, medical research, sociology, art theatre, and politics. Additional part-time internships in other countries may be available as part of a study abroad program through some of our partner organizations.

Students participating in a Stonehill sponsored internship work between 12-14 weeks, during either semester of their junior year or the fall semester of their senior year. Upon successful completion, students earn fifteen academic credits. Interns in London and Sydney enroll in three, 3-credit courses with CAPA: International Education and earn an additional six credits for a 20-hour per week internship, which includes participation in a series of workshops throughout the semester. Students in Dublin earn twelve credits for a combination of their internship, research paper, professional journal and three credits for a seminar on Irish history. In addition to their internship, research paper and professional journal, Madrid and Paris students participate in a language seminar at the start of the program and also earn a total of fifteen credits.

Study Abroad Program

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 or interning overseas. Students are able to spend a maximum of three semesters away on approved programs of study at foreign institutions while maintaining current status as a Stonehill student. The College is affiliated with over 120 institutions in over 40 countries.

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 "C-", or lower, will not be accepted as transfer credit.

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 or full-time locally for 3-9 credits or may participate in one of three full-time domestic internship programs. Note that internship qualifications and requirements vary and student should speak with the Internship Moderator for their academic department for more information.

Local Internship Credit Structure

3 Credits:

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 Credits:

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 Credits

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 1 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 students may have the opportunity to participate in full-time, local internships during the fall or spring semester with the approval of their major or minor department. The credit breakdown is typically as follows:

Typical Full-time Internship Structure

9 Credits:

Complete 32+ hours/week internship (14 weeks average)

3 Credits:

Complete academic work assigned by your major or minor department*

3-4 Credits:

Take one course at Stonehill College (typically and elective or major/minor requirement)

Each department's requirements may vary. Students should make sure to check with their faculty moderator before moving forward.

Internship Away Programs

Stonehill offers 15-credit internship programs in New York City, Washington D.C., Los Angeles, and Boston that provide students with a combination of real-life work experience and academic coursework. Interns have the opportunity to appreciate more fully the connections between theory and practice, to adapt to a culture outside the college environment, to network with professionals at different levels in an organization, and to gain exposure to potential career paths. Students may also have the opportunity to participate in a full-time internship program other than those currently offered by Stonehill. Participation in outside programs requires the approval of a student's major or minor department. Please visit the Career Development Center website for more information.

Stonehill in Los Angeles

Students accepted into this program will intern four days a week for a full semester in Los Angeles. All students, regardless of semester of participation, will take a designated communication course on campus during winter break. With guidance from the Career Development Center, students are expected to secure their own internships based on their career interests. Housing is provided close to major studios and Hollywood. This program is administered through the Communication Department and the Career Development Center and is open to all majors.

Los Angeles Internship Credit Structure

3 Credits:

Elective Communication course taken at Stonehill during Winter Session

3 Credits:

Journal/field notes and final paper/presentation determined by faculty moderator

9 Credits:

Intern 32-40 hours/week for a minimum of 448 hours (14-week average)

Stonehill in New York

Students intern for a full semester, four days a week, while taking one class at Fordham University. This opportunity allows students to gain practical experience in a large urban setting. With guidance from the Career Development Center, 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 the Career Development Center and is open to all majors.

New York Internship Credit Structure

3-4 Credits:

One course taken at Fordham University

3 Credits:

Journal/field notes and final paper/presentation determined by faculty moderator

9 Credits:

Intern 32-40 hours/week for a minimum of 448 hours (14-week average)

Stonehill in Washington, D.C.

Students intern four to five days a week and take a Political Parties and Interest Groups course taught by a Stonehill adjunct faculty member in Washington, D.C. The program will allow students to hear from distinguished speakers and participate in site visits and networking opportunities throughout the D.C. area. With guidance from the Career Development Center, 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 the Career Development Center and The Martin Institute.

Washington, DC Internship Credit Structure

3 Credits:

POL 382 Parties and Interest Groups in American Politics (taken in Washington D.C.)

3 Credits:

Journal/field notes and final paper/presentation determined by faculty moderator

9 Credits:

Intern 32-40 hours/week for a minimum of 448 hours (14-week average)

Stonehill in Boston

Students intern four to five days a week and take one class at Stonehill. With guidance from the Career Development Center, students are expected to secure their own internships based on their career interests. Students will live on campus. This program is open to all majors and administered through the Career Development Center.

Boston Internship Credit Structure

3 Credits:

Course selected by the student, taken at Stonehill College.

3 Credits:

Journal/field notes and final paper/presentation determined by faculty moderator

9 Credits:

Intern 32-40 hours/week for a minimum of 448 hours (14-week average)

Conflict Analysis Program: Learning Inside Out

The Conflict Analysis Program (CAP) is an 18-credit program of integrated learning. It combines a semester-long academic course (POL 347 - Nationalism and Ethnic Conflict) taken at Stonehill College in the Fall Semester with a semester-long international internship experience in the Spring semester. Upon completing POL 347, participants will travel to Armenia, Georgia or Serbia to work with a non-governmental organization (NGO), media organization, research think tank, or governmental office that is engaged in a specific aspect of conflict management and peace-building. Concurrent with their internship, and with assistance from their CAP academic advisor, students will be expected to author a research paper based on a feature of the conflict region in which they are working.

Upon completion of the internship semester, all students enrolled in the program will convene in Armenia for a two-week long integrative seminar with Professor Anna Ohanyan. This seminar will allow students to develop their research papers and craft their presentations for an undergraduate conference titled "New Voices: Junior Scholars' Conference on Regional Security" that will be held in Yerevan, Armenia in June, co-sponsored by Stonehill College and Eurasia Partnership Foundation.

EPF is a local Armenian foundation supported by a range of donor agencies and governments including the U.S. Agency for International Development, European Commission, Government of the Netherlands, and Government of the Great Britain. Proceedings of the conference will be published by EPF.

POL 347 is an introduction to the field of conflict analysis and resolution. It begins with a general study of the type of international conflicts, tracking trends and patterns throughout the 20th century to the present day. It then explores existing literature on common conditions of conflict and peace, from the social and economic to the political. Students subsequently examine methods of international conflict management used by international organizations, NGOs, and third-party state actors. This examination includes, but is not limited to, the study of peace processes and mediation regimes. The course also covers long-term approaches to conflict management, such as the role of transnational and local business, international development, regional governance, and democratization. Some of the conflict areas to be included are the Western Balkans, the Middle East, the South Caucasus, Cyprus, Northern Ireland, Sub-Sahara Africa and Southeast Asia.

Schedule and Credits

POL 347 Nationalism and Ethnic Conflict (3 credits)

POL 475 Conflict Analysis Program (CAP)

Internship in Armenia, Georgia or Serbia (9 credits, P/F)

Research Paper (3 credits, graded)

POL 357 Special Topics/Integrative Seminar in Armenia "Regional Orders and Disorders" (3 credits, graded)

"New Voices: Junior Scholars' Conference on Regional Security", Armenia.

Student Outcomes

- International experience and professional development
- A publication and a conference presentation
- Fulfills a study abroad and internship requirement for POL majors
- Eligibility and Application Guidelines

The program is open to all majors who maintain a GPA of 3.0 and above and have strong writing skills. Prior research experience is desirable and a course in research methods is strongly recommended. Please submit a cover letter, resume and transcripts to Prof. Anna Ohanyan at Martin 224. For additional information, please contact Prof. Anna Ohanyan or The Office of International Programs.

Stonehill Undergraduate Research Experience (SURE)

The Stonehill Undergraduate Research Experience (SURE) Program is an opportunity for students who have completed at least their first year at Stonehill to perform significant, publishable full-time research under the guidance of and in collaboration with an experienced faculty researcher. The experience, available to all disciplines, helps to solidify and define students' career choices, both through graduate school decisions and in post-college employment. All SURE Scholars receive a stipend for an eight- or ten-week full-time summer session. Applications are submitted in early December preceding the summer of participation. For further information, contact the Office of Academic Development, or log onto the SURE website.

Directed 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 under the myAcademics tab on myHill. A student may not take more than one Directed Study in a semester without permission of the Office of Academic Services and Advising.

Independent Research

With the approval of a supervising faculty member and Department Chairperson, a student may carry out an independent research project, for academic credit, on a topic currently being studied by the faculty member or on an original project developed collaboratively by the student and faculty member. The student must complete an on-line application, which requires approval by the faculty member and department chair prior to registration. The form is available under the myAcademics tab on myHill.

Senior Thesis

Students complete an independent scholarly work, resulting in a substantial written document, under the guidance of a faculty member and with the approval of the Department Chairperson. An on-line application is available under the myAcademics tab on myHill and must be completed prior to registration.



CORNERSTONE PROGRAM OF GENERAL EDUCATION

Program Director

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Mission

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

Expectations for Students

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

Intellectual Engagement

- Acquiring a breadth of knowledge in the liberal arts and sciences
- Demonstrating critical reading abilities
- Demonstrating critical thinking abilities
- Integrating knowledge across disciplines

Effective Communication

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

Leadership and Collaboration

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

Social Responsibility

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

Personal Growth and Discovery

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

Overview of the Cornerstone Program

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

In the sophomore year, students enroll in a Learning Community – a distinctive feature of the Cornerstone Program – to study an issue, problem, or theme applying knowledge and skills gained from two disciplines or perspectives. During the junior year, students take one course in Moral Inquiry. These courses are rooted in philosophical or religious ethics or engage significant moral questions from a disciplinary perspective (from history or political science, for example). In the third or fourth year, students fulfill the Catholic Intellectual Traditions Requirement through a wide variety of courses that reflect Stonehill's Catholic identity and mission. Finally, as seniors, students demonstrate mastery of a discipline or field of study through a relevant Capstone course or experience. Courses that fulfill Cornerstone requirements are ordinarily taken at Stonehill College.

Students who wish to make the case that a course taken elsewhere meets our criteria must provide a rationale along with a detailed course description or syllabus to the Program Director.

First Year

First-year students take a sequence of foundational humanities courses: Philosophy, Religious Studies & Theology, Literature, and History. In most cases, students complete a year of Language, Literature, and Cultures (a year-long sequence of Arabic, Chinese, French, German, Italian, Latin, or Spanish). The Cornerstone Seminars in Philosophy, Religious Studies and Theology, Literature and History explore an engaging topic or question in a small-class format emphasizing writing, discussion, critical thinking, and academic inquiry. Because effective writing is integral to critical thinking, all Cornerstone Seminars emphasize frequent writing, close examination of texts, rigorous analysis and reasoning, and information literacy.

Second Year

In the second year, students enroll in a Learning Community (LC). LCs at Stonehill feature linked or collaboratively taught classes from different disciplines or perspectives and are designed to foster students' ability to integrate learning across courses, over time, and between campus and community. Many LCs include short-term travel, community-based learning, or experiential learning. LCs are all about making connections, and these connections are reinforced in reflective work, self-assessment, and creative endeavors of all kinds. Some LCs fulfill other Cornerstone requirements (e.g., Natural Scientific Inquiry, Statistical Reasoning, Moral Inquiry, etc.) as well.

Third Year

In the third year, students take two pivotal courses that raise important questions about values, ethics, faith, and belief: Moral Inquiry and Catholic Intellectual Traditions. The main goal of Moral Inquiry courses is to provide students with the ability to understand the varying or conflicting solutions that, in a global world, have been proposed to fundamental moral and ethical questions. Courses that fulfill the Catholic Intellectual Traditions (CIT) requirement explore, from a variety of disciplinary perspectives, enduring questions, both theological and philosophical, that emerged from and shaped Catholicism, from ancient times to the present. Some examples are: What is the meaning of human nature? What is the best human life to live? What is the nature of the universe? In some cases, one course may fulfill both the Moral Inquiry Requirement and the CIT requirement.

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

Many Stonehill students choose to Study Abroad in their third year, expanding their horizons in countless ways.

Distributed Requirements

Three Cornerstone requirements may be fulfilled in years one to four: Social Scientific Inquiry, Natural Scientific Inquiry, and Statistical Reasoning. Social Scientific Inquiry courses help students to understand and apply social scientific theories, concepts, research findings and methods, and to identify and comprehend broad societal trends and important events. The primary goal of the Natural Scientific Inquiry courses is to equip students with some basic science-based tools that they can use to make informed decisions about the impact of science and regulatory policies on their lives and communities. The study of Statistical Reasoning allows students to grasp and evaluate quantitative data and to determine whether the results of empirical studies are meaningful enough to warrant changes in individual behaviors, attitudes, and/or beliefs.

Fourth Year

The focus of the student's fourth year is a broad synthesis, integrating and applying the many parts of a Stonehill education into a cohesive and meaningful whole. Capstone courses and experiences in a student's major draw together elements from the Cornerstone Program, major and minor courses, electives, co-curricular activities, and community-based learning

experiences and frame them within a real-world or disciplinary context. If First-Year Seminars are the gateway into the academic community, Capstone courses and experiences provide a sense of closure. Internships, typically undertaken in the third or fourth year, are another way of applying a Stonehill education and of transitioning into the workplace or advanced study.

The Cornerstone Program Course Listing

All courses that fulfill Cornerstone Program requirements emphasize clear communication, writing, critical thinking, analytical reasoning, contextualization, and information fluency. The emphasis and focus of these courses will differ, as appropriate to specific disciplines, themes, and topics.

Cornerstone Seminars

Writing-focused courses exploring an engaging question or topic designed to help first-year students develop their writing skills as they engage in academic inquiry, close examinations of texts, rigorous analysis and reasoning, and evaluating information. These courses may also fulfill other general education or major requirements.

Philosophy

These courses introduce students to the Western philosophical tradition, the primary objective of which is to lead students to an appreciation of philosophy as a mode of thought that has decisively shaped Western culture through the centuries.

- PHL 100/113 - What Does It All Mean? (Core/First-Year Seminar)
- PHL 100/114 - Our Bodies, Ourselves (Core/First-Year Seminar)
- PHL 100/115 - Friendship, Love, and Sex (Core/First-Year Seminar)
- PHL 100/116 - What You Thought You Knew (Core/First-Year Seminar)
- PHL 100/117 - Mind, Body, Self, and Science (Core/First-Year Seminar)
- PHL 100/118 - Questions of Culture and Value (Core/First-Year Seminar)
- PHL 100/119 - The Examined Life (Core/First-Year Seminar)
- PHL 100/120 - Philosophical Conversations (Core/First-Year Seminar)
- PHL 100/121 - Philosophy as a Way of Life (Core/First-Year Seminar)
- PHL 100/122 - Questions without Answers? (Core/First-Year Seminar)
- POL 171 - Power, Order, and Justice (Philosophy Cornerstone)

Religious Studies & Theology

These courses are designed to help students develop a critical appreciation of how religious traditions grapple with recurring existential, moral, and social issues (the “big questions” in life) and recognize that religions are systems of ideas, practices, and institutions that affect social, economic, and political dimensions of cultures.

- RST 100/111 - Religions of the World (Core/First-Year Seminar)
- RST 100/112 - Saints and Sinners in Church History (Core/First-Year Seminar)
- RST 100/113 - Sacred Space from Mt. Sinai to Ground Zero (Core/First-Year Seminar)
- RST 100/114 - The Journey Toward Religious Maturity (Core/First-Year Seminar)
- RST 100/116 - Abrahamic Faith (Core/First-Year Seminar)
- RST 100/117 - Gods, Myths, and Rituals in the Ancient Mediterranean (Core/First-Year Seminar)
- RST 100/118 - Pilgrimage in Nature (Core/First-Year Seminar)
- RST 100/120 - Deviance and the Divine (Core/First-Year Seminar)
- RST 100/121 - Religion as Pharmakon: Poison or Cure (Core/First-Year Seminar)
- RST 100/122 - Pilgrimage and Passage: Religion as “Sacred” Journey (Core/First-Year Seminar)
- RST 100/123 - Demons, Devils and Satans: Monsters of Religion (Core/First-Year Seminar)
- RST 100/124 - God Doesn’t Do Religion (Core/First-Year Seminar)
- RST 100/126 - Critique of Religion (Core/First-Year Seminar)
- RST 100/128 - Catholicism and Indigenous Religions in the Americas (Core/First-Year Seminar)
- RST 100/129 - From Cloister to CrossFit: Religion in Medieval and Modern Worlds (Core/First-Year Seminar)

History

These courses provide students with an ability to understand how the past shapes the present while exploring their own beliefs and values. Students are introduced to historical thinking and learn how to read both primary and secondary sources critically and contextually.

- HIS 100/112 - Heretics, Reformers and Radicals: Women & Power in American History (Core/First-Year Seminar)
- HIS 101/115 - The Declaration of Independence in World History (Core/First-Year Seminar)
- HIS 101/116 - Antisemitism, Nazism, and the Holocaust (Core/First-Year Seminar)
- HIS 101/117 - Pathfinders: A Global History of Exploration (Core/First-Year Seminar)
- HIS 100/119 - Chuck Berry's America: The United States from 1955 to 1965 (Core/First-Year Seminar)
- HIS 100/120 - Crosscurrents and Connections: Encounters in the Atlantic World (Core/First-Year Seminar)
- HIS 100/122 - China Rising: The Re-emergence of a Global Superpower (Core/First-Year Seminar)
- HIS 101/124 - History of American Freedom (Core/First-Year Seminar)
- HIS 101/125 - The Ancient Dead: Mummies and Other Ancestors (Core/First-Year Seminar)
- HIS 101/126 - Shamans, Prophets and Saints: Mystics in World History (Core/First-Year Seminar)
- HIS 100/128 - The Life and Times of Frederick Douglass (Core/First-Year Seminar)
- HIS 100/130 - American Family History (Core/First-Year Seminar)
- HIS 100/131 - Medicine, Healthcare and Society in Europe, 1000-1700 (Core/First-Year Seminar)
- HIS 100/133 - Asian American History (Core/First-Year Seminar)
- HIS 101/134 - Money and Power in Europe, 1000-1700 (Core/First-Year Seminar)
- HIS 100/135 - Revolutionary History: Hamilton (Core/First-Year Seminar)
- HIS 100/136 - Fact or Fiction? Myth, Reality and Conspiracy in America (Core/First-Year Seminar)
- HIS 141 - History and Horror (First-Year Seminar)
- HIS 241 - History and Horror (History Cornerstone)
- HIS 271 - World History I (History Cornerstone)
- HIS 272 - World History II (History Cornerstone)
- HIS 281 - American Nation I (History Cornerstone)
- HIS 282 - American Nation II (History Cornerstone)
- HIS 285 - Women in Early America: 1630-1865 (History Cornerstone)
- VPH 181 - Global Visual Traditions (History Cornerstone)
- VPH 209 - History of Photography (History Cornerstone)
- VPT 110 - Theatre as Mystery, Myth, and History (HIS Core/First-Year Seminar)
- VPT 182 - Realism and Reality: Road to the Modern Stage (History Cornerstone)

Literature

These courses encourage students to approach literature as a historical, cultural and aesthetic objects of inquiry. Students are introduced to a variety of methods of analyzing, interpreting, and appreciating literary texts within historical and cultural contexts.

- AMS 100/112 - Native Voices in American Culture (LIT Core/First-Year Seminar)
- ENG 100/110 - Island Living/Island Leaving (Core/First-Year Seminar)
- ENG 100/112 - First Person: Film Theory/Film Practice (Core/First-Year Seminar)
- ENG 100/113 - Machine Culture: Our Technology, Ourselves (Core/First-Year Seminar)
- ENG 100/116 - Literature in Translation? (Core/First-Year Seminar)
- ENG 100/119 - Gods and Monsters (Core/First-Year Seminar)
- ENG 100/120 - "The Lunatic, the Lover, and the Poet": Metaphor and the Unconscious (Core/First-Year Seminar)
- ENG 100/121 - Violence and Nonviolence (Core/First-Year Seminar)
- ENG 100/123 - "In Sickness and in Health": Bodies in Literature (Core/First-Year Seminar)
- ENG 100/124 - On the Road: Encounters with the "Other" (Core/First-Year Seminar)
- ENG 100/125 - The Imaginary Primitive (Core/First-Year Seminar)
- ENG 100/126 - Love and Other Difficulties (Core/First-Year Seminar)
- ENG 100/127 - The Art of Memory (Core/First-Year Seminar)
- ENG 100/128 - Wonderlands (Core/First-Year Seminar)
- ENG 100/132 - Altered States: Literature and Intoxication (Core/First-Year Seminar)
- ENG 100/139 - "Getting the Joke": Satire and Sentimentality (Core/First-Year Seminar)
- ENG 100/140 - Daddy's Girls (Core/First-Year Seminar)
- ENG 100/142 - Between Two Worlds: Multi-Ethnic Literature and Film (Core/First-Year Seminar)
- ENG 100/143 - Literature and the American South (Core/First-Year Seminar)
- ENG 100/144 - Literary Evolutions (Core/First-Year Seminar)
- ENG 100/146 - Telling It Slant: Unreliable Narrators in American Literature (Core/First-Year Seminar)

- ENG 100/147 - Romanticism and How to Live (Core/First-Year Seminar)
- ENG 100/148 - Sport Stories (Core/First-Year Seminar)
- ENG 100/149 - Women in Literature: A Home in the Word
- ENG 100/150 - Writing About Film (Core/First-Year Seminar)
- ENG 100/151 - In Passing: Performed Identities in Literature (Core/First-Year Seminar)
- ENG 100/152 - Site-Specific Literature (Core/First-Year Seminar)
- ENG 100/153 - Border Stories: Transcultural Literature (Core/First-Year Seminar)
- ENG 100/154 - The Essay: Contemporary Voices (Core/First-Year Seminar)
- ENG 100/155 - The Mirror of Friendship (Core/First-Year Seminar)
- ENG 100/156 - Listen: Sound Texts from Broadcast to Podcast (Core/First-Year Seminar)
- ENG 100/157 - Poetry, Migration and Exile (Core/First-Year Seminar)
- ENG 100/158 - Whose Ireland? Writing the Immigrant Experience (Core/First-Year Seminar)
- ENG 100/159 - Twice Told Tales (Core/First-Year Seminar)
- ENG 100/160 - Marking Time (Core/First-Year Seminar)
- ENG 100/161 - Dramatic Voices: Influences of Orality in Literature (Core/First-Year Seminar)
- ENG 100/162 - Young Adult Literature: Marginalization and Coming of Age (Core/First-Year Seminar)
- ENG 100/163 - American Nightmare/American Dream: Dystopic and Utopic American Literature (Core/First-Year Seminar)
- ENG 164 - Introduction to Creative Writing
- ENG 165 - Poetry in World Religions (Cornerstone Seminar)
- ENG 166 - Tales of Mayhem and Mystery: An Introduction to Detective Fiction (Cornerstone Seminar)
- ENG 167 - The Art of Losing: British and Irish War Stories (Cornerstone Seminar)
- ENG 168 - Global Fictions (Cornerstone Seminar)
- ENG 169 - Poetic Idiom through the Ages (Cornerstone Seminar)
- ENG 170 - What Ghosts Can Say: In/Visible Men & Women (Cornerstone Seminar)
- ENG 171 - Literature of Protest (Cornerstone Seminar)
- ENG 172 - Literature of Protest (Cornerstone Seminar)
- ENG 173 - Fictional Futures (Cornerstone Seminar)
- ENG 200 - Introductory Topics in Literary Studies (Literature Cornerstone)
- ENG 204 - Drama (Literature Cornerstone)
- ENG 221 - Introductory Topics in Digital Humanities (Literature Cornerstone)

Languages, Literatures, and Cultures

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

Two semesters of the same language at the same level within the Department of Languages, Literatures, and Cultures are required to help students develop insight into the nature of language and culture, improve their ability to communicate in a language other than English, and to make connections with other cultures at home and abroad.

Native speakers of a language other than English may satisfy the requirement through two semesters of their native language or through two semesters of another language.

Course offerings and descriptions can be found under the Department of Languages, Literatures, and Cultures.

Catholic Intellectual Traditions

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

- CRM 313 - Faith, Justice & 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
- ENG 351 - The Calamitous 14th Century
- ENG 373 - Gerard Manley Hopkins and his Contexts
- ENV 299 - Ecology, Theologies and Worldviews

- HIS 227 - Renaissance and Revolutions: Early Modern Europe
- HIS 233 - American Catholic Social History (This course is cross-listed with REL 233)
- HIS 263 - Religion in America (This course is cross-listed with REL 262)
- HIS 326 - The Christian Churches in Nazi Germany
- HIS 333 - The American Catholic Experience (This course is cross-listed with REL 333)
- HIS 349 - The Inquisition: Myth and History
- PHY 193 - Science and Belief
- POL 348 - Peace and Conflict Studies
- RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
- RST 233 - American Catholic Social History (This course is cross-listed with HIS 233)
- 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 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 (This course is cross-listed with HIS 263)
- 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 269 - Jesus in the Islamic Tradition
- 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 Visions of the Feminine in Christianity
- RST 312 - Archaeology and the Bible
- RST 325 - Theology and Community Service
- RST 327 - Vatican II: Revolution or Reform
- RST 329 - Justice, Peace, Ecology
- RST 333 - The American Catholic Experience (This course is cross-listed with HIS 333)
- RST 334 - The Mystery of Evil
- RST 337 - The God Question: Modern Challenges to Faith and Christian Responses
- RST 340 - Jesus and Moral Decisions
- RST 346 - Feast or Famine? The Mass in the Modern Age
- RST 351 - Heretics, Saints & Martyrs
- SPA 353 - Spain's Multicultural Middle Ages
- VPH 214 - The Age of Cathedrals
- VPH 215 - Early Renaissance Art: Italy and the North
- VPM 183 - History of Western Art Music
- VPM 243 - Hear Her Voice! Women Music Makers, Religion and Spirituality
- VPM 244 - Ten Centuries of the Musical Mass
- VPT 324 - Medieval Theatre: Staging the Divine
- WRI 261 - Violence and Peace in God's Name

Moral Inquiry

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

- BUS 334 - Business Ethics: Moral Perspectives and Business Decisions
- CHM 301 - Professional Ethics and Safety in Chemistry and Biochemistry
- CRM 353 - Ethics, Values, and Diversity in Criminal Justice
- CRM 355 - Global Crime

- ENV 270 - Environmental Ethics
- FRN 343 - Francophone Globalization Studies
- HIS 355 - The Holocaust
- HIS 233 - American Catholic Social History (This course is cross-listed with REL 233)
- HIS 326 - The Christian Churches in Nazi Germany
- HIS 335 - Abolitionist and Proslavery Thought
- HIS 347 - Adolf Hitler and Nazi Germany
- IND 205 - Memory and Violence in Ireland
- IND 314 - Information Ethics for the 21st Century
- PHL 220 - Topics in Ethics
- PHL 221 - Ethics and the Good Life
- PHL 222 - Freedom and the Just Society
- PHL 224 - Contemporary Moral Issues
- PHL 235 - Biomedical Ethics
- PHL 236 - Ethics and the Arts
- POL 143 - International Politics
- POL 348 - Peace and Conflict Studies
- POL 380 - Dirty Hands: Moral Dilemmas
- POL 381 - Citizens of the World
- POL 383 - Environmental Justice
- RST 206 - Islamic Traditions
- RST 209 - Introduction to Jewish Life and Religion
- RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
- RST 233 - American Catholic Social History (This course is cross-listed with HIS 233)
- RST 247 - Topics in Religious Approaches to Moral Issues
- RST 249 - Sacraments, Justice, and the Moral Life
- RST 251 - Introduction to the Old Testament
- RST 252 - Introduction to the New Testament
- RST 256 - Church and Social Justice
- RST 265 - Christian Theology and the Global World
- RST 266 - Race, Class, Gender and Ability in Biblical Texts
- RST 274 - The Religions of Egypt
- RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
- RST 302 - Gender, Power, and Ethnicity in the Bible
- RST 307 - Buddhist Ethics
- RST 317 - Gods, Kings and Justice in the Ancient World
- RST 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States
- RST 340 - Jesus and Moral Decisions
- RST 351 - Heretics, Saints & Martyrs
- RST 373 - Buddhism, Nature & Environmental Ethics

Natural Scientific Inquiry

The primary goal of these courses is to equip students with basic tools to address issues involving science so that they can make informed decisions about the impact of science and regulatory policies on their lives and communities.

- BIO 101 - Biological Principles I
- BIO 102 - Biological Principles II
- BIO 290 - Scientific Methods: The Ocean
- BIO 291 - Scientific Methods: Health and Disease
- BIO 296 - Scientific Methods: Women's Health Issues
- CHM 113 - General Chemistry I
- CSC 101 - From Gutenberg to Berners-Lee
- CSC 102 - Introduction to Programming
- CSC 195 - How Computers Work
- ENV 200 - Principles of Environmental Science

- ENV 299 - Ecology, Theologies and Worldviews
- ENV 326 - Sustainable Agriculture
- HCA 191 - Emerging Infections
- MTH 191 - The Language of Mathematics (WID)
- PHY 192 - Astronomy in the Scientific Revolution
- PHY 193 - Science and Belief
- PHY 194 - Physics in the Scientific Revolution
- PHY 196 - Quantum World and Relativity
- PHY 291 - Planets, Moons and the Search for Alien Life
- PHY 292 - The Universe
- VPS 225 - Artist, Craftsman, Alchemist

Social Scientific Inquiry

These courses help students to develop theoretical and evidence-based thought and to apply social scientific theories, concepts, research findings and methods to identify and comprehend broad societal trends and significant events.

- ANT 105 - Introduction to Cultural Anthropology
- ANT 200 - Foundations of Archeology
- CRM 120 - Critical Introduction to Criminal Justice
- ECO 110 - The Economics of eBay (First-Year Seminar)
- ECO 176 - Microeconomic Principles
- ECO 178 - Macroeconomic Principles
- EDU 102 - Foundations of Education
- POL 123 - American Government and Politics
- POL 347 - Nationalism and Ethnic Conflict
- PSY 101 - Introduction to Psychology
- SOC 101 - Introduction to Sociology
- SOC 212 - A Great Society?
- SOC 232 - Social Problems and Social Justice
- WRI 210 - Introduction to the Sciences of Language

Statistical Reasoning

These courses help students to develop and apply the requisite skills and tools to determine whether the results of empirical studies are meaningful enough to encourage change in one's behaviors, attitudes, and/or beliefs.

- BIO 261 - Biological Statistics
- BUS 206 - Quantitative Analysis
- 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
- HIS 425 - History Lab
- MTH 145 - Basic Quantitative Techniques
- MTH 207 - Statistical Reasoning: Chance
- MTH 225 - Statistics for Science
- MTH 395 - Probability and Statistics I
- MTH 396 - Probability and Statistics II
- PHY 321 - Statistical Physics
- POL 210 - Research Methods in Political Science (WID)
- PSY 261 - Introduction to Statistics
- SOC 311 - Statistical Analysis in Sociology

Writing-in-the-Disciplines (WID)

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

- BCH 345 - Biochemistry Laboratory (WID)
- BIO 211 - Cell Biology (WID)
- BUS 352 - Legal Environment of Business (WID)
- 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)
- 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 201 - Research Methods in Environmental Science
- ENV 202 - Environmental Writing (WID)
- GRM 490 - Directed Study: Topics in German (WID)
- HCA 410 - Healthcare Administration Senior Seminar (WID)
- HIS 420 - Historical Theory and Writing (WID)
- HSC 350 - Understanding Health Disparities (WID)
- ITA 490 - Directed Study: Topics in Italian (WID)
- JRN 101 - Advanced Reporting and News Writing (WID)
- LC 235 - Learning Community: Quantum Waves (WID)
- MTH 191 - The Language of Mathematics (WID)
- NEU 271 - Research Methods in Neuroscience (WID)
- PHL 243 - This is What Feminism Looks Like
- PHL 255 - African Philosophy
- PHL 267 - Race and Racism
- 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 361 - Descartes to Hume
- POL 210 - Research Methods in Political Science (WID)
- 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)
- WRI 371 - Topics in Writing: Writing-in-the-Disciplines
- WRI 399 - Professional and Technical Writing (WID)
- WRI 401 - Writing-in-the-Disciplines Supplement

Capstones

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

Capstone course descriptions can be found by department.



PROGRAMS OF STUDY - UNDERGRADUATE

American Studies

Program Director

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Steering Committee

L. Brekke-Aloise, History
M. Pierce, Education
A. Opitz, English
L. Scales, English

American Studies is a broad interdisciplinary major in which students explore the diverse people, places and cultural artifacts of the United States. As American Studies majors, students examine American culture and society using approaches and methods from several disciplines. American Studies majors typically take courses in History, English, Sociology, Communications, Political Science, Economics, Visual Arts, and Religious Studies among others. True to the Liberal Arts tradition, students can draw upon the strengths of faculty in several departments. Faculty members work with students individually, helping them to create a program of study according to their interests and goals. A major in American Studies is sometimes paired as a double major with History, Education, Political Science, Fine Arts or Communication. Graduates from this program have entered careers in museums, law, public administration, teaching, marketing and journalism. The American Studies Program leads to a Bachelor of Arts degree.

Mission of the Program

At Stonehill, the American Studies major is built upon our belief that the study of American society and culture allows students to develop skills in critical inquiry, communication, cultural knowledge, and self-reflection that in turn engender students' desire to advance social justice. As American Studies majors, students pursue a program of study that seeks to better understand the complexities of America as a nation and the diverse racial and ethnic histories and cultures of its peoples and communities. Through exploring "what is America?" and "who are Americans?", and "how do we understand America's place in a global context?" students will have the opportunity to position themselves as products as well as shapers of American culture. The major is also built upon a commitment to civic engagement, public service and social stewardship through internships, student teaching and community partnerships. True to Stonehill's broader mission, we seek to provide students the intellectual breadth and critical tools necessary for creating a more just and compassionate world.

Learning Goals

Majors in American Studies will:

- become skilled in the analysis of American texts and artifacts as well as able to analyze, evaluate and contextualize different types of primary and secondary sources.
- communicate well in both oral and written discourse and formulate arguments coherently, support them clearly, and communicate them effectively.
- develop strong information literacy skills including the handling of primary and secondary sources, library use and online scholarly search tools. Students will be able to discriminate among sources and to develop protocols of utility and relevance.
- develop multidisciplinary perspectives and demonstrate an understanding of how each discipline would approach an object of study. Students will be able to think critically about limits of disciplinary knowledge.
- engage in interdisciplinary integration through research which synthesizes/integrates a variety of texts. Students will be able to compare and/or contrast disciplinary perspectives.

American Studies, B.A. Major

The interdisciplinary major in American Studies requires the completion of 11 courses. At least five courses must be taken after the student has either declared an American Studies major or taken the AMS 200 - Introduction to American Studies course.

Complete the Following Required Courses

The major's two required courses provide students with an understanding of interdisciplinary methodology at the onset of their career in the major, and the opportunity to apply this methodology to their own research interests.

AMS 200 - Introduction to American Studies (typically taken Freshman or Sophomore year)

AMS 420 - Seminar in American Studies (typically taken Junior or Senior year)

Complete One Textual Methodology Course

The textual methodology course is typically taken Junior year and provides advanced training in textual analysis at the 300-level in American Studies, English, or History. The course can either count toward a student's four elective (non-concentration) courses, or toward one of the five courses that students select for their concentration.

American Studies

AMS 320 - Topics in American Studies

AMS 322 - Politics of Memory in Ethnic America

English

ENG 300 - Topics in Literary and Cultural Theory

ENG 324 - Topics in Television Studies

ENG 326 - Topics in American Cinema

ENG 360 - American Literature to 1865

ENG 362 - Topics in Poetry

ENG 366 - Topics in Twentieth-Century American Literature

ENG 367 - Topics in Nineteenth-Century American Literature (WID)

ENG 368 - Race, Ethnicity, and American Culture

ENG 369 - African American Literature

ENG 380 - Modern Poetry

ENG 382 - American Drama

ENG 394 - Sexuality and Textuality

History

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 308 - The Early Republic

HIS 324 - From Jackson to Lincoln
HIS 325 - Lincoln and His America
HIS 327 - American Civil War and Reconstruction
HIS 328 - Revolutionary America
HIS 329 - The Vietnam Era and Its Legacy
HIS 330 - United States Seminar: Topical
HIS 335 - Abolitionist and Proslavery Thought
HIS 337 - The Electric Guitar in American Culture
HIS 380 - Public History
HIS 385 - Topics in U.S. Women's History

Complete Four 100- to 300-Level Elective Courses

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

Complete Five Courses in a Concentration

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

Approved American Studies Courses

Students must select their elective and concentration courses from the following courses:

(** Identify courses that count toward the textual methodology requirement.)

American Studies

AMS 100/112 - Native Voices in American Culture (LIT Core/First-Year Seminar)
AMS 290 - The Italian American Experience
AMS 320 - Topics in American Studies **
AMS 322 - Politics of Memory in Ethnic America
AMS 475 - Internship in American Studies
AMS 490 - Directed Study - American Studies

Anthropology

ANT 304 - Museum Studies

Communication

COM 203 - Studies in Persuasion
COM 207 - Media Criticism
COM 220 - Understanding Film
COM 313 - Gender and Communication
COM 318 - Persuasion and Social Movements
COM 319 - Political Communication
COM 323 - Topics in Film

Criminology

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

Economics

ECO 205 - Economics of Social Issues and Public Policy
ECO 206 - United States Economic History

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

Education

EDU 208 - Planning for Multicultural Learning

English

ENG 272 - Film History
ENG 273 - Hitchcock
ENG 300 - Topics in Literary and Cultural Theory **
ENG 324 - Topics in Television Studies **
ENG 326 - Topics in American Cinema **
ENG 360 - American Literature to 1865 **
ENG 362 - Topics in Poetry **
ENG 366 - Topics in Twentieth-Century American Literature **
ENG 367 - Topics in Nineteenth-Century American Literature (WID) **
ENG 368 - Race, Ethnicity, and American Culture **
ENG 369 - African American Literature **
ENG 380 - Modern Poetry **
ENG 382 - American Drama **
ENG 394 - Sexuality and Textuality **

Healthcare Administration

HCA 220 - Healthcare Policy and Politics

History

HIS 100/112 - Heretics, Reformers and Radicals: Women & Power in American History (Core/First-Year Seminar)
HIS 100/130 - American Family History (Core/First-Year Seminar)
HIS 100/133 - Asian American History (Core/First-Year Seminar)
HIS 100/135 - Revolutionary History: Hamilton (Core/First-Year Seminar)
HIS 100/136 - Fact or Fiction? Myth, Reality and Conspiracy in America (Core/First-Year Seminar)
HIS 205 - Irish American Experience
HIS 209 - Native American History
HIS 225 - History and Film
HIS 228 - History of U.S. Foreign Relations
HIS 233 - American Catholic Social History
HIS 263 - Religion in America
HIS 281 - American Nation I (History Cornerstone)
HIS 282 - American Nation II (History Cornerstone)
HIS 285 - Women in Early America: 1630-1865 (History Cornerstone)
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 308 - The Early Republic **
HIS 324 - From Jackson to Lincoln **
HIS 325 - Lincoln and His America **
HIS 327 - American Civil War and Reconstruction **
HIS 328 - Revolutionary America **
HIS 329 - The Vietnam Era and Its Legacy **

HIS 330 - United States Seminar: Topical **
HIS 335 - Abolitionist and Proslavery Thought **
HIS 337 - The Electric Guitar in American Culture **
HIS 380 - Public History **
HIS 385 - Topics in U.S. Women's History **

Journalism

JRN 222 - Development of American News Media

Philosophy

PHL 267 - Race and Racism

Political Science

POL 222 - Ideologies Left and Right
POL 245 - US Foreign Policy
POL 247 - Elections in America
POL 255 - Environmental Policy and Politics
POL 332 - The American Presidency
POL 334 - Man, Woman, War: Gender and Defining (In)Security
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.

Religious Studies

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

Sociology

SOC 205 - Sociology of Marriage and Family
SOC 212 - A Great Society?
SOC 216 - Native Americans in the 21st Century
SOC 234 - Racial and Ethnic Diversity
SOC 237 - Sociology of Gender
SOC 328 - Community Organizing: People, Power & Change
SOC 415 - Seminar: American Inequality
SOC 425 - Seminar: Critical Topics in Contemporary Society

Visual and Performing Arts

VPH 218 - Art Since 1945
VPH 330 - Topics in European or American Art
VPM 250 - Music in Disney's Animated Features
VPN 184 - Introduction to Arts Administration

Writing

WRI 110 - Writing in New Media (First-Year Seminar)
WRI 111 - The Supernatural in Contemporary Popular Culture (First-Year Seminar)

American Studies Minor

The interdisciplinary minor in American Studies requires the completion of six courses.

Complete Required Course

AMS 200 - Introduction to American Studies

Complete Three 200-level Courses

One Course in Historical Methods

HIS 209 - Native American History
HIS 281 - American Nation I (History Cornerstone)
HIS 282 - American Nation II (History Cornerstone)
HIS 285 - Women in Early America: 1630-1865 (History Cornerstone)
HIS 287 - Women in Modern America: 1865-1975
HIS 289 - African American History

One Course in Sociological Methods

SOC 205 - Sociology of Marriage and Family
SOC 212 - A Great Society?
SOC 216 - Native Americans in the 21st Century
SOC 234 - Racial and Ethnic Diversity
SOC 237 - Sociology of Gender

One Course in Cultural/Literary Studies/Representational Methods

AMS 100/112 - Native Voices in American Culture (LIT Core/First-Year Seminar)
COM 207 - Media Criticism
COM 220 - Understanding Film
ENG 272 - Film History
ENG 273 - Hitchcock

Note: Some of the classes taught under ENG 200: Introductory Studies and ENG 220: Introductory Topics in Literature may also fulfill this requirement. Contact the Program Director for more information.

Complete Two Elective Courses

Two courses from pre-approved list. At least one has to be at the upper (300 or 400) level.

AMS 290 - The Italian American Experience
AMS 320 - Topics in American Studies
COM 313 - Gender and Communication
COM 318 - Persuasion and Social Movements
COM 319 - Political Communication
COM 323 - Topics in Film
CRM 224 - Juvenile Delinquency
CRM 322 - Violent Crime and Federal Initiatives
ECO 205 - Economics of Social Issues and Public Policy
ECO 206 - United States Economic History
ECO 211 - Economics of Labor Unions
ECO 217 - Economic History of the 20th Century American Family
ECO 244 - The Economics of Sports
EDU 208 - Planning for Multicultural Learning
ENG 300 - Topics in Literary and Cultural Theory
ENG 324 - Topics in Television Studies
ENG 326 - Topics in American Cinema
ENG 360 - American Literature to 1865
ENG 362 - Topics in Poetry
ENG 366 - Topics in Twentieth-Century American Literature
ENG 367 - Topics in Nineteenth-Century American Literature (WID)
ENG 368 - Race, Ethnicity, and American Culture
ENG 369 - African American Literature
ENG 380 - Modern Poetry
ENG 382 - American Drama
ENG 394 - Sexuality and Textuality
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 308 - The Early Republic
 HIS 324 - From Jackson to Lincoln
 HIS 325 - Lincoln and His America
 HIS 327 - American Civil War and Reconstruction
 HIS 328 - Revolutionary America
 HIS 329 - The Vietnam Era and Its Legacy
 HIS 330 - United States Seminar: Topical
 HIS 335 - Abolitionist and Proslavery Thought
 HIS 337 - The Electric Guitar in American Culture
 HIS 380 - Public History
 HIS 385 - Topics in U.S. Women's History
 JRN 222 - Development of American News Media
 PHL 267 - Race and Racism
 POL 245 - US Foreign Policy
 POL 247 - Elections in America
 POL 255 - Environmental Policy and Politics
 POL 332 - The American Presidency
 POL 334 - Man, Woman, War: Gender and Defining (In)Security
 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.
 RST 233 - American Catholic Social History
 RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
 RST 262 - Religion in America
 SOC 328 - Community Organizing: People, Power & Change
 SOC 415 - Seminar: American Inequality
 SOC 425 - Seminar: Critical Topics in Contemporary Society

Anthropology

Program Director

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Housed in the Department of Sociology and Criminology Department, the Anthropology Program offers a major and minor.

Mission of the Program

The Anthropology Program at Stonehill College focuses on the holistic study of human cultural diversity over time and across space. 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.
- Be 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.

Anthropology, B.A. Major

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 4XX Seminar on the History of Anthropological Theory

Complete Two of the Following Regionally-Based Culture Area Courses

ANT 315 - Latin American People and Cultures

ANT 316 - People & Cultures of Russia & East Europe

FRN 333 - French Culture and Civilization I

ITA 251 - Italy: Language and Identity

RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel

RST 318 - Archaeology and Religion in Ancient Greece

SOC 216 - Native Americans in the 21st Century

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

Complete Two of the Following Ethnographic 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

SOC 202 - Sociology of Globalization

Complete Two Additional Courses

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

ECO 219 - History of World Economic Development

HIS 209 - Native American History

HIS 244 - Colonial Latin America

HIS 257 - Modern Latin America

HIS 270 - Modern China

HIS 278 - History of the Islamic World I

HIS 290 - History of the Islamic World II

HIS 374 - Bound Feet and Dragon Ladies: Women & Power in East Asia

RST 312 - Archaeology and the Bible

SOC 234 - Racial and Ethnic Diversity

SOC 237 - Sociology of Gender

VPM 184 - Survey of World Music

Complete a Capstone Thesis

ANT 497 - Anthropology Senior Thesis

Anthropology, B.A. Minor

The minor in Anthropology requires the completion of six courses.

Complete Two Required Courses

ANT 105 - Introduction to Cultural Anthropology

SOC 312 - Qualitative Research (WID)

Complete at least One Regionally-Based Culture Area Course

ANT 315 - Latin American People and Cultures

ANT 316 - People & Cultures of Russia & East Europe

FRN 333 - French Culture and Civilization I

ITA 251 - Italy: Language and Identity

RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel

RST 318 - Archaeology and Religion in Ancient Greece

SOC 216 - Native Americans in the 21st Century

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

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 at least One Ethnographic Topical Course

ANT 200 - Foundations of Archeology

ANT 230 - Families in Cross-Cultural Perspective OR

ANT 110 - Families in Cross-Cultural Perspective (First-Year Seminar)

ANT 233 - Language and Culture

ANT 304 - Museum Studies

ANT 329 - Anthropology of Violence

ANT 350 - Topics in Anthropology

SOC 202 - Sociology of Globalization

Complete Two Additional Courses

Take an additional course from either of the two lists above, or from the following list of courses taught in a variety of departments that are informed by anthropological theory and/or ethnographic or archaeological research.

ECO 219 - History of World Economic Development

HIS 209 - Native American History

RST 312 - Archaeology and the Bible

SOC 234 - Racial and Ethnic Diversity

SOC 237 - Sociology of Gender

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.

Asian Studies

Program Director

Karen Teoh

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The College offers a minor in Asian Studies.

Mission of the Program

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

Asia Studies Minor

The interdisciplinary minor in Asian Studies requires the completion of six courses selected from the following course groupings, with at least four courses taken from the Asia grouping.

Complete at Least Four Asia Courses

ENG 392 - Topics in Postcolonial and Global Literature (WID) (when the focus is on Asia)
HIS 100/122 - China Rising: The Re-emergence of a Global Superpower (Core/First-Year Seminar)
HIS 270 - Modern China
HIS 295 - History of India
HIS 329 - The Vietnam Era and Its Legacy
HIS 374 - Bound Feet and Dragon Ladies: Women & Power in East Asia
PHL 253 - Asian Philosophies
RST 307 - Buddhist Ethics
RST 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States
RST 373 - Buddhism, Nature & Environmental Ethics

General Courses

ANT 105 - Introduction to Cultural Anthropology
ANT 233 - Language and Culture
BUS 336 - International Business
COM 315 - Intercultural Communication
CRM 355 - Global Crime
ECO 219 - History of World Economic Development OR HIS 219 - History of World Economic Development
ECO 230 - Development Economics
ECO 311 - International Economics
ECO 343 - International Finance
ENG 395 - Introduction to Postcolonial Literature and Culture
HIS 271 - World History I (History Cornerstone)
HIS 272 - World History II (History Cornerstone)
POL 134 - Comparing States
POL 143 - International Politics
POL 277 - Global Wealth, Power and Poverty
POL 353 - International Law and Organizations
SOC 202 - Sociology of Globalization

Asian Language Courses at Stonehill

CHN 131 - Elementary Chinese I
CHN 132 - Elementary Chinese II
CHN 231 - Intermediate Chinese I
CHN 232 - Intermediate Chinese II
CHN 331 - Advanced Chinese I
CHN 332 - Advanced Chinese II
CHN 333 - Chinese TV Series
CHN 334 - Chinese Conversation and Composition

Note: Students may substitute language study, through courses at Stonehill or courses taken elsewhere, but may only use two foreign language courses towards the minor. Appropriate languages include Chinese, Japanese, Korean, Hindi, and Urdu. Students may petition the Program Director for credit approval for a relevant course not included in the above lists.

Biochemistry

Program Director

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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.

Biochemistry, B.S. Major

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.

The course of study normally pursued by Biochemistry majors is:

First Year

Taken Fall Semester

BIO 101 - Biological Principles I 1,6

CHM 113 - General Chemistry I 1

MTH 125 - Calculus I

Taken Spring Semester

BIO 102 - Biological Principles II 7

CHM 221 - Organic Chemistry I 7

MTH 126 - Calculus II

Sophomore Year

Taken Fall Semester

BIO 211 - Cell Biology (WID)

CHM 222 - Organic Chemistry II 6

PHY 121 - Physics I 6

Taken Spring Semester

BIO 212 - Genetics 7

CHM 244 - Inorganic Chemistry 7

PHY 122 - Physics II 7

Junior Year

Taken Fall Semester

BCH 343 - Biochemistry I 6

CHM 301 - Professional Ethics and Safety in Chemistry and Biochemistry 2,6

CHM 333 - Physical Chemistry I 6

BIO 304 - Molecular Biology 6 (or BIO 309 in Spring)

BCH 447 - Junior Fall Biochemistry Seminar 3,6

Taken Spring Semester

BCH 344 - Biochemistry II 7

BCH 345 - Biochemistry Laboratory (WID) 4,7

BIO 309 - Microbiology 7 (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 Cornerstone Program.*

2 *Fulfills the Moral Inquiry requirement of the Cornerstone Program.*

3 *Required in each semester of the junior and senior years and satisfies the Capstone Experience requirement of the Cornerstone Program. Four credits are obtained in the second semester of the senior year.*

4 *Fulfills the Writing-in-the-Disciplines requirement of the Cornerstone Program.*

5 *Fulfills the Statistical Reasoning requirement of the Cornerstone Program.*

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 Professor Marilena Hall, Biochemistry Program Director, 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 Marilena Hall, Biochemistry Program Director, for more information.

Biochemistry Minor

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

The 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 (WID) 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

Notations

1 Course is offered only in the Fall semester.

2 Course is offered only in the Spring semester.

Biology

Department Chairperson

Bronwyn Heather Bleakley

Office: Shields Science Center 107

Phone: 508-565-1590

bbleakley@stonehill.edu

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

Departmental Mission

The Biology Department of Stonehill College is committed to providing comprehensive and rigorous Biology training in the context of a liberal arts education. We strive to thoroughly prepare students for careers and advanced education in the Biological Sciences by offering excellent classroom learning augmented by meaningful research experiences. Our faculty members are committed to providing individual attention to each of our students and to give them the opportunity to pursue their interests in the many facets of Biology.

Learning Goals

Majors in Biology will:

- demonstrate a clear understanding of core concepts in cell biology, genetics & molecular biology, organismal structure and function, ecology and evolution.
- demonstrate a clear understanding of how fundamental concepts in physics, chemistry, and math apply to living systems.
- evaluate scientific information in the context of all philosophical, ethical and societal concerns of science.
- demonstrate competence in fundamental laboratory skills, including ability to design experiments, to analyze and evaluate data, and to recognize bias.

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

Pre-Health Professions

Students interested in pursuing a career as an allopathic (MD) or osteopathic (DO) physician, dentist, optometrist, podiatrist, chiropractor, or veterinarian should refer to the Pre-Health Professions Advising available at the Career Development Center.

Pre-Allied Health Professions

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

Cooperative Agreements with Post-graduate Programs in the Health Sciences

- Stonehill College has several cooperative agreements with post-graduate programs in the Health Sciences. These agreements reserve several admissions slots in these programs for qualified Stonehill graduates. We have agreements with the:
 - Doctor of Dental Medicine (DDM) program at Lake Erie College of Osteopathic Medicine (LECOM) School of Dental Medicine at the Bradenton, FL campus.
 - Doctor of Osteopathic Medicine (DO) program at Lake Erie College of Osteopathic Medicine (LECOM) at the campus of their choice.
 - Master of Science in Athletic Training program at Bridgewater State University.

- Bachelor of Science in Nursing (RN) Program at the Massachusetts College of Pharmacy and Health Sciences - Worcester.
- Accelerated Second Degree Bachelor of Science in Nursing (RN) program at Regis College.
- Accelerated Doctor of Pharmacy (PharmD) program at the Massachusetts College of Pharmacy and Health Sciences - Worcester.
- Master of Science in Nursing at Regis College.
- Direct Entry Nurse Practitioner program (M.S. in Nursing) at Simmons College.
- Master of Science in Occupational Therapy program at Regis College.
- Master of Science in Speech-Language Pathology program at Bridgewater State University.
- Master of Science in Speech-Language Pathology program at Northeastern University.
- 3 + 4 Doctorate in Optometry (O.D.) program at New England College of Optometry.

Please see Cooperative Agreements and Post-Graduate Programs for details regarding each of these agreements.

Biology, B.A. Major

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

The 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 (WID)
 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 321 - Biology of Cancer
 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.

Options 2-4 below require 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 probably result in additional work in that class.
3. Complete a BIO 490 - Directed Study - Biological Studies, BIO 496 - Independent Research - Biology, a research-based BIO 475 - Internship in Biological Sciences, or S.U.R.E. project, write a research paper based on this work, and present this in an open seminar format.
4. Present work done in a non-biology course to fulfill the Capstone requirement. This work must contain a very strong biology component and deal with larger societal issues associated with the project.

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 Professor Bronwyn Heather Bleakley, Chair of the Biology Department for additional details and deadlines.

Biology, B.S. Major

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 13 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 (WID)
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 321 - Biology of Cancer
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

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.

Options 2-4 below require 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 probably result in additional work in that class.
3. Complete a BIO 490 - Directed Study - Biological Studies, BIO 496 - Independent Research - Biology, a research-based BIO 475 - Internship in Biological Sciences, or S.U.R.E. project, write a research paper based on this work, and present this in an open seminar format.
4. Present work done in a non-biology course to fulfill the Capstone requirement. This work must contain a very strong biology component and deal with larger societal issues associated with the project.

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;
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 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 Professor Bronwyn Heather Bleakley, Chair of the Biology Department for additional details and deadlines.

Biology Minor

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

The 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 (WID)

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 321 - Biology of Cancer
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 321 - Biology of Cancer
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 Administration

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The Department of Business Administration offers majors in Accounting, Finance, International Business, Management, and Marketing, as well as a minor in Business Administration. Additional minors in Data Analytics, Entrepreneurship, and Management Information Systems are also offered.

Students may not take more than one major within business as part of their undergraduate program.

Accreditation

The Business Administration Department is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

Departmental Mission

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

Vision

The Stonehill College Department of Business Administration seeks to be among the leaders in undergraduate business education serving the northeast region emphasizing an experiential learning environment and ability to graduate professionals that can contribute and lead in a rapidly changing business environment. The department strives to achieve its objectives by maintaining a closely held learning environment, cross functional and community-based learning opportunities, and integration of international experiences in the curriculum.

Learning Goals

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

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

The Curriculum

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

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

In the second year, students may choose a Sophomore Learning Community that connects an introductory course in a business concentration with an Arts and Science course in the sophomore-level Learning Community. This unique approach expands the student's level of interdisciplinary understanding and creates a platform to accelerate learning in the student's major discipline. Such Learning Communities may pair international business with international politics, finance with economics, organizational behavior with psychology, and marketing with communication. The Learning Community seminar may include a complex team building assignment, as well as a course project, to create a new product, process, or service for a consumer marketplace accompanied by a business plan. The intent is to develop creativity, extensive team-building capabilities, strong interdisciplinary knowledge, and to provide multiple opportunities for basic skill enhancement in communications, analytics, logic, and interpersonal interaction. The interdisciplinary learning theme carries throughout the student's major course plan and will be enhanced by pursuing a minor in an allied liberal arts discipline. Student learning can be further enhanced by gaining internship experience in an organization in Boston, Los Angeles, New York, Washington, D.C., or at a variety of international locations such as London, Madrid, or Paris.

Majors

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

All Business Administration students are required to take a set of core courses as a foundation for courses required in the elected major.

BUS 469 - Policy and Strategy is the senior Capstone course and BUS 475 - Internship in Business Administration is recommended for all students as part of their curriculum.

Laptop Computer Requirement

All majors within the Business Administration Department should have a laptop computer. This include all Accounting, Finance, Marketing, Management (General and MIS), International Business, and Undeclared Business majors. The department requires a PC laptop running Windows. There are several software applications students use that are not compatible with macOS. Therefore, in order to optimize the learning experience, students should purchase a Windows laptop. Through a close partnership with Connection, the college's IT solutions provider, students can purchase the recommended laptop model (at a 10% discount). To view these options, visit www.govconnection.com/stonehillcollege.

If you have any questions, please contact Professor Michael Salé at msale@stonehill.

Business Internship Program

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

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

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

Students are encouraged to consult with Prof. Suzanne Edinger the Business Department Internship Coordinator.

Accounting, B.S.B.A Major

Complete Fourteen Business Core Courses

Taken Freshman Year

BUS 101 - First-Year Business Experience

MTH 105 - Finite Mathematics OR MTH 125 - Calculus I

Typically taken Freshman or Sophomore Year

BUS 203 - Financial Accounting

BUS 204 - Managerial Accounting

BUS 206 - Quantitative Analysis OR another Statistical Reasoning: ECO 241, MTH 225, MTH 396, POL 210, PSY 261, or SOC 311)

ECO 176 - Microeconomic Principles

ECO 178 - Macroeconomic Principles

Typically taken Sophomore Year

BUS 333 - Organizational Behavior

BUS 340 - Marketing Principles

Typically taken Junior Year

BUS 320 - Corporate Finance

BUS 336 - International Business

BUS 352 - Legal Environment of Business (WID)

BUS 360 - Operations Management OR

BUS 308 - Decision Support Systems and Business Intelligence (Required of Management: MIS concentration)

Taken Senior Year

BUS 469 - Policy and Strategy

Complete Six Accounting Requirements

Taken Sophomore or Junior Year

BUS 316 - Accounting Systems

Taken Junior Year

BUS 311 - Intermediate Accounting I

BUS 312 - Intermediate Accounting II

Taken Senior Year

BUS 414 - Tax Accounting

BUS 417 - Auditing

BUS 434 - Advanced Accounting

Optional Electives

BUS 307 - Data Communications, Networking, and Security

BUS 309 - Database Applications

BUS 420 - Topics in Accounting (e.g. Government & Not-For-Profit, Fall Semester; Forensic Accounting, Spring Semester)

BUS 435 - Advanced Taxation

BUS 436 - Advanced Managerial Accounting

BUS 475 - Internship in Business Administration

Business Administration Minor

The Business Administration 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 in order 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 study in Business Administration

The minor in Business Administration requires the completion of seven courses.

Complete Five Required Courses

BUS 203 - Financial Accounting

BUS 204 - Managerial Accounting

BUS 320 - Corporate Finance

BUS 333 - Organizational Behavior

BUS 340 - 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 with the Business Administration prefix (BUS) is eligible for credit.

Finance, B.S.B.A Major

Complete 14 Business Core Courses

Taken Freshman Year

BUS 101 - First-Year Business Experience

MTH 125 - Calculus I (recommended) OR MTH 105 - Finite Mathematics

Typically taken Freshman or Sophomore Year

BUS 203 - Financial Accounting

BUS 204 - Managerial Accounting

BUS 206 - Quantitative Analysis OR another Statistical Reasoning: ECO 241, MTH 225, MTH 396, POL 210, PSY 261, SOC 311)

Typically taken Sophomore Year

BUS 320 - Corporate Finance

BUS 333 - Organizational Behavior

BUS 340 - Marketing Principles

ECO 176 - Microeconomic Principles

ECO 178 - Macroeconomic Principles

Typically taken Junior Year

BUS 336 - International Business

BUS 352 - Legal Environment of Business (WID)

BUS 360 - Operations Management OR BUS 308 - Decision Support Systems and Business Intelligence

Taken Senior Year

BUS 469 - Policy and Strategy

Complete Six Finance Requirements

Taken Junior Year

BUS 321 - Advanced Corporate Finance & Modeling

BUS 324 - Corporate Financial Reporting

BUS 327 - Investments

ECO 303 - Intermediate Macroeconomics

Taken Senior Year

BUS 425 - Multinational Corporate Finance OR

ECO 343 - International Finance

BUS 428 - Seminar in Financial Management

Optional Electives

BUS 429 - Entrepreneurial Finance

BUS 475 - Internship in Business Administration

BUS 490 - Directed Study - Business Administration (in 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 BUS 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: BUS 203 - Financial Accounting and BUS 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:

- BUS 432 - Applied Research and Portfolio Management (Fall Semester)
- BUS 433 - Topics in Behavioral Finance (Spring Semester)
- Student Run Investment Fund Administration of the Mary Herlihy Opportunity Fund begins with admission into the SCIFI program and is fostered via the senior year coursework as well as seminars and presentations that may take place throughout the year. Students with interest in SCIFI can indirectly participate in the process as early as their junior year through BUS 327 - Investments. As part of the management process, SCIFI members will be asked to act as mentors to those in BUS 327 interested in the program.

International Business, B.S.B.A. Major

Complete 14 Business Core Courses

Taken Freshman Year

BUS 101 - First-Year Business Experience

MTH 105 - Finite Mathematics OR MTH 125 - Calculus I

Typically taken Freshman or Sophomore Year

BUS 203 - Financial Accounting

BUS 204 - Managerial Accounting

BUS 206 - Quantitative Analysis OR another Statistical Reasoning: ECO 241, MTH 225, MTH 396, POL 210, PSY 261, SOC 311)

ECO 176 - Microeconomic Principles

ECO 178 - Macroeconomic Principles

Typically taken Sophomore Year

BUS 333 - Organizational Behavior

BUS 340 - Marketing Principles

Typically taken Junior Year

BUS 320 - Corporate Finance

BUS 336 - International Business

BUS 352 - Legal Environment of Business (WID)

BUS 360 - Operations Mgmt OR BUS 308 - Decision Supp Systems and Bus Intelligence (Required of MGT: MIS concentration)

Taken Senior Year

BUS 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

SOC 202 - Sociology of Globalization OR a comparable class in history, religion, etc. that examines culture selected and approved by the Director of the International Business Program

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)

BUS 400 - Topics in International Business

BUS 438 - Business and Society

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)

BUS 420 - Topics in Accounting (When the topic is International Accounting), OR BUS 425 - Multinational Corporate Finance

BUS 448 - Global Marketing

BUS 465 - International Management

International Experience Requirement

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

Complete 14 Business Core Courses

Taken Freshman Year

BUS 101 - First-Year Business Experience

MTH 105 - Finite Mathematics OR MTH 125 - Calculus I

Typically taken Freshman or Sophomore Year

BUS 203 - Financial Accounting

BUS 204 - Managerial Accounting

BUS 206 - Quantitative Analysis OR another Statistical Reasoning: ECO 241, MTH 225, MTH 396, POL 210, PSY 261, SOC 311)

ECO 176 - Microeconomic Principles

ECO 178 - Macroeconomic Principles

Typically taken Sophomore Year

BUS 333 - Organizational Behavior

BUS 340 - Marketing Principles

Typically taken Junior Year

BUS 320 - Corporate Finance

BUS 336 - International Business

BUS 352 - Legal Environment of Business (WID)

BUS 360 - Operations Management OR

BUS 308 - Decision Support Systems and Business Intelligence (Required of Management: MIS concentration)

Taken Senior Year

BUS 469 - Policy and Strategy

Management majors must take six courses in a Concentration in General Management.

General Management Concentration

Required Courses

BUS 335 - Human Resource Management (Taken Junior or Senior Year)

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

Complete Four of the Following Management Electives

BUS 308 - Decision Support Systems and Business Intelligence OR

BUS 360 - Operations Management (must take both classes for one to count as a management elective)

BUS 310 - Management Information Systems

BUS 337 - Project Management

BUS 343 - Sales Management OR

BUS 347 - New Products Management OR

BUS 443 - Digital Marketing & Entrepreneurial Strategies

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

BUS 358 - Fundamentals of Entrepreneurship and Small Business

BUS 438 - Business and Society

BUS 460 - Topics in Management

BUS 465 - International Management

BUS 475 - Internship in Business Administration

PSY 303 - Group Dynamics

SOC 237 - Sociology of Gender

Management Information Systems, B.S.B.A Major

Complete 14 Business Core Courses

Taken Freshman Year

BUS 101 - First-Year Business Experience

MTH 105 - Finite Mathematics OR MTH 125 - Calculus I

Typically taken Freshman or Sophomore Year

BUS 203 - Financial Accounting

BUS 204 - Managerial Accounting

BUS 206 - Quantitative Analysis OR another Statistical Reasoning: ECO 241, MTH 225, MTH 396, POL 210, PSY 261, SOC 311)

ECO 176 - Microeconomic Principles

ECO 178 - Macroeconomic Principles

Typically taken Sophomore Year

BUS 333 - Organizational Behavior

BUS 340 - Marketing Principles

Typically taken Junior Year

BUS 320 - Corporate Finance

BUS 336 - International Business

BUS 352 - Legal Environment of Business (WID)

BUS 360 - Operations Management OR

BUS 308 - Decision Support Systems and Business Intelligence (Required of Management: MIS concentration)

Taken Senior Year

BUS 469 - Policy and Strategy

Complete Six Management Information Requirements

Required Courses

BUS 307 - Data Communications, Networking, and Security

BUS 309 - Database Applications

BUS 310 - Management Information Systems

BUS 337 - Project Management

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

Complete One of the Following MIS Electives

BUS 316 - Accounting Systems

BUS 460 - Topics in Management

BUS 475 - Internship in Business Administration

CSC 195 - How Computers Work

VPG 305 - Web Site Design

Note: Other courses may be suitable as MIS electives.

Management Information Systems Minor

The Business Administration Department offers a minor in Management Information Systems which requires the completion of six courses.

Complete Four Required Courses

BUS 308 - Decision Support Systems and Business Intelligence

BUS 307 - Data Communications, Networking, and Security OR VPG 305 - Web Site Design

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

BUS 310 - Management Information Systems OR BUS 316 - Accounting Systems

Complete Two of the Following Elective Courses

BUS 337 - Project Management

BUS 443 - Digital Marketing & Entrepreneurial Strategies

CSC 221 - Computer Logic and Organization

BUS 475 - Internship in Business Administration (see note below)
BUS 490 - Directed Study - Business Administration (see note below)

Note: Some students may choose to utilize an Internship or Directed Study toward completing their MIS minor electives. Learning through this type of independent or particular experience is strongly encouraged. However, sufficient MIS contribution should be demonstrated as a part of the program prior to applying for credit toward the minor. Should you wish to choose one of these options, approval by your department chairperson and the program director should be received prior making a formal request for MIS elective credit. If you feel that there is an additional course offering that should be included in the list of electives, please contact your advisor and/or the program director to arrange for a review of this course for possible assignment of credit toward the minor.

Marketing, B.S.B.A Major

Complete 14 Business Core Courses

Taken Freshman Year

BUS 101 - First-Year Business Experience
MTH 105 - Finite Mathematics OR MTH 125 - Calculus I

Typically taken Freshman or Sophomore Year

BUS 203 - Financial Accounting
BUS 204 - Managerial Accounting
BUS 206 - Quantitative Analysis OR another Statistical Reasoning: ECO 241, MTH 225, MTH 396, POL 210, PSY 261, SOC 311)
ECO 176 - Microeconomic Principles
ECO 178 - Macroeconomic Principles

Typically taken Sophomore Year

BUS 333 - Organizational Behavior
BUS 340 - Marketing Principles

Typically taken Junior Year

BUS 320 - Corporate Finance
BUS 336 - International Business
BUS 352 - Legal Environment of Business (WID)
BUS 360 - Operations Management OR
BUS 308 - Decision Support Systems and Business Intelligence (Required of Management: MIS concentration)

Taken Senior Year

BUS 469 - Policy and Strategy

Complete Six Marketing Requirements

Required

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

Complete Three of the Following Electives

BUS 343 - Sales Management
BUS 344 - Advertising Management
BUS 345 - Business-to-Business Marketing
BUS 347 - New Products Management
BUS 348 - Sports Marketing
BUS 349 - Healthcare Marketing
BUS 443 - Digital Marketing & Entrepreneurial Strategies
BUS 446 - Social Media Marketing
BUS 448 - Global Marketing
COM 311 - Public Relations I: Principles 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.

Sports Management

Complete 14 Business Core Courses

Taken Freshman Year

BUS 101 - First-Year Business Experience

MTH 105 - Finite Mathematics OR MTH 125 - Calculus I

Typically taken Freshman or Sophomore Year

BUS 203 - Financial Accounting

BUS 204 - Managerial Accounting

BUS 206 - Quantitative Analysis OR another Statistical Reasoning: ECO 241, MTH 225, MTH 396, POL 210, PSY 261, SOC 311)

ECO 176 - Microeconomic Principles

ECO 178 - Macroeconomic Principles

Typically taken Sophomore Year

BUS 333 - Organizational Behavior

BUS 340 - Marketing Principles

Typically taken Junior Year

BUS 320 - Corporate Finance

BUS 336 - International Business

BUS 352 - Legal Environment of Business (WID)

BUS 360 - Operations Management OR

BUS 308 - Decision Support Systems and Business Intelligence (Required of Management: MIS concentration)

Taken Senior Year

BUS 469 - Policy and Strategy

Required Sports Management Courses

BUS 215 - Introduction to Sports Management

BUS 313 - Diversity, Equity and Inclusion in Sports

BUS 314 - Sport Analytics

Complete Two Sports Management Electives

BUS 348 - Sports Marketing

BUS 450 - Topics in Sport Management

BUS 452 - Sports and the Law

BUS 475 - Internship in Business Administration

ECO 244 - The Economics of Sports

Chemistry

Department Chairperson

Marilena Hall

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

Departmental Mission

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

Vision

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

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

Learning Goals

Majors in Chemistry 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.

Chemistry, B.A. Major

The Bachelor of Arts degree 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 Cornerstone Program.
2 Fulfills the Statistical Reasoning requirement of the Cornerstone Program.
3 Fulfills the Moral Inquiry requirement of the Cornerstone Program.
4 Fulfills the Writing-in-the-Disciplines requirement of the Cornerstone Program.
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 Cornerstone Program. 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 Professor Marilena Hall, 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 Professor Marilena Hall, the Chemistry Department Chair for additional details and deadlines.

Chemistry, B.S. Major

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 Cornerstone Program.

2 Fulfills the Statistical Reasoning requirement of the Cornerstone Program.

3 Fulfills the Moral Inquiry requirement of the Cornerstone Program.

4 Fulfills the Writing-in-the-Disciplines requirement of the Cornerstone Program.

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 Cornerstone Program. 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 Professor Marilena Hall, the Chemistry Department Chair for additional details and deadlines.

Chemistry Minor

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

The minor in Chemistry requires the completion of six courses.

Complete the Following Four Required Courses

CHM 113 - General Chemistry I 1
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.

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

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 Cornerstone Program.

2 Fulfills the Statistical Reasoning requirement of the Cornerstone Program.

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 Cornerstone Program. 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.

General Education Requirements

In addition to the courses above, students must also fulfill the Cornerstone requirements of Stonehill College before transferring to The University of Notre Dame. Coursework taken in the first year at The University of Notre Dame fulfill the senior capstone requirement of the Stonehill major.

Cinema Studies

Program Director

Ron Leone

Office: Cushing-Martin 112

Phone: 508-565-1113

rleone@stonehill.edu

The Department of Communication offers a minor in Cinema Studies.

Mission of the Program

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

Cinema Studies Minor

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 History

ENG 273 - Hitchcock

HIS 241 - History and Horror (History Cornerstone) OR HIS 141 - History and Horror (First-Year Seminar)
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 322 - Topics in World Cinema

ENG 324 - Topics in Television Studies

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

Department Chairperson

Ron Leone

Office: Cushing-Martin 112

Phone: 508-565-1113

rleone@stonehill.edu

The Department of Communication offers a major in Communication, with concentrations in Communication Studies, Media Studies, and a minor. The Department also offers minors in Cinema Studies, Digital Media Production, and Journalism.

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.

Internship Requirements

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

Normally, a 3.00 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 3.00 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, B.A. Major

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 417 - Communication Theory OR COM 418 - Rhetorical Theory

Complete One 200-Level Communication Elective*

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

Media Studies Concentration

COM 207 - Media Criticism

COM 333 - Topics in Media Studies

COM 419 - Media Theory

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 - Introduction to Digital Feature Production

DMP 215 - Introduction to Digital Media Production

DMP 320 - Writing for Digital Media

ENG 322 - Topics in World Cinema

ENG 324 - Topics in Television Studies

ENG 326 - Topics in American Cinema

HCA 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.

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 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 201 - Business and Professional Communication

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 I: Principles

COM 312 - Public Relations II: Practices

COM 313 - Gender and Communication

COM 314 - Media Industries

COM 315 - Intercultural Communication

COM 316 - Family Communication

COM 318 - Persuasion and Social Movements

COM 319 - Political Communication

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 412 - Advanced Interpersonal Communication

COM 414 - Topics in Communication

COM 417 - Communication Theory

COM 418 - Rhetorical Theory

COM 419 - Media Theory

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 - Introduction to Digital Feature Production

DMP 215 - Introduction to Digital Media Production

DMP 320 - Writing for Digital Media

ENG 322 - Topics in World Cinema

ENG 324 - Topics in Television Studies

ENG 326 - Topics in American Cinema

HCA 301 - Health Communication

JRN 100 - Reporting and News Writing

JRN 313 - Journalism Ethics and Law

Computer Science

Department Chairperson

Hassan Bajwa

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

Departmental Mission

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

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

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

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

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

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

Learning Goals

Majors in Computer Science will:

- understand the fundamental mathematical principles that underlie the discipline.
- understand the principles of hardware and software design.
- build high quality applications through effective teamwork and effective communication.
- succeed in computer related professional positions and/or be competitive in graduate school.

Internship Program

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

Computer Science, B.S. Major

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

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

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

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

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

General Education Requirements

In addition to the courses above, students must also fulfill the Cornerstone 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.

Creative Writing

Program Director

Amra Brooks

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The English Department offers a minor in Creative Writing.

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.

Creative Writing Minor

The minor in Creative Writing 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 Non-fiction (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 279 - Harry Potter: Magic, Muggles, and Metaphor

ENG 280 - Shakespeare for Everyone

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 (Literature Cornerstone)

ENG 247 - Topics in Catholicism and Literature

ENG 248 - Catholic Literature and the Modern World

ENG 256 - Madness and Insight: Modernist Psychopathology

ENG 257 - Global Detective Fiction

ENG 258 - Literature and Sports

ENG 271 - Film and Story

ENG 272 - Film History

ENG 200 - Introductory Topics in Literary Studies (Literature Cornerstone)

ENG 201 - British Literature to 1700

ENG 202 - Literary History II

ENG 204 - Drama (Literature Cornerstone)

ENG 205 - Fiction

ENG 220 - Introductory Topics in Literature

ENG 322 - Topics in World Cinema

ENG 324 - Topics in Television Studies
 ENG 326 - Topics in American Cinema
 ENG 336 - The Romance
 ENG 357 - English and Irish Drama
 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 351 - The Calamitous 14th Century
 ENG 353 - Shakespeare
 ENG 354 - Shakespeare's Rivals
 ENG 391 - Topics in Gender & Sexuality Studies
 ENG 392 - Topics in Postcolonial and Global Literature (WID)
 ENG 394 - Sexuality and Textuality
 ENG 395 - Introduction to Postcolonial Literature and Culture
 ENG 398 - Telling Tales: Theories of Narrative
 ENG 369 - African American Literature
 ENG 371 - Topics in Contemporary Literature
 ENG 372 - 'Zines, Chapbooks, and DIY Publishing
 ENG 373 - Gerard Manley Hopkins and his Contexts
 ENG 380 - Modern Poetry
 ENG 381 - Modern Drama
 ENG 382 - American Drama
 ENG 250 - Taking the Victorians to the Movies
 ENG 389 - Alternative Modernisms
 ENG 390 - Topics in Modernism (WID)

Criminology

Department Chairperson

Katie Currul-Dykeman
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kcurreldykeman@stonehill.edu

The Department of Criminology offers a major Criminology.

Departmental Mission

The Department of Criminology's mission is to advance those qualities of mind that enable our students to understand the relationship between society and the individual, history and biography, and public issues and personal troubles. The department seeks to develop students' ability to think theoretically about the larger social reality, to understand and appreciate social reality, to understand and appreciate the many cultures represented in the modern world, and to abandon stereotypical thinking for knowledge based on the results of empirical observation. The department 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 improve the quality of life for all members of society.

The Criminology major also provides a foundation for careers in many fields, such as social service and human resources, criminal justice and the law, research in public and private agencies, and preparation for graduate work in sociology, criminology, law, social work and related areas.

Learning Goals

Majors in Criminology will:

- develop a critical understanding of the major theories which underlie criminology and criminal justice including the effects of economic, racial, ethnic, gender, cultural, and religious diversity on crime and issues of social justice.
- be able to utilize criminological theory and research to understand and analyze criminal justice practice and policy initiatives.
- understand and employ qualitative and quantitative research methods in order to formulate practical and meaningful research questions.
- develop an understanding of the ethical and social justice implications of criminology, through the exploration of human rights issues.
- acquire written and oral communication skills, problem solving abilities, understanding of the basic principles of criminal law, practical experience and general knowledge of criminal justice to prepare students to work in the field of criminology.

Criminology students gain a keen understanding of the theoretical underpinnings of the study of crime while appreciating its social and structural contexts. Ethical and social justice issues from both the accused's and victim's points of view are emphasized throughout our courses.

Criminology, B.A. Major

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 Five Required Courses

Typically Taken First or Sophomore Year

CRM 120 - Critical Introduction to Criminal Justice

SOC 101 - Introduction to Sociology

Typically Taken Sophomore Year

CRM 201 - Criminological Theories

Typically Taken Junior Year

CRM 310 - Research Methods for Criminology (WID) OR SOC 210 - Survey of Research Methods for Sociology

CRM 311 - Statistical Analysis in Criminology OR SOC 311 - Statistical Analysis in Sociology

Complete Two Law-Related 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

At least one, but preferably two, of the following electives must be a 400-level seminar.

ANT 329 - Anthropology of Violence

CRM 111 - At-Risk Families and Youths (First-Year Seminar)

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 & 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 & the Criminal Justice System
 CRM 314 - Practicum: Victims in the Courtroom
 CRM 315 - Women, Criminality, and the System
 CRM 318 - Federal Criminal Process
 CRM 322 - Violent Crime and Federal Initiatives
 CRM 335 - Spatial Crime Analysis
 CRM 353 - Ethics, Values, and Diversity in Criminal Justice
 CRM 355 - Global Crime
 CRM 356 - Terrorism
 CRM 357 - American Street Gangs
 CRM 405 - Seminar: Crimes of the Powerful
 SOC 409 - Seminar: Deviance and Control
 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
 CRM 475 - Internship in Criminology
 CRM 490 - Directed Study - Criminology
 CRM 496 - Independent Research - Criminology
 POL 337 - Public Administration
 SOC 216 - Native Americans in the 21st Century
 SOC 227 - Human Services
 SOC 290 - Drugs and Society
 SOC 415 - Seminar: American Inequality

Complete a Capstone 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), OR CRM 471 - Capstone Internship in Criminology (6 credits), OR CRM 497 - Senior Thesis

Criminology Minor

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 One of the Following 400-level Seminars

CRM 405 - Seminar: Crimes of the Powerful
 SOC 409 - Seminar: Deviance and Control
 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 415 - Seminar: American Inequality

Complete Three Additional Elective Courses

ANT 329 - Anthropology of Violence
CRM 111 - At-Risk Families and Youths (First-Year Seminar)
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 & Equity
CRM 273 - Criminal Mind, Mental Illness and Criminality
CRM 295 - Topics in Criminology
CRM 304 - Victims of Crime
CRM 312 - Youth and the Law
CRM 313 - Faith, Justice & the Criminal Justice System
CRM 314 - Practicum: Victims in the Courtroom
CRM 318 - Federal Criminal Process
CRM 322 - Violent Crime and Federal Initiatives
CRM 335 - Spatial Crime Analysis
CRM 353 - Ethics, Values, and Diversity in Criminal Justice
CRM 355 - Global Crime
CRM 356 - Terrorism
CRM 357 - American Street Gangs
CRM 405 - Seminar: Crimes of the Powerful
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 216 - Native Americans in the 21st Century
SOC 227 - Human Services
SOC 290 - Drugs and Society
SOC 409 - Seminar: Deviance and Control
SOC 415 - Seminar: American Inequality

Data Analytics

Program Director

Michael J. Sale

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The Business Administration Department offers a minor in Data Analytics which requires the completion of six courses.

Mission of the Minor Program

The Data Science minor offers students the opportunity to acquire an integrated set of computer science, mathematics and analytical skills needed to enter the field of data science. The minor is open to students from any major.

Students will gain experience using data analytics methodologies to solve real-world problems by analyzing extremely large data sets. The minor program ensures that participants will develop an analytical mindset, becoming familiar with relational and non-relational databases, as well as widely used statistical techniques.

Through the coursework, students will apply statistics, machine learning, text retrieval and natural language processing to analyze data and interpret results as appropriate to the domain-specific demands of their major fields of study.

Data Analytics Minor

The Business Administration Department offers a minor in Data Analytics which requires the completion of six courses.

Complete the Following Required Courses

BUS 201 - Introduction to Data Analytics

BUS 395 - Data Analytics Capstone

Complete One of the Following Courses

BUS 309 - Database Applications

CSC 325 - Database Management Systems

Or an equivalent course with permission of the Program Director

Complete One of the Following Pairs of Courses

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

OR

CSC 103 - Computer Science I AND CSC 104 - Computer Science II

Complete One of the Following Elective Courses

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

BIO 316 - Introduction to R Programming for Biologists

BIO 332 - Applied Bioinformatics

BUS 308 - Decision Support Systems and Business Intelligence

BUS 325 - Fundamentals of Financial Technology

BUS 341 - Marketing Research

COM 322 - Communication Research Methods

CSC 321 - Data Visualization

CSC 322 - Machine Learning

CSC 382 - Artificial Intelligence

ECO 242 - Econometrics (WID)

ENV 325 - Introduction to Geographic Information Systems

MTH 225 - Statistics for Science

MTH 365 - Bayesian Statistics

MTH 366 - Linear Models

MTH 396 - Probability and Statistics II

POL 210 - Research Methods in Political Science (WID)

PSY 262 - Intermediate Statistics

Or an equivalent course with permission of the Program Director

Digital Humanities

Program Director

Jared Green

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The School of Arts and Sciences offers a minor in Digital Humanities.

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 understanding of 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 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 their 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.
- Apply computational models for analyzing and visualizing data to the inquiry and study of traditional humanities disciplines as well as the social sciences and business.

Digital Humanities Minor

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

Complete One of the Following Digital Literacy Courses

BUS 201 - Introduction to Data Analytics

CSC 101 - From Gutenberg to Berners-Lee

DIG 201 - Digital Design Studio

ENG 221 - Introductory Topics in Digital Humanities (Literature Cornerstone)

Complete Two of the Following Digital Skills Courses

DIG 201 - Digital Design Studio

CSC 101 - From Gutenberg to Berners-Lee

CSC 102 - Introduction to Programming

CSC 103 - Computer Science I

CSC 104 - Computer Science II

DMP 210 - Introduction to Digital Feature Production

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.

Business Administration

BUS 201 - Introduction to Data Analytics

BUS 309 - Database Applications

Computer Science

CSC 101 - From Gutenberg to Berners-Lee

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 Studies

DIG 201 - Digital Design Studio

Digital Media Production

DMP 210 - Introduction to Digital Feature Production

DMP 215 - Introduction to Digital Media Production

DMP 315 - Advanced Digital Feature Production

DMP 320 - Writing for Digital Media

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 (Literature Cornerstone)

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

History

HIS 100/128 - The Life and Times of Frederick Douglass (Core/First-Year Seminar)

HIS 100/130 - American Family History (Core/First-Year Seminar)

Interdisciplinary Studies

IND 310 - Research and Peer Consulting

Writing

WRI 110 - Writing in New Media (First-Year Seminar)

WRI 399 - Professional and Technical Writing (WID)

Earth and Planetary Sciences

Program Director

Alessandro Massarotti

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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.

Earth and Planetary Sciences, B.S. Major

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

Complete 15 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 - Global Biogeochemistry: Building a Habitable World
 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
 PHY 328 - Planetary Astrophysics

Economics

Department Chairperson

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

Departmental Mission

Our mission is to provide a curriculum and learning experience in the theory and practice of modern economics. We provide the foundation for applying theory to classic microeconomic issues like prices and quantities in markets and macroeconomic issues like unemployment, growth and inflation. We also explore recent advances in economic thinking about human behavior and their implications. In all courses, we strive to help the student ask, and answer questions both creatively and critically. With that goal in mind, teaching analytical and communication skills is central to the Stonehill economics curriculum.

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

Learning Goals

Majors in Economics will:

- gain an understanding of and ability to apply microeconomic and macroeconomic theory to the world around us.
- apply theory and quantitative analysis to historical perspectives, specific markets, social issues and public policy.
- gain a foundation for success in performing analysis and developing strategy in fields like law, public policy analysis, investment banking, financial markets, industry, consulting, government service, and non-profit organizations

Economics, B.A. Major

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 OR BUS 206 - Quantitative Analysis OR 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 319 - Urban and Regional 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:

BUS 203 - Financial Accounting
BUS 311 - Intermediate Accounting I
BUS 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); and

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 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 319 - Urban and Regional 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

- 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.
- No more than one study abroad courses may be counted toward the minor.
- Students who take both ECO 301 and ECO 303 may count the second of the two courses as one of the three electives.
- Even though it cannot be used towards the Economics minor, it is recommended that Economics minors take ECO 241, BUS 206, MTH 225 or MTH 396 to fulfill their General Education Statistical Reasoning requirement.

Education

Department Chairperson
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The Department of Education Studies offers majors in Early Childhood Education, Elementary Education, Secondary Education, Special Education, and Education Studies. The Department also offers minors in Early Childhood Education, Elementary Education, and Education Studies.

Stonehill College is approved by the Massachusetts Department of Elementary and Secondary Education to endorse licensure in the following areas: Early Childhood (PK-2), Elementary (1-6), Secondary Education (5-12, 8-12), and Moderate Disabilities (PK-8) (see licensure program description below).

Departmental Mission

The mission of the Department of Education Studies is to prepare students to become knowledgeable, skilled 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 retaining a constant emphasis on education for civic engagement, self-awareness and humanism.

Licensure Program Mission

Teacher preparation in the 21st century involves a marriage between liberal arts/science content and pedagogical theory.

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

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

Vision

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

Program Goals and Objectives

Upon completion of the education major, Stonehill students will produce evidence of their attainment of the following goals and objectives:

Goal 1: Education majors demonstrate the competence in 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 demonstrate the professional disposition necessary to be effective in their professional practice.

Objectives:

- Students will take 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 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 have 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 assessment that monitors student learning, provides purposeful feedback on progress, and furnishes 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

Early Childhood Education, B.A. Major

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 Pre-requisites

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

- hold a 3.0 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 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 in Liberal Arts or Science

In addition to Education coursework, Early Childhood majors must also complete a liberal arts/science major from the following list:

- American Studies
- Anthropology
- Art & Visual Culture (with concentrations in either Studio Arts or Visual Studies)
- Astronomy
- Biochemistry
- Biology
- Catholic Studies
- Chemistry
- Dual Languages
- Earth and Planetary Sciences
- Economics
- English
- Environmental Science
- Environmental Studies
- French
- Gender and Sexuality Studies
- History
- Interdisciplinary Studies (with Dept. review & approval)
- Mathematics
- Neuroscience
- Performing Arts
- Philosophy
- Political Science and International Relations
- Physics
- Psychology
- Religious Studies
- Spanish
- Sociology
- Theology

Education Studies, B.A. Major

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 or PSY 203 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 & 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 & 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 & 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)

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 & Technology

Complete Three Additional Courses

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

Elementary Education, B.A. Major

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 OR
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 & Technology
EDU 435 - Practicum: Elementary Education
EDU 440 - Practicum: Reflective Seminar

Practicum Pre-requisites

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 (History Cornerstone) OR HIS 101/124 - History of American Freedom (Core/First-Year Seminar)

MTH 143 - Mathematical Reasoning for Education

Complete One of the Following World/European History Courses

HIS 101/115 - The Declaration of Independence in World History (Core/First-Year Seminar)

HIS 101/116 - Antisemitism, Nazism, and the Holocaust (Core/First-Year Seminar)

HIS 101/117 - Pathfinders: A Global History of Exploration (Core/First-Year Seminar)

HIS 101/125 - The Ancient Dead: Mummies and Other Ancestors (Core/First-Year Seminar)

HIS 101/126 - Shamans, Prophets and Saints: Mystics in World History (Core/First-Year Seminar)

HIS 271 - World History I (History Cornerstone)

HIS 272 - World History II (History Cornerstone)

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 192 - Astronomy in the Scientific Revolution

PHY 194 - Physics in the Scientific Revolution

PHY 196 - Quantum World and Relativity

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

PHY 292 - The Universe

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 in Liberal Arts or Science

In addition to Education coursework, Elementary Education majors must also complete a liberal arts/science major from the following list:

- American Studies
- Anthropology
- Art & Visual Culture (with concentrations in either Studio Arts or Visual Studies)
- Astronomy
- Biochemistry
- Biology
- Catholic Studies
- Chemistry
- Dual Languages
- Earth and Planetary Sciences
- Economics
- English
- Environmental Science
- Environmental Studies
- French
- Gender and Sexuality Studies

- History
- Interdisciplinary Studies (with Dept. review & approval)
- Mathematics
- Neuroscience
- Performing Arts
- Philosophy
- Political Science and International Relations
- Physics
- Psychology
- Religious Studies
- Spanish
- Sociology
- Theology

Secondary Education, B.A. Major

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 Pre-requisites

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 3.00;
- 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
- Dual Languages (if primary language is French or Spanish)
- English
- French
- History
- Mathematics (B.A. or B.S.)
- Spanish

Special Education

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 Pre-requisites

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 3.00 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 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 (History Cornerstone) OR HIS 101/124 - History of American Freedom (Core/First-Year Seminar)
MTH 143 - Mathematical Reasoning for Education

Complete One of the Following World/European History Courses

HIS 101/115 - The Declaration of Independence in World History (Core/First-Year Seminar)
HIS 101/116 - Antisemitism, Nazism, and the Holocaust (Core/First-Year Seminar)
HIS 101/117 - Pathfinders: A Global History of Exploration (Core/First-Year Seminar)
HIS 101/125 - The Ancient Dead: Mummies and Other Ancestors (Core/First-Year Seminar)
HIS 101/126 - Shamans, Prophets and Saints: Mystics in World History (Core/First-Year Seminar)
HIS 271 - World History I (History Cornerstone)
HIS 272 - World History II (History Cornerstone)

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 192 - Astronomy in the Scientific Revolution
PHY 194 - Physics in the Scientific Revolution
PHY 196 - Quantum World and Relativity
PHY 291 - Planets, Moons and the Search for Alien Life
PHY 292 - The Universe

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 in Liberal Arts or Science

In addition to Education coursework, Special Education majors must also complete a liberal arts/science major from the following list:

- American Studies
- Anthropology
- Art & Visual Culture (with concentrations in either Studio Arts or Visual Studies)
- Astronomy
- Biochemistry
- Biology
- Catholic Studies
- Chemistry
- Dual Languages
- Earth and Planetary Sciences
- Economics
- English
- Environmental Science
- Environmental Studies
- French
- Gender and Sexuality Studies
- History
- Interdisciplinary Studies (with Dept. review & approval)
- Mathematics
- Neuroscience
- Performing Arts
- Philosophy
- Political Science and International Relations
- Physics
- Psychology
- Religious Studies
- Spanish
- Sociology
- Theology

Engineering

Program Director

Hassan Bajwa

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Stonehill College has affiliation agreements with The University of Notre Dame and King's College 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 either The University of Notre Dame or King's College 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 or King's College.

Students in this program will also complete the General Education 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.

Students may choose one of the following Stonehill College/The University of Notre Dame degree combinations:

- B.A. in Chemistry/ B.S. in Chemical Engineering. *See Chemistry for details.*
- B.A. in Computer Science/B.S. in Computer Engineering. *See Computer Science details.*
- B.S. in Environmental Science/B.S. in Environmental Engineering. *See Environmental Sciences & Studies for details.*
- B.A. in Physics/ B.S. in Aerospace Engineering. *See Physics and Astronomy for details.*
- B.A. in Physics/ B.S. in Civil Engineering. *See Physics and Astronomy for details.*
- B.A. in Physics/ B.S. in Electrical Engineering. *See Physics and Astronomy for details.*
- B.A. in Physics/ B.S. in Mechanical Engineering. *See Physics and Astronomy for details.*

Students may choose one of the following Stonehill College/King's College degree combinations:

- B.A. in Physics/ B.S. in Civil Engineering. *See Physics and Astronomy for details.*
- B.A. in Physics/ B.S. in Mechanical Engineering. *See Physics and Astronomy for details.*

Students may review the Engineering Dual Degree Program admission requirements under Academic Partnerships & Resources.

Computer Engineering, B.S. Major

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.

Basic Science Core

MTH 125 - Calculus I
MTH 126 - Calculus II
MTH 261 - Multivariable Calculus
MTH 264 - Linear Algebra and Differential Equations
MTH 393 - Numerical Analysis
CHM 113 - General Chemistry I
PHY 121 - Physics I
PHY 122 - Physics II

Basic Engineering Core

EGR 100 - Introduction of Engineering Systems OR
EGR 101 - Introduction to Engineering
EGR 300 Engineering Economics

Computer Science and Engineering Core

CSC 103 - Computer Science I
CSC 104 - Computer Science II
CSC 211 - Data Structures
CSC 314 - Operating Systems
CSC 201 - Discrete Mathematics for Computer Science I
CSC 221 - Computer Logic and Organization
EGRC 321 Embedded Systems
EGRC 304 Computer Architecture
EGRC 335 Digital Design II
ERGC 349 Senior Design I
ERGC 3XX Senior Design II
EGRE 201 - Circuits I
EGRE 203 - Circuit II
EGRE 301 - Microelectronics
EGRE 333 Signals and Systems

Computer Engineering Electives

Complete 9 credit hours in electives.

Any ERGC or CSC course at or above the Junior level that is not required in the students program. At least one elective must be a lab-based course.

Technical Electives

Complete 3 credit hours in electives

Any EGRE course at or above the Junior level that is not required in the student's program applies to this requirement.

Computer Engineering Minor

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 Electrical Engineering students.

Complete the Following Computer Engineering Courses

EGRE 201 - Circuits I

EGRE 203 - Circuit II

CSC 104 - Computer Science II

CSC 221 - Computer Logic and Organization

Complete Two of the Following Courses

CSC 211 - Data Structures OR EGRC 304 Computer Architecture OR EGRC 321 Embedded Systems

AND

CSC 314 - Operating Systems

EGRE 333 Signals and Systems OR EGRE 301 Microelectronics OR EGRC 335 Digital Design II

Electrical Engineering, B.S. Major

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.

Basic Science Core

MTH 125 - Calculus I

MTH 126 - Calculus II

MTH 261 - Multivariable Calculus

MTH 264 - Linear Algebra and Differential Equations

MTH 393 - Numerical Analysis

CHM 113 - General Chemistry I

PHY 121 - Physics I

PHY 122 - Physics II

Basic Engineering Core

EGR 100 - Introduction of Engineering Systems OR EGR 101 - Introduction to Engineering

Electrical Engineering Core

EGRE 201 - Circuits I

EGRE 203 - Circuit II

EGRE 301 - Microelectronics

EGRE 331 - Control Systems Engineering

EGRE 333 Signal and Systems

EGRE XXX Waves and Oscillations

EGRE XXX Appl of Discrete Math and Probability
EGRE 343 Power Electronics
EGRE XXX Electromagnetism
EGRE 349 Senior Design I
EGRE 3XX Senior Design II
CSC 103 - Computer Science I
CSC 221 - Computer Logic and Organization
EGRC 321 Embedded Systems
EGRC 335 Digital Design II

Electrical Engineering Electives

Complete 9 credit hours in electives.

Any EGRE course at or above the Junior level that is not required in the student's program applies to this requirement. At least one Electrical Engineering elective must be an Electrical Engineering lab elective.

EGR 1XX Introduction to Engineering Systems
EGR 1XX Introduction to Electrical Engineering
PHY 221 - Physics III
PHY 324 - Electromagnetism
PHY 325 - Electronics
EGR 3XX Electronics II
PHY 340 - Semiconductor Materials and Devices
EGR 3XX Signals and Systems
EGR 4XX Senior Design Project

Technical Electives

Complete 3 credit hours in electives.

Any EGRC, CSC, or PHY course at or above the Junior level that is not required in the student's program applies to this requirement.

CSC 221 - Computer Logic and Organization
MTH 364 - Differential Equations and Dynamics
MTH 366 - Linear Models
CSC 393 - Numerical Analysis
PHY 223 - Introduction to Physics Computing
PHY 310 - Introduction to Optics
PHY 321 - Statistical Physics
PHY 323 - Quantum Physics
PHY 330 - Optics and Photonics Lab

Electrical Engineering Minor

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

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

Complete Two of the Following Courses

EGRE 221 - Vibrations and Waves
EGRE 333 Signals and Systems
EGRE 325 Electromagnetism
EGRE 343 Power Electronics
PHY 310 - Introduction to Optics
PHY 340 - Semiconductor Materials and Devices
PHY 320 - Introduction to Photonics

English

Department Chairperson

Jared Green

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The Department of English offers a major and minor in English, as well as a minor in Creative Writing.

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 critical thinking, English courses challenge students to examine their cultural and historical positions and to organize and articulate their discoveries. All courses require oral and written work in the form of class participation, individual papers, and creative expression. The program provides students with an understanding of traditional western literary history and of the voices that have been historically excluded from "the tradition."

Through courses in poetry, fiction, drama, non-fiction, graphic narrative, cinema, and digital media, students examine the world through multiple lenses, navigate the variety of literatures and cultures 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, studies in the literature and culture of England, America, and anglophone nations, creative writing, and literary-critical methodologies.
- analyze, evaluate, and incorporate primary and secondary sources to formulate substantive critical claims supported by persuasive, well-organized textual analysis (close reading) and effectively integrated textual evidence.
- recognize that literary texts shape and are shaped by their historical and cultural contexts and develop the skills to analyze and evaluate these interactions between text and context, and the awareness that different time periods and cultures have different 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.

English, B.A. Major

The English Curriculum is designed to provide students with both a broad knowledge of literary history and training in close, careful textual analysis. Students also have ample opportunity to explore creative writing, including poetry, fiction, and creative non-fiction.

The major in English requires the completion of eleven 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 (Literature Cornerstone)

ENG 202 - Literary History II

ENG 204 - Drama (Literature Cornerstone)

ENG 205 - Fiction

ENG 220 - Introductory Topics in Literature

ENG 221 - Introductory Topics in Digital Humanities (Literature Cornerstone)

ENG 248 - Catholic Literature and the Modern World

ENG 256 - Madness and Insight: Modernist Psychopathology

ENG 257 - Global Detective Fiction
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 336 - The Romance

ENG 350 - Chaucer

ENG 351 - The Calamitous 14th Century

ENG 353 - Shakespeare

ENG 354 - Shakespeare's Rivals

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 357 - English and Irish Drama

ENG 361 - American Literature, 1865-present

ENG 366 - Topics in Twentieth-Century American Literature

ENG 368 - Race, Ethnicity, and American Culture

ENG 369 - African American Literature

ENG 371 - Topics in Contemporary Literature

ENG 380 - Modern Poetry

ENG 381 - Modern Drama

ENG 382 - American Drama

ENG 389 - Alternative Modernisms

ENG 390 - Topics in Modernism (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:

Any English Course at the 200-Level or Above (except for an Internship)

AMS 320 - Topics in American Studies (may count)

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)

AMS 320 - Topics in American Studies

AMS 322 - Politics of Memory in Ethnic America

AMS 325 - Women of Color Writers

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)

ENG 280 - Shakespeare for Everyone
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 351 - The Calamitous 14th Century
ENG 353 - Shakespeare
ENG 354 - Shakespeare's Rivals
ENG 357 - English and Irish Drama
ENG 359 - Nineteenth-century British Poetry
ENG 373 - Gerard Manley Hopkins and his Contexts
ENG 250 - Taking the Victorians to the Movies

Cross-Cultural Literature (complete one)

ENG 257 - Global Detective Fiction
ENG 310 - Topics in World and Comparative Literature
ENG 322 - Topics in World Cinema
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 394 - Sexuality and Textuality
ENG 398 - Telling Tales: Theories of Narrative
GND 300 - Advanced Topics in Gender & Sexuality Studies
GND 305 - Woman 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 minor in English requires the completion of six courses beyond the General Education Literature Cornerstone requirement.

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 (Literature Cornerstone) (Strongly Recommended)

ENG 300 - Topics in Literary and Cultural Theory (Strongly Recommended)

ENG 201 - British Literature to 1700

ENG 202 - Literary History II

ENG 204 - Drama (Literature Cornerstone)

ENG 205 - Fiction

ENG 220 - Introductory Topics in Literature

ENG 221 - Introductory Topics in Digital Humanities (Literature Cornerstone)

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 256 - Madness and Insight: Modernist Psychopathology

ENG 258 - Literature and Sports

ENG 257 - Global Detective Fiction

ENG 271 - Film and Story

ENG 272 - Film History

ENG 273 - Hitchcock

ENG 280 - Shakespeare for Everyone

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 322 - Topics in World Cinema

ENG 324 - Topics in Television Studies

ENG 326 - Topics in American Cinema

ENG 336 - The Romance

ENG 344 - Topics in Creative Non-fiction

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 351 - The Calamitous 14th Century

ENG 353 - Shakespeare

ENG 354 - Shakespeare's Rivals

ENG 357 - English and Irish Drama

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 371 - Topics in Contemporary Literature

ENG 372 - 'Zines, Chapbooks, and DIY Publishing

ENG 373 - Gerard Manley Hopkins and his Contexts

ENG 380 - Modern Poetry

ENG 381 - Modern Drama

ENG 382 - American Drama

ENG 250 - Taking the Victorians to the Movies

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 394 - Sexuality and Textuality

ENG 395 - Introduction to Postcolonial Literature and Culture

ENG 398 - Telling Tales: Theories of Narrative

Entrepreneurship

Program Director

Michael G. Mullen

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The Business Administration Department offers a minor in Entrepreneurship which requires the completion of six courses.

Mission of the Program

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

Entrepreneurship Minor

The minor in Entrepreneurship requires the completion of six courses.

Complete Four Required Courses

BUS 203 - Financial Accounting

BUS 320 - Corporate Finance

BUS 340 - Marketing Principles

BUS 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.

BUS 345 - Business-to-Business Marketing

BUS 347 - New Products Management

BUS 429 - Entrepreneurial Finance

BUS 443 - Digital Marketing & Entrepreneurial Strategies

BUS 446 - Social Media Marketing

BUS 475 - Internship in Business Administration

Environmental Science and Studies

Program Director

Kristin Burkholder

Office: Shields Science Center 101

Phone: 508-565-1047

kburkholder@stonehill.edu

Environmental Sciences and Studies Steering Committee:

N. Block, Biology

K. Burkholder, Environmental Sciences and Studies

C. Ives, Religious Studies

E. LeFlore, Teaching Post-Doctoral Fellow, Environmental Sciences and Studies

B. Meigs, Environmental Sciences and Studies

S. Mooney (Sabbatical, Fall 2019-Spring 2020)

R. Rodgers, Political Science and International Studies

D. Rogers, Chemistry

The interdisciplinary program in Environmental Sciences and Studies offers a B.A. in Environmental Studies, a B.S. in Environmental Science, and an engineering dual-degree program with The University of Notre Dame. A minor in Environmental Sciences & Studies is also offered.

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 the

program to their career and personal goals through the choice of two majors, 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, this is an interdepartmental program, taught by faculty from across the college. 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 and mathematics (biology, chemistry, geology, physics, and 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 and 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 take personal and political action in keeping with those values.
- Effective communication skills (written and oral), for audiences of natural scientists and beyond, into the public area.

An additional outcome for those BS majors enrolled in the 3-2 Notre Dame Environmental Engineering program is:

- solid preparation for success in an environmental engineering program.

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 and 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 take personal and political action in keeping with those values.
- Effective communication skills (written and oral), for various audiences including the public.

Environmental Science, B.S. Major

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.

The major in Environmental Science requires the completion of 20 courses.

Complete 12 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

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 - Global Biogeochemistry: Building a Habitable World

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 299 - Ecology, Theologies and Worldviews

ENV 315 - Women and Ecology

ENV 320 - Environmental History

ENV 375 - Topics in Environmental Studies

POL 383 - Environmental Justice

RST 329 - Justice, Peace, Ecology

RST 373 - Buddhism, Nature & Environmental Ethics

VPS 201 - Sustainable Three-Dimensional Design

VPS 207 - 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 216 - Native Americans in the 21st Century

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)

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 22 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

General Education Requirements

In addition to the courses above, students must also fulfill the Cornerstone requirements of Stonehill College. Natural and Social Scientific Inquiry as well as Statistical Reasoning, Moral Inquiry and the Writing-in-the-Disciplines requirements are met within the major. the Catholic Intellectual Traditions 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 Studies, B.A. Major

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 thirteen courses: five in natural sciences, five in the humanities/social sciences, two integrative seminars (an environmental LC seminar & a senior seminar), 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 299 - Ecology, Theologies and Worldviews

ENV 301 - Water Resources in a Changing Climate OR ENV 302 - Coastal Zone Management

ENV 315 - Women and Ecology

ENV 320 - Environmental History

ENV 326 - Sustainable Agriculture

ENV 375 - Topics in Environmental Studies

POL 255 - Environmental Policy and Politics

POL 383 - Environmental Justice

RST 329 - Justice, Peace, Ecology

RST 373 - Buddhism, Nature & Environmental Ethics

SOC 216 - Native Americans in the 21st Century

SOC 328 - Community Organizing: People, Power & Change

VPS 201 - Sustainable Three-Dimensional Design

VPS 207 - 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

Environmental Science and Studies Minor

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 - Global Biogeochemistry: Building a Habitable World

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 299 - Ecology, Theologies and Worldviews

ENV 301 - Water Resources in a Changing Climate OR

ENV 302 - Coastal Zone Management

ENV 315 - Women and Ecology

ENV 320 - Environmental History

ENV 375 - Topics in Environmental Studies

POL 255 - Environmental Policy and Politics

POL 383 - Environmental Justice

RST 329 - Justice, Peace, Ecology

RST 373 - Buddhism, Nature & Environmental Ethics

SOC 328 - Community Organizing: People, Power & Change

VPS 223 - The Nature of Art: Discovering the Artist Within

Complete One Additional Course

The sixth course may come from either category above.

Minors may not enroll in the following Environmental senior capstone experiences: ENV 470, ENV 475, ENV 490, ENV 496, or ENV 497.

Gender and Sexuality Studies

Program Director

Megan Mitchell

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Phone: 508-565-1410

mmitchell@stonehill.edu

Gender & Sexuality Studies Steering Committee:

L. Brekke-Aloise, History

W. Mbure, Communication

W. Chapman Peek, English

G. Piggford, C.S.C., English

A. Twyman-Ghoshal, Criminology

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

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. 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 ideological institutions.
- examine their own gender role assumptions and identity.
- understand the history and implications of gender and sexuality in questions of social justice.

Gender and Sexuality Studies, B.A. Major

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

Complete Seven Additional Courses

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

ANT 230 - Families in Cross-Cultural Perspective OR ANT 110 - Families in Cross-Cultural Perspective (First-Year Seminar)

BIO 296 - Scientific Methods: Women's Health Issues

BIO 324 - Endocrinology

COM 313 - Gender and Communication

COM 323 - Topics in Film (when topic is Gender & Sexuality related)

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

ENG 220 - Introductory Topics in Literature (when topic is Gender & Sexuality related)

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

ENG 394 - Sexuality and Textuality

GND 200 - Topics in Gender and Sexuality Studies

GND 300 - Advanced Topics in Gender & Sexuality Studies

HIS 100/112 - Heretics, Reformers and Radicals: Women & Power in American History (Core/First-Year Seminar)

HIS 229 - Women and Gender in Early Modern Europe

HIS 285 - Women in Early America: 1630-1865 (History Cornerstone)

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 374 - Bound Feet and Dragon Ladies: Women & Power in East Asia

HIS 385 - Topics in U.S. Women's History

FRN 342 - Francophone Gender Studies

PHL 243 - This is What Feminism Looks Like
 PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?
 POL 334 - Man, Woman, War: Gender and Defining (In)Security
 PSY 315 - Psychology of Women and Gender
 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 Visions of the Feminine in Christianity
 RST 336 - Women in the Islamic Tradition
 RST 338 - Randy Rabbis, Naughty Imams: Love and Faith in Andalusia
 SOC 205 - Sociology of Marriage and Family
 SOC 237 - Sociology of Gender
 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 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:

ANT 230 - Families in Cross-Cultural Perspective OR ANT 110 - Families in Cross-Cultural Perspective (First-Year Seminar)
 BIO 296 - Scientific Methods: Women's Health Issues
 BIO 324 - Endocrinology
 COM 313 - Gender and Communication
 COM 323 - Topics in Film (when topic is Gender & Sexuality related)
 CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
 ENG 220 - Introductory Topics in Literature (when topic is Gender & Sexuality related)
 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
 ENG 394 - Sexuality and Textuality
 GND 200 - Topics in Gender and Sexuality Studies
 GND 300 - Advanced Topics in Gender & Sexuality Studies
 HIS 100/112 - Heretics, Reformers and Radicals: Women & Power in American History (Core/First-Year Seminar)
 HIS 229 - Women and Gender in Early Modern Europe
 HIS 285 - Women in Early America: 1630-1865 (History Cornerstone)
 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 374 - Bound Feet and Dragon Ladies: Women & Power in East Asia
 HIS 385 - Topics in U.S. Women's History
 FRN 342 - Francophone Gender Studies
 PHL 243 - This is What Feminism Looks Like
 PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?
 POL 334 - Man, Woman, War: Gender and Defining (In)Security
 PSY 315 - Psychology of Women and Gender
 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 Visions of the Feminine in Christianity

RST 336 - Women in the Islamic Tradition
RST 338 - Randy Rabbis, Naughty Imams: Love and Faith in Andalusia
SOC 205 - Sociology of Marriage and Family
SOC 237 - Sociology of Gender
SOC 415 - Seminar: American Inequality

Healthcare Management

Department Chairperson

Mitchell Glavin
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The Department offers a major and minor in Healthcare Management.

Certification

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

Departmental Mission

The primary objectives of the Healthcare Management major are:

- to prepare the student for leadership and service in entry-level employment in healthcare direct service and support organizations in the private and public sectors;
- to prepare the student for graduate or professional study;
- to prepare the student to be a positive force for ethical, constructive change in the health system;
- to offer service to sectors of the healthcare industry, especially in the New England region.

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

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

Learning Goals

Majors in Healthcare Management complete a program certified by the Association of University Programs in Health Administration (AUPHA) and will:

- demonstrate knowledge of the Affordable Care Act and its impact on the industry.
- demonstrate competency in healthcare-related computer skills and issues in health informatics.
- demonstrate an ability to find relevant knowledge, synthesize it, and communicate it in the solution of real-time industry problems.
- focus during the senior year on their interests and develop their skills in an area of the healthcare administration industry.

Healthcare Management, B.A. Major

The Healthcare Administration major requires the completion of 16 courses.

Complete 16 Required Courses

HCA 105 - Healthcare Foundations
HCA 203 - Statistics for Healthcare Managers
HCA 205 - Computers in Healthcare Administration
HCA 216 - Population Health Management

HCA 220 - Healthcare Policy and Politics
HCA 230 - Healthcare Administration Accounting
HCA 301 - Health Communication
HCA 321 - Economics of Healthcare
HCA 323 - Healthcare Law
HCA 325 - Healthcare Finance
HCA 330 - Healthcare Product and Service Delivery
HCA 335 - Healthcare Employment Law
HCA 336 - Supervision/Leadership
HCA 410 - Healthcare Administration Senior Seminar (WID)
HCA 475 - Internship in Healthcare Administration
ECO 176 - Microeconomic Principles

Complete One of the Following Concentrations

Healthcare Management majors must complete a concentration.

Public Health

HCA 209 - Public and Community Health
HCA 219 - Epidemiology

Complete any two of the following:

HCA 191 - Emerging Infections
HCA 334 - Comparative Health Systems
HCA 340 - Healthcare Data Analytics
BUS 357 - The Roles of Not-for-Profit Organizations in America
SOC 290 - Drugs and Society

Healthcare Supply Chain Management

HCA 326 - Healthcare Supply Chain Management
HCA 340 - Healthcare Data Analytics
BUS 326 - Managerial Negotiation and Decision Making

Complete one of the following:

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

Healthcare for Priority/At-risk Populations

HCA 209 - Public and Community Health

Complete three of the following:

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

Performance Improvement & Consulting

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

Complete one of the following:

HCA 219 - Epidemiology
HCA 300 - Healthcare Quality: Trends and Applications
BUS 337 - Project Management
BUS 349 - Healthcare Marketing

Fundraising & Development for Not-for-Profit Health Organizations

HCA 209 - Public and Community Health

IND 340 - Developing Fundraising Leaders Institute

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

Complete one of the following:

HCA 200 - Creative Process OR

HCA 340 - Healthcare Data Analytics OR

BUS 349 - Healthcare Marketing

Healthcare Management Minor

The minor offers business, liberal arts, and science majors an overview of the healthcare system, an appreciation of the extent to which this field touches all 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

HCA 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.

HCA 200 - Creative Process

HCA 205 - Computers in Healthcare Administration

HCA 208 - The Continuum of Long-Term Healthcare Service

HCA 209 - Public and Community Health

HCA 216 - Population Health Management

HCA 219 - Epidemiology

HCA 220 - Healthcare Policy and Politics

HCA 230 - Healthcare Administration Accounting

HCA 250 - Mind, Body, Spirit, and Health

HCA 300 - Healthcare Quality: Trends and Applications

HCA 301 - Health Communication

HCA 303 - Quality Improvement and Methods in Healthcare

HCA 321 - Economics of Healthcare

HCA 323 - Healthcare Law

HCA 325 - Healthcare Finance

HCA 326 - Healthcare Supply Chain Management

HCA 330 - Healthcare Product and Service Delivery

HCA 334 - Comparative Health Systems

HCA 335 - Healthcare Employment Law

HCA 336 - Supervision/Leadership

HCA 337 - Strategic Management of Healthcare Organizations

HCA 340 - Healthcare Data Analytics

HCA 410 - Healthcare Administration Senior Seminar (WID)

HCA 411 - Topics in Healthcare

HCA 475 - Internship in Healthcare Administration

Health Science

Department Chairperson

Katharine M. Harris

Office: Shields Science Center 306

Phone: 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 administration 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 health informatics.
- 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.

Health Science, B.A. Major

The B.A. in Health Science requires the completion of 18 courses.

Complete 10 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

HCA 105 - Healthcare Foundations

HSC 276 - Clinical Epidemiology OR HCA 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

BIO 311 - Comparative Vertebrate Anatomy AND BIO 312 - Vertebrate Physiology

Complete One of the Following Courses

BIO 211 - Cell Biology (WID) (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 321 - Biology of Cancer

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
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 203 - Emerging Adulthood and Aging
PSY 207 - Introduction to Psychopathology
PSY 320 - Introduction to Health Psychology
PSY 351 - Child Psychopathology and Its Treatment
PSY 413 - Experimental Psychology
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

Department Chairperson

James Wadsworth
Office: May Hall 223
Phone: 508-565-1281
jwadsworth@stonehill.edu

The Department offers a major and minor in History.

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.

History, B.A. Major

The History major provides students both breadth of coverage of the human past and in-depth exposure to a variety of sub-fields.

The major in History requires the completion of 11 courses.

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 (History Cornerstone)
HIS 272 - World History II (History Cornerstone)
HIS 281 - American Nation I (History Cornerstone)
HIS 282 - American Nation II (History Cornerstone)
HIS 285 - Women in Early America: 1630-1865 (History Cornerstone)
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 220 - Comparative Empires: Spain and Portugal
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 257 - Modern Latin America
HIS 271 - World History I (History Cornerstone)
HIS 272 - World History II (History Cornerstone)
HIS 281 - American Nation I (History Cornerstone)
HIS 282 - American Nation II (History Cornerstone)
HIS 290 - History of the Islamic World II
HIS 295 - History of India
HIS 301 - Colonial America
HIS 277 - History of Brazil
HIS 278 - History of the Islamic World I
HIS 323 - Africa in Stories: History, Literature and Film
HIS 329 - The Vietnam Era and Its Legacy
HIS 351 - The French Revolution
HIS 353 - A World at War

Race/Ethnicity/Justice Theme

HIS 209 - Native American History
HIS 220 - Comparative Empires: Spain and Portugal
HIS 225 - History and Film
HIS 234 - The Civil Rights Movement 1945-1966 (History Cornerstone)
HIS 241 - History and Horror (History Cornerstone)
HIS 244 - Colonial Latin America
HIS 245 - Modern France
HIS 247 - Modern Germany
HIS 251 - United States Economic History
HIS 257 - Modern Latin America
HIS 271 - World History I (History Cornerstone)
HIS 272 - World History II (History Cornerstone)
HIS 277 - History of Brazil
HIS 281 - American Nation I (History Cornerstone)
HIS 282 - American Nation II (History Cornerstone)
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 308 - The Early Republic
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 347 - Adolf Hitler and Nazi Germany
HIS 349 - The Inquisition: Myth and History
HIS 355 - The Holocaust
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 220 - Comparative Empires: Spain and Portugal
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 (History Cornerstone)
HIS 241 - History and Horror (History Cornerstone)
HIS 247 - Modern Germany
HIS 251 - United States Economic History
HIS 262 - Medieval Europe, 400-1500
HIS 271 - World History I (History Cornerstone)
HIS 272 - World History II (History Cornerstone)
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I (History Cornerstone)
HIS 282 - American Nation II (History Cornerstone)
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 308 - The Early Republic
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
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HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 328 - Revolutionary America
HIS 329 - The Vietnam Era and Its Legacy
HIS 335 - Abolitionist and Proslavery Thought
HIS 347 - Adolf Hitler and Nazi Germany
HIS 351 - The French Revolution
HIS 353 - A World at War
HIS 355 - The Holocaust

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 233 - American Catholic Social History
HIS 241 - History and Horror (History Cornerstone)
HIS 247 - Modern Germany
HIS 262 - Medieval Europe, 400-1500
HIS 263 - Religion in America
HIS 271 - World History I (History Cornerstone)
HIS 272 - World History II (History Cornerstone)
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I (History Cornerstone)
HIS 282 - American Nation II (History Cornerstone)
HIS 285 - Women in Early America: 1630-1865 (History Cornerstone)
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
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HIS 323 - Africa in Stories: History, Literature and Film
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HIS 326 - The Christian Churches in Nazi Germany
HIS 327 - American Civil War and Reconstruction
HIS 333 - The American Catholic Experience
HIS 335 - Abolitionist and Proslavery Thought
HIS 337 - The Electric Guitar in American Culture
HIS 347 - Adolf Hitler and Nazi Germany
HIS 349 - The Inquisition: Myth and History
HIS 351 - The French Revolution
HIS 355 - The Holocaust
HIS 380 - Public History

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 233 - American Catholic Social History
HIS 241 - History and Horror (History Cornerstone)
HIS 244 - Colonial Latin America
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HIS 247 - Modern Germany
HIS 251 - United States Economic History
HIS 257 - Modern Latin America
HIS 263 - Religion in America
HIS 271 - World History I (History Cornerstone)
HIS 272 - World History II (History Cornerstone)
HIS 277 - History of Brazil
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HIS 281 - American Nation I (History Cornerstone)
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HIS 301 - Colonial America
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HIS 337 - The Electric Guitar in American Culture
HIS 347 - Adolf Hitler and Nazi Germany
HIS 349 - The Inquisition: Myth and History
HIS 351 - The French Revolution
HIS 353 - A World at War
HIS 355 - The Holocaust
HIS 380 - Public History

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 minor in history requires the completion of seven courses.

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 (History Cornerstone)
HIS 272 - World History II (History Cornerstone)
HIS 281 - American Nation I (History Cornerstone)
HIS 282 - American Nation II (History Cornerstone)
HIS 285 - Women in Early America: 1630-1865 (History Cornerstone)
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 220 - Comparative Empires: Spain and Portugal
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 257 - Modern Latin America
HIS 271 - World History I (History Cornerstone)
HIS 272 - World History II (History Cornerstone)
HIS 277 - History of Brazil
HIS 278 - History of the Islamic World I
HIS 281 - American Nation I (History Cornerstone)
HIS 282 - American Nation II (History Cornerstone)
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 329 - The Vietnam Era and Its Legacy
HIS 351 - The French Revolution
HIS 353 - A World at War

Race/Ethnicity/Justice Theme

HIS 209 - Native American History
HIS 220 - Comparative Empires: Spain and Portugal
HIS 225 - History and Film
HIS 234 - The Civil Rights Movement 1945-1966 (History Cornerstone)

HIS 241 - History and Horror (History Cornerstone)
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 HIS 349 - The Inquisition: Myth and History
 HIS 355 - The Holocaust
 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 220 - Comparative Empires: Spain and Portugal
 HIS 221 - Ancient Mediterranean Greece and Rome
 HIS 225 - History and Film
 HIS 227 - Renaissance and Revolutions: Early Modern Europe
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Ideas/Values/Beliefs Theme

HIS 205 - Irish American Experience
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HIS 349 - The Inquisition: Myth and History
HIS 351 - The French Revolution
HIS 355 - The Holocaust
HIS 380 - Public History

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 233 - American Catholic Social History
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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
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HIS 327 - American Civil War and Reconstruction
HIS 333 - The American Catholic Experience
HIS 335 - Abolitionist and Proslavery Thought
HIS 337 - The Electric Guitar in American Culture
HIS 347 - Adolf Hitler and Nazi Germany
HIS 349 - The Inquisition: Myth and History
HIS 351 - The French Revolution
HIS 353 - A World at War
HIS 355 - The Holocaust
HIS 380 - Public History

Complete One Historical Theory and Writing Course

HIS 420 - Historical Theory and Writing (WID)

Interdisciplinary Studies

Program Coordinator

Rev. Kevin Spicer, C.S.C.

Office: May Hall 202

Phone: 508-565-1090

kspicer@stonehill.edu

Interdisciplinary Studies Major

The BA or BS in Interdisciplinary Studies is an option for students who seek to accomplish intellectual goals outside of a conventional major or combination of a major or minor. The program of study, to be formulated with faculty advisors - one of who will be designated as the principal advisor - must reflect the objectives of a liberal arts education illustrated in the Hill Book's description of the Cornerstone Program.

B.S.B.A. Interdisciplinary Studies majors are not allowed.

The program proposal includes a statement describing educational goals sought, and the sequence of courses that would enable the student to achieve these goals. The course content must be focused upon a specific theme and must include a significant number of courses beyond the introductory level as well as a senior Capstone Experience.

Normally 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.
- Typically a BA Interdisciplinary Major must be composed of 12-20 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.
- Typically a BS Interdisciplinary Major must be composed of 16-22 3- or 4-credit courses. The BS in Interdisciplinary Studies must include at least 16 required science, technology, 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 described in the Hill Book.
- The Self-directed Interdisciplinary Major must be approved by the designated faculty advisors and the Interdisciplinary Studies Program Coordinator.

Any subsequent changes to the approved education plan must be submitted to the Program Coordinator for updated approval each semester.

Interdisciplinary Minor

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 five and no more than six academic units. Given the depth of study required, it is expected that no student would undertake more than one Interdisciplinary Minor during his or her academic career at Stonehill.

Programs

The College offers several established Interdisciplinary Programs:

Majors

American Studies, B.A.

Gender and Sexuality Studies, B.A.

Earth and Planetary Sciences, B.S.

Minors

Asian Studies Minor

Gender and Sexuality Studies Minor

Italian Studies Minor

Latin American and Caribbean Studies Minor

Middle Eastern Studies Minor

Speech Language Pathology Minor

Italian Studies

Program Director

Daria Valentini

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The College offers an interdisciplinary minor in Italian Studies.

Mission of the Program

The Program fulfills its mission by teaching the language, literature, and culture of Italy, by promoting cross-cultural understanding through the inclusion of courses in different disciplines and incorporating proven instructional methods that foster student learning at each level.

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

Language Offerings

The interdisciplinary program in Italian Studies offers courses in Italian which may count towards the minor in Italian Studies, the Dual Languages major, and the General Education requirements. Students are expected to develop and increase their proficiency in a foreign language, whether continuing one previously studied or beginning a new one. Proficiency entails

communication, cultural understanding, connections with other areas of knowledge, comparisons on the nature of language and culture, and participation in multilingual communities.

Learning Goals

Regarding the students' interpersonal communication, Language Majors will be able to:

- Successfully express himself/herself not only on familiar topics but also on some concrete social, academic, and professional topics;
- successfully talk in detail and in an organized way about events and experiences in various time frames and modes;
- confidently handle routine situations with an unexpected complication; and
- share his/her point of view in discussions on some complex issues.

Regarding the students' presentational speaking, Language Majors will be able to:

- Deliver well-organized presentations on concrete social, academic, and professional topics; and
- present detailed information about events and experiences in various time frames and modes.

Regarding the students' written communication, Language Majors will be able to:

- Write on a wide variety of general interest, professional, and academic topics; and
- write well-organized, detailed paragraphs in various time frames and modes.

Regarding the students' interpretive listening and reading, Language Majors will be able to:

- Understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest;
- follow stories and descriptions of some length and in various time frames and modes;
- understand information presented in most genres, even when not familiar with the topic;
- understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics.

Upon completion of their course of study, Italian Studies students will:

- Demonstrate at a minimum Intermediate-high speaking skills and Advanced-low writing skills in Italian (as established by ACTFL guidelines). In doing so, they will demonstrate high proficiency in understanding the Italian grammatical and syntactical structure.
- Analyze texts of different length and nature, both in Italian and English, to grasp cultural, social, artistic, political, historical issues relevant to Italian culture.
- Explore Italian culture, orally and in writing, through an interdisciplinary perspective.
- Possess knowledge of social, artistic, political and historical issues relevant to Italy and diversity in contemporary Italy.
- Communicate in Italian by speaking and/or writing in a variety of contexts.

Italian Studies Minor

The interdisciplinary minor in Italian Studies requires the completion of six courses determined in consultation with the minor advisor.

Complete Six Courses

* ITA 131 - Elementary Italian I and ITA 132 - Elementary Italian II (if students have no prior knowledge of Italian or have taken up if 1 year of high school Italian) are required for the minor.

**Students with prior knowledge of Italian can place out of ITA 231 - Intermediate Italian I and/or ITA 232 - Intermediate Italian II, in which case they would be exempted from taking the elementary level.

Students placing above ITA 232 - Intermediate Italian II would begin their study at the upper intermediate level (ITA 251) or at the advanced level (ITA 337).

At least two courses must be at the upper level (above ITA 231-232).

ITA 131 - Elementary Italian I *

ITA 132 - Elementary Italian II *

ITA 231 - Intermediate Italian I **

ITA 232 - Intermediate Italian II **

ITA 251 - Italy: Language and Identity

ITA 252 - Italian Conversation and Composition
ITA 337 - Contemporary Italy Through Film
ITA 338 - Italian Culture and Civilization
ITA 490 - Directed Study: Topics in Italian (WID)
AMS 290 - The Italian American Experience
VPH 215 - Early Renaissance Art: Italy and the North

Note

Students may also choose from a list of electives taught at the College or in Italy (in Italian or in English) and request approval for a course from the program director, Prof. D. Valentini. The list of courses is updated every semester, so please contact the program director for an approved list of electives.

Study Abroad for Italian Studies Minors

If a student chooses to study abroad, up to two courses taken in Italy can be counted toward the minor with consent by the Director. After a preliminary meeting with the International Programs Office, each student taking Italian in Italy must obtain the approval of the Italian Studies Program Director and signature.

The credits will be transferred to Stonehill, only if the approval is granted prior to the beginning of the course. No approvals will be granted retroactively.

Journalism

Program Director

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The Department of Communication offers a minor in Journalism.

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.

Journalism Minor

The Journalism minor emphasizes a combination of theoretical and applied courses.

The minor in Journalism requires the completion of six courses.

Complete Four Required Courses

DMP 215 - Introduction to Digital Media Production
JRN 100 - Reporting and News Writing
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 3.0 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 s/he is completing work for the "split."

Languages, Literatures, and Cultures

Department Chairperson

Peter Mahoney

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The study of languages is an integral part of a liberal arts education. The Department of Languages, Literatures, and Cultures offers majors in French, Spanish, as well as a major in Dual Languages, which allows students to combine two of the following languages: Arabic, Chinese, French, German, Italian and Spanish. The Department also offers minor programs in Arabic, Chinese, French, German, and Spanish and collaborates with the interdisciplinary minor program in Italian Studies.

Our Department's course offerings as well as those offered by the interdisciplinary program in Italian Studies meet General Education requirements. Native speakers of a language other than English may satisfy the College's language requirement by taking two courses taught in their native language or in a different one.

Departmental Mission

The departmental mission for majors in Dual Languages, French, and Spanish is:

- to teach all levels of languages, literatures, and cultures;
- to promote cross-cultural understanding;
- to present models of effective pedagogy;
- to serve the College and wider community in areas pertaining to languages, literatures and cultures;
- to provide students with information and experience necessary to become better informed global citizens;
- to expose students to other worldviews, sensitize them to differences, and promote ideas of inclusion, understanding, and acceptance of diverse perspectives-necessary skills in multicultural and multilingual societies in the United States and elsewhere;
- to enable students to expand their sphere of personal and cultural references on a global scale;
- to produce graduates who think critically and are more competitive in the global job market since they are better able to identify and navigate cultural barriers.

Learning Goals

Learning Goals of the Dual Language Major, French Major, and Spanish Major:

- The students will develop interpersonal communication skills in the target language
- The students will develop presentational speaking skills in the target language

- The students will develop written communication skills in the target language
- The students will develop interpretive listening and reading skills in the target language
- The students will develop an awareness of the many cultural aspects (literary, among others) in the target language

Language Study Abroad Requirement

All majors in Dual Languages, French, or Spanish, are required to spend a semester abroad in an approved program of study or in one of the international internships sponsored by Stonehill College. Students may transfer back three pre-approved courses taken abroad to the major. Additional language courses may be pre-approved as general electives.

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.

Arabic Minor

The minor in Arabic 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 at the 300-level or above.

ARB 131 - Elementary Arabic I
 ARB 132 - Elementary Arabic II
 ARB 231 - Intermediate Arabic I
 ARB 232 - Intermediate Arabic II
 ARB 331 - Advanced Arabic I
 ARB 332 - Advanced Arabic II

Chinese Minor

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

Dual Languages, B.A. Major

Majors in Dual Languages will complete a program of study that hinges on two equally important aspects: increasing the fluency and accuracy of students' communication in two different languages, and fostering a profound understanding and appreciation of key cultural aspects of two different cultures (which includes, among other things, history, literature, art, music, etc.). The Dual Language Major combines the study of two of the following languages: Arabic, Chinese, French, German, Italian, and Spanish and requires the completion of ten courses.

Complete Six Primary Language Courses

Students may choose Arabic, Chinese, French, German, or Spanish as a primary language. Courses in these languages must be at the 300-Level or above.

If Italian is the primary language the student must take the following six courses: ITA 251, ITA 252, ITA 337, ITA 338 and two additional courses at the 300-level or above (one of which may be a Directed Study). Courses taken abroad must be taught in Italian, and approved by the Italian Program Director.

Complete Four Secondary Language Courses

Students may choose Arabic, Chinese, French, German, or Spanish as a secondary language. At least two of the courses in these languages must be at the 300-Level or above.

If Italian is the secondary language the student must take four Italian courses: ITA 251, ITA 252 and two additional courses at the 300-level or above (one of which may be a Directed Study). Courses taken abroad must be taught in Italian, and approved by the Italian Program Director.

French, B.A. Major

Majors in French will complete a program of study that hinges on two equally important aspects: increasing the fluency and accuracy of students' communication in French, and fostering a profound understanding and appreciation of key cultural aspects of the French World (which includes, among other things, history, literature, values, etc.). Majors in French will achieve these learning goals through the completion of two requirements: a) taking ten (10) courses (three of these courses may be taken abroad), and b) spending at least one (1) semester abroad in an approved program of study or an internship in a French-speaking country.

The major in French requires the completion of ten courses. At least eight courses must be at the 300-level; a maximum of two may be at the 200-level.

Complete Ten of the Following Courses

FRN 231 - Third Semester French
FRN 232 - Fourth Semester French
FRN 331 - Perspectives in French Language and Culture I
FRN 332 - Perspectives in French Language and Culture II
FRN 333 - French Culture and Civilization I
FRN 334 - French Culture and Civilization II
FRN 335 - Survey of French Literature I
FRN 336 - Survey of French Literature II
FRN 337 - French Conversation and Composition
FRN 340 - French Cinema
FRN 342 - Francophone Gender Studies
FRN 343 - Francophone Globalization Studies
FRN 348 - Nineteenth Century French Literature
FRN 475 - Internship in French Studies

Note: A maximum of 3 courses taken abroad could also be approved for the major.

French Minor

The minor in French 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 at the 300-level or above.

FRN 131 - First Semester French
FRN 132 - Second Semester French
FRN 231 - Third Semester French
FRN 232 - Fourth Semester French
FRN 331 - Perspectives in French Language and Culture I
FRN 332 - Perspectives in French Language and Culture II
FRN 333 - French Culture and Civilization I
FRN 334 - French Culture and Civilization II
FRN 335 - Survey of French Literature I
FRN 336 - Survey of French Literature II
FRN 337 - French Conversation and Composition
FRN 340 - French Cinema
FRN 342 - Francophone Gender Studies
FRN 343 - Francophone Globalization Studies
FRN 348 - Nineteenth Century French Literature

German Minor

The minor in German 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 at the 300-level or above.

GRM 131 - Elementary German I
GRM 132 - Elementary German II
GRM 231 - Intermediate German I
GRM 233 - German Through Film
GRM 331 - Germany Since 1945
GRM 333 - Germany Today

Spanish, B.A. Major

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 two requirements: a) taking eleven (11) courses (three of these courses may be taken abroad), and b) spending at least one (1) semester abroad in an approved program of study or an internship in a Spanish-speaking country.

The major in Spanish requires the completion of 11 upper-level courses. At least nine must be at the 300-level; a maximum of two may be at the 200-level.

Complete One of the Following Peninsular Middle Ages/Golden Age Courses

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 of the Following Peninsular Modern Studies Courses

SPA 336 - Survey of Spanish Culture and Literature II
SPA 337 - Multicultural Spain: From Dictatorship to Democratic
SPA 344 - Introduction to Contemporary Spanish Narrative
SPA 347 - 20th Century Hispanic Poetry
SPA 348 - Science, Literature and Film in Spain

Complete One of the Following Latin American Pre-Colonial/Colonial Course

SPA 333 - Survey of Latin American Culture and Literature I
SPA 342 - Seminar in Spanish: Latin American Literature **
SPA 355 - 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 of the Following Latin American Modern Studies Courses

SPA 334 - Survey of Latin American Culture and Literature II
SPA 342 - Seminar in Spanish: Latin American Literature **
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 One Course in Conversational Fluency

SPA 351 - Spanish Conversation for Fluency * (This class must be taken at Stonehill)

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 233 - Spanish for Business Professionals I
SPA 234 - Spanish for Business Professionals II
SPA 331 - Perspectives in Spanish Language and Culture I

SPA 332 - Perspectives in Spanish Language and Culture II
 SPA 337 - Multicultural Spain: From Dictatorship to Democratic
 SPA 338 - Spanish and Hispanic Cultures for Professionals I
 SPA 339 - Spanish and Hispanic Cultures for Professionals II
 SPA 340 - Hispanic Cultures Through Film
 SPA 342 - Seminar in Spanish: Latin American Literature
 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 353 - Spain's Multicultural Middle Ages
 SPA 354 - Vamps and Virgins: Sex in the (Medieval) City
 SPA 475 - Internship in Spanish Studies

Spanish Minor

The minor in Spanish requires the completion of six courses beyond the elementary level (SPA 131-132) as determined in consultation with the departmental minor advisor.

Complete Six Courses

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

SPA 231 - Third Semester Spanish
 SPA 232 - Fourth Semester Spanish
 SPA 331 - Perspectives in Spanish Language and Culture I
 SPA 332 - Perspectives in Spanish Language and Culture II
 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 Democratic
 SPA 342 - Seminar in Spanish: Latin American Literature
 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

Latin American and Caribbean Studies

Program Director

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The College offers a minor in Latin American and Caribbean Studies.

Mission of the Program

The Latin American and Caribbean Studies Minor brings together resources from across academic disciplines including business, history, political science, foreign languages, economics, sociology and religious studies. Latin America and the Caribbean are two of the most culturally, politically and economically important regions to the United States. Understanding the myriad factors and trends that define it provides students with intellectual advantages in many areas of study and future career paths.

Latin American and Caribbean Studies Minor

The interdisciplinary minor in Latin American and Caribbean Studies requires the completion of six courses.

Students must take courses in at least three of the following disciplines: Anthropology, History, Languages, Literatures & Cultures, Political Science & International Studies, Religious Studies, Sociology, and Visual and Performing Arts. At least two of the six courses must be outside the History and Languages, Literatures & Cultures Departments.

Spanish majors may count one course from the major toward Latin American and Caribbean Studies minor.

Complete Two Courses in Spanish or Portuguese at the Intermediate or Advanced Level

Students may also demonstrate proficiency in an indigenous language.

SPA 231 - Third Semester Spanish

SPA 232 - Fourth Semester Spanish

SPA 331 - Perspectives in Spanish Language and Culture I

SPA 332 - Perspectives in Spanish Language and Culture II

SPA 350 - Spanish Linguistics

SPA 351 - Spanish Conversation for Fluency

Two Semesters of Intermediate or Advanced Portuguese

Complete Four Latin American Themed Courses at the 200-Level or Above

Students must take courses in at least three of the following disciplines. At least two of the six courses must be outside the History and Languages, Literatures & Cultures Departments.

Anthropology

ANT 315 - Latin American People and Cultures

History

HIS 220 - Comparative Empires: Spain and Portugal

HIS 244 - Colonial Latin America

HIS 257 - Modern Latin America

HIS 277 - History of Brazil

Political Science

POL 339 - The United States and Latin America

Religious Studies

RST 267 - *Liberation Theology: Latin American Perspectives*

Languages, Literatures & Cultures

SPA 333 - Survey of Latin American Culture and Literature I

SPA 334 - Survey of Latin American Culture and Literature II

SPA 342 - Seminar in Spanish: Latin American Literature

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

SPA 347 - 20th Century Hispanic Poetry

Note: The following courses may be taken and count towards the Latin American Studies minor with permission of the Program Director.

ANT 105 - Introduction to Cultural Anthropology

ANT 233 - Language and Culture

BUS 336 - International Business

BUS 401 - Business in Spanish

ECO 219 - History of World Economic Development

ECO 311 - International Economics

ENG 395 - Introduction to Postcolonial Literature and Culture

HIS 100/120 - Crosscurrents and Connections: Encounters in the Atlantic World (Core/First-Year Seminar)

HIS 101/117 - Pathfinders: A Global History of Exploration (Core/First-Year Seminar)

HIS 349 - The Inquisition: Myth and History

POL 352 - Democracy in Decline

RST 303 - The Virgin Mary and Visions of the Feminine in Christianity

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

Mathematics

Department Chairperson

Heiko Todt

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The Department of Mathematics offers a major B.S., and B.A., and minor in mathematics. The department offers courses in support of other programs and departments, including education, business administration and the sciences, and in support of the College's Cornerstone Program areas of scientific inquiry, and statistical reasoning.

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. The mathematic major prepares students to:

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

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

Learning Goals

Majors in Mathematics will:

- complete a senior year term project that involves creating a mathematical model of some real-world phenomenon and using it to describe or simulate that phenomenon. Students will demonstrate through their senior Capstone Project their mathematical skills, abilities and knowledge in order to accomplish the following:
 - examine and understand the phenomenon well enough to formulate a model.
 - decide which aspects of the phenomenon are essential to have in the model.
 - construct a mathematical model that captures the essential characteristics of the phenomenon.
 - describe the model and the outcome of the modeling experiment clearly using correct terminology.
- succeed in math related professional positions and/or be competitive in graduate school programs.

Actuarial Mathematics, B.A. Major

There is strong market demand for college graduates capable of applying mathematics, statistics, and financial theory in service of determining risk factors and risk levels in numerous fields.

The Actuarial Mathematics degree draws on Stonehill's strengths in the academic fields of data science, economics, finance and mathematics. Combined with the College's emphasis on liberal arts and leadership development, students are prepared for careers in industries that include insurance, accounting and managerial consulting.

Complete the following Mathematics courses

MTH 125 - Calculus I

MTH 126 - Calculus II

MTH 207 - Statistical Reasoning: Chance

MTH 225 - Statistics for Science

MTH 251 - Linear Algebra

MTH 261 - Multivariable Calculus

MTH 395 - Probability and Statistics I OR

MTH 365 - Bayesian Statistics

MTH 396 - Probability and Statistics II OR

MTH 366 - Linear Models

Complete the following Business Courses

DSC 105 - Introduction to Data Science

BUS 203 - Financial Accounting

BUS 320 - Corporate Finance
BUS 324 - Corporate Financial Reporting
BUS 327 - Investments
BUS 430 - Topics in Finance
BUS 432 - Applied Research and Portfolio Management

Complete the following Economics courses

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

Complete the following Writing Course

WRI 399 - Professional and Technical Writing (WID)

Mathematics, B.A. Major

The B.A. in Mathematics requires the completion of sixteen courses and is intended for students planning a career in early childhood, elementary, secondary, or special education.

Complete Ten Required Courses

Typically taken Freshmen and Sophomore Years

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
CSC 103 - Computer Science I
MTH 351 - Abstract Algebra I
MTH 361 - Real Analysis I
MTH 363 - Modern Geometry

Complete One of the Following Sequences of Two Courses

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
BUS 203 - Financial Accounting and BUS 204 Managerial Accounting or BUS 320 Corporate Finance
ECO 176 - Microeconomic Principles and ECO 178 Macroeconomic Principles
ENV 200 - Principles of Environmental Science and any 300-level ENV course

Complete Three of the Following Elective Courses

MTH 352 - Abstract Algebra II
MTH 362 - Real Analysis II
MTH 364 - Differential Equations and Dynamics
MTH 365 - Bayesian Statistics
MTH 371 - Combinatorics and Graph Theory
MTH 377 - Number Theory
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 490 - Directed Study - Mathematics 1 (with Dept. Chair permission)
MTH 496 - Independent Research - Mathematics 1 (with Dept. Chair permission)
MTH 497 - Senior Thesis

Complete a 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. Major

The B.S. in Mathematics requires the completion of 16 courses.

Complete Seven Required Courses

Typically taken Freshmen and Sophomore Years.

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
CSC 103 - Computer Science I

Complete One of the Following Sequences of Two Courses

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
BUS 203 - Financial Accounting and BUS 204 Managerial Accounting or BUS 320 Corporate Finance
ECO 176 - Microeconomic Principles and ECO 178 Macroeconomic Principles
ENV 200 - Principles of Environmental Science and any 300-level ENV course

Complete Six Additional Courses

Typically taken Junior and Senior Years.

Complete Three of the Following Courses

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

Complete Three of the Following Courses

MTH 352 - Abstract Algebra II (if not taken above)
MTH 362 - Real Analysis II (if not taken above)
MTH 363 - Modern Geometry
MTH 364 - Differential Equations and Dynamics
MTH 365 - Bayesian Statistics
MTH 371 - Combinatorics and Graph Theory
MTH 377 - Number Theory
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 490 - Directed Study - Mathematics (with Dept. Chair permission)
MTH 496 - Independent Research - Mathematics (with Dept. Chair permission)

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.

Mathematics Minor

The minor in Mathematics requires the completion of eight courses.

Complete Five Required Courses

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

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 371 - Combinatorics and Graph Theory
MTH 377 - Number Theory
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 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.

Middle Eastern Studies

Program Director

Shari Lowin
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The College offers a minor in Middle Eastern Studies.

Mission of the Program

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

Learning Goals

Students will obtain familiarity with a range of religions, cultures, political systems and movements across the Middle Eastern region. Because of the interdisciplinary nature of the program, students will also be obtain familiarity with critical learning and thinking in the various disciplines (Religion, Political Science, Anthropology, Languages, etc.) that contribute to the MES minor.

Middle Eastern Studies Minor

The interdisciplinary minor in Middle Eastern Studies requires the completion of six courses.

Middle Eastern Courses

Complete at least Four Middle East Courses at the 200-Level or Above.

ARB 131 - Elementary Arabic I
ARB 132 - Elementary Arabic II
ARB 231 - Intermediate Arabic I
ARB 232 - Intermediate Arabic II
ARB 331 - Advanced Arabic I
HIS 278 - History of the Islamic World I
HIS 290 - History of the Islamic World II
HIS 362 - World History Seminar: Topical (When Topic is Middle Eastern)

POL 356 - Politics of the Middle East
POL 357 - Topics in Politics *(if topic is Middle Eastern - e.g. Terror, State, & Society)
RST 206 - Islamic Traditions
RST 209 - Introduction to Jewish Life and Religion
RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
RST 312 - Archaeology and the Bible
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
RST 331 - Introduction to Biblical Hebrew I
RST 332 - Introduction to Biblical Hebrew II
SPA 352 - Christians, Jews and Muslims of Spain: Medieval Minds in Modern English
SPA 353 - Spain's Multicultural Middle Ages

** Requires approval of the Middle Eastern Studies Program Director*

General Courses

ANT 105 - Introduction to Cultural Anthropology
ANT 233 - Language and Culture
BUS 336 - International Business
COM 315 - Intercultural Communication
ECO 219 - History of World Economic Development
ECO 311 - International Economics
ECO 343 - International Finance
HIS 353 - A World at War
POL 134 - Comparing States
POL 143 - International Politics
POL 353 - International Law and Organizations
SOC 202 - Sociology of Globalization

Language, Literature & Culture Courses

Students may take up to two foreign language courses (even at the 100-Level), either through directed study with faculty, or by taking transfer courses elsewhere.

Appropriate languages include:

Arabic
Hebrew
Kurdish
Persian
Turkish

Other languages may be approved by the Program Director.

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

Military Science

Program Director

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Program Officer

CPT Eric Eudy
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The Army Reserve Officers' Training Corps (ROTC) was born when President Woodrow Wilson signed the National Defense Act of 1916. Since its inception, Army ROTC has provided leadership and military training at schools and universities across the country and has commissioned more than a half million Officers. It is the largest commissioning source in the American military.

Start Strong in life - enroll in Army Reserve Officers' Training Corps (ROTC), the college elective for undergraduate and graduate students that provides unrivalled leadership training for success in any career field. If you have a passion for it, you can find a place to fit in the Army as an officer and get the training you need to turn that passion into a career.

Army ROTC's program includes courses that teach leadership development, military skills and adventure training. This will take place both in the classroom and in the field, but you will maintain a normal academic schedule like all college students. While unified by the subject matter of leadership and management, the curriculum cuts across conventional boundaries, encouraging students to relate their learning from various disciplines and to apply it to reflective thinking, goal setting, and problem solving. And the best part about this leadership development? You will use and benefit from it for years to come. Officers in the Army possess the skills necessary to lead others through the most challenging of circumstances. With Strength Comes Responsibility.

Army ROTC has over 270 host programs with more than 1,100 partnership and affiliate schools across the country. It produces approximately 60 percent of the Second Lieutenants who join the active Army, Army Reserve and Army National Guard. More than 40 percent of current Active Duty Army General Officers were commissioned through ROTC. Army ROTC provides Cadets with the character-building aspects of a diverse, self-disciplined civilian education with tough, centralized leadership development training.

Enrollment

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

The program consists of the Basic Course and the Advanced Course. Students may enter the program through the first semester of their junior year. The two-year program is designed for junior year and transfer students. Entry should be requested by April 1 prior to the junior year. Enrollment as a junior requires that certain criteria be met and may be satisfied through specific summer training or prior military service or JROTC instruction. Those students currently serving in any branch of the military reserves are encouraged to join in order to commission into the US Army. All Cadets are required to attend summer training during their curriculum.

Basic Course

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

Advanced Course

The Advanced Course is taken by juniors and seniors. Students in the Advanced Course must sign a contract with the Army, pass a qualifying medical examination and physical fitness test, and have above a 2.0 grade-point average in order to be considered for enrollment as a Cadet.

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

Scholarships

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

Requests for further information and scholarship application packets may be initiated through www.goarmy.com/rotc. Information about the Charles River Battalion, which includes schools in the vicinity of Stonehill College: www.bu.edu/armyrotc.

Reserve Officers' Training Corps (ROTC)

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

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

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

Moreau Honors Program

Program Director

Sarah Gracombe

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Courses in the Moreau Honors Program are limited to 20 students, 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 Cornerstone 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 Cornerstone Program or major/minor requirements or serve as general electives. Honors language courses count for no more than one honors requirement. One and only one of 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 of the senior year 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 must 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 3.50 cumulative grade-point-average (GPA) and graduate cum laude to graduate with a Moreau Honors Scholar designation.

Honors courses may not be taken Pass/Fail.

Neuroscience

Program Director

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

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

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 and, 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.

Neuroscience, B.A. Major

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

The major 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 203 - Emerging Adulthood and Aging
PSY 207 - Introduction to Psychopathology
PSY 413 - Experimental Psychology
PSY 415 - Brain and Behavior

Neuroscience, B.S. Major

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

The major in Neuroscience requires the completion of 17 courses.

Complete 13 Core Courses

BIO 101 - Biological Principles I
BIO 102 - Biological Principles II
BIO 211 - Cell Biology (WID) (*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
PSY 413 - Experimental Psychology

Cluster 4

PSY 201 - Child Development
PSY 203 - Emerging Adulthood and Aging
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

Philosophy

Department Chairperson

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

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.

Graduates with a major in Philosophy from Stonehill 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.

Philosophy, B.A. Major

The major in Philosophy requires the completion of 10 courses beyond the 100-Level Philosophy Cornerstone requirement.

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 Cornerstone Course

PHL 100/113 - What Does It All Mean? (Core/First-Year Seminar)
PHL 100/114 - Our Bodies, Ourselves (Core/First-Year Seminar)
PHL 100/115 - Friendship, Love, and Sex (Core/First-Year Seminar)
PHL 100/116 - What You Thought You Knew (Core/First-Year Seminar)
PHL 100/117 - Mind, Body, Self, and Science (Core/First-Year Seminar)
PHL 100/118 - Questions of Culture and Value (Core/First-Year Seminar)
PHL 100/119 - The Examined Life (Core/First-Year Seminar)
PHL 100/120 - Philosophical Conversations (Core/First-Year Seminar)
PHL 100/121 - Philosophy as a Way of Life (Core/First-Year Seminar)
PHL 100/122 - Questions without Answers? (Core/First-Year Seminar)

Complete One Ancient to Medieval Philosophy Course

PHL 341 - Plato
PHL 342 - Aristotle
PHL 353 - Medieval Philosophy

Complete One Modern to Contemporary Philosophy Course

PHL 361 - Descartes to Hume
PHL 371 - Existentialism
PHL 372 - Heidegger and His Influence

Complete Elementary Logic

PHL 241 - Think Better: Logic & Critical Thinking

Complete One Philosophy Moral Inquiry Course

PHL 220 - Topics in Ethics (Moral Inquiry)
PHL 221 - Ethics and the Good Life (Moral Inquiry)
PHL 222 - Freedom and the Just Society (Moral Inquiry)
PHL 224 - Contemporary Moral Issues (Moral Inquiry)
PHL 225 - Moral Psychology (Moral Inquiry)
PHL 235 - Biomedical Ethics (Moral Inquiry)
PHL 236 - Ethics and the Arts (Moral Inquiry)

Complete One of the Following Writing-in-the-Disciplines Courses

PHL 243 - This is What Feminism Looks Like
PHL 255 - African Philosophy
PHL 267 - Race and Racism
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 361 - Descartes to Hume

Complete Five Philosophy Elective Courses

No more than two courses numbered PHL 201 - 236 may count towards the major.

PHL 220 - Topics in Ethics (Moral Inquiry)
PHL 221 - Ethics and the Good Life (Moral Inquiry)
PHL 222 - Freedom and the Just Society (Moral Inquiry)
PHL 225 - Moral Psychology (Moral Inquiry)
PHL 235 - Biomedical Ethics (Moral Inquiry)
PHL 236 - Ethics and the Arts (Moral Inquiry)
PHL 243 - This is What Feminism Looks Like
PHL 251 - Political Philosophy
PHL 252 - Minds, Brains and Technology

PHL 253 - Asian Philosophies
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 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 with Ethical Leadership Emphasis, B.A. Major

The major in Philosophy with Ethical Leadership Emphasis requires the completion of ten courses beyond the 100-Level Philosophy Cornerstone requirement.

The selection and sequence of courses for the major should be made in consultation with the Chairperson or Department Advisor.

Complete One Ancient to Medieval Philosophy Course

PHL 341 - Plato
PHL 342 - Aristotle
PHL 353 - Medieval Philosophy

Complete One Modern to Contemporary Philosophy Course

PHL 361 - Descartes to Hume
PHL 371 - Existentialism
PHL 372 - Heidegger and His Influence

Complete One Philosophy Moral Inquiry Course

PHL 220 - Topics in Ethics
PHL 221 - Ethics and the Good Life
PHL 222 - Freedom and the Just Society
PHL 224 - Contemporary Moral Issues
PHL 235 - Biomedical Ethics
PHL 236 - Ethics and the Arts

Complete One Elementary Logic Course

PHL 241 - Think Better: Logic & Critical Thinking

Complete One Moral Psychology Course

PHL 225 - Moral Psychology

Complete One Ethical Leadership Course

PHL 325 - Ethical Leadership

Complete One Writing-in-the-Disciplines Course

PHL 243 - This is What Feminism Looks Like
PHL 250 - Is God Dead?
PHL 255 - African Philosophy
PHL 267 - Race and Racism
PHL 285 - Philosophy of Science
PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?
PHL 361 - Descartes to Hume

Complete Three Elective with Ethical Leadership Designation

PHL 221 - Ethics and the Good Life
PHL 222 - Freedom and the Just Society
PHL 235 - Biomedical Ethics
PHL 243 - This is What Feminism Looks Like
PHL 253 - Asian Philosophies
PHL 255 - African Philosophy
PHL 267 - Race and Racism
PHL 270 - Freedom, Self, and Responsibility

Complete Two Philosophy Elective Courses

PHL 220 - Topics in Ethics
PHL 221 - Ethics and the Good Life
PHL 222 - Freedom and the Just Society
PHL 225 - Moral Psychology
PHL 235 - Biomedical Ethics
PHL 236 - Ethics and the Arts
PHL 243 - This is What Feminism Looks Like
PHL 251 - Political Philosophy
PHL 252 - Minds, Brains and Technology
PHL 253 - Asian Philosophies
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 307 - Philosophy of Religion
PHL 341 - Plato
PHL 342 - Aristotle
PHL 351 - Contemporary Social and Political Philosophy
PHL 353 - Medieval Philosophy
PHL 361 - Descartes to Hume
PHL 366 - Advanced Topics in Philosophy
PHL 371 - Existentialism
PHL 372 - Heidegger and His Influence
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

Ethical Leadership Minor

The minor in Ethical Leadership requires the completion of six courses.

Ethical Leadership Required Courses

PHL 225 - Moral Psychology
PHL 325 - Ethical Leadership

Ethical Leadership Elective Courses**Complete three electives from approved list.**

PHL 221 - Ethics and the Good Life
PHL 222 - Freedom and the Just Society
PHL 235 - Biomedical Ethics
PHL 243 - This is What Feminism Looks Like
PHL 253 - Asian Philosophies
PHL 255 - African Philosophy
PHL 267 - Race and Racism
PHL 270 - Freedom, Self, and Responsibility

Philosophy Minor

The minor in Philosophy requires the completion of five courses beyond the 100-Level Philosophy Cornerstone requirement.

Complete One 100-Level Philosophy Cornerstone Course

PHL 100/113 - What Does It All Mean? (Core/First-Year Seminar)
PHL 100/114 - Our Bodies, Ourselves (Core/First-Year Seminar)
PHL 100/115 - Friendship, Love, and Sex (Core/First-Year Seminar)
PHL 100/116 - What You Thought You Knew (Core/First-Year Seminar)
PHL 100/117 - Mind, Body, Self, and Science (Core/First-Year Seminar)
PHL 100/118 - Questions of Culture and Value (Core/First-Year Seminar)
PHL 100/119 - The Examined Life (Core/First-Year Seminar)
PHL 100/120 - Philosophical Conversations (Core/First-Year Seminar)
PHL 100/121 - Philosophy as a Way of Life (Core/First-Year Seminar)
PHL 100/122 - Questions without Answers? (Core/First-Year Seminar)

Complete Five Additional Philosophy Courses

No more than two courses numbered PHL 201 - 236 may count towards the minor.

PHL 220 - Topics in Ethics (Moral Inquiry)
PHL 221 - Ethics and the Good Life (Moral Inquiry)
PHL 222 - Freedom and the Just Society (Moral Inquiry)
PHL 224 - Contemporary Moral Issues (Moral Inquiry)
PHL 225 - Moral Psychology (Moral Inquiry)
PHL 235 - Biomedical Ethics (Moral Inquiry)
PHL 236 - Ethics and the Arts (Moral Inquiry)
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 253 - Asian Philosophies
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 341 - Plato
PHL 342 - Aristotle
PHL 351 - Contemporary Social and Political Philosophy
PHL 353 - Medieval Philosophy
PHL 361 - Descartes to Hume
PHL 366 - Advanced Topics in Philosophy
PHL 371 - Existentialism
PHL 372 - Heidegger and His Influence
PHL 422 - Philosophy Seminar *(with Instructor's permission)
PHL 475 - Internship in Philosophy
PHL 490 - Directed Study - Philosophy
PHL 499 - Honors Research in Philosophy

Photonics

Program Director

Ruby Gu

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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 majors are 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 B.A. provides an excellent foundation for those seeking to pursue careers in teaching, to pursue graduate studies at research universities, or to go on to medical school. In particular, the Photonics, B.A. can be useful to those wishing to pursue advanced degrees in areas such as photonic or electronic engineering, optical physics, experimental or theoretical physics, or biomedical sciences. In addition to serving as a stand-alone major, it is designed to also serve as a second major that would provide an excellent complement to studies in chemistry, biology, engineering, or astronomy.

The B.S. provides an excellent foundation for those seeking to pursue careers in teaching, to pursue graduate studies at research universities, or to go on to medical school. In particular, the Photonics, B.S. can be useful to those wishing to pursue advanced degrees in areas such as optical or electronic engineering, optical physics, experimental or theoretical physics, or biomedical sciences.

Learning Goals

Majors in Photonics will:

- demonstrate a clear understanding of the fundamental underlying areas of electromagnetism, optics & waves, electronics.
- be able to use the principles of the disciplines above to analyze the workings of photonic devices and of optical phenomena in nature.
- be able to carry out mathematical and computational analysis of physical and photonic systems.
- understand how science is performed: observation, hypothesis development, experimental design & execution, data collection and interpretation.
- understand the philosophical, ethical, and societal dimensions of science and technology as a human endeavor.
- understand the uses and implications of photonic technology in both scientific applications and in everyday life.

Photonics, B.A. Major

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, MTH 264, or LC 235 as a pre-requisite)

PHY 340 - Semiconductor Materials and Devices (requires PHY 323 or LC 235 as a pre-requisite)

PHY 370 - Integrated Photonics

Photonics, B.S. Major

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 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 or LC 235 as a pre-requisite)
PHY 370 - Integrated Photonics

Physics and Astronomy

Department Chairperson

Alessandro Massarotti

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The Department of Physics and Astronomy offers a B.A. and B.S. in Physics, a B.A. and B.S. in Astronomy, and a B.S. in Earth and Planetary Sciences. The B.A. in Physics can also be awarded as part of one of Stonehill's Engineering 3+2 Programs with the University of Notre Dame and King's College.

Departmental Mission

The main mission of the Department of Physics and Astronomy is to provide our students with knowledge needed to become professional scientists and engineers. Our department also believes in the wider dissemination of scientific knowledge to the wider student population and contributes six courses to our Cornerstone Program.

Mission of the Program

The Astronomy majors are 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. A major in Astronomy 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.

The B.A. program is tailored to be potentially combined in a double major.

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.

Astronomy, B.A. Major

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 328 - Planetary Astrophysics
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
PHY 402 - Great Experiments in Modern Physics II

Astronomy, B.S. Major

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 328 - Planetary Astrophysics
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
PHY 402 - Great Experiments in Modern Physics II

Astronomy Minor

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 328 - Planetary Astrophysics
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

Physics, B.A. Major

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 Programs with the University of Notre Dame and King's College.

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 305 - Physics Problem Solving III

PHY 321 - Statistical Physics

PHY 323 - Quantum Physics

PHY 401 - Great Experiments in Modern Physics I OR

PHY 402 - Great Experiments in Modern Physics II

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 328 - Planetary Astrophysics

PHY 340 - Semiconductor Materials and Devices (requires PHY 323 or LC 235 as a pre-requisite)

Physics, B.S. Major

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.

The B.S. in Physics requires the completion of twenty-two 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 324 - Electromagnetism

PHY 325 - Electronics

PHY 305 - Physics Problem Solving III

PHY 321 - Statistical Physics

PHY 323 - Quantum Physics

PHY 340 - Semiconductor Materials and Devices (requires PHY 323 or LC 235 as a pre-requisite)

PHY 401 - Great Experiments in Modern Physics I OR PHY 402 - Great Experiments in Modern Physics II

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 328 - Planetary Astrophysics

Physics Minor

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
PHY 402 - Great Experiments in Modern Physics II

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

Physics, B.A./Aerospace Engineering, B.S. Dual Degree (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

General Education Requirements

In addition to the courses above, students must also fulfill the Cornerstone 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 (King's)

Stonehill College offers a Dual Degree Engineering Program in collaboration with King's College. Here we list the Physics, Chemistry, Computer Science and Math courses required by our department prior to the transfer to King's College at the end of the junior year.

Successfully completing these courses and finishing the studies at King's College leads to a B.A. in Physics from Stonehill College and a B.S. in Engineering from King's College.

Courses Required to Pursue Civil Engineering at King's College

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

General Education Requirements

In addition to the courses above, students must also fulfill the Cornerstone requirements of Stonehill College before transferring to King's College. Course work taken in the first year at King's College fulfill the senior capstone requirement of the Stonehill major.

Physics, B.A./Civil Engineering, B.S. Dual Degree (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

General Education Requirements

In addition to the courses above, students must also fulfill the Cornerstone 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)

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

General Education Requirements

In addition to the courses above, students must also fulfill the Cornerstone 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 (King's)

Stonehill College offers a Dual Degree Engineering Program in collaboration with King's College. Here we list the Physics, Chemistry, Computer Science and Math courses required by our department prior to the transfer to King's College at the end of the junior year.

Successfully completing these courses and finishing the studies at King's College leads to a B.A. in Physics from Stonehill College and a B.S. in Engineering from King's College.

Courses Required to Pursue Mechanical Engineering at King's College

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

General Education Requirements

In addition to the courses above, students must also fulfill the Cornerstone requirements of Stonehill College before transferring to King's College. Course work taken in the first year at King's College fulfill the senior capstone requirement of the Stonehill major.

Physics, B.A./Mechanical Engineering, B.S. Dual Degree (with 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
MTH 364 - Differential Equations and Dynamics
PHY 222 - Classical Mechanics
PHY 223 - Introduction to Physics Computing
PHY 305 - Physics Problem Solving III
PHY 321 - Statistical Physics
PHY 420 - Engineering Statics
PHY 425 - Solid Mechanics

General Education Requirements

In addition to the courses above, students must also fulfill the Cornerstone 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.

Political Science & International Studies

Department Chairperson

Robert Rodgers
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The Department of Political Science and International Studies offers a major with concentrations in Government and Politics, International Relations, or Public Policy. Minors in Political Science and International Studies, and Public Policy are also offered.

Departmental Mission

The mission of the major program in Political Science and International Studies is to offer students a broadly-based core curriculum through which knowledge of the principles and practices of political life, democratic citizenship, and political activity are acquired. The major provides a foundation for graduate work and for careers in law, government service, business, elective office, journalism, international affairs, education, and related fields.

Learning Goals

Majors in Political Science & International Studies achieve the following learning outcomes:

- Become acquainted with each of the four major subfields within the discipline: American politics, comparative politics, international relations, and political theory.
- 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 arguments supported by evidence.
- Conduct research in politics to generate knowledge using primary, secondary and theoretical materials in support of an original argument.
- 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, 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

Political Science & International Studies, B.A. Major

A major in Political Science and International Studies requires the completion of at least 40 credits, which include seven required courses plus at least 18 additional credits taken as part of a concentration in Government and Politics, International Relations, or Public Policy.

Complete Seven Required Courses

Complete Four Prerequisite Courses which are Typically Taken First year or Sophomore year

POL 123 - American Government and Politics

POL 134 - Comparing States

POL 143 - International Politics (Moral Inquiry)

POL 171 - Power, Order, and Justice (Philosophy Cornerstone) OR

POL 110 - Power, Order, and Justice (First-Year Seminar)

Complete Sophomore Year

POL 210 - Research Methods in Political Science (WID)

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 - 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**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 (WID) 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 & International Studies Minor

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 (Philosophy Cornerstone) OR POL 110 - Power, Order, and Justice (First-Year Seminar)

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 (WID)
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

Note: The 15 credits given for the Washington, D.C. Internships may not count toward the Political Science and International Studies minor.

Public Administration and Public Policy Minor

The minor in Public Policy requires the completion of six courses.

Complete Six Required Courses

BUS 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

Psychology

Department Chairperson

Erin O'Hea
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The Department of Psychology offers a major and minor in Psychology.

Departmental Mission

The Psychology Department seeks to establish in students a strong foundation in the discipline. Emphasis is placed on examining and experiencing the research that has contributed to the current understanding of human behavior, mental processes, and emotional experience. In addition to learning basic principles in the core courses, Psychology students become fully involved in the science by designing and conducting research, analyzing data, and presenting findings. Furthermore, students are given the opportunity to pursue individual interests through elective courses. Together, the core courses and the electives prepare students for graduate work and for a variety of career paths. Finally, the department promotes student application of psychological principles for personal enrichment and for meaningful community service.

Learning Objectives

Knowledge Objectives

- Comprehension of basic psychological perspectives (e.g. psychoanalytic, behavioral, cognitive, humanistic, social-cultural, neuroscientific, evolutionary, etc.)
- Knowledge of at least five core areas of psychology (developmental, personality theory, abnormal, social, learning theory, cognitive, biopsychology)
- Comprehension of statistical reasoning and research methods used in psychology
- 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 library search
- 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 psychological literature
- Ability to present research findings and theoretical information in an oral format
- Ability to integrate psychological principles in the development of self and service to others
- Ability to apply psychological principles in the development of self and service to others

Psychology, B.A. Major

Students, in consultation with their psychology faculty advisors, will design their own sequence. Examples of sequences students can design include school psychology sequence, clinical psychology sequence, industrial-organizational psychology sequence, graduate school experimental psychology sequence, Masters level counseling psychology sequence, etc. The students' choices should be guided by their present and future goals.

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 205 - Theories of Personality

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

PSY 330 - Human Memory

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 410 - Psychotherapy Practicum

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 441 - Advanced Research Externship I

PSY 495 - Capstone Independent Study

Internships

Although Internships are not required, many majors choose to complete one. Any Junior and Senior Psychology majors with GPA's of 3.00 or greater desiring to enroll in either PSY 475 - Internship in Applied Psychology I or PSY 476 - Internship in Applied Psychology II must schedule an appointment with 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

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 205 - Theories of Personality

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

Religious Studies and Theology

Department Chairperson

Nathaniel DesRosiers

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The Department of Religious Studies and Theology offers majors and minors in Religious Studies, Catholic Studies, and Theology.

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 General Education curriculum, the Department introduces students to the study of religion and theology through the required first-year course. Students may also explore specific topics in the study of religion and theology in a variety of Learning Communities and Moral Inquiry 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.

Religious Studies, B.A. Major

The major in Religious Studies requires the completion of 10 courses beyond the Religious Studies & Theology Cornerstone course.

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 315 - Dreams and the Sacred
 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 288 - Religion and Sports
 RST 300 - The Catholic Tradition: Past and Present
 RST 303 - The Virgin Mary and Visions of the Feminine in Christianity
 RST 316 - Neoplatonism
 RST 325 - Theology and Community Service
 RST 327 - Vatican II: Revolution or Reform
 RST 329 - Justice, Peace, 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 340 - Jesus and Moral Decisions
 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 253 - Asian Philosophies
 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 315 - Dreams and the Sacred
 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 & 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 minor in Religious studies requires the completion of six courses beyond the Religious Studies & Theology Cornerstone course.

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 315 - Dreams and the Sacred
 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 288 - Religion and Sports
 RST 300 - The Catholic Tradition: Past and Present
 RST 303 - The Virgin Mary and Visions of the Feminine in Christianity
 RST 316 - Neoplatonism
 RST 325 - Theology and Community Service
 RST 327 - Vatican II: Revolution or Reform
 RST 329 - Justice, Peace, 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 340 - Jesus and Moral Decisions
RST 346 - Feast or Famine? The Mass in the Modern Age

Complete One World Religions Course

PHL 253 - Asian Philosophies
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 315 - Dreams and the Sacred
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 & 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.

Theology, B.A. Major

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 (Core/First-Year Seminar)
RST 233 - American Catholic Social History OR HIS 233 - American Catholic Social History
RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
RST 333 - The American Catholic Experience OR HIS 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, Ecology
RST 340 - Jesus and Moral Decisions
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 Visions of the Feminine in Christianity
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 (Core/First-Year Seminar)
RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
RST 233 - American Catholic Social History OR HIS 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 Visions of the Feminine in Christianity
RST 325 - Theology and Community Service
RST 327 - Vatican II: Revolution or Reform
RST 329 - Justice, Peace, Ecology
RST 333 - The American Catholic Experience OR HIS 333 - The American Catholic Experience
RST 334 - The Mystery of Evil
RST 337 - The God Question: Modern Challenges to Faith and Christian Responses
RST 340 - Jesus and Moral Decisions
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

REL XXX (To be developed)

Theology Minor

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 (Core/First-Year Seminar)
RST 233 - American Catholic Social History OR HIS 233 - American Catholic Social History
RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
RST 333 - The American Catholic Experience OR HIS 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, Ecology
RST 340 - Jesus and Moral Decisions
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 Visions of the Feminine in Christianity

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 (Core/First-Year Seminar)
RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
RST 233 - American Catholic Social History OR HIS 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 Visions of the Feminine in Christianity
RST 325 - Theology and Community Service
RST 327 - Vatican II: Revolution or Reform
RST 329 - Justice, Peace, Ecology
RST 333 - The American Catholic Experience OR HIS 333 - The American Catholic Experience
RST 334 - The Mystery of Evil
RST 337 - The God Question: Modern Challenges to Faith and Christian Responses
RST 340 - Jesus and Moral Decisions
RST 346 - Feast or Famine? The Mass in the Modern Age
RST 351 - Heretics, Saints & Martyrs
PHL 250 - Is God Dead?

Sociology

Department Chairperson

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The Department of Sociology offers majors and minors in Sociology and Anthropology.

Departmental Mission

The Department of Sociology's mission is to advance those qualities of mind that enable our students to understand the relationship between society and the individual, history and biography, and public issues and personal troubles. The department seeks to develop students' ability to think theoretically about the larger social reality, to understand and appreciate social reality, to understand and appreciate the many cultures represented in the modern world, and to abandon stereotypical thinking for knowledge based on the results of empirical observation. The department 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 improve the quality of life for all members of society.

The Sociology major also provides a foundation for careers in many fields, such as social service and human resources, criminal justice and the law, research in public and private agencies, and preparation for graduate work in sociology, criminology, law, social work and related areas.

Learning Goals

Majors in Sociology will:

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 and gender, 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.
- Sociology students develop their sociological imaginations, seeing the connections between self and other as well as between biography and history. They accomplish this through learning essential theoretical and methodological tools of the discipline. We want them to think comparatively, historically, and critically about multiple axes of difference. Forging this quality of mind not only prepares them to be stronger students but also engaged citizens.

Sociology, B.A. Major

Stonehill's Sociology program studies relationships among individuals, groups, cultures, and social institutions. Critical analyses of such social phenomena provide our students methodological, theoretical, and experiential tools to understand human experiences, the roots of inequalities, and pathways toward justice in the US and throughout the world.

The Sociology program prepares students for engaged citizenship and professional careers. Our graduates work and have continued their education in fields such as education, criminal justice, law, health, social work, human services and related areas.

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 210 - Survey of Research Methods for Sociology OR CRM 310 - Research Methods for Criminology (WID)

SOC 311 - Statistical Analysis in Sociology OR CRM 311 - Statistical Analysis in Criminology

SOC 305 - Sociological Theories

Typically taken Junior Year

SOC 312 - Qualitative Research (WID)

Complete Four Elective Courses

At least one, but preferably two, of the following electives must be a 400-level Seminar.

ANT 105 - Introduction to Cultural Anthropology

ANT 110 - Families in Cross-Cultural Perspective (First-Year Seminar)

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 405 - Seminar: Crimes of the Powerful

SOC 409 - Seminar: Deviance and Control

CRM 410 - Seminar: Juvenile Justice

CRM 411 - Seminar: Police and Society

CRM 412 - Seminar: Punishment and Public Policy
CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
CRM 432 - Seminar: At-Risk Families and Youth
CRM 440 - Seminar: White Collar Crime
POL 337 - Public Administration
SOC 202 - Sociology of Globalization
SOC 205 - Sociology of Marriage and Family
SOC 212 - A Great Society?
SOC 216 - Native Americans in the 21st Century
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 413 - Seminar: Sociology of Education
SOC 415 - Seminar: American Inequality
SOC 425 - Seminar: Critical Topics in Contemporary Society
SOC 475 - Internship in Applied Sociology
SOC 490 - Directed Study - Sociology
SOC 496 - Independent Research - Sociology

Complete a Capstone in Sociology

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

SOC 470 - Capstone Internship in Sociology (4 credits), OR
SOC 471 - Capstone Internship in Sociology (6 credits), OR
SOC 497 - Senior Thesis

Sociology Minor

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 405 - Seminar: Crimes of the Powerful
SOC 409 - Seminar: Deviance and Control
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 413 - Seminar: Sociology of Education
SOC 415 - Seminar: American Inequality
SOC 425 - Seminar: Critical Topics in Contemporary Society

Complete Three Additional Elective Courses

ANT 105 - Introduction to Cultural Anthropology
ANT 110 - Families in Cross-Cultural Perspective (First-Year Seminar)

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 405 - Seminar: Crimes of the Powerful
 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 202 - Sociology of Globalization
 SOC 205 - Sociology of Marriage and Family
 SOC 210 - Survey of Research Methods for Sociology
 SOC 212 - A Great Society?
 SOC 216 - Native Americans in the 21st Century
 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
 SOC 425 - Seminar: Critical Topics in Contemporary Society

Speech Language Pathology

Program Director

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The School of Arts and Sciences offers an interdisciplinary minor in Speech Language Pathology.

Mission of the Program

Speech Language Pathology at Stonehill is a seven-course minor designed to prepare students for graduate school in communication science disorders, speech language pathology, and audiology. Speech Language Pathologists work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.

Students who wish to pursue careers in SLP must attend a graduate program certified by the American Speech Language Hearing Association (ASHA).

Speech Language Pathology Minor

The interdisciplinary minor in Speech Language Pathology requires the completion of seven courses and prepares students for graduate schoolwork in communication science disorders, speech language pathology, and audiology.

Complete Six Required Courses

SLP 101 - Introduction to Communication Science Disorders

SLP 200 - Speech Anatomy & Physiology

SLP 301 - Phonetics

SLP 310 - Speech and Hearing Science

SLP 312 - Audiology

EDU 306 - Speech and Language Development

Visual and Performing Arts

Department Chairperson

Adam Lampton

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Phone: 508-565-1954

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The department offers majors in Arts & Visual Culture (with concentrations in Arts Administration, Studio Arts, and Visual Studies), Graphic Design, and Performing Arts (with concentrations in Dance, Music, Theatre, and Cross-Disciplinary Performance). Students have also developed innovative interdisciplinary programs in art and expressive therapies that allow for exploration outside of our traditional majors.

Minors in Arts Administration, Art History, Dance, Graphic Design, Music, Music Technology, Studio Arts and Theatre Arts are also offered.

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, administrator 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 Arts and Visual Culture will:

- Place a work of art within its historical, philosophical and socio-economic context
- Demonstrate knowledge of at least three art historical methodologies by employing critical theory
- Demonstrate an awareness of and sensitivity to form, line, shape, rhythm, volume, plane, pattern (repetition and variation), texture, space, value, color, content and style as it applies to 2d/3d and time-based media.
- Develop appropriate vocabulary for describing visual and artistic phenomena.
- Begin to form personal vision and identify taste or preference for various modes of visual expression as well as recognize certain thematic interests.

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.)

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.

Arts and Visual Culture, B.A. Major

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

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

Complete Five Core Courses

Complete Three Required Courses

VPA 102 - Introduction to Visual Thinking

VPH 181 - Global Visual Traditions (History Cornerstone)

VPS 102 - Introduction to Color OR VPS 107 - Introduction to Studio Art Design

Complete One Art History Course at the 200, 300 or 400 Level

VPH 209 - History of Photography (History Cornerstone)

VPH 212 - Aesthetics

VPH 214 - The Age of Cathedrals

VPH 215 - Early Renaissance Art: Italy and the North

VPH 217 - Early Modern Art: 1900-1945

VPH 218 - Art Since 1945

VPH 220 - From Bernini to Vermeer: Art of the Baroque

VPH 227 - Modern American Architecture

VPH 229 - Topics in Non-Western Art

VPH 330 - Topics in European or American Art

VPH 441 - Research Seminar in Art History

VPH 475 - Internship in Visual Studies

VPN 332 - Museums: Past and Present

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

VPH 229 - Topics in Non-Western Art

VPH 441 - Research Seminar in Art History (if focus is Non-Western)

VPH 475 - Internship in Visual Studies (if focus is Non-Western)

VPN 332 - Museums: Past and Present (if focus is Non-Western)

Note: In addition to the five requirements above, it is highly recommended that all Arts & Visual Culture majors take VPA 210 - Writing for the Arts (WID) in fulfillment of their Writing-in-the-Disciplines requirement.

Choose One of the Following Concentrations

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

Arts Administration Concentration

Majors with a concentration in Arts Administration will:

- acquire the necessary knowledge and skills for careers in management in cultural institutions including a solid foundation in business.
- develop an understanding of arts organizations such as galleries, museums, or performing arts venues
- apply their study in 'real-world' work place environments through internships (both domestic and international), and through the capstone curatorial course.
- be directly exposed to professionals in the field through guest lecturers and trips.

Complete Two Required Courses

VPN 184 - Introduction to Arts Administration

VPN 475 - Internship in Arts Administration

Complete Three of the Following Business or Communication Courses

BUS 340 - Marketing Principles

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

COM 310 - Organizational Communication

COM 311 - Public Relations I: Principles

COM 312 - Public Relations II: Practices

IND 340 - Developing Fundraising Leaders Institute

Complete the Following Capstone

VPN 440 - Exhibitions and Collections: An Inside Look

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

VPS 104 - Introduction to Drawing

VPS 107 - Introduction to Studio Art Design

Complete Two 200-Level Studio Arts Courses

VPS 201 - Sustainable Three-Dimensional Design

VPS 204 - Intermediate Drawing

VPS 205 - Introduction to Painting

VPS 206 - Printmaking

VPS 207 - Special Projects

VPS 208 - Introduction to Watercolor

VPS 210 - Photography I: An Introduction to the Still Image

VPS 223 - The Nature of Art: Discovering the Artist Within

VPS 224 - Short Films and Graphic Novels

VPS 225 - Artist, Craftsman, Alchemist

VPS 243 - Documentary Photography

Complete Three 300 or 400-Level Studio Arts Courses

VPS 301 - Sculpture

VPS 310 - Arts Outreach: Studio Art

VPS 311 - Photography II: The Still and Moving Image

VPS 312 - Topics in Contemporary Photography

VPS 324 - Figure Drawing
VPS 326 - Portrait Studio
VPS 327 - Topics in Painting
VPS 475 - Internship in Studio Arts

Complete Two Semesters of the Studio Critique Practicum before Senior Year

VPS 250 - Studio Critique, Practicum (One Credit)

Complete the Following Capstone

VPS 406 - Advanced Studio Seminar

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 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 Graphic Design Foundations

VPG 101 - Graphic Design Foundations

Complete Three Visual Studies Courses 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, American studies or gender and sexuality studies.

AMS 320 - Topics in American Studies (*with Visual Studies Attribute)
COM 107 - Introduction to Media Studies OR COM 110 - Navigating the Media Landscape (First-Year Seminar)
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 History
ENG 273 - Hitchcock
ENG 322 - Topics in World Cinema (*with Visual Studies Attribute)
ENG 324 - Topics in Television Studies
ENG 326 - Topics in American Cinema (*with Visual Studies Attribute)
ENG 300 - Topics in Literary and Cultural Theory
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.*

Complete the Following Capstone

VPN 440 - Exhibitions and Collections: An Inside Look

Art History Minor

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

Complete the Following Required Course

VPH 181 - Global Visual Traditions (History Cornerstone)

Complete Three 200-Level Art History Courses

VPH 205 - History of Graphic Design
VPH 209 - History of Photography (History Cornerstone)
VPH 212 - Aesthetics
VPH 214 - The Age of Cathedrals
VPH 215 - Early Renaissance Art: Italy and the North
VPH 217 - Early Modern Art: 1900-1945
VPH 218 - Art Since 1945
VPH 220 - From Bernini to Vermeer: Art of the Baroque
VPH 227 - Modern American Architecture
VPH 229 - Topics in Non-Western Art
IND 230 - Art and Psychology: Introduction to Art Therapy

Complete Two 300-Level Art History Courses

VPH 330 - Topics in European or American Art
VPN 332 - Museums: Past and Present

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 Administration Minor

The minor in Arts Administration requires the completion of 6 classes.

Complete Two Required Courses

VPN 184 - Introduction to Arts Administration
VPA 210 - Writing for the Arts (WID)

Complete One Art History or Graphic Design Course*Art History Courses*

VPH 111 - Boston Buildings: Inside and Out (First-Year Seminar)
VPH 181 - Global Visual Traditions (History Cornerstone)
VPH 205 - History of Graphic Design
VPH 209 - History of Photography (History Cornerstone)
VPH 212 - Aesthetics
VPH 214 - The Age of Cathedrals
VPH 217 - Early Modern Art: 1900-1945
VPH 218 - Art Since 1945
VPH 220 - From Bernini to Vermeer: Art of the Baroque
VPH 227 - Modern American Architecture
VPH 229 - Topics in Non-Western Art
VPH 330 - Topics in European or American Art
VPN 332 - Museums: Past and Present
VPH 441 - Research Seminar in Art History

Graphic Design 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
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 320 - Topics in Graphic Design
VPG 405 - Advanced Study in Graphic Design

Complete Three Credits in Arts Administration, Dance, Music, Performing Arts, Studio Arts, or Theatre

Arts Administration Courses

VPN 300 - Topics in Arts Administration

VPN 440 - Exhibitions and Collections: An Inside Look

Dance Classes

VPD 141 - Dance and Movement

VPD 186 - Introduction to Dance History

VPD 151 - Dance Technique

VPD 152 - Tap I

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 354 - Modern Dance Technique II

VPD 355 - Jazz Dance II

VPD 356 - Ballet II

VPD 360 - Arts Outreach: Dance

Music Courses

VPM 183 - History of Western Art Music

VPM 184 - Survey of World Music

VPM 186 - Introduction to Music Technology

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 246 - Sound Recording Techniques

VPM 250 - Music in Disney's Animated Features

VPM 331 - Advanced Piano Workshop

VPM 341 - Composition: Songwriting

VPM 360 - Arts Outreach: Music

Performing Arts Courses

VPA 101 - Introduction to Performing Arts

Studio Arts Courses

VPS 102 - Introduction to Color

VPS 104 - Introduction to Drawing

VPS 107 - Introduction to Studio Art Design

VPS 201 - Sustainable Three-Dimensional Design

VPS 204 - Intermediate Drawing

VPS 205 - Introduction to Painting

VPS 206 - Printmaking

VPS 207 - Special Projects

VPS 208 - Introduction to Watercolor

VPS 210 - Photography I: An Introduction to the Still Image

VPS 223 - The Nature of Art: Discovering the Artist Within

VPS 224 - Short Films and Graphic Novels

VPS 225 - Artist, Craftsman, Alchemist

VPS 243 - Documentary Photography

VPS 301 - Sculpture

VPS 310 - Arts Outreach: Studio Art

VPS 311 - Photography II: The Still and Moving Image

VPS 312 - Topics in Contemporary Photography

VPS 324 - Figure Drawing

VPS 326 - Portrait Studio

VPS 327 - Topics in Painting

VPS 406 - Advanced Studio Seminar

Theatre Arts Courses

VPT 110 - Theatre as Mystery, Myth, and History (HIS Core/First-Year Seminar)
VPT 182 - Realism and Reality: Road to the Modern Stage (History Cornerstone)
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 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 360 - Arts Outreach: Theatre
VPT 405 - Theatre Practicum

May Choose 3, 1-credit Semesters of Same Ensemble or Performance Class

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)

Complete One of the Following Business Courses

BUS 357 - The Roles of Not-for-Profit Organizations in America
BUS 340 - Marketing Principles

Complete One of the Following 300- or 400-Level Courses

IND 340 - Developing Fundraising Leaders Institute
VPN 300 - Topics in Arts Administration (may not double dip with requirement above)
VPN 440 - Exhibitions and Collections: An Inside Look (may not double dip with requirement above)
VPN 475 - Internship in Arts Administration

Dance Minor

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.

Graphic Design, B.A. Major

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 minor in Graphic Design requires the completion of 6 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

Music Minor

The minor in Music requires the completion of 18 credits.

Complete 12 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

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 15 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)

Performing Arts, B.A. Major

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.

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 Arts Administration (VPN), Dance (VPD), Music (VPM), or Theatre (VPT).

- Complete Three 100-Level VPN, VPD, VPM, or VPT courses (9 credits).
- Complete Three 200-Level VPN, VPD, VPM, or VPT courses (9 credits).
- Complete Three 300- or 400-Level VPN, 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)

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.

Take any 3 credits in 100-200 level Theatre (VPT) courses

VPT 110 - Theatre as Mystery, Myth, and History (HIS Core/First-Year Seminar)
VPT 182 - Realism and Reality: Road to the Modern Stage (History Cornerstone)
VPT 203 - Acting I
VPT 205 - Stagecraft
VPT 212 - Musical Theatre
VPT 216 - Improvisation
VPT 220 - Production and Stage Management
VPT 225 - Play Production
VPT 228 - Oral Interpretation

Complete up to Six of the Following Dance (VPD) Courses (18 credits)

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
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
VPD 490 - Directed Study - Dance

Complete at least 3 semester's work on production by enrolling in the following

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

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)

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)

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 - Theatre as Mystery, Myth, and History (HIS Core/First-Year Seminar)
 VPT 182 - Realism and Reality: Road to the Modern Stage (History Cornerstone)
 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

Studio Arts Minor

The minor in Studio Arts requires the completion of six courses.

Complete One Art History Course

VPH 111 - Boston Buildings: Inside and Out (First-Year Seminar)
 VPH 181 - Global Visual Traditions (History Cornerstone)
 VPN 184 - Introduction to Arts Administration
 VPH 205 - History of Graphic Design
 VPH 209 - History of Photography (History Cornerstone)
 VPH 212 - Aesthetics
 VPH 214 - The Age of Cathedrals
 VPH 215 - Early Renaissance Art: Italy and the North
 VPH 217 - Early Modern Art: 1900-1945
 VPH 218 - Art Since 1945
 VPH 220 - From Bernini to Vermeer: Art of the Baroque
 VPH 227 - Modern American Architecture
 VPH 229 - Topics in Non-Western Art
 IND 230 - Art and Psychology: Introduction to Art Therapy
 VPH 330 - Topics in European or American Art
 VPN 332 - Museums: Past and Present
 VPN 440 - Exhibitions and Collections: An Inside Look

Complete Two 300-Level Studio Arts Courses

VPS 301 - Sculpture
 VPS 310 - Arts Outreach: Studio Art
 VPS 311 - Photography II: The Still and Moving Image
 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
 VPS 104 - Introduction to Drawing
 VPS 107 - Introduction to Studio Art Design
 VPS 201 - Sustainable Three-Dimensional Design

VPS 204 - Intermediate Drawing
VPS 205 - Introduction to Painting
VPS 206 - Printmaking
VPS 207 - Special Projects
VPS 208 - Introduction to Watercolor
VPS 210 - Photography I: An Introduction to the Still Image
VPS 223 - The Nature of Art: Discovering the Artist Within
VPS 224 - Short Films and Graphic Novels
VPS 225 - Artist, Craftsman, Alchemist
VPS 243 - Documentary Photography
VPS 301 - Sculpture
VPS 310 - Arts Outreach: Studio Art
VPS 311 - Photography II: The Still and Moving Image
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 Two Studio Critique, Practicums

Studio Arts Minors are required to complete two practicums

VPS 250 - Studio Critique, Practicum (1 credit)

Complete VPS 406

VPS 406 - Advanced Studio Seminar

Theatre Arts Minor

The minor in Theatre Arts requires the completion of six courses.

Complete Three Required Courses

VPT 110 - Theatre as Mystery, Myth, and History (HIS Core/First-Year Seminar) OR

VPT 182 - Realism and Reality: Road to the Modern Stage (History Cornerstone)

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.



PROGRAMS OF STUDY - GRADUATE & PROFESSIONAL STUDIES

Data Analytics

Program Director

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The Master of Professional Studies in Data Analytics offered through the Leo J. Meehan School builds on Stonehill's history of academic rigor in both liberal arts and professional programs. The graduate program provides students with a deep understanding of how to work with data, perform thoughtful and actionable analysis, and communicate this analysis to stakeholders.

In addition to the degree from Stonehill, students will also have the opportunity to earn a certificate of competency from the SAS Institute affirming the technical programming and coding competency of program graduates as it relates to SAS software. The final course in the sequence will be a major field program where students will apply their learned skills to a real-world data analytics project.

Learning Goals

A student who has completed the program should be able to:

- Identify a business problem or opportunity and how data analytics may be applied to solve the problem and/or increase business value.
- Acquire, access, assay, and prepare data for analysis.
- Identify and perform appropriate methods of data analysis.
- Interpret and communicate analysis results to stakeholders without bias.
- Conduct data analysis with high regard for security, privacy, and ethics.

Data Analytics, M.P.S.

Students in the Master of Professional Studies in Data Analytics Program take the following courses.

DAN 601 - Data Analytics: Tools and Concepts

DAN 602 - Statistics for Data Analytics

DAN 603 - Structured Data Analytics Using SAS (Effective Spring 2024: Data Mining)

DAN 604 - Database & Data Warehouse Concepts

DAN 605 - Visualization and Digital Storytelling

DAN 607 - Security, Privacy, and Ethics in Data Analytics

DAN 608 - Emerging Topics in Data Analytics

DAN 609 - Python for Data Analysts

DAN 620 - Major Field Project/Capstone in Data Analytics (Effective Spring 2024: Data Analytics Strategy)

Data Analytics Certificate

The Data Analytics Graduate Certificate Program prepares students to analyze and extract data from a variety of sources and use it to develop actionable strategies that improve business results. Students will understand how organizations leverage information systems and analytics and utilize data to strengthen their decision-making.

Through this certificate, students will:

- Identify a business problem or opportunity and how data analytics can be applied to solve the problem and/or increase business value
- Acquire, access, assay and prepare data for analysis
- Conduct data analysis with regard for security, privacy and ethics
- Interpret and communicate analysis results to stakeholders without bias

This program's hybrid format is ideal for working professionals. It combines online with in-person instruction that brings students together on campus about one weekend a month.

Students in the Data Analytics Graduate Certificate take the following courses:

DAN 603 - Structured Data Analytics Using SAS (Effective Spring 2024: Data Mining)
DAN 604 - Database & Data Warehouse Concepts
DAN 605 - Visualization and Digital Storytelling
DAN 607 - Security, Privacy, and Ethics in Data Analytics
DAN 609 - Python for Data Analysts OR DAN 610 - SAS Programming for Data Analysts

Inclusive Education

Program Director

Rebekah Louis
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The Master's Degree in Inclusive Education has been approved by the Massachusetts Department of Elementary and Secondary Education. Successful completion of the program and practicum requirement will allow a candidate to be endorsed for an Initial License as a Teacher of Students with Moderate Disabilities Pre-K-8. Stonehill's graduate teacher education program is designed to ensure that all graduates possess the knowledge and skills necessary to be effective, well-prepared teachers.

Learning Goals

A student who has completed the program will be able to:

- Promote inclusivity, diversity, and equity in educational spaces
- Work to disrupt systems that perpetuate oppression and inequity
- Embrace teaching practices that foster social justice and democracy
- Lead by holding high academic standards for all learners
- Elevate students' voices and perspectives in education
- Act purposefully to continue to learn and contribute to the profession

Inclusive Education, M.ED.

Core Courses

EDU 640 - Graduate Practicum
EDU 641 - Reflective Seminar: Professional Practice
EDU 510 - English Learners in Classrooms
EDU 609 - Educational Equity and Inclusivity
EDU 612 - Positive Behavior Support and Strategies

Students Select One of the Following Tracks

Special Ed Licensure PK-8

EDU 611 - The Individualized Education Program
EDU 620 - Language & Literacy in Special Education
EDU 621 - Teaching Math to Students with Disabilities
EDU 630 - Assessment in Special Education
EDU 631 - Curricular Innovations & Assistive Technology

Special Ed Licensure 5-12

EDU 611 - The Individualized Education Program
EDU 622 - Literacy for Adolescents with Disabilities
EDU 623 - Math for MS/HS School Students with Disabilities
EDU 630 - Assessment in Special Education
EDU 631 - Curricular Innovations & Assistive Technology

General Education

Students choose one of the following tracks:

Math/Science Licensure 5-8

EDU 631 - Curricular Innovations & Assistive Technology
EDU 658 - Learning and Adolescence
EDU 654 - Science Teaching and Learning in the Middle School
EDU 655 - Mathematics Teaching and Learning in the Middle School
EDU 657 - Classroom Inquiry & Action Research in Education

Humanities Licensure 5-8

EDU 631 - Curricular Innovations & Assistive Technology
EDU 658 - Learning and Adolescence
EDU 656 - Teaching English Language Arts in the Middle School
EDU 659 - Teaching History & Social Science: 21st Century
EDU 657 - Classroom Inquiry & Action Research in Education

Understanding Autism

EDU 660 - Neurodiversity, Collaboration, and Allyship
EDU 661 - Communication and Competence
EDU 662 - Social Understanding, Stress, Anxiety, & Trauma
EDU 663 - Autistic Behavior, Sensory Needs, & Self-Regulation
EDU 664 - Self-Advocacy, Quality of Life and Transition

Diversity, Equity, & Inclusion

EDU 650 - Diversity, Disproportionality, and Discipline
EDU 651 - Disability and Democracy
EDU 652 - Gender Identity, Expression & Sexuality in School
EDU 653 - Race, Religion, Culture & Language
EDU 690 - Graduate Directed Study

Diversity, Equity, and Inclusivity Certificate

The Diversity, Equity & Inclusivity (DEI) Graduate Certificate Program prepares education leaders who promote diversity, equity and inclusivity and embrace practices that foster social justice and democracy.

The program is designed to foster the skills educators need to respond to the realities, demands and challenges of educational spaces while keeping a focus on equity, social justice, diversity and accessibility.

Diversity, Equity, & Inclusivity Courses

Students in the Diversity, Equity, and Inclusion Certificate Program take the following courses.

EDU 609 - Educational Equity and Inclusivity
EDU 650 - Diversity, Disproportionality, and Discipline
EDU 651 - Disability and Democracy
EDU 652 - Gender Identity, Expression & Sexuality in School
EDU 653 - Race, Religion, Culture & Language

Understanding Autism Certificate

The Understanding Autism Graduate Certificate Program is designed to prepare educators to support the complex needs of autistic students while keeping equity, social justice, diversity and accessibility at the center of their work.

Understanding Autism Courses

Students in the Understanding Autism Certificate Program take the following courses.

EDU 660 - Neurodiversity, Collaboration, and Allyship

EDU 661 - Communication and Competence

EDU 662 - Social Understanding, Stress, Anxiety, & Trauma

EDU 663 - Autistic Behavior, Sensory Needs, & Self-Regulation

EDU 664 - Self-Advocacy, Quality of Life and Transition

EDU 665 - Practicum: Autism Certificate

Marketing

Program Director:

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The Stonehill College Master of Arts in Integrated Marketing Communications and Master of Science in Marketing degrees provide graduates with the in-demand skills needed to take on complex real-world issues and to future-proof their careers in a rapidly evolving digital, data-driven marketing profession.

Along with direct skills in marketing, the curriculum is intended to develop strategic thinking and decision making, a deeper and nuanced understanding of organizational structure, and pertinent leadership skills to manage both projects and individuals. It allows graduates to apply what they learn to their field of interest - including sales, marketing research, sports marketing and healthcare marketing.

Learning Goals

For Integrated Marketing Communications

- Understand the role and practice of integrated marketing within various types of organizations: non-profit, commercial, educational, corporate, and healthcare.
- Understand the importance of strategic communication in the marketing of products and services.
- Develop a strategic marketing plan.
- Plan and create targeted materials for a variety of media formats.
- Understand how to develop, analyze, and evaluate Integrated Marketing Communications plans and programs and assess their performance.
- Understand the role of creativity in pursuing Integrated Marketing Communications plans and assessments.

For Marketing

- Master the essential foundations of marketing
- Harness the power of digital marketing and social media marketing
- Ignite creativity in developing marketing strategy
- Explore cultural and global perspectives in marketing strategy
- Craft winning marketing strategies with confidence

Integrated Marketing Communications, M.A.

IMC Core Courses

IMC 501 - Creativity in Integrated Marketing Communications

IMC 602 - Organizational Communication

IMC 603 - Marketing Management for Integrated Marketing Communications

IMC 620 - Role of Graphic Design within Integrated Marketing Communications

IMC 670 - Integrated Marketing Communications Capstone

Seven IMC Electives

IMC 604 - Integrated Marketing Communications Methods
IMC 605 - Buyer Behavior
IMC 607 - Transformative Design and Thinking
IMC 612 - E-Commerce
IMC 613 - Digital Marketing
IMC 621 - Media Economics and Technology
IMC 623 - Strategic Event Planning and Management
IMC 630 - Integrated Marketing Communications: Special Topics
IMC 675 - Integrated Marketing Communications Internship
IMC 690 - Integrated Marketing Communications Directed Study

Marketing, M.S.

Marketing Core Courses

MKT 501 - Creativity in Marketing
MKT 503 - Marketing Management
MKT 505 - Buyer Behavior
MKT 606 - Marketing Strategy
MKT 613 - Digital Marketing
MKT 617 - Social Media Marketing
MKT 650 - Marketing Capstone

Marketing Elective Courses

MKT 612 - E-Commerce
MKT 619 - Sports Marketing
MKT 620 - Role of Graphic Design in Marketing
MKT 623 - Strategic Event Planning and Management
MKT 625 - Entrepreneurship
MKT 630 - Marketing: Special Topics

Photonics

Program Director

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Photonics, the study of light-based technology and other applications of optical science, is rapidly expanding. But the supply of qualified workers is inadequate to fulfill industry hiring needs, particularly personnel involved in assembly, quality control, testing, repair and technical work.

Program Outcomes

- Design components for semiconductor and optical devices
- Describe theory behind design and fabrication of integrated circuits
- Gain competency in problem solving, technical communication and safety in photonics and optics technician workplace
- Gain knowledge of electronics (basic theory and applications including measuring and testing) in the photonics and optics technician workplace
- Learn to define a photonics project or problem clearly
- Learn to conduct applied work in a timely fashion
- Learn to communicate the results of a project

Advanced Manufacturing and Integrated Photonics Certificate

This technician training program leads to a certificate in Advanced Manufacturing & Integrated Photonics. It is a partnership initiative designed to equip participants with the skills and experience needed to thrive in this burgeoning market.

The certificate program - offered by the Stonehill-Bridgewater Partnership for Integrated Photonics in collaboration with MIT's Knowledge and Innovation for Manufacturing Initiative - is designed to equip program participants with the skills and experience needed to thrive in this burgeoning market.

The certification is a 15-month, 27-credit program to prepare students - with little or no background in the field - for careers as technicians in the integrated photonics industry.

Students in the Advanced Manufacturing and Integrated Photonics Program take the following courses.

PHOE 140 - Introduction to Advanced Manufacturing and Photonics

PHOE 142 - Electricity and Electronics

PHOE 144 - Tools and Testing

PHOE 150 - Tools and Materials for Advanced Manufacturing

PHOE 152 - Digital Fundamentals

PHOE 154 - Statistical Control Processing in Photonics

PHOE 160 - Introduction to Applied Optics

PHOE 162 - Introduction to Optical Fibers

PHOE 164 - Photonics Integrated Circuits

PHOE 190 - Photonics Apprenticeship

PHOE 198 - Photonics Capstone



COURSE DESCRIPTIONS

American Studies

AMS 100/112 - Native Voices in American Culture (LIT Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

More than Mascots! In this course we will analyze fiction, memoir, mainstream and independent film, folklore, photography, and popular culture artifacts to explore the role the American Indian has played in the American imagination and how Native artists and activists have responded to these images. Students will use methods from American Studies, and cultural and literary studies in understanding the complex shaping of cultural identity.

Prerequisite(s)/Restriction(s): AMS 112 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): AMS 100, for 3-credits, fulfills the Literature Cornerstone.

AMS 112, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

AMS 200 - Introduction to American Studies

Three Credits
Fall Semester

Introduction to the study of America from an interdisciplinary perspective, emphasizing critical analysis of culture through exploration of a wide range of cultural artifacts including literary and historical texts, visual images and material objects. Developing a critical understanding of such key concepts as race, gender, class, sexuality, citizenship, the border, empire, and nation, students will examine the many aspects of thought, expression, and behavior that have shaped and defined the complex society of the United States. In addition to studying the diverse cultural experiences and meanings that shape individual and collective notions of American identity, students will also explore self-reflexively their own relationship to America's diverse history and culture.

AMS 290 - The Italian American Experience

Three Credits
Spring Semester

The course examines the experience of immigration and acculturation of the Italian American community through historical data, literary works and cinematographic representations. The class is conducted in English. All primary and secondary works are in English or in English translation.

Prerequisite(s)/Restriction(s): Completion of the First-Year Seminar requirement.

Note: Course may be applied to the Italian Studies program.

AMS 320 - Topics in American Studies

Three Credits
Fall Semester

Offers the opportunity to study a specific issue or topic in American Studies in greater depth. Seminar format focuses on classroom discussions and research. Topic will be announced prior to registration.

Course Applies to: American Studies, Visual Studies (depending on topic)

Note: May be taken more than once if topics differ.

AMS 322 - Politics of Memory in Ethnic America

Three Credits
Every Other Spring

Representations of the histories of communities of color in American culture are often incomplete, barely visible, or distorted. What is left out and for what purpose? What gets remembered and by whom? We analyze how memories and histories get constructed and contested in narratives and visual media, such as fiction, film, photography, personal and historical testimony, as well as museums and memorials. We examine Native American experiences, the Japanese American internment, representations of slavery, as well as Hurricane Katrina in New Orleans, and the memorialization of 9/11, and the role all of them play in the larger American national imagination.

Course Applies to: American Studies

AMS 325 - Women of Color Writers

Three Credits
Every Other 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.

Note: Crosslisted with GND 305

AMS 420 - Seminar in American Studies

Three Credits
Spring Semester

Provides research tools, strategies, and guidance for the elaboration of a significant research project in an area of American cultural studies with emphasis on the collaborative selection and research of issues for discussion as well as on sharing the process of project development. The specific content of this course varies with the instructor.

Prerequisite(s)/Restriction(s): Junior Standing

AMS 475 - Internship in American Studies

Three Credits

Fall and Spring Semesters

Practical experience in a local organization such as a government office, museum, arts agency, or social action group. Allows students to translate American Studies theory and method into professional skills and opportunities.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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.

AMS 490 - Directed Study - American Studies

One to Four Credits

Offered as Needed

An in-depth interdisciplinary study of a question under the tutorial direction of a faculty member.

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.

Anthropology

ANT 105 - Introduction to Cultural Anthropology

Three Credits

Fall and Spring Semesters

This course is an introduction to cultural anthropology and is designed as an exploration into the diversity of ways in which human beings perceive and order the social world. Topics covered include kinship, gender, language, ecology, economy, political organization, globalization, religion and worldview from a diverse array of cultural viewpoints. Course readings and films include both classic and contemporary ethnographies.

General Education Attribute(s): Social Scientific Inquiry
Course Applies to: Asian Studies, Middle Eastern Studies, Latin American & Caribbean Studies (with permission of the LACS Program Director)

ANT 110 - Families in Cross-Cultural Perspective (First-Year Seminar)

Four Credits

Fall Semester

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.

Prerequisite(s)/Restriction(s): Open to First-Year Students only.

General Education Attribute(s): First-Year Seminar
Course Applies to: Gender & Sexuality Studies

ANT 200 - Foundations of Archeology

Three Credits

Fall Semester

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.

General Education Attribute(s): Social Scientific Inquiry

ANT 230 - Families in Cross-Cultural Perspective

Three Credits

Spring Semester

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.

Course Applies to: Gender & Sexuality Studies

Note: This course is equivalent to ANT 110 - Families in Cross-Cultural Perspective (First-Year Seminar). Students may not take both.

ANT 233 - Language and Culture

Three Credits

Fall Semester

This course is an overview of linguistic anthropology and sociolinguistics, 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.

Course Applies to: Asian Studies, Middle Eastern Studies, and Latin American & Caribbean Studies (with permission of the LACS Program Director.)

ANT 304 - Museum Studies

Three Credits

Fall Semester

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 or ANT 105.
Course Applies to: American Studies

ANT 315 - Latin American People and Cultures

Three Credits
Fall Semester

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.

Course Applies to: Latin American & Caribbean Studies

ANT 316 - People & Cultures of Russia & East Europe

Three Credits
Spring Semester

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 or SOC 101.

ANT 328 - Illness and Society

Three Credits
Spring Semester

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.

ANT 329 - Anthropology of Violence

Three Credits
Spring Semesters

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): SOC 101 or ANT 105.

ANT 350 - Topics in Anthropology

Three 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.

Note: Course may be taken twice as long as topics differ.

ANT 405 - History and Practice of Cultural Anthropology

Three Credits
Every 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 and at least one additional ANT course

ANT 475 - Internship in Anthropology

Three credits
Fall and Spring Semesters

Practical experience in various professional fields related to the Anthropology discipline complementary to the work done in courses.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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

Three Credits
Fall and Spring Semesters

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, SOC 312 and permission of the Instructor and Program Director.

Applied Learning

APL 001 - First-Year Experience

One Credit
Fall Semester

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

Zero Credits
Fall Semester

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 041 - Academic Community Experience (ACE) Learning Theory

One Credit
Summer

APL 041 is an introductory study skills class for First-Year students enrolled in the Academic Community Experience Program. The course will provide an overview of strategies to improve attention, memory and motivation. Specific strategies and technologies that support skill development in reading, writing, memory and organization will be reviewed. Students will learn ways to become more strategic in their approach to coursework and then apply these strategies during lectures, in-class discussions and academic assignments.

Prerequisite(s)/Restriction(s): This course is by invitation only.

APL 042 - Applications of Learning Theory

One Credit
Fall and Spring Semesters

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

One 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

One Credit
Fall Semesters

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

One Credit
Fall and Spring Semester

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)

One Credit
Spring Semester

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 thirteen 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 095 - Graduate Record Exam Prep

Zero Credits

Offered as Needed

Many graduate schools require the Graduate Record Examination (GRE) for admission. Requirements and scores vary between programs. Your intention should be to take the test once, which requires that you prepare adequately. This course will provide study tips, sample test questions and practice exams in an effort to help you achieve your best score.

Note: Students enrolled in this review course will be billed an additional \$200 on their semester tuition bill.

APL 201 - Pathways to Careers

One Credit

Fall Semester

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

Zero Credits

Fall and Spring Semesters

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.

APL 301 - Post-Graduate Preparation Seminar - Law School II

Zero Credits

Fall Semester

Students will hear from law school admission officers, the pre-law advisor and other Stonehill Faculty, and will discuss strategies for applying to law school, the personal statement, develop a list of criteria important to the student, and a list of potential law schools. Law School II will meet from October to December in the Fall Semester.

Prerequisite(s)/Restriction(s): Senior standing.

APL 305 - Discernment & Communication

One Credit

Spring Semester

By the end of the course each student will be a stronger applicant for research opportunities, internships, national awards and fellowships, graduate school, post-graduate service programs, and employment. Throughout the course students will use the Think. Act. Lead. model of thoughtful and intentional self-assessment and reflection through journaling, written assignments, and group discussion, to identify and articulate their academic, professional, and personal interests, strengths and goals. A specific emphasis will be placed on the development of written and oral communication skills through a series of thoughtful and self-reflective activities that will yield constructive criticism from peers and faculty.

Prerequisite(s)/Restriction(s): Sophomore or Junior standing, cumulative GPA of 3.00 or higher, and permission of instructor

Note: This course is graded Pass/Fail.

APL 310 - G.R.A.S.P.: Preparing for Your Journey

One Credit

Fall Semesters

Prerequisite(s)/Restriction(s): Permission of Assistant Director of International Programs.

APL 311 - G.R.A.S.P.: Reflections from Abroad

One Credit

Fall Semesters

This course is designed to maximize cultural learning, self-reflection, and immersion in the host community while participating in a study abroad program. Conceptually, it builds upon APL310, promoting a deeper understanding of the cultural self and a richer appreciation for a diverse global community.

Prerequisite(s)/Restriction(s): APL 310.

APL 312 - G.R.A.S.P.: A Thoughtful Return

One Credit

Fall Semesters

This course is designed to assist students in reentry to their home environments following their study abroad program and to address the questions of “what just happened?” and “now what?”. Students will identify, process, and integrate their newly acquired cultural selves, learning how to incorporate what they have learned into future life experiences.

Prerequisite(s)/Restriction(s): APL 310 and APL 311.

APL 475 - Internship in Career Planning

Three Credits

Fall and Spring Semesters

The Career Planning Program trains interns to assist first-year students in the career decision-making process by: Providing an informational overview of the Career Planning Program, interviewing students, interpreting the Strong Interest Inventory, and suggesting resources to students. Interns can sharpen writing skills through weekly reports of interview sessions. This internship is designed to assist third- and fourth-year students in developing professional work habits, as well as strengthening communication, interpersonal, and organizational skills.

Prerequisite(s)/Restriction(s): Must complete the “U.S. Internship Request for Approval” process found under the myPlans tab in myHill to register for this Internship. This internship may also be taken as PSY 475 - Internship in Applied Psychology I.

Note: An Intern will typically spend at least 8-10 hours/week for a minimum of 112 hours on site to earn 3 credits.

Arabic

ARB 131 - Elementary Arabic I

Three Credits

Fall Semester

This is the first course in a two-semester sequence introducing students to Modern Standard Arabic. By completing both semesters, students will reach the “novice high” proficiency level as defined by the American Council on the Teaching of Foreign Languages, in speaking, listening, reading, writing, and cultural competence.

Course Applies to: Middle Eastern Studies

ARB 132 - Elementary Arabic II

Three Credits

Spring Semester

This course is a continuation of ARB 131 - Elementary Arabic I.

Prerequisite(s)/Restriction(s): ARB 131.

Course Applies to: Middle Eastern Studies

ARB 231 - Intermediate Arabic I

Three Credits

Fall Semester

This is the first course of the two-semester sequence in Modern Standard Arabic at the Intermediate level. By completing both semesters, students will reach the “Intermediate Mid-Level” in speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages.

Prerequisite(s)/Restriction(s): ARB 132 or equivalent.

Course Applies to: Middle Eastern Studies

ARB 232 - Intermediate Arabic II

Three Credits

Spring Semester

This course is continuation of ARB 231 - Intermediate Arabic I.

Prerequisite(s)/Restriction(s): ARB 231.

Course Applies to: Middle Eastern Studies

ARB 331 - Advanced Arabic I

Three Credits

Fall Semester

In both semesters of Advanced Arabic, students build upon their previous knowledge 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): ARB 232 or equivalent.

Course Applies to: Middle Eastern Studies

ARB 332 - Advanced Arabic II

Three Credits

Spring Semester

In both semesters of Advanced Arabic, students build upon their previous knowledge 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): ARB 331 or equivalent

Course Applies to: Middle Eastern Studies

ARB 490 - Directed Study: Topics in Arabic

One to Four 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. Note: Students must complete 45 hours work/semester per credit.

Art History

VPH 111 - Boston Buildings: Inside and Out (First-Year Seminar)

Four Credits
Offered Periodically

Boston is home to many exquisite private urban dwellings: Paul Revere House, the Harrison Grey Otis House, the Gibson House, the Isabella Stewart Gardner Museum, and Gropius House. In addition, Boston boasts some of the most cutting edge public buildings such as the Boston Public Library, Trinity Church, and Boston City Hall. This course will introduce students to Boston's private living spaces and how they reflect the people who lived in them and its historic public buildings that reflect the city who commissioned them. On site visits, guest curators and critical readings will all contribute to a new understanding of Boston architecture.

Prerequisite(s)/Restriction(s): Open to First-Year Students only.
General Education Attribute(s): First-Year Seminar

VPH 181 - Global Visual Traditions (History Cornerstone)

Three Credits
Fall Semester

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.

General Education Attribute(s): History Cornerstone

VPH 205 - History of Graphic Design

Three Credits
Spring Semester

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.

Note: Course formerly offered as VPG 102. Students may not take both VPH 205 and VPG 102.

VPH 209 - History of Photography (History Cornerstone)

Three 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.

General Education Attribute(s): History cornerstone

VPH 212 - Aesthetics

Three Credits
Spring Semester

For description, see PHL 283.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy Course

VPH 214 - The Age of Cathedrals

Three Credits
Spring Semester

Examines the rise of the Gothic Cathedral from its roots in the Ottonian and Romanesque periods. Great European Cathedrals like Chartres, Notre Dame, Strasbourg, Salisbury, are discussed in detail.

General Education Attribute(s): Catholic Intellectual Traditions

VPH 215 - Early Renaissance Art: Italy and the North

Three Credits
Fall Semester

Introduction to the art of the fourteenth and fifteenth centuries in Italy and the North. Students explore different types of art such as altarpieces, civic art, and court art. Artistic exchanges between Italy and the North are examined, and the role that patrons, the economy, and the military played are investigated.

General Education Attribute(s): Catholic Intellectual Traditions

VPH 217 - Early Modern Art: 1900-1945

Three Credits
Spring Semester

Some of the most profound innovations in art occurred during the first half of the Twentieth Century. In this course, students study major developments including Fauvism, German Expressionism, Cubism, Dada and Surrealism in terms of style and theory and within cultural, social and political contexts. A trip to the Museum of Modern Art in New York City enriches classroom curriculum.

VPH 218 - Art Since 1945

Three Credits
Not Offered 2018-2019

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.

Course Applies to: American Studies

VPH 220 - From Bernini to Vermeer: Art of the Baroque

Three Credits
Offered Periodically

Survey of the visual arts in Italy, France, Spain, Flanders, and Holland during the Seventeenth Century. Students consider some of the world's most evocative and emotionally stirring art that was shaped by the demands of monarchs and popes. Also explored are cultural, religious, and scientific factors which influenced changes in artistic style and technique.

VPH 227 - Modern American Architecture

Three Credits
Offered Periodically

This course examines twentieth and twenty-first century architecture in America and its European roots. Through classroom instruction via digital images, readings and field trips, students will focus on issues such as function, style, technology, urbanism, and regionalism in order to understand the forces that shape modern architecture.

VPH 229 - Topics in Non-Western Art

Three 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.

VPH 330 - Topics in European or American Art

Three Credits
Offered as Needed

Investigates focused topics in American art and culture from the Colonial period to the present. The topic will change each time the course is offered. Possible areas to be explored include: The "Other" in America; Jazz Age and Depression Art and Culture; Modernist/ Postmodernist Architecture. Recommended for Art History and American Studies concentrators.

Course Applies to: American Studies

Note: Course may be taken twice as long as topics differ.

VPH 441 - Research Seminar in Art History

Three 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 plus one 200 level and one 300 level art history courses.

VPH 475 - Internship in Visual Studies

Three Credits
Fall and Spring Semesters

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 under the myPlans tab 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

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.

VPH 496 - Independent Research - Visual Studies

One to Four 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.

Arts Administration

VPN 184 - Introduction to Arts Administration

Three Credits
Fall Semester

The course will introduce students to the many facets of arts administration in the visual and performing arts. Topics to be investigated will include: the role of arts in society; management strategies; funding venues; and legal and ethical issues in the arts.

Note: Course formerly offered as VPH 184. Students may not take both VPH 184 and VPN 184.
Course may be applied to the American Studies program.

VPN 300 - Topics in Arts Administration

Three Credits
Offered Periodically

This course will address various skills unique to the administrative operations of an arts organization. Topics will be guided by such questions as, "What does it take to start a small dance company?" or "How does one function as the director of a theatre company?" or "How do issues of art and law affect programming?". Visiting industry professionals will address the real-world application of a wide range of skill sets from grant writing and fundraising, to artistic direction and its relation to building a 'brand' within a given artistic discipline.

Prerequisite(s)/Restriction(s): VPN 184 is recommended, but not required.

VPN 332 - Museums: Past and Present

Three Credits
Spring Semester

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.

VPN 440 - Exhibitions and Collections: An Inside Look

Three Credits
Fall Semester

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.

Note: Capstone course for Art History Concentration. Course formerly offered as VPH 440. Students cannot take both VPH 440 and VPN 440.

VPN 475 - Internship in Arts Administration

Three Credits
Fall and Spring Semesters

Practical experience in various professional fields related to Art Administration Management or discipline complementary to the work done in courses.

Prerequisite(s)/Restriction(s): VPN 184 - Introduction to Arts Administration and (VPA 210 - Writing for the Arts (WID) or BUS 101 - First-Year Business Experience), minimum of 3.00 GPA. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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.

Biochemistry

BCH 343 - Biochemistry I

Three Credits
Fall Semester

Structure and dynamics of amino acids, peptides and proteins. Enzyme mechanisms and kinetics. Function and mechanisms of coenzymes, survey of carbohydrates, lipids, biological membranes and nucleic acids. An introduction to the bioenergetics and mechanisms of metabolism.

Corequisite(s): CHM 222.

BCH 344 - Biochemistry II

Three Credits
Spring Semester

A comprehensive examination of metabolism of carbohydrates, lipids, proteins and nucleic acids.

Prerequisite(s)/Restriction(s): BCH 343.

BCH 345 - Biochemistry Laboratory (WID)

Four Credits
Spring Semester

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.
General Education Attribute(s): Writing-in-the-Disciplines

BCH 446 - Advanced Topics in Biochemistry

Three 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.

BCH 447 - Junior Fall Biochemistry Seminar

Zero Credits
Fall Semester

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

Zero Credits
Spring Semester

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.

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

Zero Credits
Fall Semester

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.

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

Four Credits
Spring Semester

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.

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

Three to Fifteen Credits
Fall and Spring Semesters

Opportunity to obtain research or practical experience in biochemistry at an industrial, government, hospital or university setting.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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

One to Four 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

One to Four 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 three credits to count as a course towards the major.

BCH 497 - Biochemistry Senior Thesis

Three Credits
Fall and Spring Semesters

Students complete an advanced research project in a specialized area under the direction of a Biology or Chemistry faculty member, resulting in a senior thesis. This course will be graded on a pass/fail basis.

Prerequisite(s)/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

Four Credits
Fall Semester

An introduction to the concepts of molecular biology, the cell, energetics and genetics.

General Education Attribute(s): Natural Scientific Inquiry
Note: This is a Core Biology Course.

BIO 102 - Biological Principles II

Four Credits
Spring Semester

An introduction to the principles of evolution, biodiversity, and ecology.

Prerequisite(s)/Restriction(s): BIO 101.
General Education Attribute(s): Natural Scientific Inquiry
Note: This is a Core Biology Course.

BIO 200 - Topics in Biology

Three 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 and BIO 102.

BIO 203 - Human Anatomy and Physiology I

Four Credits
Fall Semester

Introduction to the human body. Fall semester focus includes integument, skeleton, muscles, and nervous system. Spring semester focuses on circulatory, respiratory, digestive, urogenital and endocrine systems.

Prerequisite(s)/Restriction(s): BIO 101 and Junior or Senior standing

BIO 204 - Human Anatomy and Physiology II

Four Credits
Spring Semester

Introduction to the human body. Spring semester focuses on circulatory, respiratory, digestive, urogenital and endocrine systems.

Prerequisite(s)/Restriction(s): BIO 203 and Junior or Senior standing

BIO 211 - Cell Biology (WID)

Four Credits
Fall Semester

An overview of eukaryotic cell structure and function. Topics include: mechanisms of protein processing, vesicular transport, intercellular and intracellular communication; cell cycle regulation; cell proliferation, differentiation and programmed cell death.

Prerequisite(s)/Restriction(s): BIO 101 (with a grade of C- or above) and BIO 102.

General Education Attribute(s): Writing-in-the-Disciplines for Biology majors.

Note: This is a Core Biology Course.

BIO 212 - Genetics

Four Credits

Spring Semester

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, BIO 102 and BIO 211

Note: This is a Core Biology Course.

BIO 261 - Biological Statistics

Three Credits

Fall and Spring Semesters

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 and BIO 102. Open to Junior and Senior Biology, Environmental Studies & Science, and Neuroscience majors.

General Education Attribute(s): Statistical Reasoning

BIO 290 - Scientific Methods: The Ocean

Three Credits

Spring Semester

History of marine science. Ocean environmental factors. Diversity of organisms adapted to different marine communities. Value of marine resources. Some lab work involving microscopy and dissection. Independent visit to the New England Aquarium outside of class time required.

Prerequisite(s)/Restriction(s): This course is not open to Biology (B.A. or B.S.) majors or minors.

General Education Attribute(s): Natural Scientific Inquiry

BIO 291 - Scientific Methods: Health and Disease

Three Credits

Spring Semester

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

General Education Attribute(s): Natural Scientific Inquiry

Note: This course is open to all students but it will not count as a Biology, Biochemistry, or Neuroscience major course.

BIO 296 - Scientific Methods: Women's Health Issues

Three Credits

Fall Semester

Explores the history and epidemiology of medical issues of women and disease processes. Subjects of inquiry include female cancers, heart disease, osteoporosis, AIDS, domestic violence, and other issues having direct impact upon women; particular attention is focused on scientific studies, both past and present.

General Education Attribute(s): Natural Scientific Inquiry

Course Applies to: Gender & Sexuality Studies

Note: This course is open to all students but it will not count as a Biology, Biochemistry, or Neuroscience major course.

BIO 301 - Parasitology

Four Credits

Alternate Years: Spring 2021, 2023

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, BIO 102.

Note: This course fulfills the Organismal requirement.

BIO 303 - Environmental Botany

Four Credits

Alternate Years: Fall

Structure and function of lower and higher plants. Ecological principles. Evolutionary relationships.

Prerequisite(s)/Restriction(s): BIO 101 and (BIO 102 or ENV 200).

Note: This course fulfills the Ecological requirement.

BIO 304 - Molecular Biology

Four Credits

Fall Semester

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, BIO 211, BIO 212, CHM 113, (CHM 221 or CHM 232).

Note: This course fulfills the Molecular/Cellular requirement.

BIO 305 - Marine Ecosystems

Four Credits
Fall Semester

Physical, chemical, and biological features of marine ecosystems. Ecological principles. Study of the local Massachusetts coastal region.

Prerequisite(s)/Restriction(s): BIO 101, (BIO 102 or ENV 200) and Junior or Senior standing.

Note: This course fulfills the Ecological requirement.

BIO 307 - Ecology

Four Credits
Spring Semester

Structure and dynamics of populations, communities, and ecosystems. Mathematical models.

Prerequisite(s)/Restriction(s): BIO 102, (BIO 101 or ENV 200) Junior or Senior standing.

Note: This course fulfills the Ecological requirement.

BIO 309 - Microbiology

Four Credits
Spring Semester

A survey of microorganisms with emphasis on bacteria. Topics include: microbial cell biology, growth, metabolism, and genetics; control of microbial growth; host-microbe interactions; and environmental microbiology.

Prerequisite(s)/Restriction(s): BIO 101, BIO 102, BIO 211 (with a grade of C or above) and Junior and Senior standing.

Note: This course fulfills the Molecular/Cellular requirement.

BIO 310 - Developmental Biology

Four Credits
Fall Semester

This course will provide students with an understanding of the fundamental concepts of animal and plant development. The course will investigate and integrate the genetic, molecular, and cellular mechanisms of development, organismal diversity in development, and the evolution of developmental processes. Topics will include genetics and gene expression, cell communication, fertilization, cleavage, gastrulation, axis specification, organogenesis, neural development, sex determination, morphogens, patterning, and stem cells.

Prerequisite(s)/Restriction(s): BIO 211 and BIO 212

Note: This course fulfills the Molecular/Cellular requirement.

BIO 311 - Comparative Vertebrate Anatomy

Four Credits
Fall Semester

System-by-system comparative study of vertebrate anatomy with emphasis on functional morphology. Integrated lecture/lab approach.

Prerequisite(s)/Restriction(s): BIO 101 and BIO 102.

Note: This course fulfills the Organismal requirement.

BIO 312 - Vertebrate Physiology

Four Credits
Spring Semester

Principles governing the function of excitable and contractile tissues, respiration, circulation, kidney function, and osmoregulation in vertebrates with emphasis on the maintenance of homeostasis.

Prerequisite(s)/Restriction(s): BIO 101 and BIO 102.

Note: This course fulfills the Organismal requirement.

BIO 316 - Introduction to R Programming for Biologists

Three Credits
Summer Online

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 or BIO 102

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 321 - Biology of Cancer

Three Credits
Alternate Years: Spring

Study of the genetic, molecular and cellular mechanisms of cancer and its effect at the tissue, organ and organismic levels. Symptoms, stages and treatment options, ongoing research studies, insurance issues, and the impact of the sequencing of the human genome will be discussed.

Prerequisite(s)/Restriction(s): BIO 101, BIO 211 and BIO 212.

Note: This course fulfills the Molecular/Cellular requirement.

BIO 323 - Evolution

Four Credits

Fall and Spring Semesters

Mechanisms of evolutionary change. Classical and molecular approaches to evolutionary analysis will be introduced and primary literature will be used to illustrate current examples. Problem-based learning will be used in the laboratory.

Prerequisite(s)/Restriction(s): BIO 101, BIO 102, and Junior or Senior standing.

Note: This is a Core Biology Course.

BIO 324 - Endocrinology

Four Credits

Spring Semester

The endocrine system plays an integrative and regulatory role in the organism. Therefore, endocrinology can be discussed in relation to complex biology and behavior. The role of hormones in a variety of topics, including reproductive biology, stress, and diabetes will be discussed.

Prerequisite(s)/Restriction(s): BIO 101, BIO 102 and BIO 211.

Course Applies to: Gender & Sexuality Studies

Note:

This course fulfills the Molecular/Cellular requirement.

BIO 331 - Bioinformatics

Four Credits

Fall Semester

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 and BIO 102.

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

Four Credits

Spring Semesters

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

Three Credits

Fall Semester

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, BIO 102 and Junior and Senior Standing. Recommended: BIO 212 and/or BIO 323 .

Note: This course fulfills the Organismal requirement and also the Biology Capstone.

BIO 407 - Ornithology

Four Credits

Every Other Year

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

Course Applies to: Environmental Science

Note: This course fulfills either the Ecological or Organismal requirement, as well as the Biology Capstone.

BIO 409 - Immunology

Four Credits

Fall Semester

Explores the cellular and dissolved components and complex mechanisms that protect humans and other animals from disease. Four hours of lecture per week includes review and in-depth investigation and discussion of immune-related disease in humans.

Prerequisite(s)/Restriction(s): BIO 101, BIO 102 and BIO 211.

Note: This course fulfills the Molecular/Cellular requirement and the Biology Capstone.

BIO 416 - Adaptation to the Environment

Three Credits

Alternate Years: 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, BIO 102 and two 300 or 400 level biology courses.

Note: This course fulfills the Organismal requirement.

BIO 417 - Biology of Whales

Three Credits

Spring Semester

Biology and natural history of cetaceans, emphasizing whales and dolphins of the western North Atlantic. Evolution, anatomy, behavior, field identification, the history of whaling and contemporary conservation problems. One evening each week, in Boston, plus weekend field trips.

Prerequisite(s)/Restriction(s): BIO 101, BIO 102 and two upper-level biology courses.

Note: Marine Studies Consortium course. Students should apply through Prof. Burkholder.

BIO 418 - Biology of Fishes

Four Credits

Spring Semester

Evolution, systematics, anatomy, physiology, and behavior of freshwater and anadromous fishes. Predator/prey relationships, host/symbiont interactions, roles of fishes as herbivores. Inter-/intraspecific relationships among fish populations. One evening each week, in Boston, plus weekend field trips.

Prerequisite(s)/Restriction(s): BIO 101, BIO 102 and two upper-level biology courses.

Note: Marine Studies Consortium course. Students should apply through Prof. Burkholder.

BIO 419 - Wetlands: Ecology, Hydrology, Restoration

Three Credits

Fall Semester

Role of wetlands in hydrology and landscape ecology. Functions of marshes, swamps and bogs in water and nutrient cycles and in biodiversity. Links between wetlands and human activities (agriculture, coastal development, fisheries). Legal framework for protection/restoration of wetlands.

Prerequisite(s)/Restriction(s): Prerequisites: One year of introductory science (biology, chemistry or physics); two semesters of upper-level science.

Note: Marine Studies Consortium course. Students should apply through Prof. Burkholder.

BIO 423 - Virology

Three Credits

Spring Semester

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, BIO 102, BIO 211, BIO 212 and Senior standing.

Note: This course fulfills the Molecular/Cellular requirement and the Biology Capstone.

BIO 475 - Internship in Biological Sciences

Three Credits

Fall and Spring Semesters

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 under the myPlans tab 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

One to Four 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

One to Four 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

One Credit

Fall Semester

The course provides the opportunity for a student to write a senior thesis based on an independent research (BIO 496), a research internship (BIO 475), a S.U.R.E. project, or other college-level biological research experience. Students are encouraged to complete 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

Three Credits

Fall and Spring Semesters

This course is designed to provide students with an opportunity to complete the revisions to the Senior Honors Thesis (submitted in the fall semester) and to prepare an oral presentation. Student is expected to attend the weekly Biology Research Seminars.

Prerequisite(s)/Restriction(s): BIO 498 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 fulfills the Biology Capstone.

Business Administration

BUS 091 - Business Problem Solving with Excel - Novice

One Credit

Fall Semester

Introduces basic features of Microsoft Excel and spreadsheet concepts to design and create accurate professional

worksheets for use in business and academic environments. Topics: 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 Sophomore, Junior and Senior Business majors only.

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 (BUS 091 novice, BUS 092 proficiency, or BUS 093 mastery).

BUS 092 - Business Problem Solving with Excel - Proficiency

One Credit

Fall Semester

Builds on basic Microsoft Excel skills to provide more advanced tools for analysis and presentation of realistic data. Topics: 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 Sophomore, Junior and Senior Business majors only.

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 (BUS 091 novice, BUS 092 proficiency, or BUS 093 mastery).

BUS 093 - Business Problem Solving with Excel - Mastery

One Credit

Spring Semester

Builds on intermediate Microsoft Excel skills to provide advanced tools for decision-making, auditing and error-handling, what-if analysis, and task automation. Topics: 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 Sophomore, Junior and Senior Business majors only.

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 (BUS 091 novice, BUS 092 proficiency, or BUS 093 mastery).

BUS 095 - Personal Financial Literacy

One Credit
Fall Semesters

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 they learn can be put into immediate use in developing a solid foundation for gaining control of their personal finances.

Note: This pass/fail course meets for 8 weeks and is open to all students.

BUS 101 - First-Year Business Experience

Four Credits
Fall Semester

Through structured business simulation, students are introduced to the disciplines of accounting, finance, management, marketing and international business. Emphasis is placed on critical thinking, oral and written case analyses, oral presentations, teamwork current events and interaction with guest speakers. The course also includes discussions of ethical practices, historical and global issues affecting today's organizations. Only open to First Year Students.

BUS 201 - Introduction to Data Analytics

Three Credits
Fall Semesters

Introduction to the theory and practice of data analytics. This course exposes students to the range of applications across fields and provides rudimentary coverage of data structures, simple data queries, the types and goals of analytic models and modern visualization. Lecture, exercises, projects and guest speakers.

Prerequisite(s)/Restriction(s): Any of the following Statistical Reasoning courses: BIO 261, BUS 206, CHM 331, COM 206, CRM 311, ECO 241, EDU 301, HCA 203, MTH 145, MTH 207, MTH 225, MTH 396, POL 210, PSY 261, or SOC 311

Course Applies to: Data Analytics, Digital Humanities, Sport Commerce and Culture

Note: Course formerly offered as DSC 201. Students may not take both BUS 201 and DSC 201.

BUS 203 - Financial Accounting

Three Credits
Fall and Spring Semesters

Fundamental principles and theories of financial accounting. Emphasis placed on the understanding and use of financial statements for the corporation. Interpretation and use of financial statement information in business decisions, and a study of the system that produces this information.

Course Applies to: Business minor, Entrepreneurship

BUS 204 - Managerial Accounting

Three Credits
Fall and Spring Semesters

Concepts and practices of managerial accounting. Topics include: cost behavior and cost-volume-profit analysis, contribution margin reporting, profit planning and budgeting, standard costs, performance analysis, decentralized operations, and relevant costs for decision making.

Prerequisite(s)/Restriction(s): BUS 203 (with a grade of C- or better).

General Education Attribute(s): Business minor

BUS 206 - Quantitative Analysis

Three Credits
Fall and Spring Semesters

Introduction to the techniques and reasoning processes of statistical analysis. Emphasis on statistical reasoning and critical analysis of statistical evidence. 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, and simple linear regression.

Prerequisite(s)/Restriction(s): Open to Business majors and minors, Data Science majors, and Management Information Systems minors. Not open to Biology majors.

General Education Attribute(s): Statistical Reasoning
Course Applies to: Data Science, Management Information Systems

BUS 210 - Business of Biotechnology

Three Credits
Offered Periodically

Overview of the science that supports the research, development and commercialization activities of the biotechnology industry. Discussion on how discoveries become available to patients thru registration, medicalization and commercial process. The value of these discoveries and the ethical issues the industry faces will also be discussed.

Prerequisite(s)/Restriction(s): BUS 101 or ECO 176 and sophomore standing, or instructor or Department Chair approval.

BUS 215 - Introduction to Sports Management

Three Credits
Fall Semester

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, sements, theories, and applications.

Prerequisite(s)/Restriction(s): Sports Management Majors and Business Administration Majors and Minor only

BUS 307 - Data Communications, Networking, and Security

Three Credits
Spring Semester

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.
Course Applies to: Management of Information Systems

BUS 308 - Decision Support Systems and Business Intelligence

Three Credits
Fall and Spring Semesters

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): BUS 206 or ECO 241 or MTH 225 or MTH 396 or POL 210 or PSY 261 or SOC 311. (BUS 204 is recommended.) Open to Business majors and minors, and Management Information Systems and Data Analytics minors.
Course Applies to: Data Analytics, Management Information Systems

BUS 309 - Database Applications

Three Credits
Spring Semester

Explores the role of information systems in a small business setting. The theory and design of business systems prepare the students for extensive hands-on labs, developing applications using popular software packages.

Course Applies to: Data Analytics, Data Science, Digital Humanities, and Management of Information Systems

BUS 310 - Management Information Systems

Three Credits
Fall Semester

Concepts and principles of computer-based information systems in organizations. Topics include: management decisions and human information processing; review of computing fundamentals; varieties of computer-based information systems; systems life cycle. Readings, lectures, discussion, and case studies are used to explore concepts and their applications.

Prerequisite(s)/Restriction(s): Junior standing.
Course Applies to: Management of Information Systems

BUS 311 - Intermediate Accounting I

Three Credits
Fall Semester

Explores the environmental and conceptual framework of accounting; assumptions and principles underlying the financial statements. In-depth coverage of cash, receivables, and inventory.

Prerequisite(s)/Restriction(s): BUS 203 (with a grade of C- or better).
Note: May not receive credit for both BUS 311 and BUS 324.

BUS 312 - Intermediate Accounting II

Three Credits
Spring Semester

Provides in-depth coverage of the accounting issues involved in plant assets, intangibles, liabilities, leases, stockholder's equity, earning per share and revenue recognition statement.

Prerequisite(s)/Restriction(s): BUS 203 (with a grade of C- or better).

BUS 313 - Diversity, Equity and Inclusion in Sports
Three Credits
Every 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): BUS 215
Course Applies to: Sports Commerce & Culture

BUS 314 - Sport Analytics
Three Credits
Fall Semester

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, how best to present findings based on data.

Prerequisite(s)/Restriction(s): BUS 215 OR BUS 201

BUS 316 - Accounting Systems

Three Credits
Fall Semester

In this course students learn to think about accounting from a systems perspective, design accounting systems from a needs perspective, and evaluate accounting systems from a risk assessment perspective. Also, covers how accounting systems work, building ethical values into the accounting system, internal control concepts, the evolution and use of technology for competitive advantage, system flowcharting, accounting cycles, and security measures. A group project and class presentation is required involving the evaluation of internal control using an interactive simulation.

Prerequisite(s)/Restriction(s): BUS 203 (with a grade of C- or better) and Sophomore standing.

Course Applies to: Management of Information Systems

Note: Course should be taken no later than the Junior year.

BUS 320 - Corporate Finance

Three Credits
Fall and Spring Semesters

Emphasizes understanding financial markets and the financial management of corporations. Stresses the firm's procurement, allocation, and control of funds and their relationship to the firm's objectives of profitability and liquidity. Covers the concepts of interest rates, financial analysis, risk and return, analysis of investment decisions and capital budgeting, debt and equity financing, and dividend policies. Advanced Excel tools for finance are employed. These concepts are explored through lectures, problems, case studies, and readings.

Prerequisite(s)/Restriction(s): BUS 203 (with a grade of C- or better).

Course Applies to: Business minor, Entrepreneurship

BUS 321 - Advanced Corporate Finance & Modeling

Three Credits
Fall Semester

Course covers intermediate topics in financial management. Emphasis on the major concepts of business finance, including capital budgeting and investment decisions, capital structure and financing decisions, financial analysis,

and value creation. These concepts are explored through lectures, problems, readings, and class discussions.

Prerequisite(s)/Restriction(s): BUS 320.

BUS 324 - Corporate Financial Reporting

Three Credits
Fall Semester

Examination of the corporate reporting process from the point of view of the financial statement user. Emphasizes understanding the information that corporations are required to provide stockholders; interpreting the meaning of this information; and assessing how this information is used by investors. Focuses on the concept of earning quality and involves the extensive use of cases.

Prerequisite(s)/Restriction(s): BUS 203 (with a grade of C- or better).

Note: May not receive credit for BUS 324 and BUS 311.

BUS 325 - Fundamentals of Financial Technology

Three Credits
Spring Semesters

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, Entrepreneurship, Management of Information Systems

BUS 326 - Managerial Negotiation and Decision Making

Three Credits
Spring Semester

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.

BUS 327 - Investments

Three Credits
Fall and Spring Semester

This course stresses the fundamental analysis and valuation of stocks, bonds, and other financial instruments. Trading procedures, regulatory matters, portfolio theory, and the

proper specification of risk versus return are covered. These concepts are explored through lectures, problems, valuation modeling, readings, and class/group discussions.

Prerequisite(s)/Restriction(s): BUS 320.

BUS 333 - Organizational Behavior

Three Credits

Fall and Spring Semesters

The study of individuals and groups within the context of the organization. Topics include leadership, motivation, group processes, decision-making, workplace diversity, power, conflict and negotiation, communication, and organizational culture. Particular emphasis will be placed on relevant and important issues facing organizations today. Extensive use of teams, cases, skill-based exercises, and readings.

Prerequisite(s)/Restriction(s): Sophomore Standing.

Course Applies to: Sport Commerce and Culture

BUS 334 - Business Ethics: Moral Perspectives and Business Decisions

Three Credits

Fall and Spring Semesters

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): Sophomore, Junior or Senior standing.

General Education Attribute(s): Moral Inquiry

Course Applies to: Sport Commerce and Culture

BUS 335 - Human Resource Management

Three Credits

Spring Semester

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.

BUS 336 - International Business

Three Credits

Fall and Spring Semesters

This course introduces the students to the economic, political, and cultural environments affecting international business. In addition, the influence of government on trade, foreign direct investment, foreign exchange, export and import strategies, and the impact of multinational enterprises will be discussed. Students will also be exposed to the comprehensive set of dynamics that comprise international business decision environments and will learn to evaluate alternative courses of action in a global setting. Particular emphasis will be placed on areas of current importance. Extensive use of cases and readings.

Course Applies to: Asian Studies, Middle Eastern Studies, Latin American & Caribbean Studies (with permission of the LACS Program Director.)

BUS 337 - Project Management

Three Credits

Fall and Spring Semesters

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): BUS 204 and junior or senior standing.

BUS 340 - Marketing Principles

Three Credits

Fall and Spring Semesters

Explores the role marketing plays within firms and within society. Describes fundamental principles and methods underlying the national and international system of providing goods and services for consumers and business users in the profit and nonprofit sectors. Studies the tasks and decisions facing marketing managers in planning, implementing, and controlling marketing programs, and the ethical implications of these decisions.

Prerequisite(s)/Restriction(s): Sophomore standing.

Course Applies to: Arts Administration, Entrepreneurship.

BUS 341 - Marketing Research

Three Credits

Fall Semester

Discusses the tools and techniques available for gathering, analyzing, and using information to aid marketing decision

making. Covers topics such as problem definition, research design formulation, measurement, research instrument development, sampling techniques, data collection, data interpretation and analysis, and presentation of research findings. Skills acquired are used in a survey research project.

Prerequisite(s)/Restriction(s): BUS 206 and BUS 340, and Junior or Senior Marketing majors. Others with permission.
Course Applies to: Data Analytics

BUS 342 - Consumer Behavior

Three Credits
Spring Semester

Application of behavior science theory and research to the consumption behavior of individuals in society. Examines the consumer decision process and the effect on consumer decision making of external environmental influences (culture, sub-culture, social class, reference groups, family, and personal influences) and of internal psychological influences (personality and lifestyle, learning, motives, perception, and beliefs and attitudes).

Prerequisite(s)/Restriction(s): BUS 340, and Sophomore, Junior and Senior Marketing Majors. Others with permission.

BUS 343 - Sales Management

Three Credits
Fall Semester

This course takes the perspective of the professional sales manager with emphasis on strategic and administrative issues in the design, development and direction of the sales organization and the evaluation of sales force performance.

Prerequisite(s)/Restriction(s): BUS 340, and Junior standing.

BUS 344 - Advertising Management

Three Credits
Spring Semester

Nature and scope of advertising and its place within marketing strategy decisions and society. Examines the advertising management function in its historical, social, legal, and economic contexts. Studies methods of planning, preparing, placing, and evaluating an advertising message in the applicable media. Advertising principles are applied in the development of an advertising campaign project.

Prerequisite(s)/Restriction(s): BUS 340, and Sophomore standing.

BUS 345 - Business-to-Business Marketing

Three Credits
Spring Semester

Marketing products and services to businesses, industries, governments, and not-for-profit institutions. Emphasizes differences between business and consumer markets, the

importance of distribution channels, and the development of strategies for implementation and control of organizational marketing systems.

Prerequisite(s)/Restriction(s): BUS 340, and Sophomore standing.
Course Applies to: Entrepreneurship

BUS 347 - New Products Management

Three Credits
Fall Semester

Considers the role of new products in organizations and society. Focuses on special problems firms encounter in the new product development process: generating and evaluating new product ideas, market testing, introducing and marketing new consumer and industrial products. Studies factors which account for new product successes and failures in the marketplace.

Prerequisite(s)/Restriction(s): BUS 340, and Junior standing.
Course Applies to: Entrepreneurship

BUS 348 - Sports Marketing

Three Credits
Alternate Years: Fall

Sports marketing is course that examines the marketing of sports products and the marketing through sports, or how companies use sports platforms to brand and market their products. Content specific to sports 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 or senior standing.
Course Applies to: Sport Commerce and Culture

BUS 349 - Healthcare Marketing

Three Credits
Fall Semester

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): BUS 340; Priority given to marketing majors. Others with instructor permission.
Note: Non-business majors who have not taken BUS 340 will be given a study assignment prior to the first class.

BUS 350 - Fundamentals of Commercial Real Estate and Finance

Three Credits
Spring Semesters

Commercial real estate investment and finance play a pivotal role in financial markets and the general economy. This course provides an introduction into the factors and approaches to assessing development opportunities and values from the perspectives of investors and capital sources. This course will provide students with a foundational understanding of commercial real estate development and investment including the concepts and terminology necessary to effectively communicate with prospective employers in the finance, development, brokerage, appraisal, and economic development sectors.

Prerequisite(s)/Restriction(s): BUS 320 and ECO 176 .

BUS 352 - Legal Environment of Business (WID)

Four Credits
Fall and Spring Semesters

An introduction to the nature, sources, and institutions of the law, and of the basic legal framework within which business operates. The course exposes students to tort law, criminal law, 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.

General Education Attribute(s): Writing-in-the-Disciplines

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

Three Credits
Spring Semester

An examination of the history and function of not-for-profit organizations in the United States. Topics include the study of the distinctive nature of the not-for-profit enterprise; the different types of not-for-profits; their foundation and establishment as tax-exempt organizations; management, tax, and fund-raising issues; and current challenges facing them in fulfilling their mission. Students will have direct contact with a not-for-profit organization to illustrate the issues discussed in class.

Course Applies to: Arts Administration.

BUS 358 - Fundamentals of Entrepreneurship and Small Business

Three Credits
Spring Semester

A case study course which concentrates on the underlying rationale for starting a business, the methods and techniques

involved in initiating and leaving a business venture, and the ongoing problems encountered in managing a business activity. The student is given practical exposure to entrepreneurship through guest speakers, casework, and projects.

Course Applies to: Entrepreneurship

BUS 360 - Operations Management

Three Credits
Fall and Spring Semesters

Examines the principles, techniques, and methodologies required to successfully operate an organization in today's dynamic environment. The course will address both strategic and tactical issues of operations management and evaluate their impact on competitiveness, productivity, flexibility, quality, and cost. The course will draw on case studies and the analysis of real-world situations.

Prerequisite(s)/Restriction(s): BUS 206 or MTH 145 or MTH 225 or ECO 241 or PSY 261, and Junior standing.

BUS 370 - Integrated Sports Marketing Design

Three Credits
Both Fall and Spring

This course explores the process of brands leveraging sports partnerships as the platform to build an Integrated Marketing Plan. Students will learn how a brand designs strategy, identifies and selects a sports 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 sports marketing partnership investment.

Prerequisite(s)/Restriction(s): BUS 340

BUS 395 - Data Analytics Capstone

Three Credits
Offered Periodically

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): BUS 201, CSC 103, CSC 104, and one additional Data Analytics minor course. Open to Data Analytics minors only.

Course Applies to: Data Analytics

Note: Course formerly offered as DSC 395. Students may not take both DSC 395 and BUS 395.

BUS 400 - Topics in International Business

Three Credits

Offered Periodically

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): BUS 336 and Junior standing.

BUS 401 - Business in Spanish

Three Credits

Offered Periodically

This course provides students with the most important communication tools needed in a variety of professional situations in Spanish. It will combine: reading activities that will enable students to understand the general meaning of a text and to extract specific information from it, listening-conversational activities, and writing activities in which students learn to compose messages and reports.

Prerequisite(s)/Restriction(s): SPA 232 and sophomore, junior or senior standing.

Course Applies to: Latin American & Caribbean Studies (with permission of the LACS Program Director)

BUS 405 - Forensic Accounting

Three Credits

Every Spring

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

BUS 414 - Tax Accounting

Three Credits

Fall Semester

A study of federal income tax laws as they apply to individuals, unincorporated businesses and an overview of business entities.

Prerequisite(s)/Restriction(s): BUS 204.

BUS 417 - Auditing

Three Credits

Fall and Spring Semesters

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): BUS 316, and Senior standing.

BUS 420 - Topics in Accounting

Three Credits

Fall and Spring Semesters

This course will introduce new topics into the accounting curriculum in the areas of auditing, accounting systems, activity-based management, taxation, international accounting, FASB regulations, Sarbanes-Oxley, forensic accounting, government & not-for-profit, etc.

Prerequisite(s)/Restriction(s): Junior standing.

Note: Course may be taken twice as long as topics differ.

BUS 425 - Multinational Corporate Finance

Three Credits

Spring Semester

Study and understanding of financial management in an international business setting. This course discusses the concepts and techniques of international financial risk management, using currency hedging techniques, international investment decisions, and international money markets and financing decisions. Using lecture, discussions, and readings, the course provides a framework to evaluate international business transactions.

Prerequisite(s)/Restriction(s): BUS 320, and Junior standing.

BUS 428 - Seminar in Financial Management

Three Credits

Spring Semester

Use of readings and case studies to understand the types of analysis performed and decisions made by the financial managers of corporations, focusing on valuation concepts and managing for value. Students explore specific financing and investing decisions made by the firm's management, capital structure, capital budgeting, and long-term financing decisions. Stresses student's analysis and problem solving skills and requires active class participation.

Prerequisite(s)/Restriction(s): BUS 320, and Senior standing.

BUS 429 - Entrepreneurial Finance

Three Credits

Spring Semester

This course is intended for students interested in the often-mysterious and often-misunderstood world of venture capital. Unlike the study of Corporate Finance that focuses on the financial decision-making of large public corporations, this course will focus on the study of the financing of small and medium-sized businesses from the perspective of both the entrepreneur and the venture investor. These concepts

are explored through lectures, readings, case studies, and class/group discussions.

Prerequisite(s)/Restriction(s): BUS 203 (with a grade of C- or better) and BUS 320.

Course Applies to: Entrepreneurship

BUS 430 - Topics in Finance

Three Credits

Spring Semester

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): BUS 320 and BUS 327 and Junior standing.

Note: Course is not repeatable.

BUS 432 - Applied Research and Portfolio Management

Four Credits

Fall Semester

This course is designed to build on the investment and analytical tools taught in BUS 203, BUS 320, and BUS 327. This course will develop a student's understanding of the investment research and portfolio management process. Emphasis will be on equities but may include discussions on fixed income securities and derivative security analysis as well. 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): BUS 327, and acceptance by the SCIFI Academic Committee.

Course Applies to: SCIFI Program

BUS 433 - Topics in Behavioral Finance

Four Credits

Spring Semesters

This topics course is part two of the SCIFI course program and is available only to students admitted into the SCIFI program. The course is focused on the growing field of behavioral finance that uses insights from psychology to understand how human behavior influences the decisions of individual and professional investors, markets and managers. The topic is very useful in helping understand why investors make the choices they do. For example, why do people invest in local companies? Why do investors confuse a good company from a good stock? Why do people increase the amount of risk they are willing to take on if they have experienced good or bad portfolio performance? Similar questions will be explored to help explain why investment managers fall prey to behavioral errors. The course will start with a review of Utility theory, a model of how people should act, and later explore explanations for how and why they do act.

Behavioral Finance is interdisciplinary as it borrows heavily from the academic literature in accounting, economics, statistics, psychology and sociology.

Prerequisite(s)/Restriction(s): BUS 432.

Course Applies to: SCIFI Program

BUS 434 - Advanced Accounting

Three Credits

Fall and Spring Semesters

Studies issues related to specialized financial accounting topics such as pensions, deferred income taxes, business combinations, foreign operations, and foreign currency translations.

Prerequisite(s)/Restriction(s): BUS 203 (with a grade of C- or better) and Junior standing.

BUS 435 - Advanced Taxation

Three Credits

Spring Semester

Examines the federal tax laws as they apply to C Corporations, S Corporations, Partnerships, Trusts, and Estates. Topics include the philosophy of taxation and tax credits, the statutory administrative and judicial sources of the tax law, and tax administration and practice. Tax research and planning procedures and the use of automated systems in tax preparation are also covered.

Prerequisite(s)/Restriction(s): Junior standing.

BUS 436 - Advanced Managerial Accounting

Three Credits

Spring Semester

Building on 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): BUS 204, and Junior standing.

BUS 437 - Behavioral Finance

Three Credits

Every 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): BUS 327 and BUS 432

BUS 438 - Business and Society

Three Credits

Fall Semester

Examines the relationships of business firms to institutions and individuals within society. Considers the interactions of business and various stakeholders in society - employees, investors, consumers, governments, neighbors, and others - and the tensions among democratic values, a free enterprise economy, the rights of individuals, and the demands of a global economy.

Prerequisite(s)/Restriction(s): Open to all majors and Junior Standing

BUS 443 - Digital Marketing & Entrepreneurial Strategies

Three Credits

Spring Semester

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): BUS 340, and Sophomore standing.

Course Applies to: Entrepreneurship, Management of Information Systems

BUS 446 - Social Media Marketing

Three Credits

Spring Semester

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): BUS 206 and BUS 340, and Junior standing.

Course Applies to: Entrepreneurship, Digital Humanities

BUS 448 - Global Marketing

Three Credits

Spring Semester

Study of the marketing of goods and services in the international environment, the activities that take place

within the firm preparing to enter the international marketplace, and the issues relevant to coordinating the marketing activities of the multinational corporation. Emphasizes the cultural, economic, and political factors affecting marketing strategies. Extensive use of case studies.

Prerequisite(s)/Restriction(s): BUS 340, and Junior standing.

Course Applies to: Sport Commerce and Culture

BUS 450 - Topics in Sport Management

Three Credits

Periodically or As Needed

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): BUS 215 - Introduction to Sports Management and at least Junior Standing

BUS 452 - Sports and the Law

Three Credits

Fall Semester

The Law is an integral part of every aspect of Sport. This course will build on the foundational relationships explored in Legal Environment of Business (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 equity are integral parts of these topic areas.

Prerequisite(s)/Restriction(s): Prerequisite: BUS 352 and Junior standing

BUS 453 - Sport Event Management

Three Credits

Spring Semester

This experiential learning course will provide students with an understanding of the numerous aspects of Sport Event Management. Topics include 1) budgeting, 2) operations, 3) marketing, 4) media relations, 5) public relations, 6) sponsorship, 7) registration, 8) hospitality, and 9) volunteer management. Students will apply that knowledge in the planning and execution of a local sporting event.

Prerequisite(s)/Restriction(s): BUS 215 - Introduction to Sports Management and at least Junior Standing

BUS 454 - Marketing Strategy

Three Credits

Fall and Spring Semesters

This senior course for Marketing majors enables the student to apply what has been learned in other business courses to

the analysis of a variety of Marketing Management problem identification-solution generation situations presented via real cases. Emphasis is on oral presentation and defense of evaluations made and solutions proposed. Some written case analysis is required.

Prerequisite(s)/Restriction(s): Senior standing. BUS 341 or BUS 342, and Senior standing.

BUS 460 - Topics in Management

Three Credits

Offered Periodically

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): BUS 333, and Junior standing.

BUS 465 - International Management

Three Credits

Fall Semester

Senior course for majors in International Business. Integrates the strategic issues of managing a multinational firm with the cultural, political, economic, and social environments of global commercial enterprises.

Prerequisite(s)/Restriction(s): BUS 336, and Junior standing.

BUS 469 - Policy and Strategy

Four Credits

Fall and Spring Semesters

Capstone course for all business seniors. Focuses on the roles of executive management and the processes involved in the development and implementation of strategy in a complex, global economy. Extensive use of cases, industry simulation and team assignments.

Prerequisite(s)/Restriction(s): BUS 203, BUS 204, BUS 206, BUS 320, BUS 333, (BUS 308 or BUS 360), BUS 340 and Senior Standing.

BUS 475 - Internship in Business Administration

Three Credits

Fall and Spring Semesters

The internship program is designed to enhance knowledge of the environment and constraints of an organizational setting. It is geared to give the student an opportunity to apply concepts and skills acquired in the classroom.

Prerequisite(s)/Restriction(s): Junior or Senior standing and 2.80 GPA. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab in myHill to register for this Internship.

Course Applies to: Entrepreneurship

Note: An Intern will typically spend at least 12-14 hours/week for a minimum of 168 hours on site to earn 3 credits.

BUS 490 - Directed Study - Business Administration

One to Four 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.

Chemistry

CHM 113 - General Chemistry I

Four Credits

Fall and Spring Semesters

The fundamentals of chemistry are covered including: matter and measurement, atomic structure and the periodic table, chemical reactions and stoichiometry, chemical bonding, thermodynamics, and an introduction to chemical kinetics and equilibrium.

General Education Attribute(s): Natural Scientific Inquiry

CHM 221 - Organic Chemistry I

Four Credits

Spring Semester

The basics of organic chemistry are covered including: structure and bonding of alkanes, alkenes, aromatic hydrocarbons and alkynes; functional groups containing heteroatoms; chromatography; spectroscopy; stereochemistry; methods of studying organic reaction; and an introduction to mechanisms of organic reactions.

Prerequisite(s)/Restriction(s): CHM 113 (with a grade of C- or better).

CHM 222 - Organic Chemistry II

Four Credits

Fall Semester

The mechanistic and synthetic organic chemistry relating to nucleophilic substitution, elimination, additions to carbon-carbon multiple bonds, aromatic substitution, addition and substitution at carbonyls, substitution alpha to carbonyls, rearrangements, and polymerizations. The organic chemistry of natural compounds (e.g. peptides, carbohydrates, etc.) is introduced.

Prerequisite(s)/Restriction(s): CHM 221 (with a grade of C- or better).

CHM 232 - General Chemistry II

Four Credits
Spring Semester

The course further develops the introductory physical and analytical chemistry initiated in CHM 113, while introducing new topics 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 (with a grade of C- or better) and Sophomore standing or permission of the Chemistry Department Chairperson.

CHM 244 - Inorganic Chemistry

Four Credits
Spring Semester

This course covers fundamentals of central topics in inorganic chemistry from historical to modern-day perspectives. Topics include: Coordination compounds (history, structure, bonding theories, reactivity, applications); solid state chemistry (crystals, lattices, radius ratio rule, defect structures, silicates & other minerals); and descriptive chemistry of the elements.

Prerequisite(s)/Restriction(s): CHM 222 (with a grade of C- or better).

CHM 250 - Global Biogeochemistry: Building a Habitable World

Three Credits
Fall Semester

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 environments issues we face today. Furthermore, these processes have shaped the co-evolution of life and the planet.

Prerequisite(s)/Restriction(s): BIO 101 or CHM 113.
Course Applies to: Environmental Science and Studies

CHM 301 - Professional Ethics and Safety in Chemistry and Biochemistry

Three Credits
Fall Semester

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 and Junior standing.
General Education Attribute(s): Moral Inquiry

CHM 331 - Analytical Chemistry

Four Credits
Spring Semester

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 4-hour weekly laboratory session.

Prerequisite(s)/Restriction(s): CHM 221 (with a grade of C- or better - starts with the Class of 2019).
General Education Attribute(s): Statistical Reasoning

CHM 333 - Physical Chemistry I

Four Credits
Fall Semester

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 & CHM 232 or CHM 244

CHM 334 - Physical Chemistry II

Three Credits
Spring Semester

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.

CHM 432 - Advanced Topics in Analytical Chemistry

Three Credits
Alternate Years: Fall

This course provides in-depth coverage of advanced analytical chemical topics, expanding upon the fundamentals of analytical chemistry learned in CHM 331. 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.

CHM 435 - Advanced Topics in Organic Chemistry

Three Credits

Alternate Years: Spring

This course provides in-depth coverage of advanced organic chemical topics, expanding upon the fundamentals of organic chemistry learned in CHM 222. 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 , and CHM 244 or CHM 232.

CHM 441 - Advanced Chemistry Laboratory - Fall (WID)

Four Credits

Fall Semester

Complementary in content to the Advanced Chemistry Laboratory - Spring (CHM 442). 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 and CHM 331.
General Education Attribute(s): Writing-in-the-Disciplines

CHM 442 - Advanced Chemistry Laboratory - Spring

Four Credits

Spring Semester

Complementary in content to the Advanced Chemistry Laboratory - Fall (CHM 441). 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, CHM 331 and CHM 333.

CHM 443 - Advanced Topics in Physical Chemistry

Three Credits

Alternate Years: 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

CHM 444 - Advanced Topics in Inorganic Chemistry

Three Credits

Alternate Years: Fall

This course builds upon the fundamentals of inorganic chemistry learned in CHM 244 and also includes recent advances in the field. Topics include: symmetry, group theory, molecular orbital's, frontier orbital's, ligand field compounds, organometallic reactions and catalysis, bioinorganic and environmental chemistry.

Prerequisite(s)/Restriction(s): CHM 244.

CHM 447 - Junior Fall Chemistry Seminar

Zero Credits

Fall Semester

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

Zero Credits

Spring Semester

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.
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

Zero Credits

Fall Semester

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.

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

Four Credits
Spring Semester

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.

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

Three Credits
Fall and Spring Semesters

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 under the myPlans tab 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

One to Four 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

One to Four 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

Three Credits
Fall Semester

Students complete an advanced research project in a specialized area of chemistry under the direction of a chemistry faculty member, resulting in a senior thesis. This course will be graded on a pass/fail basis.

Prerequisite(s)/Restriction(s): Senior standing in the department; approval of both the faculty member directing the project and the Department Chairperson required

Chinese

CHN 131 - Elementary Chinese I

Three Credits
Fall Semester

An introduction to modern standard Chinese commonly referred to as Mandarin. Focus of the course is on basic listening, speaking, reading and writing skills and Pinyin (spelling the sound) system. Students will learn common vocabulary, simple sentence structures and everyday conversational Chinese. Both simplified and traditional character formations will be introduced but the writing will emphasize the simplified form. Chinese culture, customs and history will be incorporated into the course curriculum.

Course Applies to: Asian Studies

CHN 132 - Elementary Chinese II

Three Credits
Spring Semester

This course is a continuation of CHN 131 - Elementary Chinese I.

Prerequisite(s)/Restriction(s): CHN 131 or equivalent.
Course Applies to: Asian Studies

CHN 231 - Intermediate Chinese I

Three Credits
Fall Semester

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 or equivalent.
Course Applies to: Asian Studies

CHN 232 - Intermediate Chinese II

Three Credits
Spring Semester

This course is a continuation of CHN 231 - Intermediate Chinese I.

Prerequisite(s)/Restriction(s): CHN 231 or equivalent.
Course Applies to: Asian Studies

CHN 331 - Advanced Chinese I

Three Credits
Fall Semester

In both semesters of Advanced Chinese, students build upon their previous ability and develop the ability to: speak simple dialogue of paragraph length; understand 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 or equivalent.
Course Applies to: Asian Studies

CHN 333 - Chinese TV Series

Three Credits
Spring Semester

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 or equivalent.
Course Applies to: Asian Studies

CHN 334 - Chinese Conversation and Composition

Three Credits
Spring Semester

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 or higher.
Course Applies to: Asian Studies

CHN 490 - Directed Study: Topics in Chinese

One to Four 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.
Note: Students must complete 45 hours work/semester per credit.

Communication

COM 103 - Public Speaking

Three Credits
Fall and Spring Semesters

Theory and practice of communicating in one-to-many situations. Students research, organize, and deliver several types of speeches, as well as critique various forms of public communication.

COM 105 - Interpersonal Communication

Three Credits
Fall and Spring Semesters

The basic elements of interpersonal communication, with special emphasis on developing knowledge and skills applicable to face-to-face interactions between individuals. The class facilitates an exploration of verbal and nonverbal communication.

COM 107 - Introduction to Media Studies

Three Credits
Fall and Spring Semesters

An overview of the history, structure, performance, content, effects and future of the mass media, including issues of media ownership, regulation, and the importance of advertising.

Course Applies to: Visual Studies

Note: Equivalent to COM 110. May not take both.

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

Four Credits
Fall Semester

This course will provide an overview of the history, structure, performance, content, effects, and future of mediated

communication, including issues of media ownership, regulation, and media literacy. As a first-year writing-intensive seminar, students will engage in frequent writing assignments, rigorous analysis of texts, critical thinking, and information literacy.

Prerequisite(s)/Restriction(s): Open to First-Year Students only
General Education Attribute(s): First-Year Seminar
Course Applies to: Visual Studies
Note: Equivalent to COM 107. May not take both.

COM 201 - Business and Professional Communication

Three Credits
Offered Periodically

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

COM 203 - Studies in Persuasion

Three Credits
Fall and Spring Semesters

Analysis of social and theoretical aspects of persuasion, development of attitudes, beliefs and attitude change in contexts such as advertising, marketing, and social media.

Course Applies to: American Studies

COM 206 - Introductory Statistics for Communication

Three Credits
Fall and Spring Semester

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 or COM 107 or COM 110.
General Education Attribute(s): Statistical Reasoning

COM 207 - Media Criticism

Three Credits
Fall and Spring Semesters

Survey of internal and external constraints in production of mediated messages. Analysis of news, advertising, and entertainment processes and products.

Prerequisite(s)/Restriction(s): COM 107.
Course Applies to: American Studies, Visual Studies

COM 220 - Understanding Film

Three Credits
Spring Semester

Introduction to film analysis through the study of a variety of film texts, with an emphasis on film form, and how the

various components of filmmaking, including elements of mise-en-scene, cinematography, editing, sound and music, and narrative structure function within that system.

Course Applies to: American Studies, Cinema Studies

COM 310 - Organizational Communication

Three Credits
Fall and Spring Semesters

Principles of communication in business and nonprofit organizations. Topics include communication theories, leadership and motivation, superior-subordinate communication, organizational culture, networks, and conflict management.

Prerequisite(s)/Restriction(s): COM 105.

COM 311 - Public Relations I: Principles

Three Credits
Fall and Spring Semesters

Theoretical and practical. Written and visual materials for a variety of organizational goals. Tools of communication, public relations – law and ethics, problem solving, persuasion and public opinion, media relations.

Prerequisite(s)/Restriction(s): COM 203 or COM 310 or BUS 333 or BUS 340.

COM 312 - Public Relations II: Practices

Three Credits
Fall and Spring Semesters

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

Prerequisite(s)/Restriction(s): COM 311 or JRN 100
Course Applies to: American Studies and Gender & Sexuality Studies

COM 313 - Gender and Communication

Three Credits
Fall and Spring Semesters

Examines the impact of gender on the communication process. Topics discussed within a variety of contexts.

Course Applies to: American Studies, Gender & Sexuality Studies

COM 314 - Media Industries

Three Credits
Wintersession (For Students Participating in the LA Program)

Advanced survey of media organization operation, including ownership, personnel, programming, and audience research.

Prerequisite(s)/Restriction(s): COM 107.
Note: Only open to students participating in the Los Angeles program.

COM 315 - Intercultural Communication

Three Credits
Fall Semester

Examines the role of communication in the creation and transmission of cultural knowledge and practice. Discusses the impact of communication differences in cross cultural contexts.

Prerequisite(s)/Restriction(s): COM 105.
Course Applies to: Asian Studies, Middle Eastern Studies

COM 316 - Family Communication

Three Credits
Spring Semester

This course is designed as an introduction to communication phenomena in the setting of the family. The overall goal is help you understand how, through communication, we develop, maintain, enhance, or disturb family relationships.

Prerequisite(s)/Restriction(s): COM 105

COM 318 - Persuasion and Social Movements

Three Credits
Fall Semester

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.
Course Applies to: American Studies

COM 319 - Political Communication

Three Credits
Fall Semester

Examines nature and impact of diverse communication strategies in political contexts, such as congressional and presidential campaigns.

Prerequisite(s)/Restriction(s): COM 203.
Course Applies to: American Studies

COM 321 - Topics in Film Genres

Three Credits
Fall Semester

A survey of one or more film genres. Topics may vary.

Course Applies to: Cinema Studies, Digital Media Production
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

Three Credits
Fall and Spring Semesters

Introduction to basic techniques for investigating common communication problems. Topics include focus group interviews, questionnaire design, critical methodology, content analysis, and other basic data collection methods used in communication organizations. Designed for Communication majors seeking a research course which emphasizes practical applications.

Prerequisite(s)/Restriction(s): Sophomore standing.
Course Applies to: Data Analytics

COM 323 - Topics in Film

Three Credits
Fall Semester

The topics of this seminar vary, but include a critical analysis of film-related subject matter.

Course Applies to: American Studies, 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

Three Credits
Fall Semester

Examination of leadership theories and diverse styles of leading within various contexts. In particular, this course will explore the vital role of communication processes in relation to leadership effectiveness. This course will also give students the opportunity to reflexively examine their own styles of leadership as well as identify areas for continued improvement.

Prerequisite(s)/Restriction(s): COM 103 and COM 105.

COM 333 - Topics in Media Studies

Three Credits
Fall and Spring Semesters

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

Prerequisite(s)/Restriction(s): COM 107 or COM 110.

Note: Course may be taken three times as long as topics differ.

COM 412 - Advanced Interpersonal Communication

Three Credits
Spring Semester

Examines major theories and research in interpersonal communication, including advanced investigation of

concepts introduced in COM 105. Topics include theories of relationship development and decline, marriage and family communication, and communicative competence.

Prerequisite(s)/Restriction(s): COM 105.

COM 414 - Topics in Communication

Three Credits

Offered Periodically

The topics of this seminar vary according to student needs and interests. Course may be taken three times.

COM 417 - Communication Theory

Four Credits

Spring Semester

An advanced survey of major communication theories. Focus on how communication theories are built and tested and how different theories are related. Includes theories from interpersonal, organizational, persuasion, and other communication areas.

Prerequisite(s)/Restriction(s): COM 322 and Senior standing. Instructor consent required for Juniors.

COM 418 - Rhetorical Theory

Four Credits

Fall Semester

A consideration of the intellectual tradition of rhetoric from a theoretical and critical perspective. Ideas from the classical, modern, and contemporary periods are examined.

Prerequisite(s)/Restriction(s): COM 203, COM 322 and Senior standing. Instructor consent required for Juniors.
Note: Fulfills the Communication Studies Capstone requirement.

COM 419 - Media Theory

Four Credits

Fall and Spring Semesters

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): COM 207 and COM 322 and Senior standing. Instructor consent required for Juniors.

COM 441 - Rhetorical Criticism (WID)

Four Credits

Fall Semester

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.

Prerequisite(s)/Restriction(s): Completion of the First-Year Seminar requirement.

General Education Attribute(s): Writing-in-the-Disciplines (This is a particularly good option for students in Communication, Creative Writing, and Journalism.)

Note: May not receive credit for both WRI 441 and COM 441.

COM 452 - Communication Honors Thesis

Three Credits

Fall and Spring Semesters

In consultation with a faculty member, students in the Department of Communication Honors Program conduct original research on a topic related to their emphasis in communication. Students must begin their research no later than one semester prior to the semester in which they plan to graduate. An official copy of the thesis will remain on file with the Department and with the college archives.

Prerequisite(s)/Restriction(s): COM 322 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

Three Credits

Fall and Spring Semesters

Practical experience in various professional fields related to the Communication discipline complementary to the work done in courses.

Prerequisite(s)/Restriction(s): COM 105 and COM 107, minimum of 3.00 GPA and permission of Internship Coordinator. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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 make take 3 times (max 9 credits).

COM 490 - Directed Study - Communication

One to Four 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.

Computer Science

CSC 090 - Healthy Computer Use for Computer Science

One Credit
Fall Semester

Healthy computer use for computer scientists using the Alexander Technique. Survey medical literature related to computer use and musculoskeletal disorders. Pathomechanics of the human-computer interface. Ergonomic conditioning, physical conditioning, mental conditioning and work conditioning. Based on the Alexander Technique: a way of uncovering and correcting mental and physical habits that lead to musculoskeletal injury.

Prerequisite(s)/Restriction(s): Open to Computer Science or Computer Engineering majors. Open to other majors with permission of the instructor.

CSC 101 - From Gutenberg to Berners-Lee

Three Credits
Fall and Spring Semesters

This course explores the history of information technology and its impact on our society. It provides students with the background to understand these changes and the tools they need to manage them, as well as a strong foundation in research, critical thinking, and oral and written communication skills.

General Education Attribute(s): Natural Scientific Inquiry
Course Applies to: Digital Humanities

CSC 102 - Introduction to Programming

Three Credits
Fall and Spring Semesters

An introduction to computers, programming and problem solving using a modern programming language such as Python, Java, or Visual Basic.

General Education Attribute(s): Natural Scientific Inquiry
Course Applies to: Data Analytics, Digital Humanities

CSC 103 - Computer Science I

Four Credits
Fall Semester

An introduction to programming and problem solving using Java. Topics include: Input and Output; Selection; Repetition; Methods; Recursion; Arrays; Classes and Objects.

Course Applies to: Data Analytics, Digital Humanities, Data Science

CSC 104 - Computer Science II

Four Credits
Spring Semester

Inheritance; Polymorphism; Exceptions; Stream IO; Elementary Data Structures; Graphics; Event Driven Programming.

Prerequisite(s)/Restriction(s): CSC 103.
Course Applies to: Data Analytics, Data Science, and Digital Humanities

CSC 195 - How Computers Work

Three Credits
Spring Semester

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.

General Education Attribute(s): Natural Scientific Inquiry
Course Applies to: Digital Humanities

CSC 201 - Discrete Mathematics for Computer Science I

Three Credits
Fall Semester

Discrete mathematical models for applications in computer science. Mathematical induction, graphs, trees, sets, equivalence relations, functions, and partially ordered sets. Asymptotic complexity, Big-O, and Big Omega, recursion and recurrence equations, finite and infinite sums. Predicate logic and first order logic. Basic counting methods, simple combinatorics. Probability and Markov Chains. Linear algebra, applications of linear algebra in computer science.

Prerequisite(s)/Restriction(s): MTH 126, CSC 104.
Course Applies to: Data Science

CSC 202 - Discrete Mathematics for Computer Science II

Three Credits
Spring Semester

Discrete mathematical models for applications in computer science. Mathematical induction, graphs, trees, sets, equivalence relations, functions, and partially ordered sets. Asymptotic complexity, Big-O, and Big Omega, recursion and recurrence equations, finite and infinite sums. Predicate logic and first order logic. Basic counting methods, simple combinatorics. Probability and Markov Chains. Linear algebra, applications of linear algebra in computer science.

Prerequisite(s)/Restriction(s): MTH 126, CSC 104.

CSC 211 - Data Structures

Three Credits

Fall Semester

The fundamental methods used to organize data in computer algorithms: stacks, queues, linked lists, trees, graphs, searching, and sorting. Design and analysis of algorithms.

Prerequisite(s)/Restriction(s): CSC 104.

Course Applies to: Data Science, Digital Humanities

CSC 221 - Computer Logic and Organization

Three Credits

Alternate Years: 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. ALU's, control logic, and finite state machines. The design of a simple computer. Gates and their implementation with transistors and integrated circuits.

Prerequisite(s)/Restriction(s): CSC 103.

Course Applies to: Management of Information Systems

CSC 304 - Computer Architecture

Three Credits

Alternate Years: 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.

CSC 305 - Mobile Computing

Three Credits

Every Other 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

CSC 310 - Cybersecurity

Three Credits

Every Other Spring

An introduction to the technical, administrative, physical, business, and legal issues of cyber security.

Prerequisite(s)/Restriction(s): CSC 103 or CSC 102

CSC 311 - Algorithms and Complexity

Three Credits

Alternate Years: 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 and (CSC 211 with a grade of C- or better).

Course Applies to: Data Science

CSC 312 - Compiler Design

Three Credits

Alternate Years: 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 (with a grade of C- or better).

CSC 314 - Operating Systems

Three Credits

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

Three Credits

Alternate Semesters: Spring

An introduction to data visualization theory and techniques used for creating visual representations of large data sets.

Prerequisite(s)/Restriction(s): CSC 211.

Course Applies to: Data Analytics, Data Science

CSC 322 - Machine Learning

Three Credits

Alternate Semesters: 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.

Course Applies to: Data Analytics, Data Science

CSC 323 - Programming Languages

Three Credits

Alternate Years: 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 (with a grade of C- or better).

CSC 324 - Web Programming

Three Credits

Spring Semester

Programming for the world wide web. Design patterns. Presentation Layer: XHTML, CSS, Javascript. Processing Layer: XSLT, Servlet Frameworks. Data Layer: XML, Document Object Model.

Prerequisite(s)/Restriction(s): CSC 211 (with a grade of C- or better).

Course Applies to: Digital Humanities

CSC 325 - Database Management Systems

Three Credits

Alternate Years: 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 (with a grade of C- or better).

Course Applies to: Data Analytics, Data Science, Digital Humanities, and Management Information Systems

CSC 326 - Mathematical Experiments in Computer Science

Three Credits

Fall Semester

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): CSC 201 and CSC 211.

CSC 382 - Artificial Intelligence

Three Credits

Alternate Years: 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 (with a grade of C- or better).

Course Applies to: Data Analytics, Digital Humanities

CSC 384 - Theory of Computation

Three Credits

Alternate Years: 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.

CSC 390 - Computer Networks

Three Credits

Alternate Years: Fall

Computer Networks: Data communication system components, network architecture, layered protocols, traffic analysis, and capacity planning.

Prerequisite(s)/Restriction(s): CSC 211 (with a grade of C- or better).

CSC 393 - Numerical Analysis

Three Credits

Alternate Years: Spring

For description and semester schedule, see MTH 393.

CSC 399 - Topics in Computer Science

Three Credits

Spring Semester

An advanced topic in an area of current interest in computer science.

CSC 400 - Capstone: Software Engineering (WID)

Four Credits

Spring Semester

Large-scale software project involving teamwork, written reports and oral presentations.

Prerequisite(s)/Restriction(s): Senior standing in Computer Science.

General Education Attribute(s): Capstone, Writing-in-the-Disciplines

CSC 450 - Computer Science Honors Thesis

Three Credits

Fall and Spring Semesters

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

Three Credits

Fall and Spring Semesters

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 under the myPlans tab 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

One to Four 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.

Criminology

CRM 111 - At-Risk Families and Youths (First-Year Seminar)

Four Credits

Fall Semester

This course examines characteristics of the growing numbers of families and youths on the "fault line" of present-day society in the United States. Causes and solutions that have been proposed to understand, control, and redress problems of at-risk families and youths are discussed. Topics include social stratification, victimization, crime prevention, innovative school programs, and other social intervention programs.

Prerequisite(s)/Restriction(s): Open to First-Year Students only.

General Education Attribute(s): First-Year Seminar

Note: Equivalent to CRM 432 - Seminar: At-Risk Families and Youth. May not take both. CRM 111 may not count as an advanced seminar in Criminology.

CRM 120 - Critical Introduction to Criminal Justice

Three Credits

Fall and Spring Semesters

An introduction to the major institutions of criminal justice from a social scientific perspective. Examines the structure and operation of police, courts, and corrections. Theories and concepts of sociology and other disciplines will be used to describe the workings of the criminal justice system and raise questions for critical analysis.

Prerequisite(s)/Restriction(s): Open to First-Years and Sophomores or by permission of the instructor
General Education Attribute(s): Social Scientific Inquiry

CRM 201 - Criminological Theories

Three Credits

Fall and Spring Semesters

This course provides a broad overview of sociological and interdisciplinary theories of criminal behavior and social control. Students learn how to analyze theories and research on crime for the purpose of advancing theory as well as developing policies for crime prevention and control.

Prerequisite(s)/Restriction(s): Sophomore or Junior standing or by permission of the instructor.

CRM 204 - Sociology of the Prison

Three Credits

Spring Semester

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 or CRM 201.

CRM 205 - Introduction to Policing

Three Credits

Spring Semester

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. Open to First-Years and Sophomores or by permission of the instructor.

CRM 208 - Sex Offenders: Patterns and Behaviors

Three Credits
Spring Semester

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 201

CRM 224 - Juvenile Delinquency

Three Credits
Fall and Spring Semesters

An examination of juvenile delinquency in American society. Topics included are the historical background and "invention" of delinquency, cross-cultural definitions of delinquency, theories of delinquency, social class differences, and the juvenile court system. The course critically examines the social, health, and mental health services which have been utilized by this society in attempts to prevent or "treat" delinquent behavior.

Prerequisite(s)/Restriction(s): CRM 120 or CRM 201.
Course Applies to: American Studies

CRM 225 - Probation & Parole

Three Credits
Both 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 or CRM 201

CRM 226 - Race, Racial Justice & Equity

Three Credits
Both 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 or CRM 201

CRM 227 - Introduction to Corrections

Three Credits
Fall and Spring Semesters

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

CRM 273 - Criminal Mind, Mental Illness and Criminality

Three Credits
Fall Semester

The course examines crime and mental illness, including social-psychological theories of crime; co-occurring psychological disorders; problem-solving courts (drug treatment, mental health, and re-entry) comprising the emerging field of "therapeutic jurisprudence"; and mentally ill offenders in prison and community settings. Sociological issues of gender, class and race will be discussed wherever relevant.

Prerequisite(s)/Restriction(s): CRM 201.

CRM 295 - Topics in Criminology

Three Credits
Fall and Spring Semesters

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 or CRM 201.

Note: Course may be taken three times as long as topics differ.

CRM 303 - Procedural Criminal Law

Three Credits
Fall and Spring Semesters

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 or CRM 201.

CRM 304 - Victims of Crime
Three Credits
Fall Semester

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.

CRM 305 - Substantive Criminal Law
Three Credits
Fall and Spring Semesters

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 or CRM 201.

CRM 306 - Trauma: Its Impact on Children
Three Credits
Every 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 or CRM 201

CRM 307 - Mechanics of the Courtroom
Three Credits
Spring Semester

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 or CRM 201. (CRM 305 is recommended).

CRM 309 - The Jury System
Three Credits
Fall Semester

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 or CRM 201

CRM 310 - Research Methods for Criminology (WID)
Four Credits
Fall and Spring Semesters

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 or CRM 201. Open to Junior and Senior Criminology or Sociology majors.
General Education Attribute(s): Writing-in-the-Disciplines

CRM 311 - Statistical Analysis in Criminology
Three Credits
Fall and Spring Semesters

An introduction to descriptive and inferential statistics as applied to the field of criminology. Topics include: measures of distribution, frequency, cross-tabulation, and analysis of variance and correlation. The course will also cover creating variable lists, data coding, creating databases for criminal justice agencies, analyzing the data using a variety of software packages, and presenting the data in narrative and graphic formats. Students will learn how to use Microsoft ACCESS to create databases, the Statistical Package for the Social Sciences to analyze data, and Microsoft PowerPoint for statistical presentations.

Prerequisite(s)/Restriction(s): CRM 120 or CRM 201. Open to Junior and Senior Criminology or Sociology majors.
General Education Attribute(s): Statistical Reasoning

CRM 312 - Youth and the Law

Three Credits

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 or CRM 201

CRM 313 - Faith, Justice & the Criminal Justice System

Three Credits

Both 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 or CRM 201
General Education Attribute(s): Catholic Intellectual Tradition

CRM 314 - Practicum: Victims in the Courtroom

Three Credits

Spring Semester

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 and permission of instructor.

CRM 315 - Women, Criminality, and the System

Three Credits

Periodically or As Needed

Examines the nature and extent of women offenders & 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

CRM 318 - Federal Criminal Process

Three Credits

Fall Semester

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 or CRM 201

CRM 322 - Violent Crime and Federal Initiatives

Three Credits

Fall Semester

This course is designed to examine different types of violent crime and the associated federal and state criminal justice system initiatives designed to respond to each of them. During the course, students will be discussing the impact of gun accessibility and media on violent crime, gang violence, domestic violence, and the risk and resiliency factors of children who witness violence. The course is designed to allow students to improve their knowledge of current crime problems in society, enhance their knowledge of the criminal justice system, apply what they have learned in other courses, and conduct a research project.

Prerequisite(s)/Restriction(s): CRM 120 or CRM 201.
Course Applies to: American Studies

CRM 335 - Spatial Crime Analysis

Three Credits

Spring Semester

Introduces a variety of methods and techniques for the visualization, exploration, and modeling of crime data using geographic mapping. Emphasis on mapping real life crime data and exploring mapping technology as a strategic planning tool for law enforcement agencies. The main objectives are to teach students the basic concepts of geographic mapping and its use by a variety of criminal justice agencies using ArcView Mapping software.

Prerequisite(s)/Restriction(s): CRM 120 or CRM 201. Open to Junior and Senior Criminology or Sociology majors.

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

Three Credits

Fall and Spring Semesters

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 or CRM 201.
General Education Attribute(s): Moral Inquiry

CRM 355 - Global Crime

Three Credits
Fall Semester

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 or CRM 201.
General Education Attribute(s): Moral Inquiry
Course Applies to: Anthropology, Asian Studies

CRM 356 - Terrorism

Three Credits
Fall Semester

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 or CRM 201.
Note: Course formerly offered as CRM 455 Seminar: Terrorism

CRM 357 - American Street Gangs

Three Credits
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 or CRM 201

CRM 395 - Topics in Criminology

Three Credits
Fall and Spring Semesters

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 or CRM 201

CRM 405 - Seminar: Crimes of the Powerful

Three Credits
Offered Periodically

This course critically examines the various dimensions of crimes of the powerful, in contrast to a focus on crimes of the powerless. Grounded in critical and realist criminology, the class studies various forms of state and state-corporate crimes, including genocide, war crimes, police crime, environmental crime and crimes of globalization. The course prepares students to understand causation, victimization, and control problems of this often hidden but extremely harmful form of deviance. In addition, the class explores these crimes through the foundation of human rights and the international criminal justice system.

Prerequisite(s)/Restriction(s): CRM 201 and one additional CRM course.

CRM 410 - Seminar: Juvenile Justice

Three Credits
Spring Semester

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 and one additional CRM course.

CRM 411 - Seminar: Police and Society

Three Credits
Spring Semester

Police discretion and values. Affirmative action, hiring, training, police organization, police and the community. Research and evaluation in criminology.

Prerequisite(s)/Restriction(s): CRM 201 and one additional CRM course.

CRM 412 - Seminar: Punishment and Public Policy

Three Credits
Spring Semester

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 and one additional CRM course.

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

Three Credits
Fall Semester

A comparative examination of women and minorities in the criminal justice system. Topics include: women and minority offenders; women and minority victims; women and minorities at different stages of the criminal justice process (police, courts, and corrections); women and minorities employed within the system; and societal attitudes toward women and minorities involved in the system.

Prerequisite(s)/Restriction(s): CRM 201 and one additional CRM course.

Course Applies to: American Studies, Gender & Sexuality Studies

CRM 432 - Seminar: At-Risk Families and Youth

Three Credits
Fall Semester

This course examines characteristics of the growing numbers of families and youths on the "fault line" of present-day society in the United States. Causes and solutions that have been proposed to understand, control, and redress problems of at-risk families and youths are discussed. Topics include social stratification, victimization, crime prevention, innovative school programs, and other social intervention programs.

Prerequisite(s)/Restriction(s): CRM 201 or CRM 224 and one additional CRM course.

Note: Equivalent to CRM 111 - At-Risk Families and Youths (First-Year Seminar). May not take both. CRM 111 may not count as an advanced seminar in Criminology.

CRM 440 - Seminar: White Collar Crime

Three Credits
Fall Semester

The course focuses on crimes committed by persons of respectability and high social status as opposed to traditional "street crimes" normally spotlighted in criminal justice courses. Such crimes include: restraint of trade, misrepresentation in advertising, infringement of patents and copyrights, unfair labor practices, financial fraud, and violations of trust. The extent, societal costs, and enforcement practices of such crimes are evaluated. Implications for prevention and for the punishment of offenders are presented for class discussion. The case method is used as the basis of class structure.

Prerequisite(s)/Restriction(s): CRM 201 and one additional CRM course.

CRM 470 - Capstone Internship in Criminology

Four Credits
Fall and Spring Semesters

The Capstone course for the major, the Internship provides an academic experience in which the third- or fourth-year student (only) contribute to the ongoing organizational process while learning to apply criminology theories to observations of structure, function, and process in a criminal justice setting.

Prerequisite(s)/Restriction(s): Senior or Second-Semester, Junior Criminology majors who have completed CRM 201, CRM 310 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.

General Education 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

Six Credits
Fall and Spring Semesters

The Capstone course for the major, the Internship provides an academic experience in which the third- or fourth-year student (only) contribute to the ongoing organizational process while learning to apply criminology theories to observations of structure, function, and process in a criminal justice setting.

Prerequisite(s)/Restriction(s): Senior and second-semester, Criminology majors who have completed CRM 201, CRM 310

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

Three Credits
Fall and Spring Semesters

Opportunity to gain practical experience and/or research skills in local, state, or federal criminal justice agencies.

Prerequisite(s)/Restriction(s): CRM 201, 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 under the myPlans tab 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

One to Four 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

One to Four 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

Three 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.

Dance

VPD 141 - Dance and Movement

Three Credits
Spring Semester

This class is an introduction 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.

VPD 151 - Dance Technique

Three Credits
Fall Semester

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.

Note: Formerly offered as VPD 251. Students may not take both VPD 151 and VPD 251.

VPD 152 - Tap I

Three Credits
Fall Semester

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.

Note: Formerly offered as VPD 252. Students may not take both VPD 152 and VPD 252.

VPD 186 - Introduction to Dance History

Three Credits
Spring Semester

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.

VPD 253 - Jazz I

Three Credits

Fall Semester

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.

VPD 254 - Modern Dance I

Three Credits

Spring Semester

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.

VPD 255 - Ballet I

Three Credits

Fall Semester

This course will cover ballet technique: The principles of proper alignment, placement, ballet terminology and steps. Ballet barre and center will give students the practice required for developing their dance ability. This class is open to both beginning ballet students and to those who have had more classical training.

VPD 256 - Dance for Musical Theatre

Three Credits

Spring Semester

Explores the world of musical theatre through dance. Students will learn a variety of dance styles associated with musicals throughout the decades. Broadway style dance will be incorporated.

VPD 257 - Introduction to Dance Composition

Three Credits

Fall Semester

Explores the different approaches to dance choreography. The influence of music, costume and lighting suitable for choreographic purposes and dance performance will also be studied. Different dance styles will be utilized by each student to create combinations that will lend to fully composed original pieces

VPD 260 - Topics in Dance

Three 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.

Note: The course may be taken 3 times as long as the topics differ.

VPD 354 - Modern Dance Technique II

Three Credits

Spring Semester

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 or permission of the instructor.

Note: Prior dance experience is required.

VPD 355 - Jazz Dance II

Three Credits

Spring Semester

Intended for the student with some previous dance experience. It expands the dancer's basic understanding of alignment, develops a deeper understanding of musicality including syncopation, and introduces complex movement skills. Students discover various styles and trends in American vernacular dance and learn to express themselves through their own choreography.

VPD 356 - Ballet II

Three Credits

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.

VPD 357 - Dance Company

One Credit

Fall and Spring Semesters

The Stonehill College Dance Company provides performing experience for qualified students through participation in a company that reflects the spirit of the College. The company is comprised of auditioned dancers who will learn choreography of well-known area choreographers in an organized manner and perform in various venues on and off campus throughout the semester. Individual creative expression will be emphasized.

Prerequisite(s)/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

One Credit

Spring Semesters

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): Instructor Permission.

Note: May be taken 3 times.

VPD 360 - Arts Outreach: Dance

Three Credits

Spring Semester

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.

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

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.

Data Analytics

DAN 601 - Data Analytics: Tools and Concepts

4 Credits (Effective Spring 2024: 3 Credits)

Fall Semester

Introduces the key concepts of data analytics and data science as applied to solving data-centered business problems in many industries. Emphasizes principles and methods covering the process from envisioning the problem to applying data science techniques to deploying the results to improve a business and help make decisions. Topics include an introduction to data-analytic thinking; application of data science solutions to business problems; very high-level data mining techniques, an intro to the SAS software suite, and achieving and sustaining competitive advantage with data science. Students will read and analyze data analytics case studies in various industries.

Course Applies to: M.P.S. in Data Analytics

DAN 602 - Statistics for Data Analytics

4 Credits (Effective Spring 2024: 3 Credits)

Fall Semester

An intermediate statistics course focusing on techniques used in data analytics. Introduces key statistical methods for applying data analytics. Introduces statistical thinking - starting with an question and using data and software tools to form a reasonable conclusion. Covers statistical analysis of both categorical and quantitative data. Most analysis will be performed using SAS software. Topics include statistical distributions, probability density functions, model accuracy analysis, bootstrapping, and sampling techniques.

Course Applies to: M.P.S. in Data Analytics

DAN 603 - Structured Data Analytics Using SAS

(Effective Spring 2024: Data Mining)

4 Credits (Effective Spring 2024: 3 Credits)

Fall Semester

An intermediate statistics course focusing on techniques used in data analytics. Introduces key statistical methods for applying data analytics. Introduces statistical thinking - starting with an question and using data and software tools to form a reasonable conclusion. Covers statistical analysis of both categorical and quantitative data. Most analysis will be performed using SAS software. Topics include statistical distributions, probability density functions, model accuracy analysis, bootstrapping, and sampling techniques.

Course Applies to: M.P.S. in Data Analytics

DAN 604 - Database & Data Warehouse Concepts

4 Credits (Effective Spring 2024: 3 Credits)

Spring Semester

Practical survey course covering database and data warehouse fundamentals. Emphasizes SQL (simple and

complex queries), the Extract-Transformation-Load (ETL) process, relational versus non-relational databases (and why relational databases can be a problem for analysis), an exploration of different database systems (Oracle, Microsoft SQL Server, etc.), data warehousing concepts, normalization/de-normalization, and cloud data warehousing. Course provides practical skills for database querying, and allows provides a foundational knowledge of database concepts so that students can work better with the database administration staff.

Course Applies to: M.P.S. in Data Analytics

DAN 605 - Visualization and Digital Storytelling

4 Credits (Effective Spring 2024: 3 Credits)
Spring Semester

A hands-on course emphasizing the importance of data visualization in understanding data. This course will utilize visualization software to prepare student to create reports and dashboards. 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 and how to balance the goals of their stakeholders with the needs of their end-users and be able to structure and organize a digital story for maximum impact.

Course Applies to: M.P.S. in Data Analytics

DAN 606 - Big Data Management

Four Credits
Spring Semester

Covers the impact of big data on business and what insights big data can provide through hands-on experience with the tools and systems used by big data scientists and engineers. No previous programming experience is required and all code will be provided to students. Software basics in Hadoop with MapReduce, Spark, Pig and Hive. By following along with provided code, students will experience how one can perform predictive modeling and leverage graph analytics to model problems. By the end of the course students will be able to perform basic big data analysis on a large data set.

Course Applies to: M.P.S. in Data Analytics

DAN 607 - Security, Privacy, and Ethics in Data Analytics

2 Credits (Effective Spring 2024: 3 Credits)
Periodically or As Needed

A survey and case study course emphasizing the importance of data privacy, and security. We need to share data in organizations, but the more we share it, the more it becomes necessary to protect it. By the end of the course, students will understand the legal, social, and ethical ramifications of data security and privacy as well as the concepts behind

data guardianship and custodianship and data permissions. Special attention will be given to industry-specific data privacy laws (HIPAA, FERPA, PCI DSS, etc.).

Course Applies to: M.P.S. in Data Analytics

DAN 608 - Emerging Topics in Data Analytics

2 Credits (Effective Spring 2024: 3 Credits)
Periodically or As Needed

A special topics course which will explore current major trends in the data analytics landscape. Topics may include natural language processing, fraud prevention, social media analysis, the role of analytics in financial management, and artificial intelligence, or unstructured data analysis.

Course Applies to: M.P.S. in Data Analytics

DAN 609 - Python for Data Analysts

4 Credits (Effective Spring 2024: 3 Credits)
Every Spring

A hands-on data analytics course for structured data using the Python programming language. Covers the skills that are required to explore and prepare data prior to analysis, create several types of predictive models and perform data clustering. It also covers skills that are required for model assessment and implementation. Models covered include decision trees, regressions, neural networks, K-means, market basket analysis, and others. Upon completion, students will have a set of practical data analytics skills and know how to apply these skills in a variety of business environments and with many types of structured data. Prerequisites or Course Restrictions: Completion of a bachelor's degree.

DAN 610 - SAS Programming for Data Analysts

3 Credits
Fall and Spring

New for Spring 2024. 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, student will gain a basic working knowledge of the SAS programming language. This course also counts towards the professional SAS certification.

Course Applies to: M.P.S. in Data Analytics

DAN 620 - Major Field Project/Capstone in Data Analytics (Effective Spring 2024: Data Analytics Strategy)

4 Credits (Effective Spring 2024: 3 Credits)
Periodically or As Needed

A final course in the program which will require students to prepare and present a comprehensive data analysis project in collaboration with their own organization or a sponsor organization. Students will be required to choose a faculty

advisor and an external advisor in their organization. The final deliverable of this program will be a major paper and presentation. See your advisor for details.

Course Applies to: M.P.S. in Data Analytics

Data Science

DSC 105 - Introduction to Data Science

Three Credits
Spring Semester

An overview data science and the job of a data scientist. Topics include 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.

General Education Attribute(s): Natural Scientific Inquiry
Course Applies to: Data Science, Digital Humanities

DSC 470 - Data Science Integrated Capstone Project

Three 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 mining and modeling 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): Senior Data Science majors only.
Course Applies to: Data Science

Digital Media Production

DMP 210 - Introduction to Digital Feature Production

Three Credits
Fall Semester

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).

Course Applies to: Digital Humanities
Note: Course is considered the equivalent to LC 339 - Learning Community: Making Movies. Students may not take both DMP 210 and LC 339.

DMP 215 - Introduction to Digital Media Production

Three Credits
Fall and Spring Semesters

Understanding the principles and elements of video: the camera, lighting, direction, editing, sound. Practice in making a video composition.

Course Applies to: Digital Humanities

DMP 222 - Thesis Film Production Assistant

One 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 or DMP 215 or LC 339, 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

Three credits
Every 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.

Course Applies to: Digital Humanities

DMP 315 - Advanced Digital Feature Production

Three Credits
Fall and Spring Semesters

This course extends the skills introduced in DMP 210 - Introduction to Digital Feature Production (or LC 339 - Learning Community: Making Movies) 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 or LC 339.
Course Applies to: Digital Humanities

DMP 320 - Writing for Digital Media

Three Credits

Spring Semesters

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.

Course Applies to: Digital Humanities

DMP 475 - Internship in Digital Media Production

Three Credits

Fall and Spring Semesters

Practical experience in the practice of media production complementary to the work done in courses.

Prerequisite(s)/Restriction(s): DMP 210 or DMP 215; A 3.0 GPA in the minor or permission of Program Director. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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 - Thesis Film Project

Three Credits

Fall and Spring Semesters

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, DMP 320, and Junior Standing

Note: Course may be taken twice, but only 3 credits may count towards the Digital Media Production minor.

Digital Studies

DIG 201 - Digital Design Studio

One Credit

Fall and Spring Semesters

In a digital studio, students will receive instruction in the technical skills necessary to pursue individual and/or team digital projects.

Course Applies to: Digital Humanities

Note: This course is a 1-credit course and is taken in conjunction with another (parent) course. Students will receive technical instruction and consultation in the use of digital technologies as needed to pursue digital projects assigned in the parent course.

Economics

ECO 110 - The Economics of eBay (First-Year Seminar)

Four Credits

Fall Semester

Why do some items sell for such ridiculously high prices at auctions of reputable establishments such as Christie's, Bonham's, Sotheby's or even eBay? Has it ever occurred to you why the owners of a house listed for \$1.5 million last year cannot get 1/3 of that price this year? In this course we will examine the way consumers and businesses think and behave as rational entities.

Prerequisite(s)/Restriction(s): Open to First-Year Students only.

General Education Attribute(s): First-Year Seminar, Social Scientific Inquiry

Note: Equivalent to ECO 176. May not take both.

ECO 113 - Everyday Economics

Four Credits

Fall Semester

Why does popcorn cost more at the movies? What policies should the government enact to mitigate the climate crisis? Can rent control help solve the housing crisis faced by poor households in Boston and New York? Can dyeing elephant tusks really save elephants from poachers? Economics can be applied to help answer questions that range from relatively mundane to those that are really important. This course will introduce students to basic principles of microeconomics with emphasis on providing tools to analyze economic issues and problems we face every day.

General Education Attribute(s): Social Scientific Inquiry

ECO 176 - Microeconomic Principles

Three Credits

Fall and Spring Semesters

Economic analysis of product and resource markets. The consumption behavior of households, the price and output decisions of firms under various forms of market structure, the distribution of income.

General Education Attribute(s): Social Scientific Inquiry

Note: Equivalent to ECO 110. May not take both.

ECO 178 - Macroeconomic Principles

Three Credits

Fall and Spring Semesters

Descriptive, historical and theoretical treatment of the overall level of economic activity, prices and employment within the framework of American capitalism. Contributions of Smith, Ricardo, Keynes, and others.

Prerequisite(s)/Restriction(s): ECO 176 or the First-Year Seminar equivalent.

General Education Attribute(s): Social Scientific Inquiry

ECO 205 - Economics of Social Issues and Public Policy

Three Credits
Fall Semester

Economic analysis of issues often neglected in traditional economics courses, emphasizing policies that may alleviate social problems. Topics include healthcare, education, crime, substance abuse, cigarette smoking, gambling, housing, and family issues.

Prerequisite(s)/Restriction(s): ECO 176 or the First-Year Seminar equivalent.

Note: Course may be applied to the American Studies program.

ECO 206 - United States Economic History

Three Credits
Alternate Years: Fall Semester

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.

Course Applies to: American Studies

Note: Not open to first semester students.

ECO 211 - Economics of Labor Unions

Three Credits
Spring Semester

Examines the historical and current role of organized labor in the U.S. and its impact on employment, wages, prices, and trade. Additional topics include collective bargaining, labor market discrimination, and the globalization of production.

Prerequisite(s)/Restriction(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.

Course Applies to: American Studies

ECO 217 - Economic History of the 20th Century American Family

Three Credits
Spring Semester

The course traces the socioeconomic progress of a variety of American families over the century. Changes in real income, employment conditions, labor force participation, education, residence, and family life are examined within the context of larger economic, political, and social events such as immigration, war, depression, the labor movement, civil rights, and women's rights.

Prerequisite(s)/Restriction(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.

Course Applies to: American Studies

ECO 219 - History of World Economic Development

Three Credits
Alternate Years: Fall Semester

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: Asian Studies, Anthropology, Middle Eastern Studies, and Latin American & Caribbean Studies (with permission of the LACS Program director)

Note: Considered a World History.

ECO 230 - Development Economics

Three Credits
Spring Semester

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 and ECO 178 (or their corresponding First-Year Seminar equivalents) and one Statistical Reasoning Course (ECO 241, BUS 206, CHM 331, CRM 311, EDU 301, MTH 145, MTH 207, MTH 225, MTH 396, PHY 321, POL 210, PSY 261 or SOC 311).

Course Applies to: Asian Studies

ECO 241 - Economic Statistics

Three Credits
Fall Semester

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

General Education Attribute(s): Statistical Reasoning

ECO 242 - Econometrics (WID)

Four Credits
Spring Semester

Is secondary smoke harmful? Learn econometrics to appropriately answer questions like this. The theory and application of multivariate regression analysis. We concentrate on problems of estimation and hypothesis testing of the direction and magnitude of possible causal

relationships among variables. We use STATA econometrics software.

Prerequisite(s)/Restriction(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents) and completion of any statistical reasoning course.
General Education Attribute(s): Writing-in-the-Disciplines
Course Applies to: Data Analytics

ECO 244 - The Economics of Sports

Three Credits
Spring Semester

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 and ECO 178 (or their corresponding First-Year Seminar equivalents) and completion of any Statistical Reasoning course.
Course Applies to: American Studies, Sport Commerce and Culture

ECO 246 - Forensic Economics

Three Credits
Fall Semester

Forensic Economics is the study of the contributions made by economists in providing expert opinions related to the measurement of economic damages in a vast array of legal dilemmas and circumstances. Such circumstances include the wrongful death associated with medical malpractice, discrimination and wrongful termination, catastrophic personal injuries, and others. This course provides students with an opportunity to "do economics" by incorporating active learning techniques associated with the functions of the forensic economist.

Prerequisite(s)/Restriction(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents), and completion of any Statistical Reasoning course. Familiarity with spreadsheet software (such as Excel) is also strongly recommended.

ECO 301 - Intermediate Microeconomics

Three Credits
Fall Semester (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 and ECO 178 (or their corresponding First-Year Seminar equivalents.)

ECO 303 - Intermediate Macroeconomics

Three Credits
Fall and Spring Semesters

Theory of income, employment, and output; economic fluctuations, inflation, interest rates, growth, and stabilization policy.

Prerequisite(s)/Restriction(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents.)

ECO 305 - Public Sector Economics

Three Credits
Fall Semester

Theoretical and empirical microeconomic analysis of government policy with respect to the efficient allocation of resources and the equitable distribution of income. Learn how appropriately chosen government policy enhances (rather than hinders) efficiency and equity in our society.

Prerequisite(s)/Restriction(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents.)
Course Applies to: American Studies. Public Policy

ECO 309 - Money and Banking

Four Credits
Fall Semester

Analysis of the operation of financial markets and financial institutions focusing on financial intermediaries including commercial banks, investment banks and the central bank. Examines the structure and performance of the bond and stock markets, derivatives, and other financial instruments. Extensive use current market information prepares students with the real-world knowledge and experience necessary for careers in the financial world.

Prerequisite(s)/Restriction(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents.)
Course Applies to: American Studies

ECO 311 - International Economics

Three Credits
Spring Semester

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 and ECO 178 (or their corresponding First-Year Seminar equivalents.)

Course Applies to: Asian Studies, Middle Eastern Studies, and Latin American & Caribbean Studies (with permission of the LACS Program Director)

ECO 319 - Urban and Regional Economics

Three Credits
Spring Semester

Economic analysis of urban and regional dynamics, especially changing population and business location factors. Examines the problems of modern cities, e.g., housing, transportation, education, crime, and the cost of providing municipal services.

Prerequisite(s)/Restriction(s): ECO 176 or First-Year Seminar equivalent.

Course Applies to: American Studies

ECO 321 - Economics of Healthcare

Three Credits
Fall and Spring Semesters

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 or First-Year Seminar equivalent.

ECO 323 - Labor Economics and Manpower Policy

Three Credits
Fall Semester

Economic analysis of labor markets, supply and demand considerations, labor force participation, wage determination models, discrimination theories, unemployment, manpower planning programs, and other public policies.

Prerequisite(s)/Restriction(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents.)

Course Applies to: American Studies

ECO 329 - Industrial Organization

Three Credits
Spring Semester

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 and ECO 178 (or their corresponding First-Year Seminar equivalents), and one Statistical Reasoning course.

ECO 333 - Monetary Theory and Policy

Three Credits
Every Other 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

ECO 343 - International Finance

Three Credits
Spring Semester

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 and ECO 178 or their corresponding First-Year Seminar equivalents.

Course Applies to: Asian Studies, Middle Eastern Studies

ECO 351 - Futures, Options, and Other Derivative Products

Three Credits
Every Other 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 (or FYS equivalent), ECO 178, and any Statistical Reasoning Course

ECO 420 - Fixed Income Analysis

Three Credits
Alternate Years: Spring Semester

This course covers valuation and portfolio management techniques for fixed income securities. Major topics include: the term of structure or interest rates; the measurement and management of price volatility using duration and immunization; credit risk embedded options and option-

adjusted spreads; mortgages and prepayments risk; and international bond portfolios.

Prerequisite(s)/Restriction(s): ECO 309 or BUS 327.

ECO 421 - Capstone Seminar in Economic Research

Three Credits
Fall Semester

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) and ECO 301, ECO 303 and Economics Statistics requirement (ECO 241 or BUS 206 or MTH 225, or MTH 396).

Note: This course fulfills the Capstone requirement in Economics.

ECO 423 - Capstone Seminar in Economic Policy

Three Credits
Spring Semester

The opinion pages and content of the popular press, NY Times, Wall Street Journal, The Economist, and The New Yorker, for example are studied to provide a model for students to choose events on a weekly basis to write their own op-ed pieces, clearly articulating an opinion incorporating economic theory and statistical reasoning to support those opinions.

Prerequisite(s)/Restriction(s): Permission of Department Chair (given during advising in spring of Junior year) and ECO 176, ECO 178 or equivalent First-Year Seminar), ECO 301, ECO 303 and Economics Statistics requirement (ECO 241 or BUS 206 or MTH 225, or MTH 396).

Note: This course fulfills the Capstone requirement in Economics.

ECO 449 - Economics Honors Thesis I

Three 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, consent of Department Chair.

ECO 450 - Economics Honors Thesis II

Three 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 or ECO 449, Senior Standing, acceptance to the Economics Honors Program, acceptance of proposal developed in ECO 421 or ECO 449, consent of Department Chair.

ECO 475 - Internship in Economic Research

Three Credits
Fall and Spring Semesters

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 under the myPlans tab 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

One to Four 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

One to Three Credits
Fall and Spring Semesters

Students carry out an independent research project under the direction of a faculty member. The research may be

part of an ongoing project being conducted by the faculty member, or the student 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

Three Credits

Fall and Spring Semesters

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 teacher certification are included in the course.

Prerequisite(s)/Restriction(s): Open to Education majors and minors only. Optional field placement available.

General Education Attribute(s): Social Scientific Inquiry

Note: Pre-practicum recommended.

EDU 104 - Early Care and Education

Three Credits

Fall Semester

Covers historical, social and philosophical foundations of early childhood education and the integrated preschool. It examines a variety of instructional models in the field and looks at developmentally appropriate practice in terms of classroom environments, classroom management and constructivist learning theories.

Prerequisite(s)/Restriction(s): Open to first-year or sophomore-year students only.

Note: Pre-practicum recommended.

EDU 130 - Introduction to Special Education

Three Credits

Fall Semester

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. Field experience is required.

Note: Pre-practicum available.

EDU 140 - Teaching the Adolescent Learner

Three Credits

Fall Semester

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

Three Credits

Fall and Spring Semesters

Developmental Theories focuses on the cognitive, social, emotional, linguistic, physical and cultural development of children (from conception through adolescence) and how their development impacts the learning and teaching process. Course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms.

Note: Pre-practicum recommended.

EDU 202 - Reading: Theory and Instruction

Three Credits

Fall and Spring Semesters

Introduces principles and procedures for teaching the fundamentals of reading. Examines reading as a process. Emphasizes current reading research, methodology, multicultural concerns, reading disability, innovative practices, grouping patterns, and changing language philosophies. Emergent literacy through the intermediate grades.

Prerequisite(s)/Restriction(s): EDU 102 or EDU 104 or EDU 130. Not open to first-year students.

EDU 203 - The NUMB3RS Project

One Credit

Fall Semester

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.

Prerequisite(s)/Restriction(s): Open to Education majors and minors only.

Note: Pre-practicum required.

EDU 206 - Behavior Management

Three Credits

Spring Semesters

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 or EDU 209 or EDU 213 or EDU 214.

EDU 207 - English Language Learners in the Classroom

Three Credits

Fall and Spring Semesters

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, EDU 104, EDU 130, EDU 140, or EDU 201.

EDU 208 - Planning for Multicultural Learning

Three Credits

Fall Semester

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.

Note: Course may be applied to the American Studies program.

EDU 209 - Creating an Inclusive Learning Environment

Three Credits

Fall and Spring Semesters

Examines disabling conditions, legal requirements, and the instructional methods/techniques used for serving

exceptional children and youth in the regular classroom, with strong emphasis on inclusion, diversity, and multiculturalism. Fieldwork with students with special needs is required.

Prerequisite(s)/Restriction(s): EDU 207. Not open to first-year students.

Note: Pre-practicum required.

EDU 210 - Children in Preschools and Kindergarten

Three Credits

Spring Semester

Course for Early Childhood majors and others interested in familiarizing themselves with the needs of preschool and kindergarten children as they apply to school environments. Explores the physical, emotional, social, cognitive, and creative needs of the child 3 through 5 years of age with and without disabilities. Focuses on typical and atypical development, early literacy, parents and families, the role of play and other concerns of the Early Childhood field. Field Work: One half day per week.

Prerequisite(s)/Restriction(s): Not open to first-year students. Note: Pre-practicum required.

EDU 213 - Inclusive Learning in Early Education

Three Credits

Spring Semester

Provides students with a comprehensive study of issues surrounding children (ages birth to school age) who have special needs. Focus includes legislation, Early Intervention and the role of the family in the education of a young exceptional child. Fieldwork with preschool/ kindergarten students with special needs is required.

Prerequisite(s)/Restriction(s): EDU 207. Not open to first-year students.

Note: Pre-practicum required.

EDU 214 - The Inclusive Secondary Classroom

Three Credits

Spring Semester

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.

EDU 215 - Language and Literacy in Special Education

Two Credits
Fall Semesters

This 2-credit course 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.

EDU 216 - Teaching Math to Students with Disabilities

Two Credits
Fall Semesters

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.

EDU 217 - Professional Practice in Special Education

Two Credits
Fall Semesters

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

Three Credits
Fall and Spring Semesters

Develops an awareness of and sensitivity to children's literature. Builds skills necessary to guide children's experiences with literature. Explores a variety of genres including multicultural literature.

Prerequisite(s)/Restriction(s): EDU 102, EDU 104, EDU 130, or EDU 201

EDU 301 - Assessment and Analysis in Education

Three Credits
Fall and Spring Semesters

A systematic and comprehensive exploration that introduces the prospective teacher to the elements of measurement and elements of evaluation essential to good teaching. Course

content also examines statistical reasoning as it applies to educational research and practice.

Prerequisite(s)/Restriction(s): EDU 102 or EDU 104. Course requires junior status or higher.

General Education Attribute(s): Statistical Reasoning

EDU 306 - Speech and Language Development

Three Credits
Fall Semester

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.

Course Applies to: Speech Language Pathology

EDU 307 - Classroom Management

Three Credits
Fall and Spring Semesters

Relationship of classroom organization to academic achievement and classroom behavior. An analysis of alternative classroom designs, patterns of interactions, and hierarchies of learning to create a well-organized and effective learning environment.

Prerequisite(s)/Restriction(s): Not open to first-year students.

EDU 308 - Assessment in Special Education

Three Credits
Fall Semester

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 or EDU 104 or EDU 130
General Education Attribute(s): Statistical Reasoning

EDU 309 - Curriculum and Methods for Special Education

Three Credits
Fall Semester

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 or EDU 102 or EDU 308

EDU 310 - Content Specific Pedagogy

Three Credits

Fall Semester

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 and junior or senior standing.

Note: Students are required to complete a 2-hour per week prepracticum placement

EDU 312 - Art, Music and Movement

Three Credits

Spring Semester

Course focus is on art, music and movement as creative processes, as expressive modalities and as educative and insight-building tools for children with and without disabilities. Course work stresses a developmental perspective of children's art, music and movement expression.

Prerequisite(s)/Restriction(s): Not open to first-year students.

EDU 315 - Curriculum and Instructional Design

Three Credits

Fall and Spring Semesters

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 or EDU 104, Junior status or higher.

Note: Pre-practicum: one full day per week required.

EDU 320 - Teaching Math, Science & Technology

Three Credits

Fall and Spring Semesters

Course focuses on developing content/pedagogy aligned with national standards in the STEM fields (science, technology, engineering & mathematics). Emphasis will be placed on how students learn within these disciplines. Course culminates in the creation of a community based STEM project.

Prerequisite(s)/Restriction(s): Not open to first-year students.

Note: Pre-practicum required.

EDU 330 - Reading & Writing in the Content Areas

Three Credits

Spring Semester

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. Not open to first-year students.

EDU 333 - Topics in Education

Three 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. Course is repeatable with consent of Department Chair. Course may be taken three times.

EDU 430 - Practicum: Early Childhood Education

Nine Credits

Fall and Spring Semesters

Supervised practicum leading to initial teaching licensure [Teacher: Early Childhood: Teacher of Students with and Without Disabilities, (PK-2)]. Practicum hours in two settings (1) PK/K & (2) 1st /2nd grade. Evaluation based upon Massachusetts DESE Initial License Teaching Standards.

Prerequisite(s)/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. Must be taken concurrently with EDU 440-A.

Corequisite(s): EDU 440.

EDU 433 - Practicum: Moderate Disabilities PreK-8 Level

Nine Credits
Fall and Spring Semesters

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, attainment of success benchmark for each required MTEL, and consent of Director of Placement and Supervision. Must be taken concurrently with EDU 440-A.
Corequisite(s): EDU 440.

EDU 435 - Practicum: Elementary Education

Nine Credits
Fall and Spring Semesters

Supervised practicum leading to initial teaching licensure [Elementary (1-6)]. Evaluation based upon Massachusetts DESE Initial License Teaching Standards.

Prerequisite(s)/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. Must be taken concurrently with EDU 440-A.
Corequisite(s): EDU 440.

EDU 437 - Practicum: Secondary Education 5-12 Level

Nine Credits
Fall and Spring Semesters

Supervised practicum leading to initial teaching licensure [Secondary (content area, e.g. foreign language, 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, attainment of success benchmark for each required MTEL, and consent of Director of Placement and Supervision. Must be taken concurrently with EDU 440-A.
Corequisite(s): EDU 440.

EDU 439 - Practicum: Secondary Education 8-12 Level

Nine Credits
Fall and Spring Semesters

Supervised practicum leading to initial teaching license [Secondary (content area, e.g. Biology, Chemistry,

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, attainment of success benchmark for each required MTEL, and consent of Director of Placement and Supervision. Must be taken concurrently with EDU 440-A.
Corequisite(s): EDU 440.

EDU 440 - Practicum: Reflective Seminar

Three Credits
Fall and Spring Semesters

Series of evening seminars taken concurrently with appropriate practicum. Facilitated by Stonehill faculty and professional education practitioners, this capstone seminar will address current issues of best practice in education. Issues around assessment and evaluation of teaching as well as professional development and teacher support will be addressed.

Prerequisite(s)/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. Must be taken concurrently with EDU 430/433/435/437/439.
Note: Must be taken concurrently with EDU 430, EDU 435, EDU 437, or EDU 439.

EDU 450 - Education Capstone Seminar

Three Credits
Fall and Spring Semesters

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
Junior or Senior standing

EDU 475 - Senior Field Project

Nine or Twelve Credits
Fall and Spring Semesters

Field experience for 15 weeks, 3 or 5 days per week. Student will design a field-based research project in consultation with an Education Department faculty member.

Prerequisite(s)/Restriction(s): Senior standing and permission of instructor and Department Chairperson required.

EDU 476 - Internship in Education

Three Credits

Fall and Spring Semesters

Research or practical experience in the field of education at an outside agency. The upper-class student is expected to carry out a supervised assignment based upon experiences in the field working alongside a supervising practitioner.

Prerequisite(s)/Restriction(s): Permission of instructor and Department Chairperson required. Not open to first-year students. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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

One to Four 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): 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. Not open to first-year students.

Note: Students must complete 45 hours work/semester per credit.

EDU 496 - Independent Research - Education

One to Four 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): 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. Not open to first-year students.

Note: Students must complete 45 hours work/semester per credit.

EDU 505 - MTEL Preparation Course

Zero Credits

Periodically or As Needed

This is a preparation course to help students prepare for the required Massachusetts Tests for Educator Licensure. In this preparation courses, students will review strategies for taking various MTEL tests. The course will cover test-taking

strategies and approaches, practice tests, and targeted feedback.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

Note: This course meets for 8 sessions.

EDU 510 - English Learners in Classrooms

Three Credits

Spring Semesters

This course covers current policy and practice related to English Learners (ELs) in schools with a special focus on Sheltered English Immersion (SEI) Settings. Topics will include diversity issues, content/academic vocabulary development and literacy skills (including listening, speaking, reading and writing) to provide teachers with the knowledge and strategies to support ELs in classrooms.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors planning to pursue the M.Ed. in Inclusive Education at Stonehill may be allowed to take the course with Departmental approval.

Course Applies to: M.Ed. in Inclusive Education

EDU 609 - Educational Equity and Inclusivity

Three Credits

Fall and Spring Semesters

This course introduces students to the reality of schools as diverse spaces encompassing a range of student needs and examine efforts to ensure equity in education. Issues of race, class, culture, language, gender, gender identity and expression, sexual orientation, and ability will be discussed and examined, especially how they intersect to reproduce inequality. Students will reflect on individual beliefs in relation to social justice education and democratic education and examine unintended consequences of policy/practice that create or perpetuate inequitable environments and opportunities in schools. Strategies for promoting educational equity and inclusivity will be discussed.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.Ed. in Inclusive Education

EDU 610 - Contemporary Issues in Education

Three Credits

Fall Semester

This course examines and unpacks contemporary issues in the field of education and provides prospective teachers with a beginning foundation for understanding the teaching profession and the US education system, including policy and governance. The historical, legal, ethical, and pedagogical foundations for social justice education and democratic education will be explored, as well as the education reform context and emerging policies. The course

will include an examination of professional ethics and standards. Required field experience.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.Ed. in Inclusive Education

EDU 611 - The Individualized Education Program

Three Credits

Spring Semesters

This graduate course focuses on the Individual Education Program (IEP) and the role of the special educator in the process, from pre-referral to eligibility determination and placement, as well as implementation. Federal and state laws related to special education will be explored. Collaboration, communication, building trust, and relationships with families and school/community colleagues will be an emphasis of the course.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.Ed. in Inclusive Education

EDU 612 - Positive Behavior Support and Strategies

Three Credits

Fall Semester

This course explores supportive, preventative, and proactive approaches to addressing the social and academic behaviors of students with disabilities and other diverse populations. Strategies for developing a positive classroom climate to support social and emotional development, including trauma and anxiety, will be central to the learning of the course. A variety of approaches, including the connection between communication & behavior, identifying contributing factors to challenging behavior, FBA, and behavior support plans will be explored.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.Ed. in Inclusive Education

EDU 620 - Language & Literacy in Special Education

Three Credits

This 3-credit course is designed for preservice special education teachers and other related service providers interested in expanding their knowledge base for understanding and supporting 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): Completion of a bachelor's degree

Course Applies to: M.Ed. in Inclusive Education.

Note: Fieldwork is required.

EDU 621 - Teaching Math to Students with Disabilities

Three Credits

This three-credit course provides an in depth look at 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): Completion of a bachelor's degree

Course Applies to: M.Ed. in Inclusive Education

EDU 622 - Literacy for Adolescents with Disabilities

Three Credits

Fall and Spring Semesters

This course explores language and literacy for middle/high school students with disabilities. Reading and writing challenges for students in middle and high school, including literacy challenges that develop due to development, gaps in learning, English language acquisition, engagement and motivation, and identified disabilities such as Specific Learning Disabilities, Dyslexia, and Autism Spectrum Disorders will be addressed. The course will emphasize instructional design and techniques, RTI, and progress monitoring to boost student achievement and literacy outcomes, including comprehension, vocabulary, and writing for diverse student populations. Assessment for middle/high school students with disabilities will be addressed.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed. in Inclusive Education

EDU 623 - Math for MS/HS School Students with Disabilities

Three Credits

Fall and Spring Semesters

This course examines the pedagogy of math instruction for middle and high school aged students with disabilities. Contemporary methods of assessment in the domain of math as well as 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 learning disabilities involving mathematics difficulty, methods for assessing mathematical competencies and instructional techniques.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed. in Inclusive Education

EDU 630 - Assessment in Special Education

Three Credits

Fall Semester

This three-credit 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): Completion of a bachelor's degree.

Course Applies to: M.Ed. in Inclusive Education

EDU 631 - Curricular Innovations & Assistive Technology

Three Credits

Fall Semester

This course focuses on increasing access to the curriculum using the lens of Universal Design for Learning (UDL) to help educators customize instruction to meet the needs of students with disabilities and other diverse learners. Course participants will determine how to deconstruct curricular barriers and create and apply curricular solutions that maximize access and academic success. Assistive technology and AAC will be explored and leveraged.

Course Applies to: M.Ed. in Inclusive Education

EDU 640 - Graduate Practicum

Three, Six or Nine Credits

Spring Semesters

Capstone experience integrating the coursework of the Inclusive Education Masters Program into a clinical experience. Stonehill Students spend 15 weeks in a special education placement. They work with qualified practitioners in partner school districts to gain teaching experience while assuming gradual responsibility of the teaching role. The experience culminates with a three week takeover of all responsibilities of the special education teacher.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Permission of Program Director or Advisor.

Course Applies to: M.Ed. in Inclusive Education

EDU 641 - Reflective Seminar: Professional Practice

Three Credits

Spring Semesters

This course is taken concurrently with a graduate practicum or internship. This capstone seminar will focus on social justice education, professional culture, family & community engagement, collaboration, and curriculum and planning for

educational contexts. Students will reflect on experiences in the practica/internship site and current issues and best practice in education, including trauma and social emotional learning.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.Ed. in Inclusive Education

Note: For graduate students pursuing a license: Completion of program/degree requirements, passing score on all MTEL subtests and/or approval of Director.

EDU 650 - Diversity, Disproportionality, and Discipline

Three Credits

Periodically or As Needed

This course will examine intersectionality and the complex racial, gendered, and class based dimensions that perpetuate inequitable environments and opportunities in schools. We will explore critical race theory (CRT) and its theoretical relevance as a framework to examine and challenge disparate educational opportunities for students of color. The course will offer an examination of the policies, procedures and structures that perpetuate disproportionality and overrepresentation. This course will analyze assumptions about race, gender, and class, as well as how these dynamics unfold in U.S. schools through political, sociological, theoretical, and pedagogical lenses.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education, Certificate in Diversity, Equity, and Inclusion

EDU 651 - Disability and Democracy

Three Credits

Periodically or As Needed

This course will disability through the lens of democratic education. The concepts of equity, ableism, and "othering" will be examined through philosophical educational theories to unpack pervasive disagreement about the best methods for improving outcomes for students with disabilities. The course will explore repositioning schools as democratic spaces where diversity and individuality can be enhanced and better understood. Theories of democracy and democratic education will be explored as a means of a more socially just orientation of disability.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education, Certificate in Diversity, Equity, and Inclusion

EDU 652 - Gender Identity, Expression & Sexuality in School

Three Credits

Periodically or As Needed

This course will examine the complexities of gender, identity, expression, and sexual orientation in schools, as well as how their interrelated dynamics and complexities of unfold in the history of US schools to present day. The course will explore the concepts of Identity development and school structures that disenfranchise non-binary and LGBTQA+ students and examine constructions of gender identity, sexuality, and equality and binary/nonbinary conceptions. The course will examine inclusivity and exclusion through an examination of gender models, perpetuation of stereotypes, and implicit biases. The course analyzes key conceptual and methodological frameworks of gender, class, sexuality, power, and intersectionality.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education, Certificate in Diversity, Equity, and Inclusion

EDU 653 - Race, Religion, Culture & Language

Three Credits

Periodically or As Needed

This course focuses on race, religion, culture, and language through the lens of social justice education. This course will unpack bias explore the diverse ways in which power and traditional structures intersect with different cultural, social and religious practices. We will examine strategies for designing and creating safety in classrooms, schools, educational spaces and communities which honor students' cultural backgrounds and lived experiences. The course will explicitly examine privilege, equity, and cultural responsiveness in educational spaces.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education, Certificate in Diversity, Equity, and Inclusion

EDU 654 - Science Teaching and Learning in the Middle School

Three Credits

Periodically or As Needed

This three-credit course provides an in depth look at the teaching and learning of science in the middle school (grades 5-8). Students will acquire an understanding of the content (Earth & Space Science, Life Science, Physical Science, Technology & Engineering) and practices of middle school science along with highly effective instructional practices for teaching science to early adolescents. This course is centered around inquiry learning, and authentic assessment for science in the middle school.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 655 - Mathematics Teaching and Learning in the Middle School

Three Credits

Periodically or As Needed

This three-credit course provides an in depth look at the teaching and learning of mathematics in the middle school (grades 5-8). Students will acquire an understanding of the content (ratio and proportionality; expressions and equations; statistics and probability; the number system; geometry; and functions) and practices of middle school mathematics along with highly effective instructional practices for teaching mathematics to early adolescents. This course is centered around high leverage routines problem-based learning and authentic assessment for mathematics in the middle school.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 656 - Teaching English Language Arts in the Middle School

Three Credits

Periodically or As Needed

This three-credit course provides an in depth look at the teaching and learning of English language arts in the middle school (grades 5-8). This course will acquaint students with the objectives, content, and methods associated with literacy learning in the middle grades and characteristics of adolescent learners in middle school contexts. This course will blend best practice teaching methods with the Massachusetts Curriculum Frameworks and follow the recommended teaching practices advocated by the National Council of Teachers of English (NCTE) and its affiliated professional organizations.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 657 - Classroom Inquiry & Action Research in Education

Three Credits

Periodically or As Needed

This course provides an opportunity to unpack academic content areas through action/inquiry research and will assist teacher candidates in developing professional voice through the inquiry process. Inquiry and action research provides educators, administrators, and community leaders a method to study classroom challenges using an emic, or "insider" perspective to investigate and improve practice.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 658 - Learning and Adolescence

Three Credits

Periodically or As Needed

This course examines the role of school in adolescents' identity development, middle school/middle level education and philosophy, including the historical context to current best practice. Emphasis is on the adolescent brain, the developmental, emotional, and intellectual traits of the diverse adolescent learner, and resulting implications for teaching and learning. Adolescent learners are examined in and out of school contexts, with an emphasis on diversity, culture, and inclusivity and historically minoritized groups.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Education

EDU 659 - Teaching History & Social Science: 21st Century

Three Credits

Periodically or As Needed

This course provides an introduction to the theory and practice of teaching the social studies, including history, civics and government, geography, and economics, at the middle level. The course begins with unpacking teacher candidate beliefs about teaching, learning, and history, and how they impact teaching and learning. Teacher candidates will design lessons, units of study, and assessment through the lens of UDL, democratic and social justice education, while attending to the diversity of today's classrooms.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 660 - Neurodiversity, Collaboration, and Allyship

Three Credits

Periodically or As Needed

This course provides class participants with an introduction to autism and neurodiversity, a grounding in the neurodiversity paradigm, and exposure to autistic self-advocates and perspectives. The course will include an examination of the sociopolitical context and the resulting ideals, conceptions, assumptions, and biases in education, media, and community. Course participants will unpack educational discourse, diagnosis, labels, and the ethics of different educational approaches and ideals. The course will explore tenets of collaboration and the complexity of different organizational approaches.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 661 - Communication and Competence

Three Credits

Periodically or As Needed

This course will explore communication and competence, from the highly to the minimally or nonverbal autistic student, and the theoretical foundations of speech, language, and communication. Communication, communication reciprocity, core skills necessary for social communication and literacy development will be a focus. The course will examine frameworks for effective communication strategies and approaches, as well as the role of communication in social understanding/interaction and behavior. Collaborative and interdisciplinary models of support and service delivery will be examined and be guided by self-advocate accounts.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 662 - Social Understanding, Stress, Anxiety, & Trauma

Three Credits

Periodically or As Needed

This course will review social understanding, stress, anxiety, and trauma in autistic people. The course will explore the role of anxiety, stress, and trauma on relationships, self-regulation, health/ well-being, and academic achievement. This course will stress intersectionality and explore gender/ culture/race influences on understanding autism. Course participants will develop social supports and curricula focused on neurodiverse social behavior that help to mitigate the effects of stress/anxiety/trauma and develop resilience.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.Ed in Inclusive Education

EDU 663 - Autistic Behavior, Sensory Needs, & Self-Regulation

Three Credits

Periodically or As Needed

In this course, autistic behavior, including tenets of neurodiversity, sociocultural views of "normalcy," and self-regulation will be explored. Participants in the course will examine a range of strategies and systems to support, develop, actualize, and sustain positive behavior. Participants will examine sensory development and regulation, connections to behavior, stress, and learn de-escalation techniques.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 664 - Self-Advocacy, Quality of Life and Transition

Three Credits

Periodically or As Needed

This course explores quality of life considerations, measures, and supports for autistic students/persons. Educators will learn techniques to support autistic students moving from school to adult life including developing self-advocacy skills, educator advocacy/allyship, family advocacy, person-centered planning, and transition plans. Ethical issues and philosophical challenges relating to sociocultural context, theories, and positioning, anti-oppressive education, and involvement/lack of involvement of self-advocates' perspectives will be explored in the development of pathways to higher education, career and technical education, employment, and independent living.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 665 - Practicum: Autism Certificate

Three Credits

Periodically or As Needed

Practicum/Field Experience for Autism Stem Specialization/Certificate Program.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.Ed in Inclusive Education

EDU 675 - Graduate Education Internship

Three of Six Credits

Periodically or As Needed

The graduate internship in education constitutes a practical field experience, and can be accomplished in a variety of settings which directly or indirectly serve school-aged children or the field of education. This may involve diverse educational contexts, such as community, religious or recreational programs, work at an education agency, or a research experience, among others. The internship can be undertaken as a 3 or 6 credit experience, depending on several factors and in consultation with the student's faculty advisor: prior course work, graduate requirements, interests, and previous experience in the field, and site considerations/expectations.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Approval of the Program Director is required.

Course Applies to: M.Ed in Inclusive Education

EDU 690 - Graduate Directed Study

One to Three Credits

Periodically or As Needed

This course provides an opportunity for the graduate student to undertake in-depth study in an area of education related to interest or skill. The course may constitute research, experience, or another opportunity proposed by the student/approved by the program. The directed study ranges from 1-3 credits, depending on several factors: prior course work, graduate requirements, interests, and previous experience in the field. A comprehensive written proposal and final project of thesis is required.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Approval of the Program Director is required.

Course Applies to: M.Ed in Inclusive Education

Engineering

EGR 100 - Introduction of Engineering Systems

Three Credits

Both Fall and Spring

In this course, students work in small groups, taking an interdisciplinary approach involving tools from engineering, management, the social sciences, and other areas to develop skill at solving complex real-world problems. Examples of such problems include environmental issues, design of health care delivery systems, and coordination of critical infrastructure systems such as mass transit systems or water supply management.

EGR 101 - Introduction to Engineering

Three Credits

Every Spring

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 201 - Introduction to Electrical Engineering

Three Credits

Both Fall and Spring

This course serves as an Introduction to the field of electrical engineering through various hands-on experiences. Students will gain skills in using breadboards, electronic components and electrical test equipment. Students will be introduced to

concepts in both electrical systems and devices that will be developed more-completely in later courses.

EGR 305 - Design for Public Good

Three Credits
Fall Semester

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 and Advisor's Approval

EGRE 101 - Introduction to Engineering

Three Credits
Fall Semester

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.

EGRE 201 - Circuits I

Three credits
Every Spring

Circuits I cover 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

EGRE 203 - Circuit II

Three Credits
Spring Semester

Circuits II 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): MTH 126 and EGRE 201

EGRE 221 - Vibrations and Waves

Three Credits
Fall Semester

Mechanical and electrical examples of damped, forced and resonant oscillations; the mechanical wave equation via Newton's mechanics; the electromagnetic wave equation via Maxwell's equations; traveling sound and electromagnetic waves; diffraction and interference, geometrical limit of wave optics. Fourier analysis and other mathematical tools. Prerequisites: MTH 125 and MTH 126. Co-requisite: PHY 121 and PHY 122. Cross-listed with PHY 221.

Prerequisite(s)/Restriction(s): MTH 125 and MTH 126
Corequisite(s): PHY 121 and PHY 122
Note: Cross-listed with PHY 221

EGRE 301 - Microelectronics

Three Credits
Fall Semester

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 topics 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.

Prerequisite(s)/Restriction(s): EGRE 201 and PHY 121

EGRE 305 - Design for Public Good

Three Credits
Fall Semesters

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 and Permission of Instructor

EGRE 321 - Embedded System Design

Three Credits
Fall Semester

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

EGRE 331 - Control Systems Engineering

Three Credits
Fall Odd Years

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): EGRE 203

EGRE 333 - Signals and Systems

Three Credits
Fall and Spring Semesters

This is an introductory course in Digital Signal Processing (DSP) for undergraduate Electrical and Computer Engineering students. Major topics to be covered in EGRE 333 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), digital filter design.

Prerequisite(s)/Restriction(s): MTH 126 - Calculus II and EGRE 203 - Circuit II

EGRE 335 - Digital Design I

Three Credits
Fall and Spring Semesters

This course is the second course that the students take in the digital design sequence. 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

EGRE 343 - Power Electronics

Three Credits
Fall and Spring Semesters

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): EGRE 301 - Microelectronics

English

ENG 100/110 - Island Living/Island Leaving (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 110 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 110, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/112 - First Person: Film Theory/Film Practice (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

This seminar will introduce students to film, and film representation, through theory and practice: intensive study of film language, technique, and theory will be followed by a basic introduction to film-making (creating short films). This will enable students to apply the theories and techniques they have learned in class.

Prerequisite(s)/Restriction(s): ENG 112 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 112, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/113 - Machine Culture: Our Technology, Ourselves (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

This course explores the representation of technology as created by artists from ancient Athens to the 21st century. Questions we will pursue: is technology the friend or foe of humanity? Will machines enable our perfection or enhance our flaws? Should our machines be more or less like us?

Prerequisite(s)/Restriction(s): ENG 113 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 113, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/116 - Literature in Translation? (Core/First-Year Seminar)

Three or Four 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*.

Prerequisite(s)/Restriction(s): ENG 116 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 116, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/119 - Gods and Monsters (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 119 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 113, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/120 - "The Lunatic, the Lover, and the Poet": Metaphor and the Unconscious (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 120 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 120, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/121 - Violence and Nonviolence (Core/First-Year Seminar)

Three or Four 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?

Prerequisite(s)/Restriction(s): ENG 121 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 121, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/123 - "In Sickness and in Health": Bodies in Literature (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 123 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 123, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/124 - On the Road: Encounters with the "Other" (Core/First-Year Seminar)

Three or Four 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*.

Prerequisite(s)/Restriction(s): ENG 124 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 124, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/125 - The Imaginary Primitive (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

Our seminar will focus on how the modern idea of Western "civilization" took shape in response to the image of the non-European, "native." Specifically, we will examine the "primitive" (and the related figures of the "cannibal," the "savage," and the "barbarian") in British and French literature and visual art as the essential-if often invented-figure at the heart of modern concepts of empire, subjectivity, aesthetics, ethics, and culture. Although much of our work will concentrate on the nineteenth and twentieth centuries, we will begin by examining several foundational early modern and Enlightenment-era texts to see how images of first contact between so-called "natives" and European explorers influenced more contemporary discourses of anthropology, biology, social science, psychoanalysis, and imperial politics. Readings will examine several key contact zones between European and non-European peoples: Africa, India, Oceania, and the Middle East. Our semester will end with a section devoted to contemporary responses to European constructions of racial 'Otherness' from the Sudan, France, and England. Authors to be covered include William Shakespeare, Michel de Montaigne, Montesquieu, Jean-Jacques Rousseau, Rudyard Kipling, Paul Gauguin, Joseph Conrad, W. Somerset Maugham, E.M. Forster, George Orwell, Marjane Satrapi, Tayeb Salih, and Zadie Smith. We will also look at art by Gauguin, Jean-Léon Gérôme, Man Ray, and Pablo Picasso, among others, as well as films such as *Cannibal Tours* and *Dirty, Pretty Things*.

Prerequisite(s)/Restriction(s): ENG 125 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 125, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/126 - Love and Other Difficulties (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 126 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 126, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/127 - The Art of Memory (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

This course will be an interdisciplinary study of memory that encourages students to investigate both critically and creatively how different artists, writers, and filmmakers depict memory. We will discuss not only how it's used in their work, but also how they represent the way it functions and how different approaches and mediums reveal or expose different aspects of experience. Artists, writers, filmmakers and composers we may explore include: Jonathan Caouette's *Tarnation*, Chris Marker's *La Jetee*, poet Marie Howe's *What the Living Do*, Marcel Proust's *In Search of Lost Time*, Joe Brainard's *I Remember*, as well as various essays (by authors such as Joel Agee and bell hooks). We will also examine the artwork of Christian Boltanski, Felix Gonzalez-Torres, and Harry Dodge and Stanya Kahn, as well as composer William Basinski's *Disintegration Loops*.

Prerequisite(s)/Restriction(s): ENG 127 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 127, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/128 - Wonderlands (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 128 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 128, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/132 - Altered States: Literature and Intoxication (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

Various types of altered states of consciousness have long been reflected in Western literature. Changes to identity – not just states brought about by alcohol or drugs, but also spiritual or other intensely emotional experiences – have been a broad theme explored by many authors, from Homer's *Lotus eaters* to the enchantments of Shakespeare's *A Midsummer Night's Dream* to contemporary confessional memoir. In this course, we will explore the many ways in which altered states have been represented by authors, ranging from the celebratory to the repentant, and the ways in which they construct or challenge the identities of authors, characters and audiences. We will also consider the acts of writing and reading as themselves challenges to conventional identity.

Prerequisite(s)/Restriction(s):

ENG 132 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 132, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/139 - "Getting the Joke": Satire and Sentimentality (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 139 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 139, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/140 - Daddy's Girls (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 140 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 140, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/141 - African American Literature (Core/First-Year Seminar)

Three or Four Credits

TBD

Prerequisite(s)/Restriction(s): ENG 141 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 141, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/142 - Between Two Worlds: Multi-Ethnic Literature and Film (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 142 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 142, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/143 - Literature and the American South (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

This course looks at literature about the American South from the colonial era through contemporary culture. We will particularly focus on race and gender in literature and film about the Civil War, Reconstruction, and the emergence of the "New South."

Prerequisite(s)/Restriction(s): ENG 143 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 143, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/144 - Literary Evolutions (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 144 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 144, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/146 - Telling It Slant: Unreliable Narrators in American Literature (Core/First-Year Seminar)

Three or Four 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 Larsen'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.

Prerequisite(s)/Restriction(s): ENG 146 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 146, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/147 - Romanticism and How to Live (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 147 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 147, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/148 - Sport Stories (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 148 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 148, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/149 - Women in Literature: A Home in the Word

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 149 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 149, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/150 - Writing About Film (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 150 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 150, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/151 - In Passing: Performed Identities in Literature (Core/First-Year Seminar)

Three or Four 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?

Prerequisite(s)/Restriction(s): ENG 151 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 151, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/152 - Site-Specific Literature (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 152 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 152, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/153 - Border Stories: Transcultural Literature (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 153 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 153, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/154 - The Essay: Contemporary Voices (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 154 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 154, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/155 - The Mirror of Friendship (Core/First-Year Seminar)

Three or Four Credits
Fall 2018

“Without friends,” wrote Aristotle, “no one would choose to live, though he had all other goods.” For the Greek philosopher, in fact, friendship was a higher value than justice and one of the purest forms of love. Oscar Wilde, with tongue in cheek, had a somewhat different take: “Friendship is far more tragic than love. It lasts longer.” In this course we will examine the philosophy and literature of friendship from the ancient world to the contemporary era of social-media friending. We’ll look at friendship in its many hues: from the innocent relationships of childhood and the intensities of adolescent bonds to friendships that cross over into romantic love and friendships that spiral into dependency, rivalry, obsession, and betrayal.

As we gaze into what Aristotle called the mirror that friends hold up for one another, we will also examine what the border-crossing power of friendship shows us about race, class, gender, and sexuality. Authors we will consider may include: Aristotle, Cicero, Michel de Montaigne, Francis Bacon, William Shakespeare, Oscar Wilde, David Mitchell, Achy Obejas, ZZ Packer, Junot Diaz, Sherman Alexie, and Mohsin Hamid.

Frequent writing assignments will ask you to explore a variety of kinds of writing, such as “quotes and notes” annotations, blog posts, personal essays, and formal critical analysis. Special attention will be paid to developing

basic writing and composition skills with an emphasis on formulating clear and persuasive arguments.

Prerequisite(s)/Restriction(s): ENG 155 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 155, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/156 - Listen: Sound Texts from Broadcast to Podcast (Core/First-Year Seminar)

Three or Four Credits

Offered Periodically

This seminar will examine the histories and cultures of broadcasting. We will consider radio as a unique mode of storytelling and information distribution. The forms of listening have changed from scheduled or serendipitous dial-spinning to downloading and streaming on demand. But much remains the same about the form and connections that broadcasting makes possible. In addition to unearthing connections between radio and literary and cultural production, we will also create our own podcasts.

Prerequisite(s)/Restriction(s): ENG 156 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 156, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/157 - Poetry, Migration and Exile (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 157 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 157, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/158 - Whose Ireland? Writing the Immigrant Experience (Core/First-Year Seminar)

Three or Four Credits

Offered Periodically

This seminar explores the concept of Irishness through the work of writers born in Ireland and those who immigrated into Ireland in the wake of the Celtic Tiger and the formation of the European Union. We will ask: How has what it means to be "Irish" changed after key moments in Irish history? Who "counts" as Irish? Is Irishness a geographic designation, a cultural concept, a political tool, or a literary construct? By examining seminal works by authors such as W.B. Yeats in conversation with contemporary authors including Oona Frawley and Melatu Uche Okorie, students will practice close reading of texts in order to form compelling arguments about the interactions between the nation, race, ethnicity, and literature.

Prerequisite(s)/Restriction(s): ENG 158 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 158, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/159 - Twice Told Tales (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 159 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.

ENG 159, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/160 - Marking Time (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 160 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 160, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/161 - Dramatic Voices: Influences of Orality in Literature (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): ENG 161 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 161, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/162 - Young Adult Literature: Marginalization and Coming of Age (Core/First-Year Seminar)

Three or Four 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"?

Prerequisite(s)/Restriction(s): ENG 162 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 162, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 100/163 - American Nightmare/American Dream: Dystopic and Utopic American Literature (Core/First-Year Seminar)

Three or Four 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

Prerequisite(s)/Restriction(s): ENG 163 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): ENG 100, for 3-credits, fulfills the Literature Cornerstone.
ENG 163, for 4-credits, fulfills the First-Year Seminar and Literature Cornerstone.

ENG 164 - Introduction to Creative Writing

Three Credits
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.

General Education Attribute(s): Literature Cornerstone Seminar

ENG 165 - Poetry in World Religions (Cornerstone Seminar)

Three Credits

Periodically or As Needed

The first poems are found in the oldest of religious texts. As song, in hymns and psalms, as meditations, in praise and argument, in narrative verse and in calls-to-action. The poetic form allows writer and reader to draw persuasive connections-and distinctions-between internal experience, the social world, the natural world, and a moral or cosmic order. As religious culture continues to transform, poetry remains fertile ground for setting and contesting foundations. This course examines how a range of poets speak to and through religion to engage the deep and incendiary matters from ancient to contemporary times: cosmic meditations, cross-cultural tensions; science and health; sex and gender relations; global and local politics; war and the weapons of war; modernity vs. traditionalism; the fate of the earth; and of course the meaning of life and death. Poems will address a variety of world traditions and poetic perspectives, including but not limited to: Catholicism, Islam, Protestantism, Indic religions, Judaism, and Buddhism. Only open to students that have not completed the Literature Cornerstone requirement.

General Education Attribute(s): First-Year Seminar, Literature Cornerstone

ENG 166 - Tales of Mayhem and Mystery: An Introduction to Detective Fiction (Cornerstone Seminar)

Three Credits

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.

General Education Attribute(s): First-Year Seminar, Literature Cornerstone

ENG 167 - The Art of Losing: British and Irish War Stories (Cornerstone Seminar)

Three Credits

Periodically or As Needed

"My subject is War, and the Pity of War. The Poetry is in the Pity." Wilfred Owen planned to include these lines in the preface to his book of First World War poetry; they also appear on the stone commemorating Britain's War Poets in Poets' Corner of Westminster Abbey. Yet this same sentiment prompted W.B. Yeats to say, "passive suffering is not a theme for poetry." Both writers assume there is a "right" way to turn the losses of war into literature, but disagree on the details. This course asks: How does literature help us to understand the experience of loss, particularly when that loss happens in the context of war? In what ways does literature encourage us to remember the past? Why do the losses of the First World War still appeal to contemporary writers as a subject for poetry, novels, and plays? Our reading of primary texts are supplemented by critical works that reveal the ways in which memory and commemoration changed after the First World War, in order to help us understand writers' continual return to and reimagining of the years from 1914-1918. Only open to students that have not completed the Literature Cornerstone requirement.

General Education Attribute(s): First-Year Seminar, Literature Cornerstone

ENG 168 - Global Fictions (Cornerstone Seminar)

Three Credits

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.

General Education Attribute(s): First-Year Seminar, Literature Cornerstone

ENG 169 - Poetic Idiom through the Ages (Cornerstone Seminar)

Three Credits

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.

General Education Attribute(s): First-Year Seminar, Literature Cornerstone

ENG 170 - What Ghosts Can Say: In/Visible Men & Women (Cornerstone Seminar)

Three Credits

Periodically or As Needed

"What ghosts can say-/Even the ghosts of fathers-comes obscurely."-Adrienne Rich "Ghost stories represent the return of the repressed in its most literal and paradigmatic form."- Julia Briggs What can ghosts say? More precisely, what can representations of ghosts in literature and film say? From Macbeth (1606) to The Turn of the Screw (1898) to The Sixth Sense (1999), ghosts make frequent appearances in fictional narratives. While ghost stories can be fun and spooky, they can also be means of investigating what haunts the cultural imaginary; they teach us not just about the dead but the living. In this course, we will examine a diverse array of "ghost stories"- understood as a flexible genre-in order to explore how fictional ghosts often reveal real psychological and historical trauma. For example, in novels about American racial injustice such as Jesmyn Ward's Sing, Unburied, Sing (2017) and Toni Morrison's Beloved (1987), ghosts make visible the invisible, telling the stories of those whose have been erased or silenced until they return in spectral form. As a cornerstone English course, we will also practice close reading, collaborative discussion, and clear, persuasive writing, skills beneficial in and beyond college.

General Education Attribute(s): First-Year Seminar, Literature Cornerstone

ENG 171 - Literature of Protest (Cornerstone Seminar)

Three Credits

Periodically or As Needed

In a moment of crisis, the place to go for a sense of justice has often been literature. A tradition of protest in print goes all the way back to the pamphleteer Thomas Paine and the civil rights advocacy of Thoreau. Today, it informs the work of such varied writers as Ta-Nehisi Coates, Joy Harjo and Amanda Gorman. Protest literature opens for the reader an alternative window onto our history-slavery, the forced migration of Native Americans, women's suffrage, the Great Depression, and the Civil Rights movement. This course will be an examination of a variety of literary works from the middle of the nineteenth century to the present, focusing on the ways they critique prevailing power structures and ideology. How writers harness the power of literature in times of upheaval and construe the social and political purposes of their art, will be central questions of the course. By examining literature that resists the inhumane we will trace various traditions of

protest literature and discover the means and methods of protest writers from several different cultures and national literatures.

General Education Attribute(s): First-Year Seminar, Literature Cornerstone

ENG 172 - Literature of Protest (Cornerstone Seminar)

Three Credits

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.

General Education Attribute(s): Literature cornerstone

ENG 173 - Fictional Futures (Cornerstone Seminar)

Three Credits

Periodically or As Needed

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.

General Education Attribute(s): Literature cornerstone

ENG 200 - Introductory Topics in Literary Studies (Literature Cornerstone)

Three Credits

Fall and Spring Semesters

Introduction to the vocabulary and practices of literary-critical analysis and the skills of close reading with a focus on the major literary genres.

General Education Attribute(s): Literature Cornerstone

Note: 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.

ENG 201 - British Literature to 1700

Four Credits
Fall Semester

Introduction to English literary history through poetry, drama, and narrative from Anglo-Saxon roots to the development of British literary genres in the medieval and early modern periods.

ENG 202 - Literary History II

Four Credits
Spring Semester

Exploration of literature in the modern period, paying particular attention to the development of genres, the expansion of the British Empire, and the emergence of the British and American literary traditions.

ENG 204 - Drama (Literature Cornerstone)

Three Credits
Spring Semester

Through the study of traditional and non-traditional types of drama (to include screenplays as well), students are introduced to new ways of classifying and reading texts. Designed for both entering and upper-level students with a particular emphasis on close reading.

General Education Attribute(s): Literature Cornerstone

ENG 205 - Fiction

Three Credits
Spring Semester

Through the study of traditional and non-traditional types of fiction (to include short stories as well), students are introduced to new ways of classifying and reading texts. Designed for both entering and upper-level students with a particular emphasis on close reading.

ENG 220 - Introductory Topics in Literature

Three Credits
Fall Semester

Introductory literary seminars that emphasize the development of writing and analytic skills necessary for upper-division English courses.

Prerequisite(s)/Restriction(s): Priority given to first- and second-year students.

Course Applies to: Gender & Sexuality Studies

Note: Topics will vary from semester to semester. 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.

ENG 221 - Introductory Topics in Digital Humanities (Literature Cornerstone)

Three Credits
Spring Semester

This course features an introduction to a range of digital methods and tools for humanistic inquiry.

General Education Attribute(s): Literature Cornerstone
Course Applies to: Digital Humanities

ENG 242 - Topics in Creative Writing: Poetry I

Three Credits
Fall Semester

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

Course Applies to: Creative Writing

Note: 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.

ENG 243 - Topics in Creative Writing: Fiction I

Three Credits
Fall and Spring Semesters

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

Course Applies to: Creative Writing

Note: 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.

ENG 247 - Topics in Catholicism and Literature

Three Credits
Fall and Spring Semesters

An engagement with Catholic writers and themes in British and American Literature.

General Education Attribute(s): Catholic Intellectual Traditions

Note: Course may be taken twice as long as topics differ. Specific topics and descriptions offered each semester can be found on the Registrar's website.

ENG 248 - Catholic Literature and the Modern World

Three Credits
Spring Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: Catholic Studies

ENG 250 - Taking the Victorians to the Movies

Three Credits

Fall Semester

An exploration of why the Victorians have never gone out of style, using films to understand the novels on which they are based and vice-versa.

ENG 256 - Madness and Insight: Modernist Psycho-pathology

Three Credits

Periodically or As Needed

What do we learn about ourselves from looking through the lens of madness? This course will explore how narratives of insanity from the 18th century to the present have shaped our understanding of human cognition, perception, emotion, desire, and the unconscious. Authors to be considered: Descartes, Poe, Dostoevsky, Gilman, Schnitzler, Woolf, Kafka, Breton, Didion, Pynchon and DeLillo.

ENG 257 - Global Detective Fiction

Three Credits

Spring Semester

A critical study of contemporary novels by authors offering new, globally inflected twists on an old form. Readings might include mysteries and crime fictions by Henning Mankell, Luiz Garcia Roza, Dennis Potter, Alexander McCall Smith, and Donna Leon.

ENG 258 - Literature and Sports

Three Credits

Fall and Spring Semesters

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.

Course Applies to: Sport Commerce and Culture

ENG 271 - Film and Story

Three Credits

Fall and Spring Semesters

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

Course Applies to: Cinema Studies, Visual Studies

ENG 272 - Film History

Three Credits

Fall Semester

A survey of major film industries and canonical texts presented in a chronological order serving specific themes (for example, film-making in a given geographical region).

Course Applies to: American Studies, Cinema Studies, Visual Studies

ENG 273 - Hitchcock

Three Credits

Fall Semester

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.

Course Applies to: American Studies, Cinema Studies, Gender & Sexuality Studies, and Visual Studies

ENG 279 - Harry Potter: Magic, Muggles, and Metaphor

Three Credits

Fall Semester

This course will immerse students in the world of J. K. Rowling's Harry Potter series. Reading the novels as literary and cultural texts, the course will explore how Rowling creates an intricate alternative universe with parallel political and social dimensions. The course will examine the novel series as narrative and cultural artifacts, paying special attention to how the texts offer construct new notions of nation, authority, education, morality, folklore, and fandom.

ENG 280 - Shakespeare for Everyone

Three Credits

Alternate Years: Spring Semester

This course provides a general introduction to the drama of William Shakespeare. We will carefully explore the genres that Shakespeare mastered - comedy, tragedy, romance, and the history play - by focusing primarily on how Shakespeare uses language to create character and dramatic tension and engages with larger ethical, social, and political questions.

ENG 300 - Topics in Literary and Cultural Theory

Three Credits

Fall and Spring Semesters

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, AMS or GND course

General Education Attribute(s): Moral Inquiry

Course Applies to: American Studies, Gender & Sexuality Studies, Visual Studies

Note: 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.

ENG 301 - Topics in Medieval Literature (WID)

Four Credits

Offered Periodically

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

General Education Attribute(s): Writing-in-the-Disciplines

Note: Course may be taken twice as long as topics differ.

Specific topics and descriptions offered each semester can be found on the Registrar's website.

ENG 304 - Topics in Early Modern Literature (WID)

Four Credits

Spring Semester

A thematic study of texts, figures, and influences associated with the literature of the early modern period.

General Education Attribute(s): Writing-in-the-Disciplines

Note: Course may be taken twice as long as topics differ.

Specific topics and descriptions offered each semester can be found on the Registrar's website.

ENG 306 - Topics in British Literature, 1700-1900 (WID)

Four Credits

Fall Semester

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

General Education Attribute(s): Writing-in-the-Disciplines

Note: Course may be taken twice as long as topics differ.

Specific topics and descriptions offered each semester can be found on the Registrar's website.

ENG 307 - Topics in British Literature, 1900 - Present

Three Credits

Offered Periodically

A critical analysis of various cultural and literary issues that emerge in British Literature in the twentieth and twenty-first centuries.

Note: 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.

ENG 310 - Topics in World and Comparative Literature

Three 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.

Note: 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.

ENG 317 - The Romantic Age I

Three Credits

Fall Semester

Study of major texts and authors of the first generation of The Romantic Age. Authors may include Blake, Wordsworth, Coleridge, Wollstonecraft, Godwin, and others.

ENG 318 - The Romantic Age II

Three Credits

Spring Semester

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.

ENG 322 - Topics in World Cinema

Three Credits

Fall Semester

A critical study of specific topics related to cinema production in countries outside of Europe and North America.

Course Applies to: Cinema Studies, Visual Studies (depending on topic)

Note: 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.

ENG 324 - Topics in Television Studies

Three Credits

Offered Periodically

An examination of specific topics related to television genres or periods through application of contemporary critical theories.

Course Applies to: American Studies, Cinema Studies, Visual Studies

Note: 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.

ENG 326 - Topics in American Cinema

Three Credits

Fall Semester

A critical study of specific topics related to the American narrative film.

Course Applies to: American Studies, Cinema Studies, Gender & Sexuality Studies, and Visual Studies (depending on topic)

Note: 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.

ENG 336 - The Romance

Three Credits

Spring Semester

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

ENG 344 - Topics in Creative Non-fiction

Three Credits

Fall Semester

An introduction to the various practices of the emerging field of creative non-fiction, including memoir, personal essay, literary journalism, travel writing, and hybrid forms that blur the boundaries between fiction and nonfiction.

Course Applies to: Creative Writing

Note: 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.

ENG 345 - Topics in Creative Writing: Fiction II

Three Credits

Fall Semester

This course will provide students who have already taken ENG 243 the opportunity to advance their fiction-writing skills and develop longer, more complex narrative forms.

Prerequisite(s)/Restriction(s): ENG 243 or Consent of Instructor.

Course Applies to: Creative Writing

Note: 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.

ENG 346 - Topics in Creative Writing: Poetry II

Three Credits

Spring Semester

This course allows students to further develop the skills acquired in the beginning poetry workshop by concentrating on more complex aspects of poetic practice. Students will work on composing and revising their own poetry, critiquing peer work in a workshop setting, and reading the work of established poets.

Prerequisite(s)/Restriction(s): ENG 242 or Consent of Instructor.

Course Applies to: Creative Writing

Note: 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.

ENG 348 - Topics in Religion and Literature

Three Credits

Offered Periodically

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

Note: 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.

ENG 349 - Irish Literature: Nationalism, Religion, Mother Ireland

Three Credits

Offered Periodically

A critical analysis of various cultural and literary issues that emerge in Irish fiction, poetry, and drama.

General Education Attribute(s): Catholic Intellectual Traditions

ENG 350 - Chaucer

Three Credits

Spring Semester

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

ENG 351 - The Calamitous 14th Century

Three Credits

Fall Semester

Focusing on the writing of Chaucer and Langland and their contemporaries, this course studies the representation of the social and literary upheavals of the late 14th century.

General Education Attribute(s): Catholic Intellectual Traditions

ENG 353 - Shakespeare

Three Credits
Fall Semester

Close readings of Shakespeare's work.

ENG 354 - Shakespeare's Rivals

Three Credits
Periodically or As Needed

A study of theatre in early modern culture, with attention to the drama of Shakespeare's competitors: Kyd, Marlowe, Jonson, and Middleton.

ENG 357 - English and Irish Drama

Three Credits

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

ENG 358 - Desire and Death in Myth

Three Credits
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.

ENG 359 - Nineteenth-century British Poetry

Three Credits
Periodically or As Needed

A critical reading of Romantic and Victorian poets, along with relevant prose.

ENG 360 - American Literature to 1865

Three Credits
Periodically or As Needed

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

Course Applies to: American Studies

ENG 361 - American Literature, 1865-present

Three Credits
Periodically or As Needed

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

ENG 362 - Topics in Poetry

Three Credits
Offered Periodically

A critical reading of poetry. Topics vary from semester to semester.

Course Applies to: American Studies

Note: 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.

ENG 366 - Topics in Twentieth-Century American Literature

Three Credits
Offered Periodically

An examination of themes in twentieth-century literature. Topics will vary from semester to semester.

Course Applies to: American Studies

Note: 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.

ENG 367 - Topics in Nineteenth-Century American Literature (WID)

Four Credits
Fall and Spring Semester

An examination of themes in nineteenth-century literature. Topics will vary from semester to semester.

General Education Attribute(s): Writing-in-the-Disciplines

Course Applies to: American Studies

Note: Course may be taken twice as long as topics differ. Specific topics and descriptions offered each semester can be found on the Registrar's website.

ENG 368 - Race, Ethnicity, and American Culture

Three Credits
Fall Semester

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

Course Applies to: American Studies

ENG 369 - African American Literature

Three Credits
Periodically or As Needed

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

Course Applies to: American Studies

ENG 371 - Topics in Contemporary Literature

Three Credits
Fall Semester

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

Note: 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.

ENG 372 - 'Zines, Chapbooks, and DIY Publishing

Three Credits
Every 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.

Course Applies to: Creative Writing

ENG 373 - Gerard Manley Hopkins and his Contexts

Three Credits
Spring Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

ENG 380 - Modern Poetry

Three Credits
Fall Semester

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

Course Applies to: American Studies

ENG 381 - Modern Drama

Three Credits
Fall Semester

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

ENG 382 - American Drama

Three Credits
Periodically or As Needed

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

Course Applies to: American Studies

ENG 389 - Alternative Modernisms

Three Credits
Periodically or As Needed

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

Course Applies to: Gender & Sexuality Studies

ENG 390 - Topics in Modernism (WID)

Four Credits
Fall and Spring Semesters

Critical study of representative literature from the modernist period.

General Education Attribute(s): Writing-in-the-Disciplines

Course Applies to: Gender & Sexuality Studies

Note: Course may be taken twice as long as topics differ. Specific topics and descriptions offered each semester can be found on the Registrar's website.

ENG 391 - Topics in Gender & Sexuality Studies

Three Credits
Offered Periodically

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

Course Applies to: Gender & Sexuality studies

Note: 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.

ENG 392 - Topics in Postcolonial and Global Literature (WID)

Four Credits
Offered Periodically

An investigation of themes within the frame of postcolonial studies. Topics will vary from semester to semester.

General Education Attribute(s): Writing-in-the-Disciplines

Note: Course may be taken twice as long as topics differ. Specific topics and descriptions offered each semester can be found on the Registrar's website.

ENG 394 - Sexuality and Textuality

Three Credits

Fall Semester

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

Course Applies to: American Studies, Gender & Sexuality Studies

ENG 395 - Introduction to Postcolonial Literature and Culture

Three Credits

Not Offered 2018-2019

A critical introduction to the poetry, fiction, and drama of the postcolonial world. Discussions will be informed by an introduction to postcolonial theory.

Course Applies to: Asian Studies, Latin American & Caribbean Studies (with permission of the LACS Program Director)

ENG 398 - Telling Tales: Theories of Narrative

Three Credits

Spring Semester

The study of how and why we construct stories: an introduction to narrative theory, using texts from Jane Austen to comic books.

ENG 422 - English Capstone Seminar

Four Credits

Fall and Spring Semesters

An examination of thematically related works within the framework of contemporary critical theory.

Prerequisite(s)/Restriction(s): ENG 300, ENG 391, and ENG 398. Limited to Juniors and Seniors. Course may be taken only once.

Course Applies to: Cinema Studies

Note: Specific topics and descriptions offered in a given semester can be found on the Registrar's website. Fulfills the Capstone requirement in English.

ENG 475 - Internship in English

Three Credits

Fall and Spring Semesters

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 under the myPlans tab 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.

ENG 476 - English Teaching Apprenticeship

Three Credits

Fall and Spring Semesters

Designed for senior English majors seriously intending to pursue graduate study, this apprenticeship gives the students experience in creating and coordinating a general studies course under the direction of a faculty member.

Prerequisite(s)/Restriction(s): ENG 200 and ENG 300, and permission of Department Chairperson.

Note: Course may be taken four times as long as topics differ.

ENG 477 - Digital Humanities Internship

Three Credits

Spring Semester

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): Junior or Senior standing; Digital Humanities minor or English major; and VPG 305 - Web Site Design

ENG 496 - Independent Research - English

One to Four 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.

Note: Students must complete 45 hours work/semester per credit.

ENG 497 - Senior Thesis

Three Credits

Fall and Spring Semesters

A course for students who want to do an extended project.

Prerequisite(s)/Restriction(s): Permission of the Department Chairperson.

Environmental Sciences and Studies

ENV 200 - Principles of Environmental Science

Three Credits

Fall and Spring Semesters

Fundamentals of the life sciences and physical sciences as they pertain to our environmental problems and solutions, as well as consideration of the pertinent social sciences such as economics. This interdisciplinary science course teaches relevant basic research techniques, and students will conduct research on real environmental problems.

General Education Attribute(s): Natural Scientific Inquiry

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

One Credit

Fall Semester

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

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)

Three Credits

Alternate Years: Fall Semester

This course includes a variety of forms of environmental writing including nature writing & 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. Open to Environmental Science and Studies majors.

General Education 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

Three Credits

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

General Education Attribute(s): Moral Inquiry

Note: This course is equivalent to LC 204.

ENV 270 - Environmental Ethics

Three Credits

Fall Semester

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.

General Education Attribute(s): Moral Inquiry

ENV 275 - Environmental Law

Three Credits

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 or POL 123.

ENV 295 - Physical Geology

Four Credits

Fall Semester

A systems approach to geology and landforms, including ecosystems that develop on the abiotic substrate. Scientific study of the earth's modern and ancient lithosphere, hydrosphere and atmosphere.

Prerequisite(s)/Restriction(s): Prerequisite: ENV 200
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 299 - Ecology, Theologies and Worldviews

Three Credits
Fall Semester

How does our world function? Where do we fit, ecologically and cosmically? Methodological and historical approaches to understanding reality from scientific and religious perspectives. Ecological principles, biodiversity and evolution. Contributions to ecospiritualities, ecotheologies, and community and global sustainability by Catholic and other Christian and world religions.

General Education Attribute(s): Catholic Intellectual Traditions, Natural Scientific Inquiry

ENV 301 - Water Resources in a Changing Climate

Three Credits
Fall Semester

Offered through the Massachusetts Bay Marine Studies Consortium. Interdisciplinary examination of water, our most precious natural resource. A look at water from scientific, historical, and cultural viewpoints. Survey of contemporary water problems in all dimensions: political, economic, and technological.

Note: Students may not take both ENV 301 and ENV 302 - Coastal Zone Management.

ENV 302 - Coastal Zone Management

Three Credits
Spring Semester

Current issues in coastal environmental affairs. Scientific, legal, economic, management, and technical aspects of coastal issues are integrated into problem-solving exercises. History of the degradation and clean-up of Boston Harbor.

Prerequisite(s)/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

Three Credits
Alternate Years: Spring Semester

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 or GND 101.
Course Applies to: Gender & Sexuality Studies

ENV 316 - Case Studies in Environmental Management

Three Credits
Every Other 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

ENV 320 - Environmental History

Three Credits
Alternate Years: Fall Semester

American environmental history from the sixteenth century to the twentieth century, teaching core theories and methodologies via local case studies, in a practical approach that encourages students to engage directly with the environments being studied. Topics include spatial history, industrial ecology, sensory history, and disaster history. Students will engage with seminal works in field and also work closely with primary source materials including artifacts, photographs, documents, and, most importantly, the environment.

Prerequisite(s)/Restriction(s): ENV 200.
Course Applies to: American Studies

ENV 321 - Environmental Racism Toward Environmental Justice

Three Credits
Every Other 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

Four Credits
Fall Semester

Introduction to geographical information systems technology, focusing on spatial data acquisition, development and analysis in the science and management of natural resources. Topics covered include basic data structures, data sources, data collection, data quality, geodesy and map projections, spatial and tabular data analysis, digital elevation data and terrain analysis, cartographic modeling, and cartographic layout. Laboratory exercises provide practical experiences that complement the theory covered in lecture.

Prerequisite(s)/Restriction(s): ENV 200.
Course Applies to: Data Analytics

ENV 326 - Sustainable Agriculture

Three Credits
Fall Semester

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.

General Education Attribute(s): Natural Scientific Inquiry
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

Four Credits
Every Other 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

ENV 340 - Human Dimensions of Wildlife Conservation

Three Credits
Every 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

ENV 345 - Conservation Biology

Three Credits
Every Other 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 and BIO 102

ENV 350 - Climate Science

Three Credits
Alternate Years: Spring Semester

An overview of the Earth's climate system, including major physical and chemical components and interactions. Students will acquire the scientific perspective necessary to competently assess issues related to current climate change concerns.

Prerequisite(s)/Restriction(s): Junior or Senior standing and one course in Biology, Chemistry, or Physics.

ENV 360 - Introduction to Oceanography

Three Credits
Alternate Years: Fall Semester

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

Three Credits
Fall and Spring Semesters

This topical course may be offered by faculty in a focused area of environmental study and may vary from semester to semester.

Prerequisite(s)/Restriction(s): Vary by topic.
Note: Course may be taken twice as long as topics differ.
Specific topics and descriptions offered each semester can be found on the Registrar's website.

ENV 376 - Topics in Environmental Sciences

Three Credits
Spring Semester

This topical course may be offered by faculty in a focused area of environmental science and may vary from semester to semester.

Prerequisite(s)/Restriction(s): Vary by topic.
Note: Course may be taken twice as long as topics differ.
Specific topics and descriptions offered each semester can be found on the Registrar's website.

ENV 470 - Environmental Senior Seminar

One Credit
Spring Semester

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

Three Credits
Fall and Spring Semesters

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 under the myPlans tab 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

One to Four 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

One to Four 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

Three Credits
Fall and Spring Semesters

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.

French

FRN 131 - First Semester French

Three Credits
Fall Semester

For students with no previous study or 1-2 years of high school French. During the first semester students develop the ability to: when speaking and writing, use short sentences, learned words and phrases, simple questions, and commands; when listening, understand some ideas

and familiar details presented in a clear, uncomplicated speech; when reading, understand short texts enhanced by visuals. During the second semester students expand their ability from the first semester, and develop the ability to: when speaking and listening, use and understand learned expressions, sentences, and strings of sentences, questions, and commands; when writing, create simple paragraphs; when reading, understand important ideas and some details in highly contextualized authentic texts. During both semesters content includes: The Self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, sizes and quantity, pets and animals) and Beyond Self (geography, topography, direction, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.)

FRN 132 - Second Semester French

Three Credits
Spring Semester

This course is a continuation of FRN 131 - First Semester French.

Prerequisite(s)/Restriction(s): FRN 131.

FRN 231 - Third Semester French

Three Credits
Fall Semester

For students with 2-3 years of high school French. In the Intermediate courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content includes topics culturally pertinent to the language; e.g., history, art, literature, music, cultural affairs, and civilization, with an emphasis on significant people and events in these fields. Familiar topics may include career choices, the environment, social issues, and political issues.

Prerequisite(s)/Restriction(s): FRN 132 or equivalent.

FRN 232 - Fourth Semester French

Three Credits
Spring Semester

This course is a continuation of FRN 231 - Third Semester French.

Prerequisite(s)/Restriction(s): FRN 231 or equivalent.

FRN 331 - Perspectives in French Language and Culture I

Three Credits
Fall Semester

For students with three or more years of French. 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): FRN 232 or equivalent.

FRN 332 - Perspectives in French Language and Culture II

Three Credits
Spring Semester

This course is a continuation of FRN 331 - Perspectives in French Language and Culture I.

Prerequisite(s)/Restriction(s): FRN 331 or equivalent.

FRN 333 - French Culture and Civilization I

Three Credits
Fall Semester

Study of contemporary French culture and its recent history, social issues, economy, attitudes and institutions.

Prerequisite(s)/Restriction(s): (Recommended 4 years of high school French) FRN 332 or higher.
Course Applies to: Anthropology

FRN 334 - French Culture and Civilization II

Three Credits
Spring Semester

This course is a continuation of FRN 333 - French Culture and Civilization I.

Prerequisite(s)/Restriction(s): FRN 333 or equivalent.
(Recommended 4 years of high school French)

FRN 335 - Survey of French Literature I

Three Credits
Fall Semester

Survey of writers representing major movements in French Literature from the Middle Ages to the present.

Prerequisite(s)/Restriction(s): FRN 332 or higher.
(Recommended 4 years of high school French)

FRN 336 - Survey of French Literature II

Three Credits
Spring Semester

This course is a continuation of FRN 335 - Survey of French Literature I.

Prerequisite(s)/Restriction(s): FRN 335 or equivalent.
(Recommended 4 years of high school French)

FRN 337 - French Conversation and Composition

Three Credits
Periodically or As Needed

Builds fluency in both oral and written work. Students learn to express themselves with more ease and to write with advanced level of thought, organization and linguistic correction. Materials used will include newspapers, films and literary texts.

Prerequisite(s)/Restriction(s): FRN 332 or higher.

FRN 340 - French Cinema

Three Credits
Spring Semester

Study of contemporary French cinema with an emphasis on conversation and language proficiency.

Prerequisite(s)/Restriction(s): FRN 332 or higher.
(Recommended 4 years of high school French)

FRN 341 - Francophone Postcolonial Studies

Three Credits
Periodically or As Needed

This course introduces students to Francophone postcolonial studies, an interdisciplinary methodology that critiques the motivations and actions of the colonizing power from the point of view of the colonized or formerly colonized peoples. The course provides an overview of the history, literature, and cinematic representations of French colonization and decolonization as well as the legacy of French colonialism in the nations that gained their independence from France after World War II.

Prerequisite(s)/Restriction(s): FRN 332 or equivalent

FRN 342 - Francophone Gender Studies

Three Credits
Periodically or As Needed

The course examines how race, gender and sexuality are represented in literary works by French male and female authors and film directors and how they have used alterity as

a mirror for self-reflection, as an example for social change, and as the locus of a threat to cultural homogeneity.

Prerequisite(s)/Restriction(s): FRN 332 or higher.
Course Applies to: Gender & Sexuality Studies

FRN 343 - Francophone Globalization Studies

Three Credits
Fall Semester

This interdisciplinary course explores how social, political, cultural, and economic processes of globalization are affecting societies in France and the Francophone world. Examples of topics covered in class include: nationalism vs. globalization in contemporary France, human and environmental health in the Francophone world, the Arab Spring in Francophone North Africa and its global impact, and China and the Francophone Sub-Saharan African economy.

Prerequisite(s)/Restriction(s): FRN 332 or higher.
General Education Attribute(s): Moral Inquiry

FRN 344 - Multicultural France

Three Credits
Fall Semester

This course explores literary and other representations of multiculturalism in France from the early twentieth century to the present. We will examine a range of sources that consider how the legacies of France's colonial past, its Republican ethos, and its evolving role in our globalizing world have affected the lived experience of French residents and their attitudes toward difference. Students will conduct a semester-long research project on a topic of their own choosing.

Prerequisite(s)/Restriction(s): FRN 232 - Fourth Semester French or equivalent.

FRN 348 - Nineteenth Century French Literature

Three Credits
Periodically or As Needed

Major aesthetic movements in French literature from the nineteenth century. Poems and novels associated with Romanticism, Realism and Symbolism will be studied with an attention to the dialogue between literature and fine arts.

Prerequisite(s)/Restriction(s): FRN 332 or higher and ability to read prose in French.

FRN 475 - Internship in French Studies

Three Credits
Fall and Spring Semesters

Opportunity for qualified student to work with their foreign language skills in a variety of professional areas. Field placement depends on the student's interests and abilities.

Prerequisite(s)/Restriction(s): FRN 332 or higher. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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.

FRN 490 - Directed Study: Topics in French

One to Four Credits

Offered as Needed

Opportunity for upper-level students to do an advanced research project or investigation in a French 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.

Note: Students must complete 45 hours work/semester per credit.

Gender and Sexuality Studies

GND 101 - Introduction to Gender and Sexuality Studies

Three Credits

Fall and Spring Semesters

This course fosters critical thinking about sex and gender. It is an interdisciplinary and cross-cultural study of the key questions and debates surrounding the biological, psychological and sociological determinants of gender. This course examines historical and contemporary issues including systems of gender oppression, media, education, work, parenting, health and wellness, and violence.

GND 200 - Topics in Gender and Sexuality Studies

Three Credits

Fall and Spring Semesters

Introductory seminars that investigate a timely topic from the perspective of gender and/or sexuality studies.

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

Three Credits

Fall and Spring Semester

Advanced seminars that investigate a timely topic from the perspective of gender and/or sexuality studies. Topics vary semester to semester.

Note: Course may be taken three times as long as topics differ.

GND 305 - Woman of Color Writers

Three credits

Every Other 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.

Note: Cross listed with AMS 325

GND 475 - Internship in Gender and Sexuality Studies

Three Credits

Fall and Spring Semesters

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 under the myPlans tab 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 480 - Gender & Sexuality Studies Capstone Seminar

Four Credits

Spring Semester

Seminar for Gender and Sexuality Studies majors to identify and develop their required Capstone project, emanating out of a scholarly research question or a critical reflection on an internship experience. Course will include development of research skills specific to Gender Studies, reading and evaluation of model Gender Studies scholarship to learn interdisciplinary and theoretical integration. Students will work on research and writing, conduct peer reviews of each other's work, prepare for public presentations of their research, and provide a supportive and structured community to execute polished and sophisticated Capstone projects.

Prerequisite(s)/Restriction(s): GND 101, Junior Gender & Sexuality Studies majors.

Note: It is optimal for students to take this course in their Junior year.

GND 490 - Directed Study - Gender & Sexuality Studies

One to Four 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.

German

GRM 131 - Elementary German I

Three Credits
Fall Semester

For students with no previous study or 1-2 years of high school German. During the first semester students develop the ability to: when speaking and writing, use short sentences, learned words and phrases, simple questions, and commands; when listening, understand some ideas and familiar details presented in a clear, uncomplicated speech; when reading, understand short texts enhanced by visuals. During the second semester students expand their ability from the first semester, and develop the ability to: when speaking and listening, use and understand learned expressions, sentences, and strings of sentences, questions, and commands; when writing, create simple paragraphs; when reading, understand important ideas and some details in highly contextualized authentic texts. During both semesters content includes: The Self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, sizes and quantity, pets and animals) and Beyond Self (geography, topography, direction, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.)

GRM 132 - Elementary German II

Three Credits
Spring Semester

This course is a continuation of GRM 131 - Elementary German I.

Prerequisite(s)/Restriction(s): GRM 131 or equivalent.

GRM 231 - Intermediate German I

Three Credits
Fall Semester

In the Intermediate courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content includes topics culturally pertinent to the language; e.g., history, art, literature, music, cultural affairs, and civilization, with an emphasis on significant people and events in these fields. Familiar topics may include career choices, the environment, social issues, and political issues.

Prerequisite(s)/Restriction(s): GRM 132 or equivalent.

GRM 233 - German Through Film

Three Credits
Spring Semester

This fourth-semester course uses 5 contemporary German films and a myriad of activities around them to continue the development of skills related to the "5Cs" underlying foreign language pedagogy: Communication, Culture, Connection, Comparison, and Community.

Prerequisite(s)/Restriction(s): GRM 231 or equivalent.

GRM 331 - Germany Since 1945

Three Credits
Fall Semester

For students with three or more years of German. In this fifth-semester course students expand their previous ability in their foreign language, and develop the ability to: when speaking, use simple dialogue of paragraph length in a series of cohesive and coherent paragraphs; when listening, understand most authentic spoken language; when writing, create a series of coherent paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content embraces concepts of broader cultural significance, including institutions, such as the educational system, the government, and political and social issues in the target culture. Both concepts and abstract topics of human and personal interest including music, literature, the arts, and the sciences.

Prerequisite(s)/Restriction(s): GRM 233 or equivalent.

GRM 333 - Germany Today

Three Credits
Spring Semester

This sixth-semester course uses the latest events in Germany to refine the skills related to the "5Cs: underlying foreign

language pedagogy: Communication, Culture, Connection, Comparison, and Community. Students read, view, discuss, and write about reports of those events in internet editions of German magazines and newspapers and internet videos.

Prerequisite(s)/Restriction(s): GRM 331 or equivalent.

GRM 490 - Directed Study: Topics in German (WID)

One to Four Credits

Offered as Needed

Opportunity for upper-level students to do an advanced research project or investigation in a German 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.

General Education Attribute(s): Writing-in-the-Disciplines

Note: Students must complete 45 hours work/semester per credit.

Graphic Design

VPG 101 - Graphic Design Foundations

Three Credits

Fall and Spring Semesters

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.

Note: Course was formerly listed as VPG 202.

VPG 201 - Typography: Letterforms and Words in Graphic Design

Three Credits

Fall and Spring Semesters

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 peace, 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.

Note: Course was formerly offered as VPG 303.

VPG 204 - Digital and Graphic Imaging

Three Credits

Fall and Spring Semester

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.

Course Applies to: Digital Humanities

Note: Formerly offered as VPG 203.

VPG 205 - Type and Image

Three Credits

Spring Semester

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 and VPG 204.

VPG 302 - Package Design

Three Credits

Fall Semester

This studio course is an introduction to the design of packaging. Students will explore the concept of brand identity and apply branding strategies to the design and production of packaging for products that are common in today's market. Students will learn how to design visual continuity for a 3-D format. Sustainable/environmentally-conscious packaging materials will be explored.

Prerequisite(s)/Restriction(s): VPG 101 or (VPG 202)

VPG 304 - Advertising Design

Three Credits

Spring Semester

Explores advertising concepts, media and techniques. Projects simulate actual work performed at an advertising agency. Students will experience the role of an advertising designer as they develop skills in producing design for various media.

Prerequisite(s)/Restriction(s): VPG 101 or (VPG 202)

VPG 305 - Web Site Design

Three Credits
Fall Semester

This introductory course covers the processes involved in making visual communication for the web. Aesthetic concerns, conceptual skills, and technical/production procedures will be covered to facilitate understanding of and participation in the process of web design. Students will work through initial ideas to a finished presentation. 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 (or VPG 202)
Course Applies to: Digital Humanities, Management of Information Systems

VPG 306 - Motion Graphics

Three Credits
Spring Semester

This studio design course is an introduction to the use of computer software to create animations and time-based visuals for use in professional applications such as advertising, multimedia, film, video and the web. The expressive and informative impact of motion and time when presenting screen-based graphics, type and sound will be exposed. Software will include Adobe After Effects and Macromedia Flash.

Prerequisite(s)/Restriction(s): VPG 101 (or VPG 202)
Course Applies to: Digital Humanities

VPG 307 - 3-D Graphics, Illustration and Animation

Three Credits
Fall Semester

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 (or VPG 202)
Course Applies to: Digital Humanities

VPG 308 - Publication Design

Three Credits
Spring Semester

In this hands-on studio class students will learn to design for publications. The structure, construction, and production of magazines, newspapers, corporate publication will be explored, along with their conceptual and aesthetic attributes and environmental concerns.

Prerequisite(s)/Restriction(s): VPG 201 (or VPG 303)
Note: Course was formerly offered as VPG 230.

VPG 309 - Interactive Design

Three Credits
Spring Semesters

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.

VPG 320 - Topics in Graphic Design

Three Credits
Fall and Spring Semesters

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.

VPG 405 - Advanced Study in Graphic Design

Three Credits
Spring Semester

Opportunity for graphic design majors to pursue advanced projects and research related to their individual needs and interests. Critiques with other members of the class will help to give additional assessment and are an important component of the course.

Prerequisite(s)/Restriction(s): Consent of Instructor.

VPG 423 - Graphic Design Portfolio

Three Credits
Fall Semester

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.

VPG 475 - Internship in Graphic Design

Three Credits

Fall and Spring Semesters

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 under the myPlans tab 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.

Healthcare Management

HCA 101 - American Sign Language I

Three Credits

Fall Semester

Introduces American Sign Language and deaf culture, focusing on frequently used signs, basic rules of grammar, non-manual aspects of ASL, introductory fingerspelling, and some cultural features of the deaf community.

HCA 102 - American Sign Language II

Three Credits

Spring Semester

Continues basic language and culture study. Offers an opportunity to build receptive and expressive ASL vocabulary. Topics include the use of signing space and further use of non-manual components, including facial expression and body postures.

Prerequisite(s)/Restriction(s): HCA 101.

HCA 103 - Introduction to Gerontology

Three Credits

Fall Semester

The process of aging. How does and will it affect me personally? What is our national response to the problems associated with aging? How does ageism, or aged-based prejudice affect society? What social, governmental, financial, and healthcare systems operate to help the aged and in what ways do they fail? What can I do to change that? Students identify and combat ageism, in themselves and in other social institutions. Distinctions between normal aging and disorders which occur in the older people. Bio-psycho- social theories of aging. Evaluation of aging services.

HCA 105 - Healthcare Foundations

Three Credits

Fall and Spring Semesters

Examines the parts of the healthcare system in the U.S. in light of the Affordable Care Act and stresses the patient and family as the primary focus of the system. Who are the players in health services? What are the structures of the system and the behaviors of the system participants, and how does our present system prevent meaningful reform?

HCA 170 - Disability

Three Credits

Fall and Spring Semesters

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.

HCA 191 - Emerging Infections

Three Credits

Fall Semester

An examination of the biomedical, social, cultural, political, and historical issues surrounding AIDS and emerging infections.

General Education Attribute(s): Natural Scientific Inquiry

HCA 200 - Creative Process

Three Credits

Fall Semester

Developed to respond to an environment of shrinking resources and expanding regulation, this course explores the creative process. Examine theory and practice methods to increase creative potential in yourself and those around

you. Turn problems into challenges with active practice of theoretical concepts; consider issues of ethics, supervision, innovation, productivity, resource management and service development in the light of what is known about creativity. This course is designed for any student.

HCA 203 - Statistics for Healthcare Managers

Three Credits

Fall and Spring Semesters

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.

General Education Attribute(s): Statistical Reasoning

HCA 205 - Computers in Healthcare Administration

Three Credits

Spring Semester

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: Management of Information systems

HCA 208 - The Continuum of Long-Term Healthcare Service

Three Credits

Spring Semester

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): HCA 105.

HCA 209 - Public and Community Health

Three Credits

Fall and Spring Semesters

This course reviews the principles, legal authority, historical development, and future of public health. The specific mission of public health with respect to the following topics is discussed: infectious disease, environmental health, maternal and child health, AIDS, substance abuse, and tobacco control. Disparities in health status, the relationship of poverty to poor health, the prioritization of the most prominent community health problems, and the mobilization of local resources to address them are considered.

HCA 216 - Population Health Management

Three Credits

Fall and Spring Semesters

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 towards improvement on all these key dimensions.

Prerequisite(s)/Restriction(s): HCA 105

HCA 219 - Epidemiology

Three Credits

Fall & Spring Semesters

The role of epidemiology as a tool for analyzing health problems in managerial settings. Introduction to study designs, bias, confounding, and significance; association and causation.

HCA 220 - Healthcare Policy and Politics

Three Credits

Fall Semester

Historical development of the nation's system of healthcare. Review of healthcare policy development and implementation at the local, state, and federal levels; major healthcare and related social issues and concerns are addressed in both readings and class discussions.

HCA 230 - Healthcare Administration Accounting

Three Credits

Fall Semester

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 Administration majors and minors only.

HCA 250 - Mind, Body, Spirit, and Health

Three Credits

Fall Semester

This course reviews alternative approaches to health promotion and health interventions. It contrasts Western medicine with strategies that utilize the mind and spirit in

building defenses against illness and in coping with the problems of chronic pain. The increasing roles of these alternative approaches in current healthcare delivery systems are discussed.

HCA 300 - Healthcare Quality: Trends and Applications

Three Credits
Periodically or As Needed

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): HCA 105.

HCA 301 - Health Communication

Three Credits
Fall and Spring Semesters

Introduction to the theory and practice of communication within the healthcare context. Topics include interpersonal communication (e.g., provider-patient, physician-nurse, family-patient, family-provider), communication within health service organizations, and external communication between health service organizations and third-party payers and regulators (e.g., conflict management, negotiation, public relations). Designed for those majoring or minoring in Communication or Healthcare Administration; recommended for anyone interested in working in a facility providing healthcare services.

HCA 302 - Disability II

Three Credits
Spring Semester

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): HCA 170

HCA 303 - Quality Improvement and Methods in Healthcare

Three Credits
Spring Semester

Examines the critical principles underlying quality improvement principles and practices in the context of

healthcare: motivating clinicians and patients to change their behavior; methodologies for motivation; models or paradigms that govern professional thinking.

Prerequisite(s)/Restriction(s): HCA 105.

HCA 321 - Economics of Healthcare

Three Credits
Fall and Spring Semesters

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 or the First-Year Seminar equivalent.

HCA 323 - Healthcare Law

Three Credits
Fall and Spring Semesters

Examines legal issues in provision of healthcare services. What are the three sources of law? What should you do if your healthcare facility is sued for malpractice? What is informed consent? Do you have to tell a patient everything? What should be documented in a medical record and when can such a record be released? When can a patient refuse treatment? When can a healthcare facility refuse to treat a patient? What are a patient's rights? Negotiation and legal writing skills are developed. Recommended for anyone interested in working in a facility providing healthcare social services, either as a manager or a provider.

HCA 325 - Healthcare Finance

Three Credits
Fall Semester

Focuses on: How do I make sense of financial statements? How can I use accounting information to manage effectively? How can I determine the relative "health" of healthcare organizations? How can I budget more effectively? What special issues are raised in the complex area of third-party insurance reimbursement and how will that affect an organization's behavior?

HCA 326 - Healthcare Supply Chain Management

Three Credits
Fall Semester

The role of supply chain management in the healthcare industries: what are supply chains and how do they work? The course studies not only traditional logistics or operation management but also marketing, new product development, finance, and customer service. Material presented in lectures and through case studies.

HCA 330 - Healthcare Product and Service Delivery

Three Credits

Spring Semester

This course is intended to teach the skills needed to keep organizations competitive in the constantly changing healthcare environment. The course discusses developments in the healthcare field that require managers to have heightened skills in strategic planning and competitive analysis. The course also examines the models that exist for delivering quality service to consumers and how to build a base of loyal customers.

HCA 334 - Comparative Health Systems

Three Credits

Spring Semester

An examination of the organization, finance, and performance of healthcare systems in selected developed and developing countries to identify possible lessons that can be applied to other healthcare systems. Also, a consideration of the impact of globalization on health services delivery: greater consumer responsibility, demographic shifts, regulatory approval schemes, intellectual property processes, public reporting of provider quality, and performance-adjusted reimbursement.

HCA 335 - Healthcare Employment Law

Three Credits

Spring Semester

Examines legal issues regarding interviewing, hiring, and disciplining employees. What questions can you legally not ask during an interview? What shouldn't you say in a reference? When can you legally fire an employee? Are personnel policies on a contract between the employer and the employee? Training and motivational skills developed.

HCA 336 - Supervision/Leadership

Three Credits

Fall Semester

How do I establish a proper work setting, getting the most from myself and those who work for me? How do I hire, discipline and fire employees? How do I set proper objectives for the work environment? How do I counsel the "problem employee"? Heavy use of casework and role play with significant focus on understanding and using leadership styles, and developing conflict resolution and negotiating skills.

HCA 337 - Strategic Management of Healthcare Organizations

Three Credits

Periodically or As Needed

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): HCA 336.

HCA 340 - Healthcare Data Analytics

Three Credits

Both Fall and Spring

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): Course that satisfies College's Statistical Reasoning requirement

HCA 410 - Healthcare Administration Senior Seminar (WID)

Three Credits

Fall and Spring Semesters

Stresses problem identification, selection of alternative solutions, solution implementation and evaluation; case method is used; management memos and senior research paper required.

General Education Attribute(s): Capstone, Writing-in-the-Disciplines

HCA 411 - Topics in Healthcare

Three Credits

Fall and Spring Semesters

The Healthcare Administration 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.

HCA 475 - Internship in Healthcare Administration

Three Credits

Fall and Spring Semesters/Summer

Usually fulfilled by a 400-hour, for-credit experience in the summer between third and fourth years. Tailored to the student, placement requires a high level of employment-like preparation (resumes, interview, etc.). Student evaluation

is performed by the on-site preceptor and faculty advisor. Locations may be selected from medical organizations affiliated with the program or identified by the student with respect to geographic needs or other criteria. Paid stipend usually available.

Prerequisite(s)/Restriction(s): Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab in myHill to register for this Internship.

HCA 490 - Directed Studies

Three Credits
Fall and Spring Semesters

Supervised reading and research. Permission of faculty member directing the project and the Department Chairperson required.

HCA 495 - Healthcare Field Study

Three Credits
Fall and Spring Semesters

A limited number of 10 hours per week field studies are available each semester. For the highly motivated student.

Health Science

HSC 218 - Nutrition

Three Credits
Fall Semester

An introduction to nutritional biology. Topics include: nutrients and their role in growth, development, health and disease treatment.

Prerequisite(s)/Restriction(s): BIO 101 or BIO 203.
Note: Recommended for science majors and for students interested in nutrition-related fields.
Formerly offered as BIO 218. Students may not take both.

HSC 220 - Community Nutrition

Three Credits
Alternate Years: Spring Semester

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 or BIO 218.
Note: Course was formerly offered as BIO 220. Students may not take both.

HSC 276 - Clinical Epidemiology

Three Credits
Spring Semesters

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
Corequisite(s): Any course that counts as Statistical Reasoning
Course Applies to: Health Science
Note: Not open to Healthcare Administration majors. (should take HCA 219).

HSC 300 - Yoga: Structure and Function in Health

Three Credits
Spring Semester, Every other year

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

Three Credits
Every Other Fall Semester

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 (WID) OR HSC 218 - Nutrition AND HSC 276 - Clinical Epidemiology OR HCA 219 - Epidemiology

HSC 350 - Understanding Health Disparities (WID)

Four Credits

Fall and Spring Semesters

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.

General Education Attribute(s): Writing-in-the-Disciplines

HSC 404 - Exercise Physiology

Four Credits

Every 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 and BIO 203

Corequisite(s): BIO 204

HSC 475 - Clinical Internship in Health Science

Three Credits

Fall and Spring Semesters, Summer Session

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 under the Apply for Programs menu in the Academics tab 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. Only HSC 470 - Capstone Clinical Internship in Health Science counts towards the major.

HSC 476 - Capstone Seminar in Health Science

One Credit

Fall and Spring Semesters, Summer Session

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 or Senior Standing

Co-requisite: HSC 475

HSC 498 - Senior Thesis in Health Science I

One Credit

Every 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

Three Credits

Every 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 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.

History

HIS 100/112 - Heretics, Reformers and Radicals: Women & Power in American History (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): HIS 112 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.
HIS 112, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Course Applies to: American Studies, Gender & Sexuality Studies
Note: Considered a United States History.
Counts towards Elementary Education and Special Education licensure.

HIS 100/119 - Chuck Berry's America: The United States from 1955 to 1965 (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

An examination of how entrenched ideas about race, gender, sexuality, class, age roles and social behavior all came under direct challenge with the emergence of rock and roll and youth culture during the tumultuous decade from 1955 to 1965.

Prerequisite(s)/Restriction(s): HIS 119 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.
HIS 119, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Note: Considered a United States History.
Course does not count towards Elementary Education licensure.

HIS 100/120 - Crosscurrents and Connections: Encounters in the Atlantic World (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): HIS 120 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.
HIS 120, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Course Applies to: Latin American & Caribbean Studies (with permission of the LACS Program Director).
Note: Considered a United States History.
Course does not count towards Elementary Education licensure.

HIS 100/122 - China Rising: The Re-emergence of a Global Superpower (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

China is a political and economic juggernaut in the 21st century, but has also been a vibrant center of global trade and socio-cultural influence for millennia. We explore this long and turbulent history, from the Silk Roads to first encounters between cultures, from diplomacy and war to power struggles between East and West.

Prerequisite(s)/Restriction(s): HIS 122 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.
HIS 122, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Course Applies to: Asian Studies
Note: Considered a World History.
Course does not count towards Elementary Education licensure.

HIS 100/128 - The Life and Times of Frederick Douglass (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

Frederick Douglass' 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.

Prerequisite(s)/Restriction(s): HIS 128 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.
HIS 128, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Course Applies to: American Studies, Digital Humanities
Note: Considered a United States History.
Course does not count towards Elementary Education licensure.

HIS 100/130 - American Family History (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): HIS 130 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.

HIS 130, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.

Course Applies to: American Studies, Digital Humanities

Note: Considered a United States History.

Course does not count towards Elementary Education licensure.

HIS 100/131 - Medicine, Healthcare and Society in Europe, 1000-1700 (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): HIS 131 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.

HIS 131, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.

Note: Considered a European History.

Course does not count towards Elementary Education licensure.

HIS 100/133 - Asian American History (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): HIS 133 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.

HIS 133, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.

Course Applies to: American Studies, Asian Studies

Note: Considered a United States or World History.

Course does not count towards Elementary Education licensure.

HIS 100/135 - Revolutionary History: Hamilton (Core/First-Year Seminar)

Three or Four 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."

Prerequisite(s)/Restriction(s): HIS 135 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.

HIS 135, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.

Course Applies to: American Studies

Note: Considered a United States History.

Course does not count towards Elementary Education licensure.

HIS 100/136 - Fact or Fiction? Myth, Reality and Conspiracy in America (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

What do "alternative facts," beliefs in UFOs and space aliens, Christian millennialism, competing theories about the JFK assassination, the Death of Elvis Presley, or the controversy surrounding Barack Obama's American citizenship have in common? This course explores, through writing and focused research, historical, cultural, and political myths and conspiracies in American culture, focusing on the changeable and sometimes fantastic nature of historical truth.

Prerequisite(s)/Restriction(s): HIS 136 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 100, for 3-credits, fulfills the History Cornerstone.
HIS 136, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Course Applies to: American Studies
Note: Considered a United States History.
Course does not count towards Elementary Education licensure.

HIS 101/115 - The Declaration of Independence in World History (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

Introduces students to one of the most significant documents in world history: The Declaration of Independence. We will read the original draft to uncover the elusive document's "original meaning." Then, we will examine the intellectual and political underpinnings of the Declaration along with its impact on world history.

Prerequisite(s)/Restriction(s): HIS 115 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 101, for 3-credits, fulfills the History Cornerstone.
HIS 115, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Note: Considered a World History.
Counts towards Elementary Education licensure.

HIS 101/116 - Antisemitism, Nazism, and the Holocaust (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

An examination of Europe's antisemitic past that culminated in the rise of National Socialism and the Holocaust of European Jews. Special emphasis will be given to eyewitness biographical accounts of this tragic history.

Prerequisite(s)/Restriction(s): HIS 116 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 101, for 3-credits, fulfills the History Cornerstone.
HIS 116, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Note: Considered a European History.
Counts towards Elementary Education licensure.

HIS 101/117 - Pathfinders: A Global History of Exploration (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): HIS 117 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 101, for 3-credits, fulfills the History Cornerstone.
HIS 117, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Course Applies to: Latin American & Caribbean Studies (with permission of the LACS Program Director).
Note: Considered a World History.
Counts towards Elementary Education licensure.

HIS 101/124 - History of American Freedom (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

This course examines the idea of freedom in U.S. history from the American Revolution to the present. It focuses on how this idea, so central to American identity, has evolved and has been contested throughout the nation's history.

Prerequisite(s)/Restriction(s): HIS 124 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 101, for 3-credits, fulfills the History Cornerstone.
HIS 124, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Note: Considered a United States History.
Counts towards Elementary Education licensure.

HIS 101/125 - The Ancient Dead: Mummies and Other Ancestors (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

This course explores world history through the study of human remains and the human culture surrounding the dead. Through various windows on social history, this will allow a historical survey of human beliefs about life, death and the afterlife, and its relationship to the present.

Prerequisite(s)/Restriction(s): HIS 125 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): HIS 101, for 3-credits, fulfills the History Cornerstone.
HIS 125, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.
Note: Considered a World History.
Counts towards Elementary Education licensure.

HIS 101/126 - Shamans, Prophets and Saints: Mystics in World History (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): HIS 126 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): HIS 101, for 3-credits, fulfills the History Cornerstone.

HIS 126, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.

Note: Considered a World History.

Counts towards Elementary Education licensure.

HIS 101/134 - Money and Power in Europe, 1000-1700 (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): HIS 134 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): HIS 101, for 3-credits, fulfills the History Cornerstone.

HIS 134, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.

Note: Considered a European History.

HIS 141 - History and Horror (First-Year Seminar)

Three or Four Credits
Fall Semester

An examination of the history of horror films. This course is an excursion that will compare and contrast the fictional world of the macabre with the historical realities that form and challenge our social and cultural lives. With the aid of film, this course will analyze the phenomenon of the horror genre down through the ages.

Prerequisite(s)/Restriction(s): HIS 141 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): HIS 241, for 3-credits, fulfills

the History Cornerstone.

HIS 141, for 4-credits, fulfills the First-Year Seminar and History Cornerstone.

Course Applies to: Cinema Studies

Note: Can be considered a United States or European History. Students may not take both HIS 141 and HIS 241.

Course does not count towards Elementary Education licensure.

HIS 143 - The Roman Empire of Nero

Three Credits
Periodically or As Needed

Rome's first imperial dynasty collapsed with the reign of Nero. Nero is infamous for murdering relatives, living scandalously, persecuting Christians, and, just possibly, starting a massive fire that nearly destroyed the city of Rome, all while ignoring his duties in a quest to become the Roman equivalent of a pop star, and his reign ended in rebellion and civil war. In this course, students will use ancient sources and modern scholarship to evaluate his reputation as one of the "bad" Roman emperors while also gaining an understanding of Roman political systems, daily life, and culture in the first century.

General Education Attribute(s): First Year Seminar, History Cornerstone

Note: Considered a European History

HIS 205 - Irish American Experience

Three Credits
Spring Semester

Irish background, different waves of Irish immigration, Irish contributions to politics, religion, business and fine arts, as well as the different interpretations of the Irish experience in America.

Course Applies to: American Studies

Note: Considered a United States History.

Thematic Approaches: Global Connections; Ideas, Values, Beliefs; Culture, Class, Society

HIS 209 - Native American History

Three Credits
Spring Semester

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.

Course Applies to: American Studies, Anthropology

Note: Considered a United States or World History.

Thematic Approaches: Global Connections; Race, Ethnicity, Justice; Crisis and Conflict

HIS 214 - Ireland: From Colony to Nation State

Three Credits
Fall Semester

An introduction to Ireland: its history, people, culture, and mystique. This course explores Irish history from the Norman invasion to the present. Topics include the Cromwellian settlement of Ireland, the Anglo-Irish estate system, revolution and nationalism in Ireland from 1780, the Great Famine, and Irish emigration.

Note: Considered a European History.

Thematic Approaches: Global Connections; Crisis and Conflict; Culture, Class, Society

HIS 219 - History of World Economic Development

Three Credits
Fall Semester

For description, see ECO 219.

Course Applies to: Asian Studies, Anthropology, Middle Eastern Studies, and Latin American & Caribbean Studies (with permission of the LACS Program Director)
Note: Considered a World History.

Thematic Approaches: Global Connections; Ideas, Values, Beliefs; Crisis and Conflict

HIS 220 - Comparative Empires: Spain and Portugal

Three Credits
Spring Semester

Investigation of the historical foundations and development of the Iberian Empires of Spain and Portugal, the first global maritime empires of the modern era, and evaluation of their historical significance; Columbus and the age of exploration and conquest; and the maturation and decline of the Iberian Empires.

Course Applies to: Latin American & Caribbean Studies
Note: Considered a European and World History.

Thematic Approaches: Global Connections; Race, Ethnicity, Justice; Crisis and Conflict

HIS 221 - Ancient Mediterranean Greece and Rome

Three Credits
Spring Semester

A study of the ancient civilizations that coalesced into Hellenistic Culture with a focus on the political, institutional, and intellectual movements, which provided the context for the development of European Civilization.

Prerequisite(s)/Restriction(s): Sophomore standing.
Note: Considered a European History.

Thematic Approaches: Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 225 - History and Film

Three Credits
For years, Hollywood has offered an array of films, both epic and provincial, that center upon events in history. Using primary and secondary written accounts, this course will view a comparative selection of these films in the search for "historical" truth.

Prerequisite(s)/Restriction(s): Sophomore standing.
Course Applies to: American Studies
Note: Considered a United States and European History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 227 - Renaissance and Revolutions: Early Modern Europe

Three Credits
Spring Semester

This course examines the major developments of a pivotal time in European history known as the Early Modern Era (1400-1800). These developments include the educational reforms of the Renaissance, the religious change and violence of the Reformation, the rise of centralized monarchies, European expansion overseas, the Enlightenment, and democratic revolutions.

General Education Attribute(s): Catholic Intellectual Traditions
Note: Considered a European History.

Thematic Approaches: Global Connections; Crisis and Conflict; Ideas, Values, Beliefs

HIS 228 - History of U.S. Foreign Relations

Three Credits
Fall Semester

In this survey of American foreign relations from the late eighteenth century to the recent past, we will explore significant trends and changes to explain the movement of the United States from a fledgling nation, to regional power, to global empire, and, finally, to declining superpower.

Course Applies to: American Studies
Note: Considered a United States History.

Thematic Approaches: Global Connections; Crisis and Conflict

HIS 229 - Women and Gender in Early Modern Europe

Three Credits
Spring Semester

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.

Course Applies to: Gender & Sexuality Studies
Note: Considered a European History.

Thematic Approaches: Women, Gender, Sexuality; Ideas, Values, Beliefs; Culture, Class, Society

HIS 233 - American Catholic Social History

Three Credits
Fall Semester

An historical presentation of the numerous social issues, conflicts, and varied solutions in American Catholicism from the late 19th century forward with emphasis on how the many issues of society impacted Catholicism. The course demonstrates how the application of faith and various theological and philosophical theories were used in resolution of social conflict.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry
Course Applies to: American Studies
Note: Considered a United States History.
Cross-listed with RST 233.

Thematic Approaches: Ideas, Values, Beliefs; Culture, Class, Society

HIS 234 - The Civil Rights Movement 1945-1966 (History Cornerstone)

Three Credits

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.

General Education Attribute(s): History Cornerstone
Course Applies to: American Studies
Note: Considered a United States History

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict

HIS 241 - History and Horror (History Cornerstone)

Three Credits
Fall Semester

An examination of the history of horror films. This course is an excursion that will compare and contrast the fictional world of the macabre with the historical realities that form and challenge our social and cultural lives. With the aid of film, this course will analyze the phenomenon of the horror genre down through the ages.

General Education Attribute(s): History Cornerstone
Course Applies to: Cinema Studies
Note: Considered United States or European History.
Course is the equivalent to HIS 141. Students may not take both HIS 141 (FYS) and HIS 241.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 244 - Colonial Latin America

Three Credits
Spring Semester

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.

Course Applies to: Anthropology, Latin American & Caribbean Studies
Note: Considered a World History.

Thematic Approaches: Global Connections; Race, Ethnicity, Justice; Culture, Class, Society

HIS 245 - Modern France

Three Credits
Fall Semester

An examination of the rise of modern France from the 1789 Revolution to France's role in the search for European Union. This includes a study of the reign of Napoleon, the Franco-Prussian War, the German Occupation and the Vichy regime, and De Gaulle and the Fifth Republic. The course will place special emphasis on the lives of French men and women.

Note: Considered a European History.

Thematic Approaches: Global Connections; Race, Ethnicity, Justice; Culture, Class, Society

HIS 247 - Modern Germany

Three Credits

A history of Modern Germany from the 1871 unification under Chancellor Otto von Bismark through the fall of the Berlin Wall and reunification in 1990. The course material will

consider such topics as German colonization, the World Wars, National Socialism, and Communism.

Note: Considered a European History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 251 - United States Economic History

Three Credits

Alternate Years, Fall Semester

For description, see ECO 206.

Prerequisite(s)/Restriction(s): Not open to first semester students.

Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Culture, Class, Society

HIS 257 - Modern Latin America

Three Credits

Fall Semester

Seeks to locate Modern Latin America (c. 1800-present) within a global framework and to understand the origins and development of the political, economic, social, and cultural issues that challenge and define Latin America today, including US foreign policy and changing ethnic, gender, and class relations.

Course Applies to: Anthropology, Latin American & Caribbean Studies

Note: Considered a World History.

Thematic Approaches: Global Connections; Race, Ethnicity, Justice; Culture, Class, Society

HIS 262 - Medieval Europe, 400-1500

Three Credits

Fall Semester

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.

Note: Considered a European History.

Thematic Approaches: Women, Gender, Sexuality; Class and Conflict; Ideas, Values, Beliefs

HIS 263 - Religion in America

Three Credits

Fall Semester

An examination of a variety of religious ideas, institutions, and traditions in the United States from the colonial period to the present. Special emphasis is placed upon questions of religious pluralism, religion and cultural identity, and religion in public life.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: American Studies

Note: Considered a United States History.

Cross-listed with RST 262.

Thematic Approaches: Ideas, Values, Beliefs; Culture, Class, Society

HIS 270 - Modern China

Three Credits

Spring Semester

An introduction to the dramatic transformations in China's political, economic and socio-cultural life from the seventeenth century to the present. The course will cover transitions from dynastic to republican to communist rule, encounters with the West, socio-economic reforms, and the challenges of modernization in the world's oldest continuous civilization and bureaucratic state.

Course Applies to: Anthropology, Asian Studies

Note: Considered a World History.

HIS 271 - World History I (History Cornerstone)

Three Credits

Fall Semester

This course examines the history of humanity from the emergence of our species to the early modern era. Explores how and why humans shifted from nomadic hunting and gathering to settled agriculture societies creating cities, states, and empires. Examines the consequences of this transition for human societies and the environment.

General Education Attribute(s): History Cornerstone

Course Applies to: Asian Studies

Note: Considered a World History.

Thematic Approaches: Women, Gender, Sexuality; Global Connections; Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 272 - World History II (History Cornerstone)

Three Credits

Spring Semester

Examines the history of the human community from the early modern era to the present. Explores how and why industry,

nation states, and European style economics have come to define the modern world. It analyzes the interconnections and interdependencies, nowadays called "globalization" that continue to define human historical development.

General Education Attribute(s): History Cornerstone
Course Applies to: Asian Studies
Note: Considered a World History.

Thematic Approaches: Women, Gender, Sexuality; Global Connections; Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 277 - History of Brazil

Three Credits
Fall and Spring Semesters

This course examines the history of Brazil from 1500 to the present and explores its richly diverse culture, politics, economy, and geography that ultimately tie it to the histories of Europe, Africa, Asia, the U.S. Major themes include: race relations, national development, military dictatorships, and popular culture.

Course Applies to: Anthropology, Latin American & Caribbean Studies
Note: Considered a World History.

Thematic Approaches: Global Connections; Race, Ethnicity, Justice; Culture, Class, Society

HIS 278 - History of the Islamic World I

Three Credits
Fall Semester

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.

Course Applies to: Anthropology, Middle Eastern Studies
Note: Considered a World History.

Thematic Approaches: Global Connections; Ideas, Values, Beliefs; Culture, Class, Society; Crisis and Conflict

HIS 281 - American Nation I (History Cornerstone)

Three Credits
Fall Semester

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.

General Education Attribute(s): History Cornerstone
Course Applies to: American Studies
Note: Considered a United States History.

Thematic Approaches: Women, Gender, Sexuality; Global Connections; Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 282 - American Nation II (History Cornerstone)

Three Credits
Spring Semester

An analysis and interpretation of the development of American politics, foreign policy, and domestic society from Reconstruction to the present. Topics include the gilded society, world power, the rise of consumer culture, the New Deal, World War II, the Cold War, affluence and discontent.

General Education Attribute(s): History Cornerstone
Course Applies to: American Studies, Asian Studies
Note: Considered a United States History.

Thematic Approaches: Women, Gender, Sexuality; Global Connections; Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 285 - Women in Early America: 1630-1865 (History Cornerstone)

Three Credits
Spring Semester

The history of women from the colonial era through the end of the nineteenth century. Examines the diversity of experiences among women of different races and classes in America, focusing on issues central to female experience: reproduction and family life, work, religion and reform, and political struggles for civil rights.

General Education Attribute(s): History Cornerstone
Course Applies to: American Studies, Gender & Sexuality Studies
Note: Considered a United States History.

Thematic Approaches: Women, Gender, Sexuality; Ideas, Values, Beliefs

HIS 287 - Women in Modern America: 1865-1975

Three Credits
Spring Semester

Survey course of U.S. Women's History from Reconstruction to 1975. Examines a diverse array of women's lives and experiences including women's rights activists, African-Americans, Native Americans and Immigrants. Topics will include civil rights, women in war, education, reform, marriage, family and reproduction, labor, consumer and popular culture.

Course Applies to: American Studies, Gender & Sexuality Studies

Note: Considered a United States History.

Thematic Approaches: Women, Gender, Sexuality; Ideas, Values, Beliefs; Race, Ethnicity, Justice

HIS 289 - African American History

Three Credits

Fall Semester

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.

Course Applies to: American Studies

Note: Considered a United States History.

Course was formerly offered as HIS 321. Students may not take both HIS 321 and HIS 289.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 290 - History of the Islamic World II

Three Credits

Spring Semester

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.

Course Applies to: Anthropology, Middle Eastern Studies

Note: Considered a World History.

Thematic Approaches: Global Connections; Ideas, Values, Beliefs; Culture, Class, Society; Crisis and Conflict

HIS 295 - History of India

Three Credits

Spring Semester

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.

Course Applies to: Asian Studies

Note: Considered a World History.

Thematic Approaches: Global Connections; Ideas, Values, Beliefs; Culture, Class, Society; Crisis and Conflict

HIS 301 - Colonial America

Three Credits

Fall Semester

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.

Course Applies to: American Studies

Note: Considered a United States History.

Thematic Approaches: Global Connections; Race, Ethnicity, Justice; Crisis and Conflict; Culture, Class, Society

HIS 303 - From Depression to Dominance

Three Credits

Spring Semester

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.

Course Applies to: American Studies

Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Culture, Class, Society

HIS 304 - U.S. Popular Culture

Three Credits

Fall Semester

An investigation of U.S. popular culture focusing on its ability to illuminate important themes in the nation's social, economic, and political development. A special emphasis will be given to twentieth-century popular culture. Important questions and themes will include popular culture's role in perpetuating attitudes regarding race and gender.

Prerequisite(s)/Restriction(s): Sophomore standing.

Course Applies to: American Studies, Gender & Sexuality Studies

Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Women, Gender, Sexuality; Culture, Class, Society

HIS 305 - U.S. Popular Music

Three Credits
Fall Semester

In a seminar format, this course will analyze how American popular music reflected and shaped public notions about class, gender, and race. Topics will include jazz, rap, rock and roll, rhythm and blues, country, and folk music.

Course Applies to: American Studies, Gender & Sexuality Studies

Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Women, Gender, Sexuality; Culture, Class, Society

HIS 306 - Topics in U.S. Cultural History

Three Credits
Spring Semester

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): Limited to sophomores, juniors, and seniors.

Note: Considered a United States History. Course may be taken twice as topics vary.

Thematic Approaches: Race, Ethnicity, Justice; Women, Gender, Sexuality; Culture, Class, Society

HIS 307 - From the New Frontier to a New Century

Three Credits
Spring Semester

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.

Course Applies to: American Studies
Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Culture, Class, Society; Women, Gender, Sexuality

HIS 308 - The Early Republic

Three Credits
Spring Semester

Explores the tumultuous years following the American Revolution when Americans fought over the meaning of the war and the future direction of the country. We will examine

the major conflicts of the period, including ratification of the Constitution, slavery, reform movements, Indian removal, immigration and capitalist development.

Prerequisite(s)/Restriction(s): Sophomore standing.

Course Applies to: American Studies

Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs

HIS 309 - The Gilded Age and the Progressive Era 1865-1929

Three Credits
Fall Semester

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.

Course Applies to: American Studies, Digital Humanities
Note: Considered a United States History

Thematic Approaches: Culture, Class, Society; Crisis and Conflict

HIS 323 - Africa in Stories: History, Literature and Film

Three Credits
Fall Semester

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.

Note: Considered a World History.

Thematic Approaches: Global Connections; Ideas, Values, Beliefs; Culture, Class, Society; Crisis and Conflict

HIS 324 - From Jackson to Lincoln

Three Credits
Fall Semester

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.

Course Applies to: American Studies

Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 325 - Lincoln and His America

Three Credits

Spring Semester

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.

Course Applies to: American Studies

Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 326 - The Christian Churches in Nazi Germany

Three Credits

Spring Semester

An examination of the choices that the Catholic and Protestant churches made under the impact of National Socialism. The course will also examine the reaction of the churches to the persecution of the Jews and the Holocaust.

Prerequisite(s)/Restriction(s): Junior standing.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry

Course Applies to: American Studies

Note: Considered a European History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 327 - American Civil War and Reconstruction

Three Credits

Fall Semester

Examines the era of the Civil War and Reconstruction in U.S. history (1860 - 1880), including the war's origins and consequences. The course explores, in addition to the military aspects of the war, the major political, social, and economic development of the period.

Prerequisite(s)/Restriction(s): Sophomore Standing.

Course Applies to: American Studies

Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 328 - Revolutionary America

Three Credits

Spring Semester

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.

Course Applies to: American Studies

Note: Considered a United States History.

Thematic Approaches: Women, Gender, Sexuality; Race, Ethnicity, Justice; Crisis and Conflict

HIS 329 - The Vietnam Era and Its Legacy

Three Credits

Fall Semester

An examination of U.S. policy toward Southeast Asia and the war in Vietnam from the 1940s to the present. The course explores the origins of the U.S. military commitment in Southeast Asia and the ultimate failure of U.S. policy. The effects of the war on veterans and the home front, the peace movement, and the legacy of the war for contemporary U.S. society is also examined.

Prerequisite(s)/Restriction(s): Sophomore standing.

Course Applies to: American Studies, Asian Studies

Note: Considered a United States History.

Thematic Approaches: Crisis and Conflict; Global Connections

HIS 330 - United States Seminar: Topical

Three Credits

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.

Course Applies to: American Studies and/or Gender & Sexuality Studies (based on topic)

Note: Considered a United States History.

HIS 333 - The American Catholic Experience

Three Credits

Spring Semester

A critical examination and analysis of the peoples, events, and ideas that shaped American Catholicism from the era of discovery to the 21st century. Catholicism's minority status and the perennial tension being American and Catholic are used as guiding principles in this study.

General Education Attribute(s): Catholic Intellectual Traditions
Note: Considered a United States History. Cross-listed with RST 333.

Thematic Approaches: Ideas, Values, Beliefs; Culture, Class, Society

HIS 335 - Abolitionist and Proslavery Thought

Three Credits
Fall Semester

An examination of writing and speeches attacking and defending slavery in the United States between the American Revolution and the Civil War.

Prerequisite(s)/Restriction(s): Sophomore standing.
General Education Attribute(s): Moral Inquiry
Course Applies to: American Studies
Note: Considered a United States History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 337 - The Electric Guitar in American Culture

Three Credits
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.

Course Applies to: American Studies
Note: Considered a United States History. Course formerly offered as AMS 333.

Thematic Approaches: Ideas, Values, Beliefs; Culture, Class, Society

HIS 347 - Adolf Hitler and Nazi Germany

Three Credits
Spring Semester

An in-depth study of the rise of Adolf Hitler and the Nazi movement from the establishment of the Weimar Republic through the end of World War II.

Prerequisite(s)/Restriction(s): Sophomore standing.
General Education Attribute(s): Moral Inquiry
Note: Considered a European History.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 349 - The Inquisition: Myth and History

Three Credits
Spring Semester

Explores the myths and history of the Inquisition as a social, political and religious institution in Europe, the Americas, and in Goa, India, from its Medieval inception to its final abolition in the nineteenth century. Students will seek to understand why it was created, how it functioned, the impact it had on the societies that sustained it, and why it was finally abolished.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: Latin American & Caribbean Studies (with permission of the LACS Program Director).
Note: Considered a European and World History.

Thematic Approaches: Ideas, Values, Beliefs; Race, Ethnicity, Justice; Culture, Class, Society

HIS 351 - The French Revolution

Three Credits
Fall Semester

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.
Note: Considered a European History.

Thematic Approaches: Global Connections; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 353 - A World at War

Three Credits
Fall Semester

Organized violence represents one of the most common of human activities. Warfare shapes, and is shaped by, deep seated political, social, economic, religious, and technological values and attitudes. For good or ill, warfare has played, and continues to play, a key role in shaping the world we live in. The course explores warfare and its consequences from a world historical perspective from Paleolithic times to ancient China and the Middle East to modern day forms of state and extra-state violence.

Course Applies to: Middle Eastern Studies
Note: Considered a World History.

Thematic Approaches: Global Connections; Crisis and Conflict; Culture, Class, Society

HIS 355 - The Holocaust

Three Credits

Spring Semester

A historical analysis of the Holocaust of European Jews under National Socialism. This includes a study of the origins of antisemitism, the rise of National Socialism, German Jews in the Weimar Republic and their exclusion from public life under National Socialism, the euthanasia action, Reichskristallnacht, ghettoization, deportation, and the concentration and death camps.

Prerequisite(s)/Restriction(s): Sophomore standing.
General Education Attribute(s): Moral Inquiry

Note: Considered a European History.

Course formerly offered as HIS 207, so students may not take both.

Thematic Approaches: Race, Ethnicity, Justice; Crisis and Conflict; Ideas, Values, Beliefs; Culture, Class, Society

HIS 360 - European History Seminar: Topical

Three Credits

Spring Semester

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.

Course Applies to: Anthropology

Note: Considered a European History.

HIS 362 - World History Seminar: Topical

Three Credits

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.

Note: Considered a World History.

HIS 374 - Bound Feet and Dragon Ladies: Women & Power in East Asia

Three Credits

Fall Semester

This course challenges western conceptions of Chinese and Japanese women as unwanted daughters, submissive wives, and exotic geishas. We explore this complex history by studying women's oppression and agency, their evolving socio-political roles, and the construction of gender ideals - male and female - through close examination of popular culture, film, art, and literature.

Prerequisite(s)/Restriction(s): Sophomore Standing and above.

Course Applies to: Anthropology, Asian Studies, Gender & Sexuality Studies

Note: Considered a World History.

HIS 380 - Public History

Three Credits

Spring Semester

This academic and experiential course looks at the practice, methods, and possibilities associated with practicing history in museums, historic sites, and archives. In the classroom, we will explore the nature of public history through curatorial, archival, and preservation issues, as well as examine the roles of education, interpretation, exhibitions, and living history. A substantial field component has students encountering museums, archives, and historic sites to interact with professionals, discover what public historians do, and critically assess their public history offerings. As a final project, students will collaboratively produce a museum exhibition at Stonehill.

Prerequisite(s)/Restriction(s): Sophomore standing.

Course Applies to: American Studies

Note: Considered a United States History.

Thematic Approaches: Ideas, Values, Beliefs; Culture, Class, Society

HIS 385 - Topics in U.S. Women's History

Three Credits

Fall Semester

This course moves beyond a broad overview of the role of women in eighteenth and nineteenth century U.S. History to examine specific topics such as education, reform, labor, culture, and political organization in depth.

Prerequisite(s)/Restriction(s): Sophomore standing.

Course Applies to: American Studies, Gender & Sexuality Studies

Note: Considered a United States History.

Thematic Approaches: Women, Gender, Sexuality; Race, Ethnicity, Justice

HIS 420 - Historical Theory and Writing (WID)

Four Credits

Spring Semester

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.
Sophomore, Junior and Senior standing.

General Education Attribute(s): Writing-in-the-Disciplines

Note: Course should be taken in Sophomore year.

HIS 425 - History Lab

Three Credits

Fall Semester

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.

Prerequisite(s)/Restriction(s): HIS 420 and Junior Standing.
General Education Attribute(s): Statistical Reasoning

HIS 430 - History Thesis

Four Credits

Fall Semester

An independent, original historical research project based upon the thesis proposal written in HIS 425. 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 and HIS 425.
Note: Fulfills the Capstone requirement in History.

HIS 475 - History Internship

Three Credits

Fall and Spring Semesters

Internships are available to History students to give them an opportunity to experience the relevance of the past to the present through active participation in contemporary institutions and organizations. Students work under the supervision of the departmental Internship Coordinator, maintain a field journal, and write a final paper.

Concentration consideration linked directly to the Internship's area of focus.

HIS 490 - Directed Study - History

One to Four 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. 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 Program

HON 100 - Honors Introductory Seminar

One Credit

Spring Semester

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

One Credit

Fall Semester

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.

Integrated Marketing Communications

IMC 501 - Creativity in Integrated Marketing Communications

Three Credits

Fall Semester

This course is the introductory course to the IMC Master's degree program at Stonehill College. It is designed to introduce students to the fundamentals of Integrated Marketing Communications (IMC) in the context of a creative and innovate program design. Students will learn techniques for improving the flexibility and originality of their thinking and will explore approaches used by practitioners of Integrated Marketing and Communication to create and sustain organizational innovation. Students will learn and apply the IMC planning process and examine the role of integration to ensure consistency of creative strategy.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors may be allowed to take the course with the IMC Program Director's approval.

Course Applies to: M.A. in Integrated Marketing Communications

IMC 514 - IMC Public Relations and Crisis Management

Three Credits
Spring Semester

Students will learn about the evolution of public relations practice from its beginnings to its present professional status. The course emphasizes both the principles as well as the processes of creating and implementing an effective public relations campaign. Students will learn how to strategize, develop and produce public relations tools including press releases, public service announcements, crisis communication plans, speeches, newsletters and special events.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors may be allowed to take the course with the IMC Program Director's approval.
Course Applies to: M.A. in Integrated Marketing Communications

IMC 530 - Topics in Integrated Marketing Communications

Three Credits
Offered Periodically

As needed, a special topics course in a given area of current, popular interest will offered to students as an elective for the IMC graduate program and those seniors, on a limited basis, interested in pursuing a master's degree in IMC at Stonehill upon completion of their undergraduate degree and acceptance into the master's program.

Prerequisite(s)/Restriction(s): Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors may be allowed to take the course with the IMC Program Director's approval.
Course Applies to: M.A. in Integrated Marketing Communications

IMC 602 - Organizational Communication

Three Credits
Fall Semester

This course is designed to expose graduate students to both traditional and contemporary organizational communication theories. This course emphasizes the applied nature of organizational communication using foundational and recent research in the field. Throughout the semester, we will direct our focus to understanding relevant research designs and methodologies for studying communication within organizations, particularly within the context of integrated marketing communication.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.
Course Applies to: Integrated Marketing Communications

IMC 603 - Marketing Management for Integrated Marketing Communications

Three Credits
Spring Semester

This course is designed to serve as an introduction to the theory and practice of marketing. Students will improve their ability to develop effective marketing strategies and assess market opportunities, as well as design strategy implementation programs. In addition, students will have the opportunity to communicate and defend their recommendations and build upon the recommendations of their peers.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.
Course Applies to: Integrated Marketing Communications

IMC 604 - Integrated Marketing Communications Methods

Three Credits
Spring Semester

This course explores the research underlying communication and marketing campaigns. The course will cover both qualitative and quantitative methodologies. It is here that students will fully appreciate how their creative impulses can have practical rewards. Students will also be introduced to the techniques used to identify and reach audiences and to monitor results of marketing campaigns.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.
Course Applies to: Integrated Marketing Communications

IMC 605 - Buyer Behavior

Three Credits
Summer Session

This course 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). Applications of psychological, sociological, anthropological, and economic theories and models to the understanding of buyer behavior and the development of an integrated marketing strategy.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.
Course Applies to: Integrated Marketing Communications

IMC 606 - Integrated Communications Strategies

Three Credits

This course focuses on developing integrated marketing communication plans that include advertising, promotion,

direct marketing, sales, public relations, event marketing, and new electronic media. This dynamic marketing model requires a completely different approach to planning and budgeting, and clients and agencies increasingly are seeking managers with just such expertise. Upon completion of this course, students should: have a solid understanding of the strategic and tactical elements useful in IMC; identify how market research and company objectives relate to the process of designing successful IMC campaigns; explain how effective creative strategies are developed and implemented.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: Integrated Marketing Communications

IMC 607 - Transformative Design and Thinking

Three Credits

Fall Semester

This course will focus on communication through visual media as it relates to integrated marketing. Students will be engaged in exercises that will illustrate design theories and visual problem solving. Design principles will inform the course and students will be creatively challenged to demonstrate an understanding of them through presenting an original project for peer review.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: Integrated Marketing Communications

IMC 608 - Visual Problem Solutions

Three Credits

The aim of this course is to introduce the scope of practice of graphic designers and how their work shapes our marketplace. Students will view visual communications through the lenses of history, theory, and practice. An inside look at the work-flow and practice of professional graphic designers will illustrate how market related problems are solved visually.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: Integrated Marketing Communications

IMC 612 - E-Commerce

Three Credits

Summer Session

This course focuses on several important areas impacting the dynamic nature of Internet marketing by addressing the role of mobile, social, and local marketing in today's environment, the integration of e-commerce into the marketing activities, and the major problems and opportunities that e-commerce activities pose for the marketing manager.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.A. in Integrated Marketing Communication

IMC 613 - Digital Marketing

Three Credits

Summer Session

This course explores several aspects of the new digital marketing environment including topics such as digital marketing analytics, search engine optimization, social media marketing, and 3D Printing. It will provide richer understanding of the foundations of the new digital marketing landscape and a new set of stories, concepts, and tools to help the students digitally create, distribute, promote and price products and services.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.A. in Integrated Marketing Communication

IMC 615 - Visual Problem Solving and Graphic Identity

Three Credits

Every Spring

This course introduces fundamental design concepts with an emphasis on the development of brand identity systems in a marketing environment. Through the introduction of design terminology, tools, and process, students will gain insights into the practice of professional graphic designers and their role in identity projects. Employing design as a means for communication, students will learn the relationship between form, function, and content to solve visual problems and address market challenges. Students will learn about graphic design through the lenses of history, theory, and practice.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.A. in Integrated Marketing Communications

IMC 616 - Digital Media Economics and Technology

Three Credits

Every Fall

This course is designed to familiarize students with various media industries and its business practices, operations, content and technology with an emphasis on the digitization of media channels and platforms. The course establishes an understanding of the basic principles that underline media businesses and the markets through which audiences are aggregated for advertisers. Emphasis is placed on the roles of audience measurement and media technology in shaping the content of media and the capabilities of advertising and other brand communications to reach audiences.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree

Course Applies to: M.A. in Integrated Marketing Communications

IMC 620 - Role of Graphic Design within Integrated Marketing Communications

Three Credits
Spring Semester

This course is a general overview of Graphic Design in IMC. Students will be introduced to the contributions and potential of a graphic designer as part of an integrated marketing team. Such things as workflow, the technological tools utilized, useful terminology and project pacing will be covered. Students will be exposed to the visual problem-solving angle within integrated marketing. In addition, basic design principles and the ability to identify effective design modules will be introduced.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.A. in Integrated Marketing Communications

IMC 621 - Media Economics and Technology

Three Credits
Spring Semester

This course is designed to familiarize students with the media industry and its business practices, operations, content and technology with an emphasis on the digitization of media channels and platforms. The course establishes an understanding of the basic economic principles that underlie media businesses and the markets through which audiences are aggregated for advertisers. Emphasis is placed on the roles of audience measurement and media technology in shaping the content of media and the capabilities of advertising and other brand communications to reach audiences. The course emphasizes how the ongoing convergence of media content and commercial messages is redefining the media business and the world of integrated marketing communications.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.A. in Integrated Marketing Communications

IMC 623 - Strategic Event Planning and Management

Three Credits
Spring Semesters

Students will identify current and emerging career opportunities in the field of Event Management. They will learn relevant strategic, organizational communication theory as it relates to event planning and will gain significant practice in planning, designing and critiquing events through hands-on experience. Students will analyze ways in which organizations communicate their image and message through events and promotions, while considering key issues facing the event industry in today's global society. Group work and hands-on applications, combined with case study

analysis and class discussions are the primary teaching/learning methodologies.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: Integrated Marketing Communications

IMC 630 - Integrated Marketing Communications: Special Topics

Three Credits
Periodically or As Needed

A course offered under this title will be a new course that was developed to meet emerging trends in the industry, special student interest and demand, or fulfill a faculty interest. Course may be taken twice.

Course Applies to: M.A. in Integrated Marketing Communications

IMC 670 - Integrated Marketing Communications Capstone

Three Credits
Fall and Spring Semesters

During this final course, IMC students will have the opportunity to apply the comprehensive skills they have built throughout their study of the concept and practice of integrated marketing communications. Students will work their advisor to choose a company or organization to take on as a "client." Students will develop an integrated marketing communications plan, creating a well-researched, creative, integrated plan for their client. Students will work individually with their advisor and client though team approaches will also be possible depending on clients and client needs. Students will convene at multiple points during the semester to provide oral updates, written assessments, a final plan, and a strategy pitch to fellow students.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.A. in Integrated Marketing Communications

IMC 675 - Integrated Marketing Communications Internship

Three Credits
Offered As Needed

The graduate internship is designed to familiarize and significantly advance the Integrated Marketing Communications master student's knowledge of integrated marketing communications. The internship is designed to give students the opportunity to apply IMC theories and concepts in a professional setting.

Permission of the Internship Supervisor. Open to graduate students only. Must submit the "U.S. Internship Request for Approval" found under the myPlans tab in myHill.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.A. in Integrated Marketing Communications

IMC 690 - Integrated Marketing Communications Directed Study

Three Credits

Offered As Needed

Directed study may be granted to a graduate student who wishes to study an area of specialization, within the Integrated Marketing Communications framework, that is not offered wholly or as a part of the current IMC curriculum. The student must work and meet regularly with a faculty member throughout the semester to discuss readings and topics toward a paper or project due at the end of the semester.

Prerequisite(s)/Restriction(s): Completions of a bachelor's degree.

Course Applies to: M.A. in Integrated Marketing Communications

Interdisciplinary Studies

IND 042 - The Alexander Technique

One Credit

Fall Semester

The Alexander Technique is a mind-body method that reveals unconscious habits of movement that interfere with performing daily activities. Studying the technique helps to change those habits. People who have studied Alexander Technique have experienced relief from discomfort, improved breathing and greater ease of movement. Used by actors, musicians, dancers, athletes, and those who simply wish to improve and explore themselves.

Note: Students should wear comfortable clothes since some gentle movement is required. Students should be open to their limbs being manipulated by the Alexander Technique instructor.

IND 201 - Nutrition and Health Behavior

Three Credits

Fall Semester

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

Three 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 205 - Memory and Violence in Ireland

Three Credits

Summer

Focuses on the ethics of remembering Ireland's often violent history. Students engage with theories of memory and commemoration to probe what is at stake in Ireland in the creation of commemorative sites, programs, and literature. Covering the First World War to the Troubles, the course examines moral and ethical questions about memory and its relationship to sectarian violence in Ireland.

General Education Attribute(s): Moral Inquiry

Note: Course formerly offered as IRS 205.

IND 230 - Art and Psychology: Introduction to Art Therapy

Three Credits

Spring Semester

Addresses the relationship between works of art and scientific inquiry into the human mind. Students will be introduced to the history and theory of Art Therapy and investigate the creative process and its relationship to therapy. Readings, films, and experiential workshops will all be part of the course.

Note: No artistic experience necessary.

Formerly offered as VPH 230. Students cannot take both IND 230 and VPH 230.

IND 300 - Building IDEAS: Pedagogy for Student-Instructors

One Credit

Every 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 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

Three Credits

Spring Semesters

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 314 - Information Ethics for the 21st Century

Three Credits

Summer

Information ethics concerns the relationship between the creation, dissemination of use of information and the standards and norms governing its use. Information ethics provides a critical framework for exploring moral issues including privacy, environmental and issues, and journalism.

General Education Attribute(s): Moral Inquiry

IND 320 - Topics in Art Therapy

Three Credits

Spring Semester

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.

Prerequisite(s)/Restriction(s): This class requires no previous art experience though it is suggested that students consider taking IND 230 - Art and Psychology: Introduction to Art Therapy in addition as it will deepen one's understanding of the theoretical underpinnings of Art and Expressive Therapy. Note: Course formerly offered as VPS 320. Students cannot take both IND 320 and VPS 320.

IND 333 - Democratic Education

Three Credits

Spring Semester

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 340 - Developing Fundraising Leaders Institute

Three Credits

Fall Semester

The Developing Fundraising Leaders Institute (DFLI) is a program aimed at developing future nonprofit leaders. In addition to expanding students' knowledge and understanding of development, DFLI provides students with the practical skill set necessary to achieve successful and rewarding careers in, or working with, the nonprofit sector. Students who complete DFLI are exceptional candidates for internship placements at a range of nonprofits.

Course Applies to: Arts Administration.

IND 357 - Topic in Interdisciplinary Studies

Three Credits

Fall Semester

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

Four credits

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.

Note: Fulfills the Moral Inquiry requirement.

IND 401 - Interdisciplinary Studies Capstone Seminar

One Credit
Spring Semester

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.

Italian

ITA 131 - Elementary Italian I

Three Credits
Fall Semester

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.
General Education Attribute(s): Language Requirement
Course Applies to: Italian Studies minor

ITA 132 - Elementary Italian II

Three Credits
Spring Semester

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.
General Education Attribute(s): Language Requirement
Course Applies to: Italian Studies minor

ITA 231 - Intermediate Italian I

Three Credits
Fall Semester

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 or placement.
General Education Attribute(s): Language Requirement
Course Applies to: Italian Studies minor

ITA 232 - Intermediate Italian II

Three Credits
Spring Semester

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.
General Education Attribute(s): Language Requirement
Course Applies to: Italian Studies minor

ITA 251 - Italy: Language and Identity

Three Credits
Fall Semester

For students who continue to study Italian after ITA 232 or who are placed at the upper intermediate level. ITA 251 is designed to refine and apply language skills in writing, speaking, reading and listening beyond the Intermediate level. Topics on regional and national identity serve as a context for language acquisition and grammar review. Students investigate what constitutes the Italian identity through the study of authentic texts and Internet resources. Class projects involve individual research about the history, art and popular culture of contemporary Italy.

Prerequisite(s)/Restriction(s): Placement at the upper intermediate level, ITA 232 or consent of the instructor.
General Education Attribute(s): Language Requirement
Course Applies to: Anthropology, Italian Studies minor

ITA 252 - Italian Conversation and Composition

Three Credits

Spring Semester

ITA 252 is designed to strengthen speaking and writing skills through advanced vocabulary acquisition, listening comprehension and the analysis of short texts. Activities include discussions on cultural readings, conversations on current events as well as group and individual oral reports. Students write weekly compositions and use online collaboration tools such as blogs.

Prerequisite(s)/Restriction(s): ITA 251, or instructor permission.

General Education Attribute(s): Language Requirement
Course Applies to: Italian Studies minor

ITA 337 - Contemporary Italy Through Film

Three Credits

Fall Semester

For students who continue to study Italian after ITA 232, or ITA 252 or who are placed beyond the Intermediate Level. This class provides an understanding of contemporary Italian society and culture by viewing, reflecting on, and discussing Italian films of the last sixty years. The class will analyze 8 films, learning their context and through them the key events that have shaped the national identity of Italy. Students will read a selection of essays on Italian cinema and complete writing assignments and oral presentations.

Prerequisite(s)/Restriction(s): ITA 232, ITA 252 or placement.
General Education Attribute(s): Language Requirement
Course Applies to: Italian Studies minor

ITA 338 - Italian Culture and Civilization

Three Credits

Spring Semester

A broad overview of Italian culture from the Middle Ages to the present, highlighting key historical and literary developments of each century with an interdisciplinary perspective. Students in ITA 338 become familiar with a variety of texts from different fields of knowledge, including art history. Class work entails class presentations and research papers in Italian.

Prerequisite(s)/Restriction(s): ITA 337 or Instructor permission.
General Education Attribute(s): Language Requirement
Course Applies to: Italian Studies minor

ITA 490 - Directed Study: Topics in Italian (WID)

One to Four 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.

General Education Attribute(s): Writing-in-the-Disciplines
Course Applies to: Italian Studies minor

Note: Students must complete 45 hours work/semester per credit. This class may be taught in English or Italian. No more than one directed study may count for the Minor in Italian Studies.

Journalism

JRN 100 - Reporting and News Writing

Three Credits

Fall and Spring Semesters

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)

Four Credits

Fall Semester

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.
General Education Attribute(s): Writing-in-the-Disciplines

JRN 222 - Development of American News Media

Three Credits

Alternate Years: Fall Semester

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.

Course Applies to: American Studies

JRN 309 - Narrative Writing

Three Credits

Alternate Years: Fall Semester

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

JRN 313 - Journalism Ethics and Law

Three Credits

Spring Semester

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?"

JRN 320 - Sports Broadcast Journalism

Three Credits

Spring Semester

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.

Prerequisite(s)/Restriction(s): JRN 100 or DMP 215

Course Applies to: Journalism

JRN 330 - Topics in Journalism

Three Credits

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).

Course Applies to: Journalism

JRN 421 - Journalism Practicum

Three Credits

Fall and Spring Semesters

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.

Note: May be taken twice.

JRN 475 - Internship in Journalism

Three Credits

Fall and Spring Semesters

Opportunity for students, usually in their fourth year, to practice journalism with a news organization.

Prerequisite(s)/Restriction(s): JRN 100, minimum 3.0 cumulative GPA. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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

One to Four 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.

Latin

LAT 131 - Elementary Latin I

Three Credits

Fall Semester

Introduction to Latin grammar and pronunciation. Development of listening, reading, and writing skills, and of the cross-cultural effects of Latin on the English language and of the Romans upon American life. No previous experience necessary.

LAT 132 - Elementary Latin II

Three Credits

Spring Semester

This course is a continuation of LAT 131 - Elementary Latin I.

Prerequisite(s)/Restriction(s): LAT 131 or equivalent.

LAT 231 - Intermediate Latin I

Three Credits
Fall Semester

Intensive review of Latin grammar with an emphasis on the development of reading comprehension. Materials used will include a variety of readings in Latin.

Prerequisite(s)/Restriction(s): LAT 132 or 2-3 years of high school Latin.

LAT 232 - Intermediate Latin II

Three Credits
Spring Semester

This course is a continuation of LAT 231 - Intermediate Latin I.

Prerequisite(s)/Restriction(s): LAT 231 or equivalent.

Marketing

MKT 501 - Creativity in Marketing

Three Credits
Fall Semester

This course is the introductory course to the master's degree program. It is designed to introduce students to the fundamentals of Marketing in the context of a creative and innovate program design. Students will learn techniques for improving the flexibility and originality of their thinking and will explore approaches used by practitioners Marketing to create and sustain organizational innovation.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors may be allowed to take the course with the MSM Program Director's approval.
Course Applies to: M.S. in Marketing

MKT 503 - Marketing Management

Three Credits
Fall Semester

This course is designed to serve as an introduction to the theory and practice of marketing. Students will improve their ability to develop effective marketing strategies and assess market opportunities, as well as design strategy implementation programs. In addition, students will have the opportunity to communicate and defend their recommendations and build upon the recommendations of their peers.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors may be allowed to take the course with the MSM Program Director's approval.
Course Applies to: M.S. in Marketing

MKT 505 - Buyer Behavior

Three Credits
Fall Semester

This course 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). Applications of psychological, sociological, anthropological, and economic theories and models to the understanding of buyer behavior and the development of a marketing strategy.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors may be allowed to take the course with the MSM Program Director's approval.
Course Applies to: M.S. in Marketing

MKT 606 - Marketing Strategy

Three Credits
Spring Semester

This course is designed to allow students to understand and develop marketing strategies for a real-world business or organization. Through case studies and in class discussion, students will analyze the opportunities and challenges of selecting effective and efficient platforms and promotional tools. Special emphasis will be put on the synergies and effectiveness of the marketing mix.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.
Course Applies to: M.S. in Marketing

MKT 612 - E-Commerce

Three Credits
Summer Session

This course focuses on several important areas impacting the dynamic nature of Internet marketing by addressing the role of mobile, social, and local marketing in today's environment, the integration of e-commerce into the marketing activities, and the major problems and opportunities that e-commerce activities pose for the marketing manager.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.
Course Applies to: M.S. in Marketing

MKT 613 - Digital Marketing

Three Credits
Spring Semester

This course explores several aspects of the new digital marketing environment including topics such as digital marketing analytics, search engine optimization, social media marketing, and 3D Printing. It will provide richer

understanding of the foundations of the new digital marketing landscape and a new set of stories, concepts, and tools to help the students digitally create, distribute, promote and price goods and services.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.S. in Marketing

MKT 617 - Social Media Marketing

Three Credits

Spring Semester

This course is designed to help the students understand how marketing has changed due to the rise of social media and changes in various underlying contextual factors such as dramatically increased speed of information dissemination across consumers and brands. The emphasis of this course is on understanding consumers' social interactions, examining the various social media channels available to marketers, learning how to build social marketing strategies, and practicing how to track their effectiveness.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.S. in Marketing

MKT 619 - Sports Marketing

Three Credits

Summer Session

This course will cover marketing principles and theories in a sports context and topics specific to sports marketing. These include sports agency, licensing, sports events, college sports, leveraging, fan behavior, underdogs, and athletic endorsements.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.S. in Marketing

MKT 620 - Role of Graphic Design in Marketing

Three Credits

Summer Session

Students will be introduced to the contributions and potential of a graphic designer as part of a marketing team. The workflow, the technological tools utilized, useful terminology and project pacing will be covered. Students will be exposed to the visual problem-solving angle within marketing. In addition, basic design principles and the ability to identify effective design modules will be introduced.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.S. in Marketing

MKT 623 - Strategic Event Planning and Management

Three Credits

Summer Session

Students will identify current and emerging career opportunities in the field of Event Management. They will learn relevant strategic, organizational communication theory as it relates to event planning and will gain significant practice in planning, designing and critiquing events through hands-on experience. Students will analyze ways in which organizations communicate their image and message through events and promotions, while considering key issues facing the event industry in today's global society.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.S. in Marketing

MKT 625 - Entrepreneurship

Three Credits

Summer Session

This course is designed to introduce to students various marketing aspects of entrepreneurship such as idea generation, problem validation, market research, marketing strategy development and financial forecasting. Students will develop a marketing plan for a venture idea of their choosing and apply online marketing strategies to help market that idea. The course focuses on understanding customer needs, target selection, positioning, and data analytics. Through case studies and project work, students learn to develop a feasible marketing plan, and leverage digital technology to market their new venture.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.S. in Marketing

MKT 630 - Marketing: Special Topics

Three Credits

Periodically or As Needed

A course offered under this title will be a new course that was developed to meet emerging trends in the industry, special student interest and demand, or fulfill a faculty interest. Course may be taken twice.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.S. in Marketing

MKT 650 - Marketing Capstone

Three Credits

Fall Semester and Summer Session

During this final course, students will have the opportunity to apply the comprehensive skills they have built throughout their study of the concept and practice of

marketing. Students will work with their advisor to choose a company or organization to take on as a "client." Students will develop a marketing plan, creating a well-researched, creative, integrated plan for their client. Students will work individually with their advisor and client though team approaches will also be possible depending on clients and client needs. Students will convene at multiple points during the semester to provide oral updates, written assessments, a final plan, and a strategy pitch to fellow students.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Course Applies to: M.S. in Marketing

Mathematics

MTH 101 - Pre-Calculus

Three Credits

Fall Semester and Summer Session

Algebraic equations and simplification: factoring, common denominators and conjugates. Graphs of equations. Lines, quadratic curves: equations and graphs. Graphing curves with intercepts and asymptotes. Examples using algebraic, logarithmic and exponential and trigonometric functions. Use of mathematics technology.

MTH 105 - Finite Mathematics

Three Credits

Fall and Spring Semesters

Operations with matrices. Systems of linear equations. Linear programming. The simplex method. Sets and counting. Permutations and combinations. Probability. Conditional probability. Independence. Bayes' theorem. Markov chains. Absorbing Markov chains.

MTH 119 - Applied Calculus for Business

Three Credits

Fall Semester

A one semester introduction to differential and integral Calculus designed for Business Administration majors. Topics include limits, derivatives, rates, graphs, logarithmic and exponential functions, antiderivatives, differential equations. The course emphasizes computation, problem solving and applications.

Note: Students may not receive credit for MTH 119 and MTH 125.

MTH 125 - Calculus I

Four Credits

Fall and Spring Semesters

Calculus of a single variable: functions, limits, derivatives, differentiation rules, applications of derivatives, integrals, fundamental theorem of calculus, u-substitution.

Course Applies to: Data Science

Note: May not receive credit for both MTH 125 and MTH 119.

MTH 126 - Calculus II

Four Credits

Fall and Spring Semesters

Calculus of a single variable: techniques of integration, applications of integration, infinite sequences and series, Taylor series, first order differential equations, parametric curves, polar coordinates, polar curves.

Prerequisite(s)/Restriction(s): Prerequisite for MTH 126: MTH 125.

Course Applies to: Data Science

MTH 143 - Mathematical Reasoning for Education

Three Credits

Fall and Spring Semesters

A one-semester course designed for Education majors. The course includes a review of algebra and geometry. Further topics include: types of numbers, algebraic structures, theory of equations, combinatorics, probability and statistics, interpreting and analyzing data. The course emphasizes problem solving, quantitative and logical reasoning.

MTH 145 - Basic Quantitative Techniques

Three Credits

Fall and Spring Semesters

Basic methods of data analysis: organizing and summarizing data, probability, probability distributions, statistical inference.

General Education Attribute(s): Statistical Reasoning

MTH 191 - The Language of Mathematics (WID)

Four Credits

Fall and Spring Semesters

Covers basic concepts, reasoning patterns, and the language skills which are fundamental to higher mathematics. These skills include the ability to read and write mathematics, employ common patterns of mathematical thought, and read and write proofs.

Prerequisite(s)/Restriction(s): MTH 125.

General Education Attribute(s): Natural Scientific Inquiry, Writing-in-the-Disciplines

MTH 207 - Statistical Reasoning: Chance

Three Credits

Fall Semester

An introduction to the ideas and issues of probability and statistics and their application in everyday life. Topics include: experiment design, descriptive statistics, chance and inference.

General Education Attribute(s): Statistical Reasoning

MTH 225 - Statistics for Science

Three Credits

Fall and Spring Semesters

Probability; descriptive statistics; normal distribution, inference; hypothesis testing; analysis of variance; sampling theory; correlation and regression. Examples from the sciences.

General Education Attribute(s): Statistical Reasoning

Course Applies to: Data Analytics, Data Science

MTH 251 - Linear Algebra

Four Credits

Spring Semester

The development of the methods and underlying ideas for solving systems of linear equations. Topics include: vectors, matrices, linear transformations, determinants and eigenvectors. Use of mathematical software MAPLE, in applications.

Course Applies to: Data Science

Note: Course is designed for Mathematics majors and is equivalent to MTH 264 - Linear Algebra and Differential Equations. Students may not earn credit for both MTH 251 and MTH 264.

MTH 261 - Multivariable Calculus

Four Credits

Fall Semester

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): MTH 126.

MTH 264 - Linear Algebra and Differential Equations

Four Credits

Spring Semesters

An introduction to linear algebra and to first and second order differential equations. Topics include elementary matrices, linear equations, determinants, vector spaces and subspaces, orthogonality, eigenvalues and eigenvectors, and the linear transformation, the existence and uniqueness of the solution to the first order initial value problems, various methods for solving first order differential equations,

application to the first order differential equations, various methods for solving second order differential equations and the use of Matlab for the above topics.

Note: Course is designed for Pre-Engineering and Science majors and is equivalent to MTH 251 - Linear Algebra. Students may not earn credit for both MTH 251 and MTH 264.

MTH 270 - Discrete Mathematics

Three Credits

Spring Semester

Sets operations, Countability, Functions, Number Theory, Equivalence Relations, Recurrence Relations, Graphs, Combinatorics, Probability.

Course Applies to: Data Science

MTH 351 - Abstract Algebra I

Three Credits

Fall Semester

Groups, rings, fields, rings of polynomials, extension fields, automorphisms of fields, splitting fields, Galois theory.

MTH 352 - Abstract Algebra II

Three Credits

Spring Semester

Groups, rings, fields, rings of polynomials, extension fields, automorphisms of fields, splitting fields, Galois theory.

Prerequisite(s)/Restriction(s): MTH 351.

MTH 361 - Real Analysis I

Three Credits

Fall Semester

Rigorous development of the theory of calculus of one variable. Topics include: properties of the real line, sequences, series, limits, continuity and uniform continuity. Additional topics from differential and integral calculus of one or more variables.

Prerequisite(s)/Restriction(s): MTH 261 and MTH 191

MTH 362 - Real Analysis II

Three Credits

Spring Semester

Rigorous development of the theory of calculus of one variable. Topics include: properties of the real line, sequences, series, limits, continuity and uniform continuity. Additional topics from differential and integral calculus of one or more variables.

Prerequisite(s)/Restriction(s): MTH 361.

MTH 363 - Modern Geometry

Three Credits

Fall Semester

The axiomatic approach of Hilbert to Euclid's Elements. Geometry from the viewpoint of rigid transformations. Non-Euclidean Geometry. The roles of coordinates, both global and local. Geometrizations of low dimensional manifolds.

MTH 364 - Differential Equations and Dynamics

Three Credits

Alternate Years: Fall Semester

An introduction to qualitative and quantitative methods for ordinary differential equations. Topics include first and second order equations, existence and uniqueness of solutions, logistic models, planar linear systems (including phase portraits), regular singular points. Other topics selected from: flows, the stable manifold theorem, and Laplace transforms.

MTH 365 - Bayesian Statistics

Three Credits

Spring Semesters

An introduction to the theory and methods of Bayesian Statistics. Bayes' Theorem, prior and posterior probability distributions, Bayesian regression, Markov Chain and Monte Carlo methods.

Prerequisite(s)/Restriction(s): MTH 126 is recommended.

Course Applies to: Data Analytics, Data Science

MTH 366 - Linear Models

Three Credits

Alternate Semesters: Spring Semester

Simple linear regression, multiple regression, and analysis of variance, model building strategies.

Prerequisite(s)/Restriction(s): (MTH 225 or BUS 206) and (MTH 251 or MTH 264).

Course Applies to: Data Science

MTH 371 - Combinatorics and Graph Theory

Three Credits

Spring Semester

Methods for determining, given some well-defined operation, the number of ways it can be performed. Networks of dots and lines.

MTH 377 - Number Theory

Three Credits

Alternate Years: Spring Semester

Mathematical induction, prime numbers, Diophantine equations, congruences, sums of squares.

MTH 384 - Theory of Computation

Three Credits

Alternate Years: Fall Semester

For description and semester schedule see CSC 384.

MTH 393 - Numerical Analysis

Three Credits

Alternate Years: Spring Semester

Both theoretical and practical problems in the computational aspects of mathematics: approximation of functions, numerical differentiation, solutions to algebraic and differential equations; topics in linear algebra.

MTH 395 - Probability and Statistics I

Three Credits

Alternate Years: Fall Semester

Mathematical theory of probability, axioms and basic properties, random variables; continuous and discrete distributions, moments, generating functions, special distributions, law of large numbers, central limit theorem. Use of mathematical software in applications.

General Education Attribute(s): Statistical Reasoning

MTH 396 - Probability and Statistics II

Three Credits

Alternate Years: Spring Semester

Continuation of MTH 395. Theory and application of statistics; random sampling; organization of data; descriptive statistics; sample mean and additional special distributions, the theory of estimators, applications of estimation, hypothesis testing and Regression. Mathematical software is used in applications of statistics.

Prerequisite(s)/Restriction(s): MTH 395.

General Education Attribute(s): Statistical Reasoning

Course Applies to: Data Analytics

MTH 399 - Topics in Mathematics

Three Credits

Offered Periodically

MTH 420 - Senior Capstone: Mathematical Modeling

Four Credits

Fall Semester

Students learn to create models of real world phenomena using mathematical tools such as difference equations, differential equations, lineal algebra, and calculus.

Prerequisite(s)/Restriction(s): Math Major, Senior Standing.

MTH 475 - Internship in Mathematics

Three Credits

Fall and Spring Semesters

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 under the myPlans tab 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

One to Four 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 work/semester per credit.

MTH 496 - Independent Research - Mathematics

One to Four 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 work/semester per credit.

MTH 497 - Senior Thesis

Three Credits

Fall and Spring Semesters

Students complete an independent scholarly work under the guidance of a faculty member, resulting in a substantial written work. 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 in the department; approval of the faculty member and the Department Chairperson.

Actuarial Mathematics

AMTH 331 - Roads to Become an Actuary I

One credit

Every Spring

A series of 3 1-credit courses is to show students what the career of actuary is and how to become one. Topics include daily life of an actuary and examining and preparing for the Actuarial Exam P: Probability and Actuarial Exam FM: Financial Mathematics.

Course Applies to: Required course in the major or minor

AMTH 332 - Roads to Become an Actuary II

One credit

Every Spring

A series of 3 1-credit courses is to show students what the career of actuary is and how to become one. Topics include daily life of an actuary and examining and preparing for the Actuarial Exam P: Probability and Actuarial Exam FM: Financial Mathematics.

AMTH 333 - Roads to Become and Actuary III

One Credit

Every Spring

A series of 3 1-credit courses is to show students what the career of actuary is and how to become one. Topics include daily life of an actuary and examining and preparing for the Actuarial Exam P: Probability and Actuarial Exam FM: Financial Mathematics.

Course Applies to: Required course in the major or minor.

AMTH 401 - Actuarial Exam P: Probability

One Credit

Every Spring

A course to examine and prepare for the Actuarial Exam P: Probability. Topics from General Probability, Univariate Random Variables and Multivariate Random Variables.

AMTH 402 - Actuarial Exam FM: Financial Mathematics

One Credit

Every Spring

A course to examine and prepare for the Actuarial Exam FM: Financial Mathematics. Topics from Time Value of Money, Annuities/Cash flows with Non-contingent Payments, Loans, Bonds, General Cash Flows and Portfolios, Immunization and Interest Rate Swaps, Determinants of Interest Rates.

Military Science

MIL 101 - Introduction to the Army and Critical Thinking I

One Credit
Fall Semester

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

One Credit
Spring Semester

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

Not for Credit
Fall Semester

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

Not for Credit
Spring Semester

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

One Credit
Fall Semester

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings.

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

One Credit
Spring Semester

Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback.

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

Not for Credit
Fall Semester

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

Not for Credit

Spring Semester

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

Two Credits

Fall Semester

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

Two Credits

Spring Semester

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

Not for Credit

Fall Semester

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

Not for Credit

Spring Semester

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

Two Credits

Fall Semester

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

Two Credits
Spring Semester

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

Not for Credit
Fall Semester

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

Not for Credit
Spring Semester

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.

Music

VPM 133 - Collegiate Chorale

One Credit
Fall and Spring Semesters

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

One Credit
Fall and Spring Semesters

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

One Credit
Fall and Spring Semesters

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

One Credit

Fall and Spring Semesters

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

One Credit

Fall and Spring Semesters

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

One Credit

Fall and Spring Semesters

Studio piano students will meet one hour weekly with an instructor in a private setting. Repertory will be individually tailored to the students' needs and preferences. Course will also involve performance classes, master-classes, and coaching sessions, and will culminate in a public performance.

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

One Credit

Fall and Spring Semesters

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

One Credit

Fall and Spring Semesters

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

One Credit

Fall and Spring Semesters

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

One Credit

Fall and Spring Semesters

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

One Credit
Fall and Spring Semesters

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

Three Credits
Fall Semester

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.

Course Applies to: Digital Humanities

VPM 183 - History of Western Art Music

Three Credits
Alternative Years: Fall Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

VPM 184 - Survey of World Music

Three Credits
Alternate Years: Spring Semester

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.

VPM 186 - Introduction to Music Technology

Three Credits
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

Three Credits
Fall Semester

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.

VPM 231 - Piano Workshop

Three Credits
Spring Semester

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.

VPM 240 - Music Theory

Three Credits
Spring Semester

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 or Consent of Instructor.

VPM 243 - Hear Her Voice! Women Music Makers, Religion and Spirituality

Three Credits

Alternate Years: Spring Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

VPM 244 - Ten Centuries of the Musical Mass

Three Credits

Alternate Years: Fall Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

VPM 245 - Music in World Religions (WID)

Three Credits

Every Other 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.

General Education Attribute(s): Moral Inquiry, Writing-in-the-Disciplines

VPM 246 - Sound Recording Techniques

Three Credits

Alternate Years: Spring Semester

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 or instructor permission.

VPM 248 - Sound Synthesis

Three Credits

Alternate Years: Spring Semester

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 or Instructor Permission.

VPM 248 - Sound Synthesis

Three Credits

Alternate Years: Spring Semester

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 or Instructor Permission.

VPM 331 - Advanced Piano Workshop

Three Credits

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

Three Credits

Alternate Years: Spring Semester

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 or consent of the instructor.

VPM 360 - Arts Outreach: Music

Three Credits
Offered Periodically

New Hill Book Course Description 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

Three Credits
Fall or Spring Semesters

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 Consent of Instructor.

VPM 490 - Directed Study - Music

One to Three 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.

Neuroscience

NEU 101 - Introduction to Neuroscience

Three Credits
Spring Semester

Neuroscience is the study of the nervous system. This course will provide an introduction into the structure and function of our nervous system.

NEU 200 - Seminar in Neuroscience

Three Credits
Fall Semester

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.

Note: Course may be taken twice as long as topics differ.

NEU 271 - Research Methods in Neuroscience (WID)

Four Credits
Fall Semester

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, CHM 113, PSY 101, and PSY 261 or BIO 261.

General Education Attribute(s): Writing-in-the-Disciplines

NEU 300 - Cognitive Neuroscience

Three Credits
Spring Semester

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 and NEU 271.

NEU 302 - Sensory and Motor Neurobiology

Three Credits
Spring Semesters

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

NEU 400 - Psychopharmacology

Three Credits

Periodically or As Needed

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): CHM 113 and CHM 221.

NEU 412 - Neurobiology of Disease

Four Credits

Fall Semester

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. Lecture and lab combined are 4 credits.

Prerequisite(s)/Restriction(s): BIO 101 - BIO 102, BIO 211, Senior status.

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.

NEU 475 - Internship in Neuroscience

Three Credits

Fall and Spring Semesters

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 under the myPlans tab 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

One to Four 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

One to Four 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

Three Credits

Fall and Spring Semesters

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 100/113 - What Does It All Mean? (Core/First-Year Seminar)

Three for Four Credits

Offered Periodically

In this course, we will examine some perennial issues in philosophy, including the nature of the self, knowledge, friendship and love, tragedy, and freedom and justice.

Prerequisite(s)/Restriction(s): PHL 113 is a First-Year Seminar and open to First-Year Students only. General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.

PHL 113, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 100/114 - Our Bodies, Ourselves (Core/First-Year Seminar)

Three or Four 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?

Prerequisite(s)/Restriction(s): PHL 114 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.
PHL 114, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 100/115 - Friendship, Love, and Sex (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

This course will introduce students to philosophy through studying what philosophers have had to say about the nature of friendship, love, and sexuality. Our aim will be to learn what the philosophical investigation of friendship, love, and sex can tell us about who we are and to understand better the role they can play in living meaningful, fulfilling lives.

Prerequisite(s)/Restriction(s): PHL 115 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.
PHL 115, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 100/116 - What You Thought You Knew (Core/First-Year Seminar)

Three or Four 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?

Prerequisite(s)/Restriction(s): PHL 116 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.
PHL 116, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 100/117 - Mind, Body, Self, and Science (Core/First-Year Seminar)

Three or Four 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?

Prerequisite(s)/Restriction(s): PHL 117 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.
PHL 117, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 100/118 - Questions of Culture and Value (Core/First-Year Seminar)

Three or Four 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?

Prerequisite(s)/Restriction(s): PHL 118 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.
PHL 118, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 100/119 - The Examined Life (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

An introductory examination of philosophical thought.

Prerequisite(s)/Restriction(s): PHL 119 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.
PHL 119, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 100/120 - Philosophical Conversations (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

An introduction to philosophical thinking primarily through dialogue. We will read classic dialogues by thinkers such as Plato, Buddha and Hume, and students will compose their

own conversations about a variety of philosophical topics including the nature of morality, the prospect of life after death, the existence of God and whether we have free will.

Prerequisite(s)/Restriction(s): PHL 120 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.
PHL 120, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 100/121 - Philosophy as a Way of Life (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): PHL 121 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.
PHL 121, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 100/122 - Questions without Answers? (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

What do we do when great questions have no answers? This class explores timeless questions about God, free will, right & wrong, purpose & meaning, life after death and other deep mysteries at the heart of what it means to be human. How should we respond when what we most need to know seems unknowable?

Prerequisite(s)/Restriction(s): PHL 122 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): PHL 100, for 3-credits, fulfills the Philosophy Cornerstone.
PHL 122, for 4-credits, fulfills the First-Year Seminar and Philosophy Cornerstone

PHL 220 - Topics in Ethics

Three 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.
General Education Attribute(s): Moral Inquiry

PHL 221 - Ethics and the Good Life

Three Credits
Fall and Spring Semesters

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?

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.
General Education Attribute(s): Moral Inquiry

PHL 222 - Freedom and the Just Society

Three Credits
Fall and Spring Semesters

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?

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.
General Education Attribute(s): Moral Inquiry

PHL 224 - Contemporary Moral Issues

Three Credits
Fall and Spring Semesters

We will discuss a variety of contemporary ethical issues. Topics covered will vary from semester to semester but may include animal rights, moral relativism, physician-assisted suicide, the death penalty, cloning, and the extent to which we have an obligation to help those less fortunate.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.
General Education Attribute(s): Moral Inquiry

PHL 225 - Moral Psychology

Three Credits
Every 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.
Course Applies to: Ethical Leadership

Note: Serves as the introductory course to the Ethical Leadership Minor. Should be taken 1st or 2nd in the ETL sequence.

PHL 235 - Biomedical Ethics

Three Credits

Fall and Spring Semesters

Discussion and resolution of ethical problems associated with the practice of medicine and the pursuit of biomedical research. Topics include: ethical issues in human experimentation; euthanasia; abortion; fetal research; and reproductive technologies.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

General Education Attribute(s): Moral Inquiry

PHL 236 - Ethics and the Arts

Three Credits

Spring Semester

Philosophy in dialogue with the Arts. Problems of ethics are examined using philosophic texts and works of literature and other arts.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

General Education Attribute(s): Moral Inquiry

PHL 241 - Think Better: Logic & Critical Thinking

Three Credits

Spring Semester

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.

PHL 243 - This is What Feminism Looks Like

Three Credits

Spring Semester

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.

General Education Attribute(s): Writing-in-the-Disciplines
Course Applies to: Gender & Sexuality Studies

PHL 250 - Is God Dead?

Three Credits

Spring Semester

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.

Course Applies to: Religious Studies

PHL 251 - Political Philosophy

Three Credits

Spring Semester

A discussion of the major themes in the history of Western political philosophy. Key figures include Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and Rawls.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

PHL 252 - Minds, Brains and Technology

Three Credits

Fall Semester

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.

Course Applies to: Neuroscience

PHL 253 - Asian Philosophies

Three Credits

Fall and Spring Semesters

What is the nature of the self? What is the divine like? How should we live? What happens when we die? In this course, we discuss answers to these and many other questions from some of the rich philosophical traditions outside the Western world.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

Course Applies to: Asian Studies, Religious Studies

PHL 255 - African Philosophy

Three Credits

Fall Semester

'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.

General Education Attribute(s): Writing-in-the-Disciplines

PHL 262 - Philosophy of Film

Three Credits

Fall Semester

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.

Course Applies to: Visual Studies

PHL 265 - Readings in Contemporary Thought

Three Credits

Fall Semester

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.

PHL 266 - Topics in Philosophy

Three 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.

Note: May be repeated with permission of Department Chair.

PHL 267 - Race and Racism

Three Credits

Fall Semester

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.

General Education Attribute(s): Writing-in-the-Disciplines
Course Applies to: American Studies

PHL 270 - Freedom, Self, and Responsibility

Three Credits

Fall Semester

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.

PHL 283 - Aesthetics

Three Credits

Spring Semester

Philosophical principles of art and beauty. Review of major classical and modern theories. Discussion of specific works of art from different historical periods.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

Course Applies to: Visual Studies

PHL 285 - Philosophy of Science

Three Credits

Spring Semester

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.

General Education Attribute(s): Writing-in-the-Disciplines

PHL 286 - Genetics and Human Nature: Born that Way or Becoming Who We Are?

Three Credits
Spring Semester

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.
General Education Attribute(s): Writing-in-the-Disciplines
Course Applies to: Gender & Sexuality Studies

PHL 307 - Philosophy of Religion

Three Credits
Spring Semester

Is it time to get over God or is it perhaps time to get back to God? Can different religions all be true? How should we conceive of God? Does everything happen for a reason? Can we prove or disprove the existence of God? Why does God allow suffering? Are we rationally justified in believing in miracles? The course will address these and other questions through a mix of contemporary and historical readings.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy Course
Course Applies to: Religious Studies and Theology

PHL 325 - Ethical Leadership

Three Credits
Spring Semester

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

PHL 341 - Plato

Three Credits
Spring Semester

Selected dialogues of Plato. Problems and topics include: Plato's criticisms of Greek philosophy; the roles of love, poetry, and rhetoric in human knowledge and morality; the concept of forms.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

PHL 342 - Aristotle

Three Credits
Spring Semester

Aristotle's psychology, ethics, and metaphysics, and his importance to subsequent philosophers.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

PHL 351 - Contemporary Social and Political Philosophy

Three Credits
Spring Semester

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.

PHL 353 - Medieval Philosophy

Three Credits
Spring Semester

Encounter of Greek philosophical theories with Christianity as seen through the works of representative medieval thinkers, especially Augustine, Thomas Aquinas, Duns Scotus and William of Ockham.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

PHL 361 - Descartes to Hume

Three Credits
Fall Semester

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.
General Education Attribute(s): Writing-in-the-Disciplines

PHL 366 - Advanced Topics in Philosophy

Three 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.

PHL 371 - Existentialism

Three Credits

Fall and Spring Semester

The Existentialist thinkers of the 20th Century vigorously protested the abstraction and sterility of certain kinds of philosophical and theological discourse and demanded that we confront the life and death, flesh and blood issues of our existence. The course will examine the sources of their existential protest in the thought of the 19th Century thinkers Nietzsche and Kierkegaard and progress through a discussion of the major figures and works in the Existentialist movement of the 20th Century.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

PHL 372 - Heidegger and His Influence

Three Credits

Fall Semester

An introduction to the thought of the most seminal philosopher of the 20th century. Topics discussed include the critique of metaphysics, theology, science, and technology; the structure of being-in-the-world; time and history; anxiety, death, radical finitude and authentic existence. Consideration of Heidegger's influence on contemporary thinking in philosophy and in all the major disciplines.

Prerequisite(s)/Restriction(s): One 100-Level Philosophy course.

PHL 422 - Philosophy Seminar

Three Credits

Spring Semesters

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
Note: This course fulfills the Philosophy Capstone requirement. Course may be taken twice as long as topics differ.

PHL 475 - Internship in Philosophy

Three Credits

Fall and Spring Semesters

Practical experience in a professional setting.

Prerequisite(s)/Restriction(s): Junior standing. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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

One to Four 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. Note: Students must complete 45 hours work/semester per credit.

PHL 499 - Honors Research in Philosophy

Three Credits

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): major in philosophy, at least a 3.5 GPA overall and in philosophy, successful completion of a thesis proposal and permission of instructor

Photonics

PHOE 140 - Introduction to Advanced Manufacturing and Photonics

Three Credits

Periodically or As Needed

This course, which includes both online and in-class components, gives an overview of modern photonic manufacturing processes and covers necessary background material for subsequent courses. The course discusses basic safety and ethics considerations, employment opportunities, communication skills, and a review of basic technical mathematics, problem solving skills, and software (Microsoft Excel and Office). The course includes several visits to MIT for photonic manufacturing "bootcamp" days that involve demonstrations and hand-on experiences introducing a sampling of advanced.

Prerequisite(s)/Restriction(s): Must be in Advanced Manufacturing and Integrated Photonics Program

PHOE 142 - Electricity and Electronics

Two Credits

Periodically or As Needed

The working operations of DC and AC analog electrical components as discrete devices and as part of larger electrical circuits and systems will be covered in parallel with hands-on experimentation in the lab employing basic measure and test equipment. Basic ideas and applications of ADC and DAC computer-based data acquisition will also be used. Troubleshooting and lab-based problem solving will be emphasized coordinating skills interpreting data sheets, schematics and systems specifications.

Prerequisite(s)/Restriction(s): Must be enrolled in the Advanced Manufacturing and Integrated Photonics Program.

PHOE 144 - Tools and Testing

Two Credits

Periodically or As Needed

This course, which includes lab, online, and in-class components, provides a hands-on introduction to tools and methods used for measurement, testing, and quality control, and for repair, with emphasis on those used in photonic systems. This class blends online and in-class learning, with a heavy emphasis on lab skill development.

Prerequisite(s)/Restriction(s): Must be enrolled in Advanced Manufacturing and Integrated Photonics Program.

PHOE 150 - Tools and Materials for Advanced Manufacturing

Two Credits

Fall Semester

This course, which includes lab, online, and in-class components, provides a hands-on introduction to the mechanical and thermal aspects of materials and mechanical systems. Applications include belt drives, gear systems, and hydraulic control systems. Also covered are the mechanical, thermal, and electromagnetic properties of materials relevant to photonic systems and photonic fabrication processes.

Prerequisite(s)/Restriction(s): PHOE 140 Must be enrolled in the Advanced Manufacturing and Integrated Photonics Program.

PHOE 152 - Digital Fundamentals

Two Credits

Fall Semester

Fundamentals of digital electronics including number systems, Boolean algebra, and Karnaugh mapping will be covered. Students will apply foundational concepts

in applications including Programmable Logic Controls and microprocessors such as Arduinos, LabView, and PICs with the goal of understanding the function, testing, and troubleshooting of control and mechatronics systems. Programming and basic ideas and applications of ADC and DAC computer-based data acquisition and signal processing will also be used.

Prerequisite(s)/Restriction(s): PHOE 142 Must be enrolled in the Advanced Manufacturing and Integrated Photonics Program.

PHOE 154 - Statistical Control Processing in Photonics

Three Credits

Fall Semester

This course focuses on the principles of data analytics, automations, and process control. These principles will be practiced through exercises and lab work that will introduce the student to working with semiconductor wafers, clean rooms, lithography, and pumping systems.

Prerequisite(s)/Restriction(s): PHOE 140, PHOE 142, and PHOE 144 Must be enrolled in the Advanced Manufacturing and Integrated Photonics Program.

PHOE 160 - Introduction to Applied Optics

Two Credits

Spring Semester

Students will develop advanced experience with lasers, optics, and optical systems that are commonplace for the photonics and optical technician based on SPIE Photonics publications. Laser fundamentals, safety, and operation will be covered along with basics of geometric and wave optics theory. Optical system set up, including alignment, interferometer and test and measurement (component and system characterization) will also be covered.

Prerequisite(s)/Restriction(s): PHOE 150 Must be enrolled in the Advanced Manufacturing and Integrated Photonics Program.

PHOE 162 - Introduction to Optical Fibers

Two Credits

Spring Semester

Students will develop experience working with lasers, fiber optics, and fiber optics applications that are commonplace for the photonics and optical technician. Fiber optics theory including index of refraction, material, single and multi-mode operations, as well as typical optics applications including cleaning, cleaving, and splicing will be covered.

Prerequisite(s)/Restriction(s): Must be enrolled in the Advanced Manufacturing and Integrated Photonics Program.
Corequisite(s): PHOE 160

PHOE 164 - Photonics Integrated Circuits

Three Credits
Spring Semester

This course, which includes both online and in-class components, provides an introduction to the basic concepts and methods of integrated photonics. Integrated photonics integrates the optical components: waveguides, waveguide bends, Y branch, grating couplers, interconnect, detectors, and so on. This course will teach students how to design, fabricate, and test an integrated photonic circuit and conduct a data analysis cycle, and will include the design and testing of an integrated circuit as a final project.

Prerequisite(s)/Restriction(s): PHOE 160 Must be enrolled in the Advanced Manufacturing and Integrated Photonics Program.

Corequisite(s): PHOE 162

PHOE 190 - Photonics Apprenticeship

Three Credits
Periodically or As Needed

This course will consist of a summer apprenticeship at a company, gaining experience in optics- and photonics-related work. Coming in the final semester of the photonics technician certificate program, the student will gain practice at applying the skills learned in previous courses and will develop workplace experience and industry contacts, in preparation for seeking permanent employment at the end of the program.

Prerequisite(s)/Restriction(s): PHOE 164 Must be enrolled in the Advanced Manufacturing and Integrated Photonics Program.

PHOE 198 - Photonics Capstone

Three Credits
Periodically or As Needed

Students work in small groups to create a product or process relevant to photonics and optical technicians. The projects will demonstrate mastery of a number of areas covered in the program, possibly including digital electronics, lasers, optics, fiber optics, statistical process control, or integrated photonics. The student will work with a faculty mentor to define and carry out an applied or research related photonics project and will communicate the goals to their peers

Prerequisite(s)/Restriction(s): PHOE 164 Must be enrolled in the Advanced Manufacturing and Integrated Photonics Program.

Physics and Astronomy

PHY 101 - Basic Physics I

Four Credits
Fall Semester

Fundamentals of physics for students of biology. Topics in classical mechanics, heat and molecular view of gases; electricity and magnetism, optics and modern physics.

PHY 102 - Basic Physics II

Four Credits
Spring Semester

Fundamentals of physics for students of biology. Topics in classical mechanics, heat and molecular view of gases; electricity and magnetism, optics and modern physics. Three periods of lecture and two hours of laboratory a week for two semesters.

Prerequisite(s)/Restriction(s): PHY 101.

PHY 105 - Physics Problem Solving I

One Credit
Spring Semester

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

Corequisite(s): PHY 122

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

Four Credits
Fall Semester

Brief introduction to vectors and basic concepts of calculus; kinematics; Newton's laws, force, work and power; conservative forces, potential energy; momentum, collisions; rotational motion, angular momentum, torque; oscillations, simple harmonic motion; gravitation and planetary motion; fluid dynamics; kinetic theory of gases, thermodynamics; heat capacity and transport.

Corequisite(s): MTH 125.

PHY 122 - Physics II

Four Credits

Spring Semester

Brief introduction to the basic concepts of vector calculus, such as line and surface integrals, integral version of Gauss' theorem and Stokes' theorem; Coulomb's law, insulators and metals; electrostatic induction, potential energy; capacitance; currents, resistance, basic circuits, batteries; magnetism and currents; Ampere's law; motion of free charges in magnetic fields, mass spectroscopy; magnetic induction, Faraday's law; Maxwell's equations, electromagnetic waves; geometric and wave optics; light as photons, photoelectric effect.

Prerequisite(s)/Restriction(s): MTH 125

Corequisite(s): MTH 126.

PHY 192 - Astronomy in the Scientific Revolution

Three Credits

Fall and Spring Semesters

The development and establishment of heliocentric theory. Topics include celestial observations, the geocentric universe, Copernicus' rejection of geocentrism, Kepler's and Galileo's contributions to heliocentrism, 17th-century observations, and the gradual acceptance of heliocentrism. The course stresses exercises, observation, establishment of data, preparation of tables, and construction of mathematical models.

General Education Attribute(s): Natural Scientific Inquiry

PHY 193 - Science and Belief

Three Credits

Fall and Spring Semesters

Exploration of the relation between science and religion looking at selected historical episodes from St. Augustine to Richard Dawkins. Possible topics include: reactions to Copernican cosmology; the Galileo affair; rationalism and empiricism in the scientific revolution; Aristotelianism and mechanical philosophies; Puritanism and science; Enlightenment critique of religion; responses to Darwin; Big Bang cosmology and the fine-tuning argument; evolutionary psychology; the growth of anti-scientific sentiment within American fundamentalism.

General Education Attribute(s): Catholic Intellectual Traditions, Natural Scientific Inquiry

PHY 194 - Physics in the Scientific Revolution

Three Credits

Fall and Spring Semester

The development of classical mechanics. Topics include medieval Aristotelian principles of motion; the development of statics, kinematics and dynamics along with mathematical advances in the 17th century; and Newton's Principia. The course stresses exercises, observation, laboratory

experiments, establishment of data, and the development of mathematical analysis and laws.

General Education Attribute(s): Natural Scientific Inquiry

PHY 196 - Quantum World and Relativity

Three Credits

Fall Semesters

Introduction to the mysteries of quantum physics and relativity for the general student. Despite nearly a century of confirmations, the basic rules of quantum physics and relativity are still strange, mysterious, and counter-intuitive, and fun to think about. This course examines these rules - their discovery, content, and experimental verifications - and the people who created them - Einstein, Bohr, DeBroglie, Heisenberg, etc. You do not need to be a science major to take this course.

General Education Attribute(s): Natural Scientific Inquiry

PHY 205 - Physics Problem Solving II

One Credit

Spring Semester

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

Corequisite(s): LC 235 - Learning Community: Quantum Waves (WID)

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

Four Credits

Fall Semester

Mechanical and electrical examples of damped, forced and resonant oscillations; the mechanical wave equation via Newton's mechanics; the electromagnetic wave equation via Maxwell's equations; traveling sound and electromagnetic waves; diffraction and interference, geometrical limit of wave optics. Fourier analysis and other mathematical tools.

Prerequisite(s)/Restriction(s): MTH 125, MTH 126, PHY 121 and PHY 122.

PHY 222 - Classical Mechanics

Three Credits
Fall Semester

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

Three Credits
Spring Semester

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.

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

Three Credits
Fall Semester

Earth and the solar system, the search for planets around other stars and a discussion about the probability of finding life on other planets or their moons. Topics include: birth of the solar system; early history of the Earth; emergence of life on our planet; mass life extinctions; space exploration of planets and moons in our solar system and search for extraterrestrial life; recent successful search for planets around other stars; possibility of discovering Earth-like planets around other stars in the near future. The course will include class activities, such as labs, and repeated visits to our astronomical observatory.

General Education Attribute(s): Natural Scientific Inquiry

PHY 292 - The Universe

Three Credits
Spring Semester

Structure and evolution of the Universe. Topics include: a brief history of our ideas about the size of the Universe, from the Greeks to Copernicus; the Newtonian revolution and the defeat of the anthropocentric view of the cosmos; Einstein and the geometry of space-time; the Milky Way and the discovery of other galaxies; stellar evolution; supernovae; white dwarfs, neutron stars and black holes; pulsars; how

stars produce the atomic building blocks of life; Big Bang and the expansion of the universe; discovery of microwave background radiation; and the mystery of dark matter. The course will include class activities, such as labs, and repeated visits to our astronomical observatory.

General Education Attribute(s): Natural Scientific Inquiry

PHY 305 - Physics Problem Solving III

One Credit
Spring Semester

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): LC 235 - Learning Community: Quantum Waves (WID)

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

Three Credits
Fall Semester

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 and MTH 126.

PHY 315 - Optical Imaging and Sensing

Three Credits
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

PHY 320 - Introduction to Photonics

Three Credits
Spring Semester

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

PHY 321 - Statistical Physics

Three Credits
Spring Semester

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, PHY 122, and PHY 221 . LC 235 is recommended.

General Education Attribute(s): Statistical Reasoning

PHY 322 - Astrophysics and Cosmology

Three Credits
Spring Semester

Introduction to the structure of stars and hydrostatic equilibrium; stellar nuclear fusion; stellar evolution, the ultimate fate of stars, stellar super-winds and supernovae; stellar remnants: white dwarfs, neutron stars and degeneracy pressure; x-ray sources; black holes and accretion disks; how relativity predicts the expansion of the universe; quasars and gamma ray bursts; modern cosmology: microwave background radiation; dark matter; vacuum energy; the formation of galaxies from gravitational instability; primordial synthesis of the elements; the Big Bang as a test of our high energy physics theories.

Prerequisite(s)/Restriction(s): PHY 121-PHY 122, and PHY 221.

PHY 323 - Quantum Physics

Three Credits
Spring Semester

Schroedinger 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, and PHY 221 and MTH 251 (Linear Algebra), LC 235 is highly recommended.

PHY 324 - Electromagnetism

Three Credits
Spring Semester

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, PHY 122 and PHY 221.

PHY 325 - Electronics

Four Credits
Fall Semester

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-PHY 122.

PHY 326 - Geophysics

Three Credits
Fall and Spring Semesters

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.

PHY 327 - Introduction to Fluid Mechanics

Three Credits
Fall and Spring Semesters

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.

PHY 328 - Planetary Astrophysics

Three Credits

Fall Semester

Rocky planets, icy planets, giants; solar nebula and planets' formation by core accretion and planets' migration; present data frequency of planets around stars; dust to planetesimals to planets; comparative analysis of rocky planets in solar system; plate tectonics, stagnant lid describing Mars, Venus and Earth; whole planet heat structure models of planets in solar system; modeling of super-Earths other solar systems; outer moons tides; search for life on planets and moons; habitable zone around stars.

Prerequisite(s)/Restriction(s): PHY 221.

PHY 330 - Optics and Photonics Lab

Three Credits

Alternate Years: Spring Semester

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

Course Applies to: Photonics

PHY 340 - Semiconductor Materials and Devices

Three credits

Alternate Years: Fall Semester

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: PHY 221 (Physics III).

PHY 323 (quantum physics) or LC 235 (Quantum waves) recommended, but not required.

Prerequisite(s)/Restriction(s): PHY 221. (PHY 323 and LC 235 are recommended but not required)

Course Applies to: Photonics

PHY 370 - Integrated Photonics

Three Credits

Alternate Years: Fall Semester

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

Three Credits

Fall Semester

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-PHY 122, and PHY 221.

Note: PHY 401 may be elected without PHY 402; however, to complete all the experiments students will need both semesters. See Program Director.

PHY 402 - Great Experiments in Modern Physics II

Three Credits

Spring Semester

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-PHY 122, and PHY 221.

Note: PHY 401 may be elected without PHY 402; however, to complete all the experiments students will need both semesters. See Program Director.

PHY 403 - Topics in Physics

Three Credits

Offered Periodically

This is an umbrella title to accommodate any physics offering not regularly offered.

Prerequisite(s)/Restriction(s): PHY 121, PHY 122, and PHY 221.
Note: PHY 403 may be repeated as long as topics differ.

PHY 404 - Topics in Astronomy

Three Credits
Fall Semester

The mechanism for PHY 404 is the same as for PHY 403: examples are PHY 404 - Research in Extrasolar Planets, PHY 404 - Stellar Evolution or PHY 404 - Cosmology.

Prerequisite(s)/Restriction(s): PHY 121-PHY 122, and PHY 221.

PHY 405 - Physics Problem Solving IV

One Credit
Spring Semester

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): LC 235 - Learning Community: Quantum Waves (WID)

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

Three Credits
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

PHY 415 - Introduction to Electro-optical Devices

Three Credits
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 and PHY 325

PHY 420 - Engineering Statics

Three
Fall Semester

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

PHY 425 - Solid Mechanics

Three Credits
Spring Semester

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, PHY 420

PHY 490 - Directed Study - Physics or Astronomy

One to Four 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

One to Four 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.

PHY 497 - Senior Thesis

Three Credits

Fall and Spring Semesters

Students complete an independent scholarly work under the guidance of a faculty member, resulting in a substantial written work.

Prerequisite(s)/Restriction(s): Senior standing in the department; approval of the faculty member and the Department Chairperson.

Political Science

POL 110 - Power, Order, and Justice (First-Year Seminar)

Four Credits

Fall Semester

This course will explore the dilemmas facing all governments: on what principles should the political order be based? What is the nature of the just state? What determines citizenship, political authority, and power? What is the good life and how is it related to the political order and the satisfaction of justice?

Prerequisite(s)/Restriction(s): Open to First-Year Students only.

General Education Attribute(s): First-Year Seminar

Note: Equivalent to POL 171. May not take both.

POL 123 - American Government and Politics

Three Credits

Fall and Spring Semesters

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.

General Education Attribute(s): Social Scientific Inquiry

POL 134 - Comparing States

Three Credits

Fall and Spring Semesters

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.

Course Applies to: Asian Studies, Middle Eastern Studies

Note: Course formerly offered as POL 234. Students may not earn credit for both POL 134 and POL 234.

POL 143 - International Politics

Three Credits

Fall and Spring Semesters

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.

General Education Attribute(s): Moral Inquiry

Course Applies to: Asian Studies, Middle Eastern Studies

POL 171 - Power, Order, and Justice (Philosophy Cornerstone)

Three Credits

Fall and Spring Semesters

The dilemmas facing all governments: on what principles should the political order be based? What is the nature of the just state? What determines citizenship, political authority, and power? What is the good life, and how is it related to the political order and the satisfaction of justice?

General Education Attribute(s): Philosophy Cornerstone

Note: Equivalent to POL 110. May not take both.

POL 201 - College Mock Trial

One Credit

Fall and Spring Semesters

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

One Credit

Spring Semester

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.

Course previously offered as POL 101.

POL 210 - Research Methods in Political Science (WID)

Four Credits
Fall and Spring Semesters

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.
General Education Attribute(s): Writing-in-the-Disciplines
Course Applies to: Data Analytics
Note: Previously offered as POL 310.

POL 222 - Ideologies Left and Right

Three Credits
Alternate Years: Fall Semester

An introduction to Western political ideologies: basic philosophical concepts, the theory of democracy and its critics, and various political ideologies including conservatism, fascism, feminism, liberalism, Marxism, and socialism.

Course Applies to: American Studies

POL 233 - Law, Politics, and Society

Three Credits
Alternate Years: Spring Semester

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.

POL 245 - US Foreign Policy

Three Credits
Spring Semester

The interplay between American interests and the international political system is examined in terms of decision-making, political pressures, ethical considerations, a changing security agenda, patterns of cooperation and conflict, trade and aid, human rights and resource distribution.

Course Applies to: American Studies

POL 247 - Elections in America

Three Credits
Alternate Years: Fall Semester

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.

Course Applies to: American Studies

POL 255 - Environmental Policy and Politics

Three Credits
Alternate Years: Spring Semester

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.

Course Applies to: American Studies, Environmental Science & Studies

POL 277 - Global Wealth, Power and Poverty

Three Credits
Fall Semesters

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.
Course Applies to: Asian Studies

POL 280 - Introduction to Public Policy

Three Credits
Spring Semester

The course examines the roles that values play in the making of public policy, considers why some problems reach the public agenda, and why some policies succeed. Using a variety of policy problems, students will hone their ability to analyze complex issues and develop concise reports of their findings and recommendations.

Prerequisite(s)/Restriction(s): POL 123.
Note: Course formerly offered as POL 351 Public Policy Analysis. Students may not take both POL 280 and POL 351.

POL 329 - Campaigns: History, Practices, Communication

Three Credits
Fall Semester

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.

POL 330 - Cybersecurity

Three credits
Every Other 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.

POL 331 - Global Security Studies

Three Credits
Fall Semester

The causes of war, military history with the interplay of strategy, technology and politics as the central focus, the nuclear threat and terrorism in the contemporary period. Prevention and the limitation of war and the moral and legal restraints on the activities of states are explored.

POL 332 - The American Presidency

Three Credits
Fall and Spring Semesters

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.
Course Applies to: American Studies

POL 333 - Power to the People: Understanding Democracy

Three Credits
Spring Semester

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 (cannot be taken concurrently).

POL 334 - Man, Woman, War: Gender and Defining (In)Security

Three Credits
Alternate Years: Fall Semester

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 110 or POL 171.
Course Applies to: American Studies, Gender & Sexuality Studies

POL 336 - Constitutional Law and Politics

Three Credits
Fall Semester

This course focuses on the structural form and institutional powers of American government. The central purpose of the course is to explore the question of constitutional interpretation. Who are the authoritative interpreters of the Constitution, what is the relationship between them, and what interpretive methodology should they employ?

Prerequisite(s)/Restriction(s): POL 123 and junior or senior standing.
Course Applies to: American Studies

POL 337 - Public Administration

Three Credits
Spring Semester

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.
Course Applies to: American Studies

POL 339 - The United States and Latin America

Three Credits
Every Other Year

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.

Course Applies to: Latin American & Caribbean Studies

POL 340 - European Politics

Three Credits

Alternate Years: Spring Semester

The history, political structures, and politics of the major nations of Europe, the political ideologies and policies of Great Britain, Germany, France, and Italy. The European Union is central to the course and its expanding membership and deepening responsibilities are explored.

Prerequisite(s)/Restriction(s): POL 143.

POL 341 - Civil Rights and Civil Liberties

Three Credits

Fall and Spring Semesters

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.

Course Applies to: American Studies

POL 346 - Immigration and the American Ideal

Three Credits

Spring Semester

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

Course Applies to: American Studies

POL 347 - Nationalism and Ethnic Conflict

Three Credits

Fall Semester

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.

General Education Attribute(s): Social Scientific Inquiry

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

Three Credits

Fall Semester

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.

General Education Attribute(s): Catholic Intellectual

Traditions, Moral Inquiry

Course Applies to: Catholic Studies, Peace and Conflict Studies interdisciplinary minor.

POL 352 - Democracy in Decline

Three Credits

Spring Semester

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.

Course Applies to: Latin American & Caribbean Studies (with permission of the LACS Program Director).

POL 353 - International Law and Organizations

Three Credits

Alternate Years: Spring Semester

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.

Course Applies to: Asian Studies, Middle Eastern Studies

POL 355 - Terror, State, and Society

Three Credits

Fall Semester

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.

Course Applies to: Middle Eastern Studies

POL 356 - Politics of the Middle East

Three Credits

Alternate Years: Spring Semester

This course will focus on the 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, and politics of oil, finally, the impact of ethnicity, tribalism culture and religion in explaining politics in the Middle Eastern states.

Prerequisite(s)/Restriction(s): POL 143.

Course Applies to: Middle Eastern Studies

POL 357 - Topics in Politics

Three Credits

Fall Semesters

From time to time, faculty members may offer a special course in their field of expertise. The course engages in analysis of selected topics in one of the four area fields of the discipline: Political Theory; American Government; Comparative Politics; and International Relations.

Prerequisite(s)/Restriction(s): POL 123 or POL 143 or POL 171.

POL 358 - Massachusetts State Politics

Three Credits

Fall Semester

A study of the organization, powers, processes and politics of state government in Massachusetts. Topics will include Massachusetts history, political institutions, budgeting, political leaders, and contemporary issues in the state.

Course Applies to: American Studies

POL 360 - The United States Congress

Three Credits

Alternate years: Spring Semester

This course explores the politics of the U.S. Congress. Emphasis is placed on representation, the legislative process, and policy making. Congressional organization, namely committee systems and party leadership, are also examined to gain a deeper understanding of Congressional decision-making.

Prerequisite(s)/Restriction(s): POL 123.

Course Applies to: American Studies

POL 380 - Dirty Hands: Moral Dilemmas

Three Credits

Alternate Years: Fall Semester

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, POL 110, or a 100-level Philosophy course.

General Education Attribute(s): Moral Inquiry

POL 381 - Citizens of the World

Three Credits

Alternate Years: Spring Semester

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 or a 100-Level Philosophy course.

General Education Attribute(s): Moral Inquiry

POL 382 - Parties and Interest Groups in American Politics

Three Credits

Fall and Spring Semesters (in Washington, DC)

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.

Course Applies to: American Studies

Note: Course taken as part of the Semester in Washington, D.C. program.

POL 383 - Environmental Justice

Three Credits

alternate Years: Spring Semester

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 110 or POL 171.

General Education Attribute(s): Moral Inquiry

Course Applies to: Environmental Science and Studies

POL 384 - Contemporary Russian and Eurasian Politics

Three Credits

Every 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.

POL 390 - Politics in Washington, D.C.

Three Credits

Spring Semester

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.

Course Applies to: American Studies

POL 401 - Political Science Honors Thesis I

Three Credits

Offered as Needed

For accepted rising seniors, the Honors Program of Political Science and International Studies involves the writing of a thesis and a public defense. Each honors student works

closely throughout a full academic year with the faculty member(s) best able to offer advice on the topic of the thesis. POL 401 consists of finalizing a literature review, outline, and initial draft of the thesis.

Prerequisite(s)/Restriction(s): POL 123, POL 143, POL 171, POL 210, and Senior Standing.

POL 402 - Political Science Honors Thesis II

Three Credits

Offered as Needed

For accepted seniors, the Honors Program of Political Science and International Studies involves the writing of a thesis and a public defense. Each honors student works closely throughout a full academic year with the faculty member(s) best able to offer advice on the topic of the thesis. POL 402 consists of finishing the thesis and a public defense.

Prerequisite(s)/Restriction(s): POL 401.

POL 410 - Global Development and Security Studies

Three Credits

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.

The program includes:

A three-week Summer Institute on Global Development and Security Studies, Armenia in June.

Participation in the International Conference on "Local Roots of Global Peace: Junior Voices in Global Security".

A one-credit International internship (POL 411) with a LION partner in Armenia or Serbia in July.

Study trips to four international NGOs and international organizations in Yerevan.

Cultural trips in Armenia to medieval monasteries and churches in the world's oldest Christian nation; Wings of Tatev, the world's longest aerial tram; visits to ancient wineries; and much more.

Prerequisite(s)/Restriction(s): By application only. No other prerequisites required, but prior background in international politics, criminology or economics is encouraged.

General Education Attribute(s): Moral Inquiry

Note: Program fees include tuition, housing internship placement services, conference in Yerevan, cultural trips, and flight from Yerevan to Belgrade* (Serbia placements only).

POL 411 - Global Development and Security Studies Practicum

One Credit
Spring and Summer

This practicum is linked to POL 410, the Global Development and Security Studies Summer Institute/course held in Armenia every June. Students in this practicum spend four weeks with an international NGO, a think-tank, or a media organization that are part of Stonehill College's Learning Inside-Out Network (LION) program in Armenia or Serbia.

Corequisite(s): Must also register for POL 410 - Global Development and Security Studies.

POL 422 - Capstone Seminar

Three Credits
Fall and Spring Semesters

The course examines central themes, problems, and issues in the four fields of the discipline (Political 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

Three Credits
Fall and Spring Semesters

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 under the myPlans tab 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

One to Four 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

One to Four 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

Three Credits
Fall and Spring Semesters

Principles underlying physiological psychology, learning, perception, altered states of consciousness, human development, human memory and emotion, personality, social behavior, intelligence, and the behavior disorders.

Prerequisite(s)/Restriction(s): Prerequisite for all other courses in the Department except PSY 261 .

General Education Attribute(s): Social Scientific Inquiry

PSY 110 - Psychological Science

One Credit
Spring Semester

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 (May be taken concurrently) 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

Three Credits
Fall and Spring Semesters

Study of child development from conception through preadolescence. It emphasizes an understanding of developmental research methods and theories and examines the physical, cognitive, social, emotional, personality and moral aspects of development.

Prerequisite(s)/Restriction(s): PSY 101.

PSY 203 - Emerging Adulthood and Aging

Three Credits

Fall and Spring Semesters

Study of human development from early adulthood to death. It emphasizes an understanding of developmental research methods and theories and examines the physical, cognitive, social, emotional, personality and moral aspects of development. (PSY 201 is not a prerequisite for this course).

Prerequisite(s)/Restriction(s): PSY 101.

PSY 205 - Theories of Personality

Three Credits

Fall and Spring Semesters

Surveys the Psychoanalytic, the Neo-Analytic, the Biological, the Existential, the Cognitive, and Trait-Factor approaches to the 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.

PSY 207 - Introduction to Psychopathology

Three Credits

Fall and Spring Semesters

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. Pre-requisite: PSY 101. Limited to 35.

Prerequisite(s)/Restriction(s): PSY 101.

PSY 209 - Social Psychology

Three Credits

Fall and Spring Semesters

Problems, concepts, and methods in the study of social behavior; including conformity, attitude development and change, interpersonal attraction, group processes, and social cognition.

Prerequisite(s)/Restriction(s): PSY 101.

PSY 261 - Introduction to Statistics

Three Credits

Fall and Spring Semesters

Examines statistical techniques as used in the behavioral sciences. Topics include: descriptive statistics - measures of central tendency and variability; inferential statistics - principles of hypothesis testing, z test, t test, simple

ANOVA, correlation and introduction to regression, and chi square. Statistical analysis software complements use of computational formulae.

Prerequisite(s)/Restriction(s): Only open to Psychology, Neuroscience, and Interdisciplinary Health Science majors. General Education Attribute(s): Statistical Reasoning

PSY 262 - Intermediate Statistics

Three Credits

Spring Semester

Further examination of statistical techniques used in the behavioral sciences. Topics include: Two-way analysis of variance, repeated measures ANOVA, regression analysis, and nonparametric techniques (e.g., Mann-Whitney U, Kruskal-Wallis H test). Statistical analysis software complements use of computational formulae.

Prerequisite(s)/Restriction(s): PSY 261.

Course Applies to: Data Analytics

PSY 271 - Research Methods in Psychology (WID)

Four Credits

Fall and Spring Semesters

Examines the research methods used in Psychology including naturalistic observation, field and laboratory experiments, and survey methods. Discusses ethical standards in research, and critiques research articles. Students design, implement, 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).

General Education Attribute(s): Writing-in-the-Disciplines

PSY 300 - Special Topics in Psychology

Three Credits

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 303 - Group Dynamics

Three Credits

Spring Semester

Examination of small group behavior through experiential learning and research. Includes discussion of group formation, norms, communication, leadership, influence, and decision making.

Prerequisite(s)/Restriction(s): PSY 101.

PSY 309 - Industrial and Organizational Psychology

Three Credits

Fall Semester

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.

PSY 310 - Clinical Psychology: Theories, Research & Practice

Three Credits

Fall Semesters

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.

PSY 314 - Multicultural Psychology

Three Credits

Fall Semester

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 and Psychology Major with junior or senior standing.

PSY 315 - Psychology of Women and Gender

Three Credits

Fall and Spring Semesters

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.

Course Applies to: Gender & Sexuality Studies

PSY 316 - The Psychology of Stereotyping and Prejudice

Three Credits

Fall and Spring Semesters

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 317 - Psychology of Relationships

Three 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.

PSY 320 - Introduction to Health Psychology

Three Credits

Fall and Spring Semesters

Examination of how biological, psychological, and social factors interact with and affect health, recovery and adjustment of patients with serious health problems (e.g. cancer and heart disease), the efforts people make in promoting good health and preventing illness (weight control, smoking cessation, etc.), the treatments received and the strategies used to cope with medical problems and their stress/pain.

Prerequisite(s)/Restriction(s): PSY 101.

PSY 323 - Sport Psychology

Three Credits

Fall and Spring Semesters

Examination of theories related to sport, team behavior and sport cognition, and how psychological and social factors

affect performance, behavior, and coaching. Topics include: motivation, coaching, team dynamics, mental skills and performance enhancement, confidence, drug use and eating disorders in sport, and youth sport.

Prerequisite(s)/Restriction(s): PSY 101.
Course Applies to: Sport Commerce and Culture

PSY 330 - Human Memory

Three Credits
Both 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

PSY 331 - Applied Developmental Psychology

Three Credits
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 and PSY 271

PSY 332 - The Psychology of Public Policy

Three Credits
Fall and Spring Semesters

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

Three 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 and permission of the Instructor required.
Note: Course may be repeated once with Instructor's permission.

PSY 342 - Research in Developmental Psychology

Three Credits
Fall and Spring Semesters

In-depth training in conducting research in the field of Developmental Psychology through active participation in an ongoing program of research. Students are involved in the design of the study, preparation of materials, collection of data, data analysis, and preparation of the scientific report.

Prerequisite(s)/Restriction(s): PSY 101 and permission of the Instructor required.
Note: Course may be repeated once with Instructor's permission.

PSY 344 - Research in Educational Psychology

Three Credits
Offered Periodically

In-depth training in conducting research in the field of Educational Psychology through active participation in an ongoing program of research. Students are involved in the design of a study, preparation of research materials, collection of data, data analysis, and preparation of a scientific report.

Prerequisite(s)/Restriction(s): PSY 101 and PSY 271 and permission of the Instructor required.
Note: Course may be repeated once with Instructor's permission.

PSY 345 - Research in Clinical Psychology

Three 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, PSY 271, and permission of the Instructor.
Note: Course may be repeated once with the Instructor's permission.

PSY 347 - Research in Health Psychology

Three Credits

Offered Periodically

Training in the various facets of conducting health psychology research including hypothesis generation, study design and methods, data collection, and data analysis/interpretation. Projects may include the examination of existing data, the initiation of new projects or participation in ongoing projects at the UMASS Medical Center. Topic may include coping with cancer, eating disorders, substance abuse, etc.

Prerequisite(s)/Restriction(s): PSY 271 and PSY 320 and permission of Instructor required.

Note: May be repeated once with Instructor permission.

PSY 351 - Child Psychopathology and Its Treatment

Three Credits

Fall Semester

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 and PSY 207.

Note: Open to Health Science, Interdisciplinary, Neuroscience, and Psychology majors.

PSY 405 - Theories of Learning

Three Credits

Fall Semester

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.

PSY 410 - Psychotherapy Practicum

Three Credits

Fall Semester

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 and (PSY 310 - can be co-requisite)

PSY 412 - Counseling Practicum II

Four Credits

Spring Semester

Group therapy work; practice applying Adlerian and Gestalt theory to individual counseling; professional and ethical issues; internship work.

Prerequisite(s)/Restriction(s): Permission of Instructor. PSY 413 - Experimental Psychology

Three Credits

Fall and Spring Semesters

Laboratory course in human and animal learning. Each student is expected to explore operant shaping, extinction rates, multiple scheduling, chaining, discrimination, and temporal factors in learning.

Prerequisite(s)/Restriction(s): PSY 101 and permission of Instructor.

PSY 415 - Brain and Behavior

Three Credits

Fall and Spring Semesters

Structure and function of nerve cells and the nervous system. Research methods in biopsychology, effects of brain damage, physiological principles underlying sleep, eating, abnormal behavior, drug effects, and memory.

Prerequisite(s)/Restriction(s): PSY 101.

PSY 419 - Cognitive Psychology

Three Credits

Fall and Spring Semesters

Examination of the principles of cognition. Among the topics discussed are perception, attention, 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.

PSY 421 - Forensic Psychology

Three Credits

Fall and Spring Semesters

Overview of the impact of Psychology on the legal system. Topics covered include how psychological research has influenced court decisions, an examination of the insanity defense, how competency to stand trial is determined, what psychological processes are involved in jury selection and jury decision making, the accuracy of eyewitness identification, and how children are viewed in the legal system.

Prerequisite(s)/Restriction(s): PSY 101 and Sophomore, Junior or Senior standing.

PSY 441 - Advanced Research Externship I

Three Credits

Fall Semester

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 and PSY 261. Open to Psychology majors. Instructor Permission required.

Note: Completion of both PSY 441 and PSY 442 fulfills the Capstone in Psychology.

PSY 442 - Advanced Research Externship II

Three Credits

Spring Semester

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. Open to Psychology majors. Instructor permission required.

Note: Completion of both PSY 441 and PSY 442 fulfills the Capstone in Psychology.

PSY 450 - Advanced Psychology Seminar

Three Credits

Fall and Spring Semesters

Capstone course in which students will review and synthesize major empirical/theoretical areas of psychology, including abnormal, personality, learning, cognition, social, developmental, statistics and physiological.

Prerequisite(s)/Restriction(s): PSY 271 and PSY 310, Senior Standing in Psychology, and permission of Instructor.

PSY 451 - Applying Psychological Principles

Three Credits

Fall and Spring Semesters

Capstone course examining and evaluating psychological principles and their application 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, Senior Standing in Psychology and permission of Instructor.

PSY 452 - Science and Clinical Psychology

Three Credits

Periodically or As Needed

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

Senior Standing in Psychology and permission of Instructor

PSY 453 - Theories of and Treatments for Anxiety and Trauma

Three Credits

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 , PSY 271 and PSY 310

Course Applies to: Capstone

PSY 454 - Intersection of Gender and Relationship Science

Three Credits

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) ; Psychology Major; Senior Standing

PSY 475 - Internship in Applied Psychology I

Three or Six Credits

Fall and Spring Semesters

Each student is expected to carry out a supervised assignment in a professional setting with emphasis placed on hospitals, schools, clinics, courts, and personnel departments in the local area.

Prerequisite(s)/Restriction(s): Junior standing. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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

Three or Six Credits

Fall and Spring Semesters

Each student is expected to carry out a supervised assignment in a professional setting with emphasis placed on hospitals, schools, clinics, courts, and personnel departments in the local area.

Prerequisite(s)/Restriction(s): Junior standing. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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 490 - Directed Study - Psychology

One to Four 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

Three Credits

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

One to Four 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.

PSY 497 - Senior Thesis

Three Credits

Fall and Spring Semesters

A course for students who would like to explore a theory or research a topic in Psychology. By Psychology faculty invitation.

Prerequisite(s)/Restriction(s): Approval of faculty member directing the project and permission of the Department Chairperson.

Religious Studies & Theology

RST 100/111 - Religions of the World (Core/First-Year Seminar)

Three or Four Credits

Offered Periodically

This course will examine the way religion has been studied as an academic discipline. We will explore both Eastern and Western religious traditions in their historical contexts and will focus primarily on how various religious concepts are understood and practiced in these major world religions. These will include the concepts of the Holy, revelation, sacred writings, good and evil, forgiveness, creation, the human condition, salvation, and ethics. In our study of religions we will explore a variety of practices in different historical contexts but common ground will be sought to illustrate how the sacred texts of each religious tradition define and illustrate how and why these groups practice the above mentioned concepts.

Prerequisite(s)/Restriction(s): RST 111 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 111, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/111 (F.2019). Students may not take both RST 100/111 & REL 100/111.

RST 100/112 - Saints and Sinners in Church History (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): RST 112 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 112, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/112 (F.2019). Students may not take both RST 100/112 & REL 100/112.

RST 100/113 - Sacred Space from Mt. Sinai to Ground Zero (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

What makes a place "sacred"? Who decides whether a place is sacred? What do people do in sacred spaces? This seminar will examine the nature of sacred space in theory, history and practice with a focus on sacredness in Judaism, Christianity and Islam. In addition, the course will ask if "non-religious" places can be sacred. The course includes a fieldtrip to the 9/11 Memorial in New York City.

Prerequisite(s)/Restriction(s): RST 113 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 113, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/113 (F.2019). Students may not take both RST 100/113 & REL 100/113.

RST 100/114 - The Journey Toward Religious Maturity (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

The course takes an interdisciplinary approach to examining the process by which a person achieves an adult faith in Christianity, Judaism, and Islam. Drawing from psychology

and anthropology, we explore the phases of religious development in relation to myths and symbols, and we apply that understanding to a specific person and to a theological issue, while also considering how to read, critically and analytically, a non-religious text through the lens of religion.

Prerequisite(s)/Restriction(s): RST 114 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 114, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/114 (F.2019). Students may not take both RST 100/114 & REL 100/114.

RST 100/116 - Abrahamic Faith (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

This course is an investigation of the religious dimension of human experience, especially as it has been lived, understood and cherished among the three Abrahamic traditions of Judaism, Christianity, and Islam. Its guiding focus is the centrality of "faith" as a relational response to God who, in line with Abraham's foundational claim, is experienced as living. The course considers significant questions in conversation with some of the most important writings in the tradition of Western religious thought, as well as some of the basic questions that arise in the academic investigation of religion: What is the nature of religious experience? How does religion provide motivation and direction for the life of individuals and communities? How does religion nurture or inhibit human development and well-being?

Prerequisite(s)/Restriction(s): RST 116 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 116, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/116 (F.2019). Students may not take both RST 100/116 & REL 100/116.

RST 100/117 - Gods, Myths, and Rituals in the Ancient Mediterranean (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): RST 117 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 117, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/117 (F.2019). Students may not take both RST 100/117 & REL 100/117.

RST 100/118 - Pilgrimage in Nature (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): RST 118 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 118, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/118 (F.2019). Students may not take both RST 100/118 & REL 100/118.

RST 100/120 - Deviance and the Divine (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): RST 120 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 110, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/120 (F.2019). Students may not take both RST 100/120 & REL 100/120.

RST 100/121 - Religion as Pharmakon: Poison or Cure (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): RST 121 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 121, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/121 (F.2019). Students may not take both RST 100/121 & REL 100/121.

RST 100/122 - Pilgrimage and Passage: Religion as "Sacred" Journey (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): RST 122 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 122, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/122 (F.2019). Students may not take both RST 100/122 & REL 100/122.

RST 100/123 - Demons, Devils and Satans: Monsters of Religion (Core/First-Year Seminar)

Three or Four 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?

Prerequisite(s)/Restriction(s): RST 123 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.
RST 123, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone
Note: Formerly offered as REL 100/123 (F.2019). Students may not take both RST 100/123 & REL 100/123.

RST 100/124 - God Doesn't Do Religion (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): RST 124 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.
RST 124, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone
Note: Formerly offered as REL 100/124 (F.2019). Students may not take both RST 100/124 & REL 100/124.

RST 100/126 - Critique of Religion (Core/First-Year Seminar)

Three or Four 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.

Prerequisite(s)/Restriction(s): RST 126 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.
RST 126, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone
Note: Formerly offered as REL 100/126 (F.2019). Students may not take both RST 100/126 & REL 100/126.

RST 100/128 - Catholicism and Indigenous Religions in the Americas (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

When Catholic missionaries first met the indigenous peoples of the Americas, they faced a moral and theological dilemma. What to make of these peoples and their religious thought and practice? This course studies indigenous religious cultures such as the Aztec, Ojibwe and Inca alongside three European religious orders who encountered them. Through readings, field trips, guest speakers, and artwork, we will compare indigenous traditions to Catholic traditions, thinking analytically and critically about indigenous spirituality, Catholic theology, and "religion" itself.

Prerequisite(s)/Restriction(s): RST 128 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.
RST 128, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone
Note: Formerly offered as REL 100/128 (F.2019). Students may not take both RST 100/128 & REL 100/128.

RST 100/129 - From Cloister to CrossFit: Religion in Medieval and Modern Worlds (Core/First-Year Seminar)

Three or Four 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).

Prerequisite(s)/Restriction(s): RST 129 is a First-Year Seminar and open to First-Year Students only.
General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.
RST 129, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/129 (F.2019). Students may not take both RST 100/129 & REL 100/129.

RST 100/130 - Sacred Text and Social Justice (Core/First-Year Seminar)

Three or Four Credits
Offered Periodically

From Women's Suffrage to Black Lives Matter, arguments about biblical texts were and are used simultaneously by those who strive for justice and those who vigorously maintain the status quo. In this course, we will consider the role of "biblical reasoning" in the social and political landscape of the United States with particular attention given to radical social movements of the 20th and 21st centuries.

Prerequisite(s)/Restriction(s): RST 130 is a First-Year Seminar and open to First-Year Students only.

General Education Attribute(s): RST 100, for 3-credits, fulfills the Religious Studies Cornerstone.

RST 130, for 4-credits, fulfills the First-Year Seminar and Religious Studies Cornerstone

Note: Formerly offered as REL 100/130 (F.2019). Students may not take both RST 100/130 & REL 100/130.

RST 123 - Demons, Devils and Satans: Monsters of Religion (Cornerstone Seminar)

Three Credits
Both Fall and Spring

While monotheistic traditions maintain that God is omnipotent, they simultaneously tell of demons and devils who threaten God. This course will examine these demonic characters in Judaism, Christianity, and Islam. We will ask: Who/what is considered evil? Do demons straddle traditional lines or are they tradition-specific? What values do they embody or challenge? What can these characters tell us about how each tradition conceives of itself and its relationship with its god?

General Education Attribute(s): Religious Studies Cornerstone

RST 135 - Experiencing God in Time: A Survey of Church History (Cornerstone Seminar)

Three Credits
Fall and Spring Semesters

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.

General Education Attribute(s): Religious Studies Cornerstone Seminar

RST 206 - Islamic Traditions

Three Credits
Alternate Years: Fall Semester

Studies the Arabian environment, Muhammed (founder), Qur'an (sacred writings), and mysticism, sects, and legal and social institutions of Islam.

General Education Attribute(s): Moral Inquiry

Course Applies to: Middle Eastern Studies

Note: Formerly offered as REL 206 (F.2019). Students may not take both RST 206 & REL 206.

RST 208 - Capes, Veils, & Yarmulkes: Religion and Superheroes

Three Credits
Alternate Years: Fall Semester

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.

General Education Attribute(s): Moral Inquiry

Course Applies to: American Studies

Note: Formerly offered as REL 208 (F.2019). Students may not take both RST 208 & REL 208.

RST 209 - Introduction to Jewish Life and Religion

Three Credits
Alternate Years: Spring Semester

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.

General Education Attribute(s): Moral Inquiry

Course Applies to: Middle Eastern Studies

Note: Formerly offered as REL 209 (F.2019). Students may not take both RST 209 & REL 209.

RST 226 - Women, Slaves & Sin: Paul and the Creation of Christianity

Three Credits
Alternate Years: Fall Semester

An investigation into the life, writings, and legacy of the Apostle Paul. The course will uncover the historical, philosophical, social, and religious forces that shaped the beliefs, practices, and experiences of the earliest Christians.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course.
General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry
Note: Formerly offered as REL 226 (F.2019). Students may not take both RST 226 & REL 226.

RST 230 - Topics in Religious Studies

Three Credits
Offered Periodically

This seminar offers students and faculty an opportunity to investigate in some depth a specific area of the study of religion not normally otherwise addressed by the department. Topics are announced prior to registration. This course can be taken more than once with permission of the department chair.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology Course.

Note: Formerly offered as REL 230 (F.2019). Students may not take both RST 230 & REL 230.

RST 233 - American Catholic Social History

Three Credits
Spring Semester

An historical presentation of the numerous social issues, conflicts, and varied solutions in American Catholicism from the late 19th century forward with emphasis on how the many issues of society impacted Catholicism. The course demonstrates how the application of faith and various theological and philosophical theories were used in resolution of social conflict.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry
Course Applies to: American Studies
Note: Formerly offered as REL 233 (F.2019). Students may not take both RST 233 & REL 233. Cross-listed with HIS 233.

RST 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses

Three Credits
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.

General Education Attribute(s): Catholic Intellectual Traditions
Course Applies to: American Studies
Note: Formerly offered as REL 238 (F.2019). Students may not take both RST 238 & REL 238.

RST 247 - Topics in Religious Approaches to Moral Issues

Three Credits
Fall Semester

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.
General Education Attribute(s): Moral Inquiry
Note: Formerly offered as REL 247 (F.2019). Students may not take both RST 247 and REL 247.

RST 248 - Christian Prayer, Liturgy and Sacrament

Three Credits
Fall Semester

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.
General Education Attribute(s): Catholic Intellectual Traditions
Note: Formerly offered as REL 248 (F.2019). Students may not take both RST 248 & REL 248.

RST 249 - Sacraments, Justice, and the Moral Life

Three Credits
Spring Semester

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.
General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry
Note: Formerly offered as REL 249 (F.2019). Students may not take both RST 249 & REL 249.

RST 251 - Introduction to the Old Testament

Three Credits

Fall Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry

Note: Formerly offered as REL 251 (F.2019). Students may not take both RST 251 & REL 251.

RST 252 - Introduction to the New Testament

Three Credits

Alternate Years: Spring Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry

Course Applies to: Catholic Studies

Note: Formerly offered as REL 252 (F.2019). Students may not take both RST 252 & REL 252.

RST 253 - Models of the Church: Historical Developments

Three Credits

Fall Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

Note: Formerly offered as REL 253 (F.2019). Students may not take both RST 253 & REL 253.

RST 255 - Religions in the Roman Empire

Three Credits

Fall Semester

A study of ancient world views, mystery religions, gnosticism, and the rise of Christianity.

General Education Attribute(s): Catholic Intellectual Traditions

Note: Formerly offered as REL 255 (F.2019). Students may not take both RST 255 & REL 255.

RST 256 - Church and Social Justice

Three Credits

Fall and Spring Semesters

An examination of the Catholic Church's relationship to society and its responses to a variety of social, political, and economic issues.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry

Note: Formerly offered as REL 256 (F.2019). Students may not take both RST 256 & REL 256.

RST 262 - Religion in America

Three Credits

Spring Semester

An examination of a variety of religious ideas, institutions, and traditions in the United States from the colonial period to the present. Special emphasis is placed upon questions of religious pluralism, religion and cultural identity, and religion in public life.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: American Studies

Note: Formerly offered as REL 262 (F.2019). Students may not take both RST 262 & REL 262. Cross-listed with HIS 263.

RST 263 - Women's Religions in the Ancient Mediterranean World

Three Credits

Spring Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: Gender & Sexuality Studies

Note: Formerly offered as REL 263 (F.2019). Students may not take both RST 263 & REL 263.

RST 264 - African American Biblical Interpretation

Three Credits

Every Other 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

General Education Attribute(s): Catholic Intellectual Tradition
Course Applies to: Elective course in the major or minor

RST 265 - Christian Theology and the Global World

Three Credits

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.

General Education Attribute(s): Catholic Intellectual Tradition, Moral Inquiry

RST 266 - Race, Class, Gender and Ability in Biblical Texts

Three Credits

Both 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.

General Education Attribute(s): Catholic Intellectual Tradition, Moral Inquiry

RST 267 - Liberation Theology: Latin American Perspectives

Three Credits

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.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: Latin American & Caribbean Studies

Note: Formerly offered as REL 267 (F.2019). Students may not take both RST 267 & REL 267.

RST 268 - One Jesus, Many Portraits: Christology

Three Credits

Every Other 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.

General Education Attribute(s): Catholic Intellectual Tradition, Moral Inquiry

Course Applies to: Elective course in the major or minor.

RST 269 - Jesus in the Islamic Tradition

Three Credits

Alternate Years: Spring Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: Middle Eastern Studies

Note: Formerly offered as REL 269 (F.2019). Students may not take both RST 269 & REL 269.

RST 274 - The Religions of Egypt

Three Credits

Alternate Years: Fall Semester

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.

General Education Attribute(s): Moral Inquiry

Note: Formerly offered as REL 274 (F.2019). Students may not take both RST 274 & REL 274.

RST 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel

Three Credits
Fall Semester

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.

Course Applies to: Anthropology, Middle Eastern Studies

Note: Formerly offered as REL 275 (F.2019). Students may not take both RST 275 & REL 275.

RST 288 - Religion and Sports

Three Credits
Alternate Years: Spring Semester

Most sports originated in ancient religious ceremonies and rituals. This course will examine both the religious and historical beginnings of sports, while also exploring the many phenomenal similarities between religion and sports. The course will investigate the ways that both religion and sports influence, alter, and even fulfill the spiritual, social, and psychological needs of their respective adherents.

Prerequisite(s)/Restriction(s): One 100-Level Religious Studies & Theology course

Course Applies to: Sport Commerce and Culture

Note: Formerly offered as REL 288 (F.2019). Students may not take both RST 288 & REL 288.

RST 300 - The Catholic Tradition: Past and Present

Three Credits
Fall Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

Note: Formerly offered as REL 300 (F.2019). Students may not take both RST 300 & REL 300.

RST 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics

Three Credits
Fall Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry

Course Applies to: Middle Eastern Studies

Note: Formerly offered as REL 301 (F.2019). Students may not take both RST 301 & REL 301.

RST 302 - Gender, Power, and Ethnicity in the Bible

Three Credits
Spring Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry

Course Applies to: Gender & Sexuality Studies

Note: Formerly offered as REL 302 (F.2019). Students may not take both RST 302 & REL 302.

RST 303 - The Virgin Mary and Visions of the Feminine in Christianity

Three Credits
Spring Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: Latin American & Caribbean Studies (with permission of the LACS Program Director)

Note: Formerly offered as REL 303 (F.2019). Students may not take both RST 303 & REL 303.

RST 307 - Buddhist Ethics

Three Credits
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 Cornerstone Course.

General Education Attribute(s): Moral Inquiry

Course Applies to: Asian Studies

Note: Formerly offered as REL 307 (F.2019). Students may not take both RST 307 & REL 307.

RST 312 - Archaeology and the Bible

Three Credits
Alternate Years: Fall Semester

Introduction to the archaeology of Palestine, with special focus on the interrelationship of excavated and textual data.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: Anthropology, Middle Eastern Studies

Note: Formerly offered as REL 312 (F.2019). Students may not take both RST 312 & REL 312.

RST 314 - Mysticism: The Experience of Transcendence

Three Credits
Fall Semester

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.

Note: Formerly offered as REL 314 (F.2019). Students may not take both RST 314 & REL 314.

RST 315 - Dreams and the Sacred

Three Credits
Spring Semester

A study of the role of dreams and other rites of divination in ancient and modern religious experience. Biblical and classical sources are examined, and contemporary attempts to recover the sacred dimension of dreams also are considered.

Note: Formerly offered as REL 315 (F.2019). Students may not take both RST 315 & REL 315.

RST 316 - Neoplatonism

Three Credits
Spring Semester

A study of the seminal writings of the Neoplatonists, their sources, and their influence on the development of later religious traditions.

Note: Formerly offered as REL 316 (F.2019). Students may not take both RST 316 & REL 316.

RST 317 - Gods, Kings and Justice in the Ancient World

Three Credits
Spring Semester

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 Cornerstone Course.

General Education Attribute(s): Moral Inquiry

Course Applies to: Gender & Sexuality Studies, Middle Eastern Studies

Note: Formerly offered as REL 317 (F.2019). Students may not take both RST 317 & REL 317.

RST 318 - Archaeology and Religion in Ancient Greece

Three Credits
Spring Semester

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 Cornerstone Course.

Course Applies to: Anthropology

Note: Considered a European History course. Formerly offered as REL 318 (F.2019). Students may not take both RST 318 & REL 318.

RST 320 - Gospel Literature

Three Credits
Every Other 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): Religious Studies Cornerstone or equivalent
General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry

RST 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States

Three Credits
Spring Semester

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 Cornerstone Course.
General Education Attribute(s): Moral Inquiry
Course Applies to: Asian Studies
Note: Formerly offered as REL 323 (F.2019). Students may not take both RST 323 & REL 323.

RST 325 - Theology and Community Service

Four Credits
Fall Semester

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 Cornerstone Course.
General Education Attribute(s): Catholic Intellectual Traditions
Note: Formerly offered as REL 325 (F.2019). Students may not take both RST 325 & REL 325.

RST 327 - Vatican II: Revolution or Reform

Three Credits
Fall Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions
Note: Formerly offered as REL 327 (F.2019). Students may not take both RST 327 & REL 327.

RST 329 - Justice, Peace, Ecology

Three Credits
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.

General Education Attribute(s): Catholic Intellectual Traditions

Note: Formerly offered as REL 329 (F.2019). Students may not take both RST 329 & REL 329.

RST 331 - Introduction to Biblical Hebrew I

Three Credits
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.

General Education Attribute(s): Language Requirement
Course Applies to: Middle Eastern Studies
Note: Formerly offered as REL 331 (F.2019). Students may not take both RST 331 & REL 331.

RST 332 - Introduction to Biblical Hebrew II

Three Credits
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 or Instructor Permission.
General Education Attribute(s): Language Requirement
Course Applies to: Middle Eastern Studies
Note: Formerly offered as REL 332 (F.2019). Students may not take both RST 332 & REL 332.

RST 333 - The American Catholic Experience

Three Credits
Spring Semester

A critical examination and analysis of the peoples, events, and ideas that shaped American Catholicism from the era of discovery to the 21st century. Catholicism's minority status and the perennial tension of being American and Catholic are used as guiding principles in this study.

General Education Attribute(s): Catholic Intellectual Traditions
Note: Formerly offered as REL 333 (F.2019). Students may not take both RST 333 & REL 333. Cross-listed with HIS 333.

RST 334 - The Mystery of Evil

Three Credits

Fall and Spring Semesters

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

General Education Attribute(s): Catholic Intellectual Traditions

Note: Formerly offered as REL 334 (F.2019). Students may not take both RST 334 & REL 334.

RST 336 - Women in the Islamic Tradition

Three Credits

Alternate Years: Spring Semester

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.

Course Applies to: Gender & Sexuality Studies, Middle Eastern Studies

Note: Formerly offered as REL 336 (F.2019). Students may not take both RST 336 & REL 336.

RST 337 - The God Question: Modern Challenges to Faith and Christian Responses

Three Credits

Fall Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

Note: Formerly offered as REL 337 (F.2019). Students may not take both RST 337 & REL 337.

RST 338 - Randy Rabbis, Naughty Imams: Love and Faith in Andalusia

Three Credits

Fall Semester

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 Cornerstone Course.

General Education Attribute(s): Moral Inquiry

Course Applies to: Gender & Sexuality Studies, Middle Eastern Studies

Note: Formerly offered as REL 338 (F.2019). Students may not take both RST 338 & REL 338.

RST 340 - Jesus and Moral Decisions

Three Credits

Fall and Spring Semesters

Jesus and Moral Decisions challenges students to ask, "What would Jesus do?" when faced with contemporary moral decisions. Using Gospels, and secondary sources, students will lead discussions and write essays that address Jesus' answer(s) to moral decisions today.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry

Note: Formerly offered as REL 340 (F.2019). Students may not take both RST 340 & REL 340.

RST 346 - Feast or Famine? The Mass in the Modern Age

Three Credits

Fall Semester

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 Cornerstone Course.

General Education Attribute(s): Catholic Intellectual Traditions

Note: Formerly offered as REL 346 (F.2019). Students may not take both RST 346 & REL 346.

RST 351 - Heretics, Saints & Martyrs

Three Credits
Summer Session

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.

General Education Attribute(s): Catholic Intellectual Traditions, Moral Inquiry

Note: Formerly offered as REL 351 (F.2019). Students may not take both RST 351 & REL 351.

RST 373 - Buddhism, Nature & Environmental Ethics

Three Credits
Fall Semester

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 Cornerstone Course.

General Education Attribute(s): Moral Inquiry
Course Applies to: Asian Studies

Note: Formerly offered as REL 373 (F.2019). Students may not take both RST 373 & REL 373.

RST 411 - Approaches to the Study of Religious Traditions (WID)

Four Credits
Alternate Years: Fall Semester

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 Cornerstone Course and three other Religious Studies & Theology Courses, or Instructor permission.

General Education Attribute(s): Writing-in-the-Disciplines
Note: Formerly offered as REL 411 (F.2019). Students may not take both RST 411 & REL 411.

RST 412 - Senior Thesis

Three Credits
Spring Semester

Research, reflection, writing, and public presentation under the direction of a member of the Department, as well as

participation in senior seminar. 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.

Note: Formerly offered as REL 412 (F.2019). Students may not take both RST 412 & REL 412.

RST 475 - Internship in Religious Studies

Three Credits
Fall and Spring Semesters

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 under the myPlans tab 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

Three Credits
Fall and Spring Semesters

Familiarizes students with campus ministry fundamentals beyond Stonehill. Based on the particular host institution's faith tradition and goals, students will plan retreats, justice and peace initiatives, liturgical practices and similar functions.

Prerequisite(s)/Restriction(s): Minimum 3.00 GPA. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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

Three Credits
Fall and Spring Semesters

A parish internship provides the opportunity to be involved in planning and carrying-out a multi-level religious education program, youth ministry activities, community service projects, and spiritual/liturgical events.

Prerequisite(s)/Restriction(s): Minimum 3.00 GPA. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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

Three Credits

Fall and Spring Semesters

This internship provides experience with the practical aspects and operations of a Catholic campus ministry program. Working with campus ministers, and applying theological and social principles, students will be introduced to retreats, liturgical ministry, service (local and overseas), and student ministry.

Prerequisite(s)/Restriction(s): Minimum 3.00 GPA. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab in myHill to register for this Internship.

Course Applies to: Catholic Studies

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

One to Four 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

Three Credits

Fall and Spring Semesters

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.

General Education Attribute(s): Social Scientific Inquiry

SOC 202 - Sociology of Globalization

Three Credits

Spring Semester

Globalization is shrinking the world. How and why did this happen? This course will explore global change and the global processes which effect political, economic, and

cultural realms. Important topics include: globalization and the state, global politics, the global economy and inequality, and globalization's homogenizing and diversifying effects.

Course Applies to: Anthropology, Asian Studies, Middle Eastern Studies

SOC 205 - Sociology of Marriage and Family

Three Credits

Fall Semester

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, co-habitation 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.

Course Applies to: American Studies, Gender & Sexuality Studies

SOC 210 - Survey of Research Methods for Sociology

Three Credits

Fall Semester

A survey of quantitative and qualitative research methods employed in sociology. Topics include problem selection and definition, the relationship between theory and practice, literature review, research design, ethical issues, sampling, data collection, analysis, interpretation and representation. Research methods considered include surveys, content analysis, interviewing, ethnography, and multi-method research.

Prerequisite(s)/Restriction(s): SOC 101.

SOC 212 - A Great Society?

Three Credits

Fall Semester

This class explores society's social and political debate over what role society should have in social welfare, examines the principles of President Johnson's Great Society, and seeks an understanding of those forces that create and perpetuate social class problems. Issues include poverty, child abuse, and mental illness.

General Education Attribute(s): Social Scientific Inquiry

Course Applies to: American Studies

SOC 216 - Native Americans in the 21st Century

Three Credits

Spring Semester

This course analyzes the interactions between Native Americans and non-Natives. It looks critically at meanings of tribal sovereignty and the changing dynamics of international relations. Federal and state policies related to land, constitutional governments, crime and law enforcement, tribal recognition, sacred cultural artifacts, and economic development are assessed.

Course Applies to: American Studies, Anthropology

SOC 227 - Human Services

Three Credits

Fall and Spring Semesters

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.

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

Three Credits

Fall and Spring Semesters

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.

General Education Attribute(s): Social Scientific Inquiry, Moral Inquiry

SOC 234 - Racial and Ethnic Diversity

Three Credits

Fall and Spring Semesters

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.

Course Applies to: American Studies, Anthropology

SOC 237 - Sociology of Gender

Three Credits

Fall Semester

Course will distinguish between sex and gender and critically examine how social historical meanings about femininity and masculinity are socially constructed, reinforced, and challenged. Considers how gender differences and gender inequality play out in a variety of institutions including education, the economy, the family, politics, religion, the media and medicine. Critical perspectives, including feminist and multi-cultural approaches, will be employed.

Course Applies to: American Studies, Anthropology, Gender & Sexuality Studies

SOC 250 - Sociology of Autism

Three Credits

Spring Semester

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.

SOC 290 - Drugs and Society

Three Credits

Fall Semester

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.

SOC 295 - Topics in Sociology

Three Credits

Fall Semester

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.

Note: Course may be taken twice as long as topics differ.

SOC 305 - Sociological Theories

Three Credits

Fall and Spring Semester

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, plus one additional SOC course.

SOC 311 - Statistical Analysis in Sociology

Three Credits

Spring Semester

An introduction to descriptive and inferential statistical methods as applied to research in sociology. Topics include measures of central tendency, dispersion, hypothesis testing using parametric and nonparametric tests, contingency table analysis, t-tests, analysis of variance, correlation and regression. The Statistical Package for the Social Sciences (SPSS) will be used throughout the course.

Prerequisite(s)/Restriction(s): SOC 101 and SOC 210 or CRM 310.

General Education Attribute(s): Statistical Reasoning

Note: Not open to Biology majors.

SOC 312 - Qualitative Research (WID)

Four Credits

Fall and Spring Semesters

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 and SOC 210; OR ANT 105 and one 200 or 300-level Anthropology (ANT) course.

General Education Attribute(s): Writing-in-the-Disciplines

Course Applies to: Anthropology

SOC 328 - Community Organizing: People, Power & Change

Three Credits

Spring Semester

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 (may be taken concurrently).

Course Applies to: American Studies, Gender & Sexuality Studies

SOC 340 - Sociology of Childhood and Child Welfare

Three Credits

Spring Semester

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.

SOC 407 - Seminar: Social Movements

Three Credits

Fall Semester

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 and one additional SOC course.

SOC 409 - Seminar: Deviance and Control

Three Credits

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

Three Credits

Spring Semester

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.

SOC 415 - Seminar: American Inequality

Three Credits

Fall and Spring Semesters

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 and one additional SOC course.

Course Applies to: American Studies, Gender & Sexuality Studies

SOC 425 - Seminar: Critical Topics in Contemporary Society

Three Credits

Spring Semester

Systematic analysis of major contemporary social problems with focus on their sources, patterns, consequences, and current efforts at intervention and amelioration. Seminars in Sociology.

Prerequisite(s)/Restriction(s): SOC 101 and one additional Sociology course.

Course Applies to: American Studies

Note: Course may be taken twice as long as topics differ.

SOC 470 - Capstone Internship in Sociology

Four Credits

Fall and Spring Semesters, 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 210 and SOC 312. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab in myHill to register for this Internship.

General Education 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 471 - Capstone Internship in Sociology

Six Credits

Fall and Spring Semesters, 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 210 and SOC 312. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab in myHill to register for this Internship.

General Education Attribute(s): Capstone

Note: An Intern will typically spend at least 16 hours/week for a minimum of 224 hours on site to earn 6 credits. Capstone course may not be taken twice.

SOC 475 - Internship in Applied Sociology

Three Credits

Fall and Spring Semesters, Summer

Gain practical experience and or research skills in a social service agency or institution.

Prerequisite(s)/Restriction(s): SOC 305 plus three additional SOC courses. Limited to Sociology majors with junior standing (starting summer before junior year). Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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.

SOC 490 - Directed Study - Sociology

One to Four 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

One to Four 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

Three 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.

Spanish

SPA 131 - First Semester Spanish

Three Credits

Fall Semester

For students with no previous study or 1-2 years of high school Spanish. During the first semester students develop the ability to: when speaking and writing, use short sentences, learned words and phrases, simple questions, and commands; when listening, understand some ideas and familiar details presented in a clear, uncomplicated speech; when reading, understand short texts enhanced by visuals. During the second semester students expand their ability from the first semester, and develop the ability to: when speaking and listening, use and understand learned expressions, sentences, and strings of sentences, questions, and commands; when writing, create simple paragraphs; when reading, understand important ideas and some details in highly contextualized authentic texts. During both semesters content includes: The Self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, sizes and quantity, pets and animals) and Beyond Self (geography, topography, direction, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.)

SPA 132 - Second Semester Spanish

Three Credits

Spring Semester

This course is a continuation of SPA 131 - First Semester Spanish.

Prerequisite(s)/Restriction(s): SPA 131 or equivalent.

SPA 231 - Third Semester Spanish

Three Credits

Fall Semester

For students with 2-3 years of high school Spanish. In the Intermediate courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content includes topics culturally pertinent to the language; e.g., history, art, literature, music, cultural affairs, and civilization, with an emphasis on significant people and events in these fields. Familiar topics may include career choices, the environment, social issues, and political issues.

Prerequisite(s)/Restriction(s): SPA 132 or equivalent.

Course Applies to: Latin American & Caribbean Studies

SPA 232 - Fourth Semester Spanish

Three Credits

Spring Semester

This course is a continuation of SPA 231 - Third Semester Spanish .

Prerequisite(s)/Restriction(s): SPA 231 or equivalent.

Course Applies to: Latin American & Caribbean Studies

SPA 233 - Spanish for Business Professionals I

Three Credits

Every Fall

For students with 2-3 years of high school Spanish and whose placement exam score qualifies them for this course. Develop and hone skills to discuss topics that may include, among other things, things they do; make professional appointments; discuss daily routines, interests, professions, vocations, and past achievements. Students will also develop foster skills enabling them to write a resume in Spanish, participate in a job interview (asking and answering simple questions), completing a job application and contract, and advising others on what (not) to do in various contexts.

Prerequisite(s)/Restriction(s): For students with 2-3 years of high school Spanish and whose placement exam score qualifies them for this course

SPA 234 - Spanish for Business Professionals II

Three Credits

Every Spring

For students with 2-3 years of high school Spanish and whose placement exam score qualifies them for this course, or SPA 231, or SPA 233. Develop and hone skills to discuss topics that may include, among other things, technology;

leaders, leadership, and ways to motivate; ideal and unideal employees, situations, strategies; interpersonal conflicts and confrontation; difficult personal and professional situations; and hypothetical solutions and situations. Students will explore the complexities of the Spanish-Speaking World as it relates to comradery, leadership styles, interpersonal relationships, workplace protections for employees, and how justice is understood for individuals and businesses.

Prerequisite(s)/Restriction(s): For students with 2-3 years of high school Spanish and whose placement exam score qualifies them for this course or SPA 231 or SPA 233

SPA 331 - Perspectives in Spanish Language and Culture I

Three Credits
Fall Semester

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 or equivalent.
Course Applies to: Latin American & Caribbean Studies

SPA 332 - Perspectives in Spanish Language and Culture II

Three Credits
Spring Semester

This course is a continuation of SPA 331 - Perspectives in Spanish Language and Culture I.

Prerequisite(s)/Restriction(s): SPA 331 or equivalent.
Course Applies to: Latin American & Caribbean Studies

SPA 333 - Survey of Latin American Culture and Literature I

Three Credits
Fall Semester

Study of Latin America through art, history, and literature.

Prerequisite(s)/Restriction(s): SPA 332 or higher.
(Recommended 4 years of high school Spanish)
Course Applies to: Latin American & Caribbean Studies

SPA 334 - Survey of Latin American Culture and Literature II

Three Credits
Spring Semester

This course is a continuation of SPA 333 - Survey of Latin American Culture and Literature I.

Prerequisite(s)/Restriction(s): SPA 332 or higher.
(Recommended 4 years of high school Spanish)
Course Applies to: Latin American & Caribbean Studies

SPA 335 - Survey of Spanish Culture and Literature I

Three Credits
Fall Semester

Study of Spain through art, history and literature.

Prerequisite(s)/Restriction(s): SPA 332 or higher.
(Recommended 4 years of high school Spanish)

SPA 336 - Survey of Spanish Culture and Literature II

Three Credits
Spring Semester

This course is a continuation of SPA 335 - Survey of Spanish Culture and Literature I.

Prerequisite(s)/Restriction(s): SPA 332 or higher.
(Recommended 4 years of high school Spanish)

SPA 337 - Multicultural Spain: From Dictatorship to Democratic

Three Credits
Alternate Years: Fall Semester

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 332 or higher.
(Recommended 4 years of high school Spanish)

SPA 338 - Spanish and Hispanic Cultures for Professionals I

Three Credits
Every Fall

For students with 3 years of high school Spanish and whose placement exam score qualifies them for this course, or SPA 232, or SPA 234. Develop skills to discuss topics

that may include, among other things, leadership styles and responsibilities of a manager; typically expectations of employees; organizational structures; professional interpersonal relationships; workplace realities such as machismo and nepotism; work/life balance throughout the Spanish-Speaking world; office equipment and operating systems; and technology and internet use in the Spanish-Speaking World. Develop skills to prepare a resume in Spanish, have an interview conducted in Spanish, and negotiate some cultural misunderstandings.

Prerequisite(s)/Restriction(s): For students with 3 years of high school Spanish and whose placement exam score qualifies them for this course or SPA 232 or SPA 234

SPA 339 - Spanish and Hispanic Cultures for Professionals II

Three Credits
Every Spring

For students with 3 years of high school Spanish and whose placement exam score qualifies them for this course, or SPA 331 or above. Develop skills to discuss topics that may include, among other things, factors when entering a Hispanic market, free market agreements; the European Union and Brexit; the political, social, and ethical responsibilities of an organization; the barriers of market entry that politics, religion, and organized crime play in the Spanish-Speaking World; advertising and advertisements.

Prerequisite(s)/Restriction(s): For students with 3 years of high school Spanish and whose placement exam score qualifies them for this course or SPA 331 or above

SPA 340 - Hispanic Cultures Through Film

Three Credits
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 or in consultation with Spanish faculty.

SPA 342 - Seminar in Spanish: Latin American Literature

Three Credits
Fall and Spring Semester

Study of a specific literary movement, author, or genre.

Prerequisite(s)/Restriction(s): SPA 332 or higher.
Course Applies to: Latin American & Caribbean Studies

SPA 343 - Seminar in Spanish: Cervantes

Three Credits
Fall and Spring Semesters

Study of a specific literary movement, author, or genre.

Prerequisite(s)/Restriction(s): SPA 332 or higher.

SPA 344 - Introduction to Contemporary Spanish Narrative

Three Credits
Fall Semester

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 332 or higher; or freshmen with instructor's permission.

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

Three Credits
Fall Semester

Study of a specific literary movement, author, or genre.

Prerequisite(s)/Restriction(s): SPA 334, or SPA 336, or SPA 337 or higher.
Course Applies to: Anthropology, Latin American & Caribbean Studies

SPA 347 - 20th Century Hispanic Poetry

Three Credits
Fall Semester

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, Dario, A. Machado, J.R. Jimenez, Neruda, Vallejo, Garcia Lorca, Guillen, Salinas, Alberti, Miguel Hernandez, and Borges.

Prerequisite(s)/Restriction(s): SPA 332 or higher.
Course Applies to: Latin American & Caribbean Studies

SPA 348 - Science, Literature and Film in Spain

Three Credits

Spring Semester

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 332 or higher.

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

Three Credits

Spring Semester

In this course students will examine the topics on Hispanic migration and immigration in United States, and discussed the social justice issues and experiences of immigrants reflected in short stories, poems and novels.

Prerequisite(s)/Restriction(s): SPA 334, or SPA 336, or SPA 337 or higher.

General Education Attribute(s): Latin American & Caribbean Studies (with permission of the LACS Program Director.)

SPA 350 - Spanish Linguistics

Three Credits

Spring Semester

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 332 or higher.

Course Applies to: Latin American & Caribbean Studies

SPA 351 - Spanish Conversation for Fluency

Three Credits

Spring Semester

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 332 or higher.

Course Applies to: Latin American & Caribbean Studies

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 352 - Christians, Jews and Muslims of Spain: Medieval Minds in Modern English

Three Credits

Fall Semester

This course examines the representation of Christians, Jews, and Muslims; their societal roles; and their interactions as described in English translations of texts produced between the 13th and 16th centuries. Thematically, we will examine the Moorish invasion and the Spanish Reconquest of the Iberian Peninsula; laws governing how Christians, Jews, and Muslims were to interact in the Christian Kingdoms; the Cult of the Virgin; the connection between the waning Moorish presence in Spain and moralizing Christian literature /popular ballads idealizing this religious group; and the Inquisition. Literary genres include epic, narrative, and lyrical poetry (with special attention paid to Spain's *Mester de Clerecía* (the "cleric's craft"); historiography; jurisprudence; and didactic prose. To understand the complex relationship that existed between members of these three faiths, special attention also will be given to the socio-political, legal, and cultural milieu of the Iberian Peninsula.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: Middle Eastern Studies

Note: Course is taught in English. Does not count towards the Dual Language or Spanish major or minor.

SPA 353 - Spain's Multicultural Middle Ages

Three Credits

Alternate Years: Fall Semester

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 332 or higher course.

General Education Attribute(s): Catholic Intellectual Traditions

Course Applies to: Middle Eastern Studies

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

Three Credits
Spring Semester

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 332 or higher.

SPA 355 - Voices from Colonial Latin America

Three Credits
Fall and Spring Semesters

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 332 or higher.
Course Applies to: Latin American and Caribbean Studies

SPA 356 - The Sword and the Cross

Three Credits
Spring Semester

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 332 or higher.
Course Applies to: Latin American and Caribbean Studies

SPA 475 - Internship in Spanish Studies

Three Credits
Fall and Spring Semesters

Opportunity for qualified students to work with their foreign language skills in a variety of professional areas. Field placement depends on the student's interests and abilities.

Prerequisite(s)/Restriction(s): SPA 332 or higher. Must complete the "U.S. Internship Request for Approval" process found under the myPlans tab 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.

SPA 490 - Directed Study: Topics in Spanish

One to Four 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.
Note: Students must complete 45 hours work/semester per credit.

Speech Language Pathology

SLP 101 - Introduction to Communication Science Disorders

Three Credits
Fall and Spring Semesters

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.

SLP 200 - Speech Anatomy & Physiology

Three Credits
Fall and Spring Semesters

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.

SLP 301 - Phonetics

Three Credits
Alternate Years: Fall Semester

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): SLP 200.

SLP 310 - Speech and Hearing Science

Three Credits
Alternate Years: Fall Semester

This course will introduce students to the sensory, motor, and neurocognitive foundations of speech perception and

production and the acoustic and physical properties of sound transmission through various media, and acoustic resonance.

Prerequisite(s)/Restriction(s): SLP 101 and SLP 200.

SLP 312 - Audiology

Three Credits

Alternate Years: Spring Semester

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): SLP 310.

SLP 475 - Internship in Speech Language Pathology

Three Credits

Fall and Spring Semesters

This course centers on your participation in a work experience that relates to the study of speech and language pathology. 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 under the myPlans tab 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.

Studio Arts

VPS 102 - Introduction to Color

Three Credits

Fall and Spring Semesters

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.

VPS 104 - Introduction to Drawing

Three Credits

Fall and Spring Semesters

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.

VPS 107 - Introduction to Studio Art Design

Three Credits

Fall Semester

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.

VPS 201 - Sustainable Three-Dimensional Design

Three Credits

Fall Semester

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.

Note: No experience necessary.

VPS 204 - Intermediate Drawing

Three Credits

Fall Semester

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.

VPS 205 - Introduction to Painting

Three Credits

Spring Semesters

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 Art Design are recommended foundational classes, but not required.

VPS 206 - Printmaking

Three Credits

Fall Semester

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.

Note: Course may be taken twice as long as content differs.

VPS 207 - Special Projects

Three Credits

Fall and Spring Semesters

This topics course will examine focused projects that will change each time the course is offered. Possible topics include: Artist's Homemade books, experimental media, collage, etc.

Note: Course may be taken twice as long as topics differ.

VPS 208 - Introduction to Watercolor

Three Credits

Summer Session

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.

Note: Course may be taken twice.

VPS 210 - Photography I: An Introduction to the Still Image

Three Credits

Fall Semester

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.

VPS 223 - The Nature of Art: Discovering the Artist Within

Three Credits

Spring Semester

Through the intersection of art and biology and using the act of "journaling" and art as a vehicle for investigation, students explore their inner voices while looking outward to observe the natural world.

VPS 224 - Short Films and Graphic Novels

Three Credits

Spring Semester

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.

Note: No experience necessary

VPS 225 - Artist, Craftsman, Alchemist

Four Credits

Spring Semester

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.

General Education Attribute(s): Natural Scientific Inquiry

VPS 243 - Documentary Photography

Three Credits

Spring Semester

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 multi-media projects using digital tools ranging from iPhones to the latest digital tools.

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

One Credit

Fall and Spring Semesters

This small seminar will focus on developing the language around your own art-making. 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. Meets weekly for 1-hour

Prerequisite(s)/Restriction(s): Completion of at least one VPS Studio Arts course.

Note: Studio Arts Concentrators and Minors must take this practicum twice.

VPS 301 - Sculpture

Three Credits

Fall Semester

This course guides students through the processes of modeling, mold making, and casting. Many basic sculptural

issues will be addressed via the ancient and universal concerns of self-representation. The class will work outdoors when possible to consider sculpture “in the raw,” using minimal tools and natural materials to create pieces.

VPS 310 - Arts Outreach: Studio Art

Three Credits
Fall Semesters

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.

Note: There is no art experience needed. 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 311 - Photography II: The Still and Moving Image

Three Credits
Spring Semester

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.

Note: Prior photography experience required. Cameras available for loan at no cost.

VPS 312 - Topics in Contemporary Photography

Three 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 210 or consent of instructor.
Note: Course may be taken twice as long as topics differ.

VPS 324 - Figure Drawing

Three Credits
Spring Semester

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.
Note: Course may be taken twice as long as content differs.

VPS 326 - Portrait Studio

Three Credits
Fall Semester

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.

VPS 327 - Topics in Painting

Three Credits
Fall and Spring Semester

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 205 - Introduction to Painting is suggested as foundational class, but not required.
Note: Course may be taken twice if topics differ.

VPS 406 - Advanced Studio Seminar

Three Credits
Spring Semester

In this Capstone Course students work in drawing, painting, photography, sculpture, mixed media and more. Employing the technical and critical thinking skills they've developed over 4 years, they strive to create their most mature, well-realized work in the personal studio space that is provided. Readings, critiques, and Visiting Artist Presentations enrich the experience. The semester culminates with a Senior Thesis Exhibition in the Crushing-Martin Gallery.

Prerequisite(s)/Restriction(s): Students must have completed two credits of VPS 250 - Studio Critique, Practicum.

VPS 475 - Internship in Studio Arts

Three Credits
Fall and Spring Semesters

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 under the

myPlans tab 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

One to Three 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 - Theatre as Mystery, Myth, and History (HIS Core/First-Year Seminar)

Four Credits
Fall Semester

This course covers the development of theatre from its primitive beginnings through the major eras and countries until the year 1700. Theatre will be studied as a social and cultural institution, mirroring the civilization in which it thrives. Topics will include theatre as education, censorship, and understanding contemporary theatre from an historical perspective.

Prerequisite(s)/Restriction(s): Open to First-Year Students only. Students from upper-classes with consent of Instructor.
General Education Attribute(s): First-Year Seminar, History Cornerstone

VPT 182 - Realism and Reality: Road to the Modern Stage (History Cornerstone)

Three Credits
Alternate Years: Spring Semester

The role of theatre is explored from the 18th century through the 20th century. The historical methods and means of transforming the dramatic script into a theatrical production are analyzed in the context of the prevailing society.

General Education Attribute(s): History Cornerstone

VPT 203 - Acting I

Three Credits
Fall Semester

Beginning work on the actor's physical, vocal, and emotional tools. Basic rules, mechanics, and methods of analysis for developing a part in a play.

VPT 205 - Stagecraft

Four Credits
Alternate Years: Fall Semester

Theatre is about magic and transformation - the process needed to translate an image into a 3-dimensional form, utilizing fabric or wood, will be explored. Previous sewing or carpentry experience is not necessary. Students will learn both sewing and scenery building techniques, as well as complementary areas such as lighting, fabric decoration and scenery painting.

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

Three Credits
Alternate Years: Fall Semester

Focusing on the history, artistic development, and performance of Musical Theatre, this course provides the tools to create fully developed Musical Theatre performances. Through discussions and workshops on acting, character development, proper vocal technique, staging/choreography, and the art form's history, students will become informed Musical Theatre performers and critics.

VPT 216 - Improvisation

Three Credits
Fall Semester

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.

VPT 220 - Production and Stage Management

Three Credits
Alternate Years: Fall Semester

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.

Note: This course will introduce students to active Theater Processionals via zoom talks.

VPT 225 - Play Production

One Credit

Fall and Spring Semesters

Students receive credit for participating as actors, assistants to the directors and designers, stage managers, technicians and crew members in a 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

Three Credits

Fall Semester

Through individual and group projects, students will practice selecting, adapting, and performing a variety of literary material. Class work will include the study and presentation of poetry, prose, and play scripts along with critical analysis.

VPT 300 - Acting II

Three Credits

Alternate Years: Spring Semester

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 or consent of the Instructor.

VPT 301 - Acting III

Three Credits

Every 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

VPT 302 - Directing

Three Credits

Alternate Years: Spring Semester

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, VPT 182, VPT 203, or VPT 306 or consent of the Instructor.

VPT 306 - Introduction to Playwriting (WID)

Three Credits

Fall Semester

Participants will be putting pen to paper with weekly writing assignments covering the basic concepts of playwriting; characterization, dialogue and plot development. This will be an active participation class with students sharing and talking about their own and each other's work in class as they develop their scenes and one act dramas.

General Education Attribute(s): Writing-in-the-Discipline

Note: Course may be applied to the English major or minor or Creative Writing minor.

VPT 310 - Introduction to Design

Three Credits

Spring Semester

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.

Course Applies to: Studio Arts

Note: No previous art training necessary.

VPT 312 - Musical Theatre II

Three Credits

Every 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

VPT 315 - Make-up for the Stage

Three Credits

Spring Semester

This course introduces students to the basic concept of make-up design as an illusionary technique in the performing arts. A combination of character study, painting, lighting and 3-D design will be emphasized.

Course Applies to: Studio Arts

VPT 320 - Dramaturgy

Three Credits

Fall Semester

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.

Course Applies to: English

VPT 324 - Medieval Theatre: Staging the Divine

Three Credits
Spring Semester

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.

General Education Attribute(s): Catholic Intellectual Traditions

VPT 331 - Topics in Theatre Arts I

Three Credits
Spring Semester

Students are given the opportunity for further study in selected areas of design and technical production for the stage. Topics will vary.

Note: May be repeated four times as long as topics differ.

VPT 332 - Topics in Theatre Arts II

Three Credits
Offered Periodically

Students explore different subjects in dramatic literature and theatre history along with further studies in performance, directing, dramaturgy, and playwriting. Topics will vary.

Note: May be repeated four times as long as topics differ.

VPT 360 - Arts Outreach: Theatre

Three 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.

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

Three Credits
Fall and Spring Semesters

Allows students who have shown significant interest and expertise to take on creative and managerial responsibilities in the areas of performance, directing, dramaturgy, design, playwriting, and technical aspects of production.

Prerequisite(s)/Restriction(s): Permission of the Program Director.

VPT 475 - Internship in Theatre Arts

Three Credits
Fall and Spring Semesters

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 under the myPlans tab 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

One to Four 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

One to Four 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

One Credit

Fall and Spring Semesters

A practical introduction to all aspects writing process, including brainstorming, outlining, drafting, organizing, constructing and supporting a thesis, critiquing, revising, editing, and proofreading. This workshop, designed for the new college writer, will sharpen skills and build confidence for the many writing tasks lie ahead

Note: This course may be taken twice.

WRI 110 - Writing in New Media (First-Year Seminar)

Four Credits

Fall and Spring Semesters

Let's face it, writing in the 21st century is accomplished online. This course explores reading and writing across social media and other web spaces through genre study, cultural analysis, and real-world practice. Through posts, tweets, blogs, emails, and texts students will hone valuable skills necessary in the twenty-first century workplace and in everyday life.

Prerequisite(s)/Restriction(s): Open to First-Year Students only.

General Education Attribute(s): First-Year Seminar

Course Applies to: American Studies, Digital Humanities

Note: This course provides enhanced writing support.

WRI 111 - The Supernatural in Contemporary Popular Culture (First-Year Seminar)

Four Credits

Fall Semester

We live in a world haunted by the fantastic. Vampires, werewolves, witches, fairies, ghosts, and even caped crusaders invade our everyday lives through entertainment media and advertising. This course will look at how these familiar creatures evolved and what they can teach us about history, culture, and ourselves.

Prerequisite(s)/Restriction(s): Open to First-Year Students only.

General Education Attribute(s): First-Year Seminar

Course Applies to: American Studies

Note: This course provides enhanced writing support.

WRI 131 - Topics in Writing

Three Credits

Offered Periodically

Provides students with an introduction to academic writing, while exploring an engaging theme or topic. Designed for students who wish to practice and develop the essential skills

of writing, critical reading, and textual analysis at the college level. Instructors provide extensive feedback on assignments, helping students to gain more confidence with grammar, sentence structure, and the writing process as a whole.

WRI 141 - Introduction to College Writing (First-Year Seminar)

Four Credits

Fall and Spring Semesters

This workshop-based course is designed for students who wish to practice and develop the essential skills of writing, critical reading, and textual analysis at the college level. Instructors provide extensive feedback on assignments, helping students to gain more confidence with grammar, sentence structure, and the writing process as a whole.

Prerequisite(s)/Restriction(s): Open to First-Year Students only.

General Education Attribute(s): First-Year Seminar

Note: This course provides enhanced writing support.

WRI 147 - Poetry Lab on Metaphor

Three Credits

Fall and Spring Semesters

An examination of the nature of metaphor in language and the function of metaphor in creative writing, especially the students' own work. Analysis of the precise nature of the difference between metaphor and analogy, metaphor and sign, metaphor and symbol. Exploration of how poets - and writers in general - contextualize and materialize metaphor, focusing on metaphor as a vehicle of discovery in the work of Atwood, Dickinson, Shakespeare, and Garcia-Lorca.

WRI 210 - Introduction to the Sciences of Language

Three Credits

Alternate Years: Spring Semester

This course is designed to provide students with a general introduction to the scientific study of language. The primary goals of this course are to familiarize students with linguistic terminology, focusing on both the methods of linguistic analysis, how to apply them, and on the relationships between linguistics, modern grammar, writing, and rhetoric. The course also addresses theories and research on how first languages and other languages are learned by children and adults, and encourages students to think about the social implications of language use.

Prerequisite(s)/Restriction(s): Completion of a First-Year Seminar.

General Education Attribute(s): Social Scientific Inquiry

Course Applies to: Speech Language Pathology

WRI 241 - The Art of the Essay (First-Year Seminar)

Four Credits
Fall Semester

In this workshop-based course students will sharpen their writing skills in a rigorous yet supportive workshop setting; explore the flexibility and versatility of the essay form in a variety of rhetorical contexts; and prepare a final portfolio of revised writing that demonstrates mastery of the essay form.

Prerequisite(s)/Restriction(s): Open to First-Year Students only.

General Education Attribute(s): First-Year Seminar

Note: This course provides enhanced writing support.

WRI 246 - Reading and Writing Diverse Lives (First-Year Seminar)

Four Credits
Fall Semester

An exploration of the autobiographical essay as a form of cultural critique. A critical analysis of how writers use their life experiences to examine the challenges inherent in the cultural diversity of American democracy. In addition to reading and analyzing autobiographical essays, this course will serve as an introduction to the craft of life writing.

Prerequisite(s)/Restriction(s): Open to First-Year Students only.

General Education Attribute(s): First-Year Seminar

Note: This course provides enhanced writing support.

WRI 261 - Violence and Peace in God's Name

Three Credits
Fall Semester

An inquiry into how religious texts can be exploited to cultivate war or nurture peace. Through the multiple lenses of literature, history, and theology, the course examines the Catholic philosophical concept of a "just war," as it has been theorized from Aquinas and Augustine, and its influence on modern theologians and philosophers of war, pacifism, and socio-political justice.

General Education Attribute(s): Catholic Intellectual Traditions

WRI 269 - Writing Fellows Seminar

One Credit
Fall Semester

This course is a hands-on, interactive seminar for new Writing Fellows. Students will learn and practice effective methods of responding to student writing, structuring individual conferences, and facilitating conversations about writing in the classroom.

Prerequisite(s)/Restriction(s): Students must be nominated by a faculty member teaching a First-Year-Seminar or Writing-in-the-Disciplines course. Permission of the instructor is required.

WRI 299 - Topics in Writing (First-Year Seminar)

Four credits
Fall Semester

Provides students with an opportunity to explore an engaging topic or question in a small-class format emphasizing writing, discussion, critical thinking, and academic inquiry. Previous topics have included Comics and Culture, Writing and Career Exploration, Music as Cultural Critique, Woman Warriors in Classical Literature, Writing and Social Justice, Storytelling Across Media, and Cyborgs, Clones and Ethics.

General Education Attribute(s): First-Year Seminar

Note: This course provides enhanced writing support.

WRI 369 - Tutoring Writing: Theory & Practice

Three Credits
Spring Semester

In this course, students will prepare to become peer tutors in the Writing Center. They will develop tutoring skills by analyzing theoretical and research articles from professional journals, by applying the theory and research results to their own writing in process and the writing of other students, and by observing and participating in the Writing Center one hour a week.

Prerequisite(s)/Restriction(s): Faculty recommendation or permission of the instructor.

WRI 371 - Topics in Writing: Writing-in-the-Disciplines

Four credits
Offered Periodically

Provides students with an advanced writing-intensive experience focused on individual disciplines and professional writing within particular fields. Students explore the rhetorical, genre conventions, and ways of knowing relevant field, topic, or question featured in the course.

Prerequisite(s)/Restriction(s): Completion of a First-Year Seminar.

General Education Attribute(s): Writing-in-the-Disciplines

WRI 399 - Professional and Technical Writing (WID)

Four Credits
Spring Semester

This course provides students with a practical foundation for professional writing and communication in business and technical fields, such as engineering, accounting, finance,

government, and computer science and covers written, oral and electronic communication in a wide variety of genres: letters, memos, texts, PowerPoint presentations, speeches, posters, investigative journalism, collaborative reports, proposals, and social media. Frequent short assignment, labs, and a final project related to a chosen discipline are required.

Prerequisite(s)/Restriction(s): Completion of the First-Year Seminar Requirement.

General Education Attribute(s): Writing-in-the-Disciplines
Course Applies to: Data Science, Digital Humanities

WRI 401 - Writing-in-the-Disciplines Supplement

One Credit

Fall and Spring Semesters

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.

General Education Attribute(s): Writing-in-the-Disciplines

Visual & Performing Arts

VPA 101 - Introduction to Performing Arts

Three Credits

Fall Semesters

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.

VPA 102 - Introduction to Visual Thinking

Three Credits

Fall Semesters

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.

VPA 210 - Writing for the Arts (WID)

Three Credits

Fall and Spring Semesters

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.

General Education Attribute(s): Writing-in-the-Disciplines
Note: Formerly offered as VPH 210. Students cannot take both VPA 201 and VPH 210.

Fall semester will focus mainly on the visual arts and the Spring semester will focus mainly on performing arts.



ACADEMIC POLICIES AND PROCEDURES

The Definition of a Credit

For accreditation purposes, Stonehill College adheres to the credit guidelines set by the Federal Government, as defined below:

The Federal Government defines a Credit Hour as:

"... an amount of work represented in intended learning outcomes and verified evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.

At least an equivalent amount of work as required in paragraph (1) 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."

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 in a semester. Full-time students may petition to attend part-time for academic reasons with the approval from the student's academic advisor and the Director of Academic Services & Advising.

Part-time students may not reside on campus or participate in varsity sports.

Non-Degree Students

Non-degree seeking students may take courses for which they have enough preparation and background by registering for the courses in the Registrar's Office. Non-degree students are subject to the same academic regulations as other students. Non-degree students who wish to apply for degree status must do so through the 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.

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 Services & 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 academic year is divided into a fall and spring semester of approximately 15 weeks each. The College also offers a limited number of courses during the winter and summer intersessions.

The Registrar's Office is responsible for conducting registration for classes and for all credit-bearing programs. The schedule of courses is updated regularly and can be found on myHill or on the Registrar's homepage at: www.stonehill.edu/registrar.

The College reserves the right to make changes to or cancel any scheduled course offerings. Every attempt will be made to ensure that students can fulfill their programs of study in a timely manner.

Students who do not complete registration during the dates designated in the Academic Calendar may be assessed a \$50.00 late registration fee. Students who have not registered by the completion of the Add/Drop period will be administratively withdrawn from the College and unable to register until readmitted through a process initiated in the Office of Academic Services & Advising.

Adding and Dropping Courses

A student may add or drop courses from the time he/she registers through the date listed on the Academic Calendar as the last day for Add/Drop. Students may adjust their schedule after the defined deadline only through petition to the Standards and Standing Committee and may be subject to a \$50.00 late registration fee.

Auditing Courses

Students may enroll in courses on an "Audit" basis, for no academic credit during the first two weeks of the semester, with the approval of the course instructor. The fee for auditing a course is one-half of the per-course tuition fee, unless it is being taken as part of a full-time course load. The audit is recorded on the student's academic record as "AU", but no grade or credits are assigned. An auditor is expected to attend classes but is not required to complete assignments or to take examinations.

Credit Overload

The typical semester credit load for students pursuing a B.S.B.A. or a B.A. (other than Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Math, Photonics, or Physics) is 15-17 credits. These students may enroll in up to 17 credits per semester without authorization.

The typical semester credit load for students pursuing a B.S. or a B.A. in Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Math, Photonics, or Physics is 16-18 credits. These students may enroll in up to 18 credits per semester without authorization.

Only in rare circumstances would a student be allowed take more than 20 credits in a given semester.

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 3.30 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 and the Registrar's Office.
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 Academic Services & Advising for students in the final year.

In order to give all students a chance to register for a full course-load, credit overloads will not be processed until the week before the semester classes begin. Exceptions may be made for Internships, Directed Studies, Independent Research and any other class not impacted by class size (i.e. Chapel Choir...etc.)

Credit Overload Guidelines

DEGREE/MAJOR	First-Year (Class of 2027)	Sophomore, Junior, & Senior Years (Class of 2026, 2025, 2025)
B.S.B.A & B.A. (Except Biochemistry, Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Math, Photonics, or Physics)	May register for up to 17 credits without permission. Students may apply for up to two 1-credit courses in a semester (without charge) with a Credit Overload Application (COA)* - up to max of 18 credits.	May register for up to 17 credits without permission. Credit Overload Application & additional charges** apply for anything over 17 credits except for automatically exempted courses***
DEGREE/MAJOR	First-Year (Class of 2027)	Sophomore, Junior, & Senior Years (Class of 2026, 2025, 2025)
B.S. & B.A. in Biochemistry, Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Math, Photonics, or Physics	May register for up to 18 credits without permission. Students may apply for up to two 1-credit courses in a semester (without charge) with a Credit Overload Application (COA)* - up to max of 19 credits.	May register for up to 18 credits without permission. Credit Overload Application & additional charges** apply for anything over 18 credits except for automatically exempted courses***

+ The FY 2024 per-credit Overload Rate is \$1,777.00.

* First Semester, First-Year Students may be placed in up to two 1-credit courses based on registration at Orientation and will be waived from completing a Course Overload Application (COA).

**The overload rate is per credit and is determined each academic year.

***The following One-credit courses are exempt from overload charges:

- APL 090 (IDEAS - Democratic Education)
- CAT 101 (Chapel Choir)
- 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)

Required R.O.T.C. Military Science courses will be automatically approved as an overload, but the credit limits for tuition still apply.

Courses taken through the SACHEM or other consortium programs count toward the credit limits for tuition.

Waivers of credit overload fees: for courses not automatically exempted (above) may be requested by students via the following process:

Step 1: The student will submit a written request for a waiver to the appropriate Dean of School listing the course that will cause the overload and that briefly describes why they must overload to meet the curricular requirements of their degree, including what prohibits them from taking the course in another semester.

Step 2: The waiver request will then be reviewed by the appropriate Dean of School. If the Dean of School supports the waiver, it is forwarded to the Vice President of Finance and Treasurer for approval. The Vice President for Finance and Treasurer will inform the student and appropriate Dean, in writing, of the final determination of the overload waiver request.

Note: Overload fee waivers for 3 and 4-credit courses will not normally be granted.

Appeal Process:

Students whose request for a waiver is not supported by the Dean of School may appeal that decision to the Provost/Vice President for Academic Affairs. In this case, if the Provost/Vice President for Academic Affairs supports the waiver, it is submitted to the Vice President of Finance and Treasurer for approval. The Vice President for Finance and Treasurer will inform the student and appropriate Dean, in writing, of the final determination of the overload waiver request.

Academic Progress and Grading

Class Attendance

Students are expected to be regular and prompt in their class attendance. In case of absence, students are responsible for all class work, assignments, and examinations. Any student who misses an examination (other than the final examination), a quiz, or any required classroom activity to which a grade is assigned, must consult the instructor as soon as possible regarding the opportunity to make up the work missed. In such cases, it is the instructor who determines whether 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 Academic Services and 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, he/she 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.

Examinations

Final examinations are ordinarily held in all courses at the end of each semester. The Course Instructor may omit the conventional 2-hour final examination, in favor of a paper, project or take-home exam. An exam may also be omitted with the approval of the appropriate Department Chairperson. In addition, other examinations, both written and oral, are given at the discretion of the instructor.

Final Exams are scheduled using a grid which minimizes time and classroom conflicts and attempts to minimize the chance of students having three exams scheduled in the same day. Final Exams may not be held on the scheduled Reading Day.

Only for extremely urgent and compelling reasons, such as illness, death in the immediate family, or religious exemption (see Absenteeism due to Religious Holiday above), may a final examination be taken out of regular schedule. The student must inform the faculty member ahead of time that he/she will not be able to take a final examination at the scheduled time due and then the student must notify the Office of Academic Services & Advising. The examination will be administered at an alternative time set by the Office of Academic Services & Advising.

The value of the final examination is determined by the instructor. If a student misses the scheduled final examination without sufficient reason, a grade of "F" is given for this part of the course requirements. The semester grade is then determined in the same way as for students who took the examination.

Grades and Evaluation

Depending upon the course, faculty members employ different means of evaluation. Since there are numerous variations in faculty policies and requirements, faculty members normally declare their grading criteria explicitly, considering mastery of course material, analytical skills, critical oral and written expression skills, originality, and creativity. The quality of work in a course is indicated by the following grades:

Undergraduate Grading Scale

Grade	Definition	Quality Points Per Credit Hour
A	Excellent , work that is of the highest standard, showing distinction	4.00
A-		3.70
B+	Good , work that is of high quality	3.30
B		3.00
B-	Satisfactory , work that fulfills requirements in quality and quantity and meets acceptable standard for graduation	2.7
C+		2.3
C		2.00
C-	Passing , work that falls below graduation standard, yet is deserving of credit	1.70
D+		1.30
D		1.00
F	Failure , work undeserving of credit	0.00
IF	Incomplete/Failure	0.00
AU	Audit, no credit earned	
I	Incomplete	
P	Pass	
S	Satisfactory, for non-credit courses only	
U	Unsatisfactory, for non-credit courses only	
W	Withdrew	

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 0.00 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.

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 for all students in every course taken for credit must be submitted to the Registrar's Office 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.).

Undergraduate 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, missing/late assignments, excessive absences, 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, missing/late assignments, excessive absences, 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, missing/late assignments, excessive absences, and/or lack of class participation

For undergraduate sophomore, junior, and senior year students, mid-semester assessments must be submitted for all students with a grade of C- or lower in any course using the rubric above.

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 Services and 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.

Incomplete or "I" Grades

A faculty member can submit the grade of "I" or Incomplete for a student only when the failure to complete the work of the course is due to a serious reason as approved by the faculty member.

When a student receives an Incomplete grade, he/she is granted a period of 30 days, beginning from the last day of final exams, to complete the course work. Failure to complete the course work during this period results in a grade of "IF" or Incomplete/Failure. Once all course work has been submitted to the faculty member, a final grade must be submitted to the Registrar's Office by following the Grade Change process within 14 days.

For serious reasons, a faculty member may grant the student an extension beyond the 30-day requirement by notifying the Registrar's Office. However, an extension must not be granted beyond the semester following the one in which the Incomplete grade was given.

Students who are issued an Incomplete in their final semester will not be eligible to graduate until the final grade is submitted and may not receive their degree until the next official College graduation date.

Voluntary Course Withdrawal or "W" Grades

Students are expected to complete all courses, required or elective, in which they are enrolled. It is only for serious reasons that course withdrawal should be considered. Prior to withdrawal, students are strongly urged to consult with their instructor, advisor, and/or the Office of Academic Services and Advising, to review the academic consequences of withdrawal. Students are also urged to consult with Student Financial Services since withdrawals may have significant impact upon a student's current or subsequent eligibility for financial aid and/or billed charges.

The grade of "W" is given only if a student has submitted a completed Course Withdrawal Form to the Registrar's Office. Authorized withdrawal from a course will be indicated on the student's permanent academic record. Any student who does not follow the required procedure for withdrawal from a course will receive a failing grade.

Students may withdraw from individual courses until the last day for course withdrawal as determined by the Vice President for Academic Affairs or his or her designee. The last day for course withdrawal will vary based on the Academic Calendar. Requests for course withdrawal after the deadline will be considered only for serious reasons such as prolonged illness.

Course Withdrawal for Medical Reasons

If course withdrawal is due to a medical reason, the College requires that the student provide primary medical documentation to the College's Designated Health Care Professional prior to the approval of the course withdrawal. The documentation required will be determined on a case-by-case basis based on the nature of the medical reason presented.

In the case of a medical course withdrawal, the Director of Academic Services & Advising shall contact, based on the nature of the medical reason presented, either the Director of Counseling and Testing or the Director of Health Services (the Designated Health Care Professional) and inform them of the need for a medical withdrawal consultation. The Designated Health Care Professional will determine the documentation required, review the documentation, and provide written confirmation to the Director of Academic Services & Advising that the documentation presented is enough. Upon receipt of written confirmation of sufficiency, the Director of Academic Services & Advising may grant the course withdrawal.

Pass or "P" Grades

The College permits juniors or seniors to employ a Pass-Fail Option in one course each semester for a total of four Pass-Fail courses. The grade of "P" is given to students who successfully complete a course in which they have exercised the Pass-Fail Option. The student who fails such a course will receive a grade of "F," which is counted the same as any other failure.

The Pass-Fail Option can be used only in a course that is a free elective. No course taken as Pass-Fail can fulfill a General Education, 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. Any student may take up to two Foreign Language courses even if this exceeds the maximum number of Pass-Fail courses allowed as long as these courses are not requirements of the major or minor, or General Education.

The student who passes such a course will receive a grade of "P" with no quality points figured in the cumulative average. In addition, a student who chooses to take a course under the Pass-Fail Option must have a minimum of 12 (twelve) additional credits from courses graded with standard letter grades to be considered for Dean's List.

Students must fill out a Pass-Fail form in the Registrar's Office during the first two weeks of the semester in order to exercise the Pass-Fail Option. To change a grading option after the first two weeks, a student must petition the Standards and Standing Committee which rarely grants such petitions.

Grade Reports

Students may access their grades on-line at the end of each semester. Upon written request of the student, the Registrar's Office will mail a copy of the transcript to the student or to the student's parents.

Grade-Point Average

The Semester grade-point average is based on all courses taken in that semester, including failures. It is calculated by (1) multiplying credits for each course by quality points assigned to each grade earned; (2) totaling points earned for all courses; and (3) dividing total points by the number of credits attempted. Cumulative grade-point average is calculated in the above manner for all courses taken at Stonehill College, including failures. Grades earned in courses accepted in transfer, or in courses approved to be taken at other colleges, are not calculated in either the semester or the cumulative grade-point average.

The student who fails to obtain a passing grade in a course can secure credit for the course only by repeating it and passing it. Even after a course has been repeated, the original failure remains in the cumulative grade-point average and on the permanent record. Unless explicitly permitted in the course description, a student may not repeat a course once having attained a passing grade in that course.

Repeating a Course

Students may repeat any regular course in order to improve their grade. Exceptions to this policy include Internships, Directed Studies, Independent Research, and courses already designated as repeatable under different topics. Topics courses may be repeated to improve the grade only when the second iteration of the course is offered under the same title.

The following rules apply to repeating a course at Stonehill for which a grade below 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 number as the original course and may not be taken as a Directed Study. Regardless of the course number, any Cornerstone Seminar can be repeated with any course that fulfills the same Cornerstone requirement.

3. No more than one course for which a grade of C-, D, or D+ was earned may be repeated in a semester.
4. Repeated courses that were originally taken for a standard letter grade must be repeated for a letter grade. Repeated courses that were taken Pass/Fail may be repeated either on a Pass/Fail basis or for a letter grade.
5. When repeating a course that has already earned passing credit, a student must take a minimum of twelve (12) credits, including the repeated course, during regular semesters in order to maintain full-time status. It is the student's responsibility to consult with the Offices of Student Financial Assistance as well as Academic Services and Advising regarding potential impact on aid.
6. The course must be taken prior to the completion of the degree.
7. All grades for repeated courses undertaken at Stonehill will appear on the transcript.
8. Only the higher grade of a repeated course undertaken at Stonehill will be used in the calculation of the cumulative, major, and minor GPAs. In the event that the sanction of an Academic Integrity violation is the failure of the course, the grades from both the original course and the repeated course will be used in the calculation of the cumulative, major, and minor GPAs.
9. Academic probationary status, which is based on the semester GPA, is not retroactively removed while repeating a course.
10. The student must complete the course repeat approval process established by the Registrar's Office.

Grade Changes, Re-evaluation and Dispute Process

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, s/he 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. For a course not associated with a particular school, the petition is to be submitted to the Dean of the School of Arts & Sciences. 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.

Academic Standing

Satisfactory Academic Progress

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:

Cumulative GPA Required for Satisfactory Academic Progress

1.6	0-19 credits completed
1.8	20-30 credits completed
1.9	31-48 credits completed
2.00	49 or more credits completed

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 semester 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 Advising 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 Satisfactory Academic Progress 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 Satisfactory Academic Progress (e.g., above a 2.00) 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 Academic 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 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. Inquires 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 2.00) 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

Students dismissed from the College by reason of academic deficiency have the right to appeal the decision to the Standards and Standing Committee based on extenuating circumstances. Requests for such an appeal must be made in writing to the Office of Academic Advising within the time frame noted in the letter of Academic Dismissal. Failure to appeal within the time stated will, under all but the most extraordinary circumstances, disallow such an appeal.

If a student's appeal is granted, the student returns on Academic Warning. If a student's appeal is denied, the student is permanently dismissed from the College. Findings on the appeal of an Academic Dismissal are considered final.

Graduation Requirements

Class Year Assignment

The Provost and Vice President for Academic Affairs has charge of the classification, academic standing, and progress of students.

Students are typically classified with the sophomore class when they have completed 30 credits, with the junior class when they have completed 60 credits, and with the senior class when they have completed 90 credits.

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 following credit ranges:

First-Year Class	transferring in 0-24.9 credits
Sophomore Class	transferring in 25-55.9 credits
Junior Class	transferring in 56-62 credit

As student's class year assignment will only be changed in cases where the student's progress towards graduation changes.

The Registrar's Office does not change class year for registration purposes; however, juniors who have completed at least 84 credits may request that their registration priority be reviewed.

Requirements for Graduation

It is the personal responsibility of the student to ensure that all academic requirements in 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:

- Satisfactory completion of all course requirements including general education courses, major courses, and any declared minor courses.
- Proof of a grade of “C” or higher for each transfer course, including those from Stonehill sponsored programs (both abroad and domestic), or those taken as part of SACHEM or any other consortia agreement. Evidence of satisfactory completion must be submitted to the Registrar’s Office by the due date for final senior grades.
- A cumulative grade point average of a 2.00 or above. A student who fails to achieve the minimum 2.00 average at the end of the fourth year may be granted one additional semester to achieve it.
- A GPA of 2.00 or above in all declared majors and minors.
- Satisfactory completion of a minimum of 120 credits, at least 60 of which must be taken at Stonehill.
- Students must spend at least eight semesters in full-time attendance, unless the period is reduced by advanced standing credit from another institution. A student who wishes to graduate in fewer than the expected eight semesters should petition for accelerated degree completion no later than the end of the first semester of the junior year. This requirement does not apply to students attending part-time.
- Enrollment in the College or a College-sponsored program for at least two years, one of which is the final year.
- Have a completed Application for Graduation on file in the Registrar’s Office.

The student is responsible for payment of all financial obligations to the College, and diplomas and academic transcripts are withheld until such obligations have been satisfied.

Degrees ordinarily are conferred by the College at the public commencement exercises. Candidates for degrees are to be present at these exercises unless excused by the Office of Academic Affairs.

Graduation Dates

While Stonehill only holds one public Commencement Exercise in May, students who 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 1st) or at the end of the Fall semester (December 31st).

May Commencement Exercises will normally be held on the 3rd Sunday of May, when May is a four-week month, and on the 4th Sunday of May, when May is a five-week month.

Candidates for May degrees are to be present at these exercises unless excused by the Provost’s Office.

To be eligible for May Graduation

A student must satisfactorily complete all degree, major, and general education requirements by no later than the final due date for spring senior grades. The official date of graduation on the diploma and transcript will be the date of May Commencement.

To be eligible for September 1st Graduation

A student must satisfactorily complete all degree, major, and general education requirements by no later than August 20th of that year. The official date of graduation on the diploma and transcript will be September 1st. Diplomas will be mailed by October.

To be eligible for December 31st Graduation

A student must satisfactorily complete all degree, major, and general education requirements by no later than the final due date for fall semester grades. The official date of graduation on the diploma and transcript will be December 31st. Diplomas will be mailed by February.

Students who graduate on September 1st or December 31st will be considered part of the following year’s graduating class year. Students who continue part-time to complete their degree requirements may not be eligible for Financial Aid or student housing.

Participation in Commencement Exercises

Any student who has completed all official degree requirements by the final due date for Senior spring grades and who has an approved “Application for Graduation” on file in the Registrar’s Office will be allowed to participate in May Commencement Exercises.

Seniors who are within two courses of meeting their graduation requirements and have submitted an approved “Application to Participate in Commencement” to the Registrar’s Office by the last day of spring final exams may be eligible to participate in the May Commencement prior to completion of the final requirements. Students must also have an approved plan to

complete these final requirements during the summer on file with the Office of Academic Services & Advising as part of the application to participate process.

Students approved to participate in Commencement prior to the completion of all final requirements will be noted in the Commencement Program without final honors designation. Diplomas will be mailed to these students upon completion and certification of all final requirements on the College's next official date of degree conferment.

September graduates who participate in the May Commencement prior to their degree completion may not participate in the following May Commencement. September graduates who do not attend the May Commencement prior to degree completion are automatically included in the next May Commencement.

December graduates may not participate in the Commencement prior to degree completion. December graduates are automatically included in the May Commencement following degree completion.

Selection of a Major

Degree candidates must declare at least one major field of study before the end of the first semester of the junior year or prior to enrollment in the final 45 credits. Some majors require the selection of a concentration within the major.

Students who enter the College with an intended major and complete that major will be considered as having declared at the time of admission.

Undeclared students or students who wish to change their major must submit a Major Declaration Form, signed by the appropriate Department Chairperson or Program Director to the Registrar's Office. Major Declaration Forms are available on myHill.

Double Major

A student may enroll in two majors, subject to the approval of the respective Department Chairpersons or Program Directors and in consultation with the Office of Academic Services. This option must be requested by completing the Declaration of Major Form and a four-year plan. Major Declaration Forms and Four-Year Plan Forms are available on myHill.

In some cases, a student may need to enroll in more than 124 credits in order to satisfy the requirements of both majors. In some cases, students will be assessed additional fees.

A student who satisfactorily completes two majors will receive one degree from the College, with this exception: If a student satisfactorily completes the requirements for two majors and the second major is in a different degree program (B.A. vs. B.S. vs. B.S.B.A.), a second degree will be awarded, even if it is completed after the student's official graduation. The student will be given the option of selecting which degree will be presented at Commencement.

Invalid Double Major & Minor Combinations

MAJORS	MAY NOT DOUBLE MAJOR WITH	MAY NOT MINOR WITH
Accounting	Finance, International Business, Management, Marketing, Early Childhood Education, Elementary Education, Secondary Education, Special Education	Business
American Studies	Secondary Education; Communication, Economics, English, Gender/Sexuality Studies, History, Political Science, Sociology must be reviewed and approved	Communication, Economics, English, Gender/Sexuality Studies, History, Political Science, Sociology must be reviewed and approved
Anthropology	Secondary Education; Sociology must be reviewed and approved	
Art & Visual Culture: Arts Administration	Early Childhood Education, Elementary Education, Secondary Education, Special Education	Art History, Arts Administration
Art & Visual Culture: Studio Arts	Secondary Education	Art History, Studio Arts

Art & Visual Culture: Studio Arts	Secondary Education	Art History
Astronomy (B.A.)	Earth & Planetary Science, Secondary Education	Physics, Mathematics
Astronomy (B.S.)	Earth & Planetary Science, Secondary Education	Physics, Mathematics
Biochemistry	Earth & Planetary Science, Secondary Education	Physics, Mathematics
Biology (B.A.)	Biology, Chemistry, Secondary Education	Biology, Chemistry
Biology (B.S.)	Biochemistry, Environmental Science (B.S.), Health Science, Neuroscience	Biochemistry
Catholic Studies	Religious Studies, Theology, Secondary Education; Gender/Sexuality Studies must be reviewed and approved	Biochemistry
Chemistry (B.A.)	Biochemistry	
Chemistry (B.S.)	Biochemistry	Biochemistry
Communication: Communication Studies	Early Childhood Education, Elementary Education, Secondary Education, Special Education; American Studies must be reviewed and approved	Biochemistry
Communication: Media Studies	Early Childhood Education, Elementary Education, Secondary Education, Special Education; American Studies must be reviewed and approved	
Computer Science (B.S.)	Data Science, Early Childhood Education, Elementary Education, Secondary Education, Special Education	Mathematics must be reviewed and approved
Criminology	Early Childhood Education, Elementary Education, Secondary Education, Special Education	
Data Science	Computer Science, Early Childhood Education, Elementary Education, Secondary Education, Special Education	Data Analytics
Economics	Secondary Education; American Studies must be reviewed and approved	
Dual Languages (See Concentrations below)		
Arabic/Chinese; Chinese/Arabic	Secondary Education	Arabic, Chinese
Arabic/French; French/Arabic	French; (Secondary Education ok if French is Primary Language: French/Arabic)	Arabic, French
Arabic/German; German/Arabic	Secondary Education	Arabic, German
Arabic/Italian; Italian/Arabic	Secondary Education	Arabic, Italian Studies
Arabic/Spanish; Spanish/Arabic	Spanish; (Secondary Education ok if Spanish is Primary Language: Spanish/Arabic)	Arabic, Spanish
Chinese/French; French/Chinese	French; (Secondary Education ok if French is Primary Language: French/Chinese)	Chinese, French
Chinese/German; German/Chinese	Secondary Education	Chinese, German
Chinese/Italian; Italian/Chinese	Secondary Education	Chinese, Italian Studies
Chinese/Spanish; Spanish/Chinese	Spanish; (Secondary Education ok if Spanish is Primary Language: Spanish/Chinese)	Chinese, Spanish

French/German; German/ French	French; (Secondary Education ok if French is Primary Language: French/German)	French, German
French/Italian; Italian/ French	French; (Secondary Education ok if French is Primary Language: French/Italian)	French, Italian Studies
French/Spanish; Spanish/ French	French, Spanish	French, Spanish
German/Italian; Italian/ German	Secondary Education	German, Italian Studies
German/Spanish; Spanish/ German	Spanish; (Secondary Education ok if Spanish is Primary Language: Spanish/German)	German, Spanish
Italian/Spanish; Spanish/ Italian	Spanish; (Secondary Education ok if Spanish is Primary Language: Spanish/Italian)	Italian Studies, Spanish
Earth & Planetary Sciences	Astronomy, Environmental Science (B.S.), Physics, Secondary Education	Astronomy, Environmental Science & Studies, Physics; Chemistry must be reviewed and approved
Early Childhood Education	MUST DOUBLE MAJOR WITH ONE OF THE FOLLOWING: American Studies, Anthropology, Art & Visual Cultures (Studio Arts or Visual Studies), Astronomy, Biochemistry, Biology, Catholic Studies, Chemistry, Dual Languages, Earth and Planetary Science, Economics, English, Environmental Studies, Environmental Science, French, Gender & Sexuality Studies, History, Interdisciplinary Studies (with approval), Mathematics, Neuroscience, Performing Arts, Philosophy, Physics, Political Science & International Relations, Psychology, Religious Studies, Sociology, Spanish, Theology	Education Studies, Elementary Education
Education Studies (Non-Licensure)	Early Childhood Education, Elementary Education, Secondary Education, Special Education; Double major not required	Early Childhood Education, Elementary Education
Elementary Education	MUST DOUBLE MAJOR WITH ONE OF THE FOLLOWING: American Studies, Anthropology, Art & Visual Cultures (Studio Arts or Visual Studies), Astronomy, Biochemistry, Biology, Catholic Studies, Chemistry, Dual Languages, Earth and Planetary Science, Economics, English, Environmental Studies, Environmental Science, French, Gender & Sexuality Studies, History, Interdisciplinary Studies (with approval), Mathematics, Neuroscience, Performing Arts, Philosophy, Physics, Political Science & International Relations, Psychology, Religious Studies, Sociology, Spanish, Theology	Education Studies, Early Childhood Education
Engineering-Chemistry - Chemical	No double majors allowed	Chemistry, Physics
Engineering- Physics - Civil (Kings or Notre Dame)	No double majors allowed	Astronomy, Mathematics, Physics
Engineering-Computer Science	No double majors allowed	Computer Science, Mathematics, Physics
Engineering-Physics - Electrical	No double majors allowed	Astronomy, Mathematics, Physics
Engineering-Physics - Mechanical (Kings or Notre Dame)	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	American Studies must be reviewed and approved	Creative Writing must be reviewed and approved
Environmental Studies (B.A.)	Secondary Education	Biology
Environmental Science (B.S.)	Biology (B.A.), Biology (B.S.), Earth & Planetary Sciences, Secondary Education	Biology
Finance	Accounting, International Business, Management, Marketing, Early Childhood Education, Elementary Education, Secondary Education, Special Education	Business
French	Dual Language combo with French	
Gender & Sexuality Studies	Secondary Education; American Studies, Catholic Studies, History, Religious Studies, Sociology, Theology must be reviewed and approved	Catholic Studies, English, History, Religious Studies, Sociology, Theology must be reviewed and approved
Graphic Design	Early Childhood Education, Elementary Education, Secondary Education, Special Education	
Health Science	Biology, Early Childhood Education, Elementary Education, Secondary Education, Special Education, Neuroscience	Biology, Biochemistry
Healthcare Administration	Secondary Education	
History	American Studies, Gender/Sexuality Studies must be reviewed and approved	Asian Studies, Catholic Studies, Latin American & Caribbean Studies must be reviewed and approved
Interdisciplinary Studies (B.A. or B.S.) - self created	Health Science, Secondary Education; All others must be individually reviewed and approved	All must be individually reviewed and approved
International Business	Accounting, Finance, Management, Marketing, Early Childhood Education, Elementary Education, Secondary Education, Special Education	Business
Management	Accounting, Finance, International Business, Marketing, Early Childhood Education, Elementary Education, Secondary Education, Special Education	Business; Entrepreneurship must be reviewed and approved
Marketing	Accounting, Finance, International Business, Management, Early Childhood Education, Elementary Education, Secondary Education, Special Education	Business; Entrepreneurship must be reviewed and approved
Mathematics (B.A.)	Students may only double major with Early Childhood Education, Elementary Education, or Special Education	Education Studies
Mathematics (B.S.)		
Neuroscience	Biology (B.A.), Biology (B.S.), Psychology, Secondary Education	Biology, Psychology

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	Secondary Education	
Photonics (B.A.)	Early Childhood Education, Elementary Education, Secondary Education, Special Education, Physics	Physics
Physics (B.A.)	Earth & Planetary Sciences, Photonics, Secondary Education	Astronomy, Mathematics
Physics (B.S.)	Earth & Planetary Sciences, Photonics, Secondary Education	Astronomy, Mathematics
Political Science: Government & Politics	Secondary Education; American Studies must be reviewed and approved	
Political Science: International Relations	Secondary Education; American Studies must be reviewed and approved	Business must be reviewed and approved
Political Science: Public Policy	Secondary Education; American Studies must be reviewed and approved	
Psychology	Neuroscience, Secondary Education	
Religious Studies	Catholic Studies, Secondary Education, Theology; Gender/Sexuality Studies must be reviewed and approved	Catholic Studies, Theology; Middle Eastern Studies must be reviewed and approved
Sociology	Secondary Education; American Studies, Gender/Sexuality Studies must be reviewed and approved	
Spanish	Dual Language combo with Spanish	
Special Education	MUST DOUBLE MAJOR WITH ONE OF THE FOLLOWING: American Studies, Anthropology, Art & Visual Cultures (Studio Arts or Visual Studies), Astronomy, Biochemistry, Biology, Catholic Studies, Chemistry, Dual Languages, Earth and Planetary Science, Economics, English, Environmental Studies, Environmental Science, French, Gender & Sexuality Studies, History, Interdisciplinary Studies (with approval), Mathematics, Neuroscience, Performing Arts, Philosophy, Physics, Political Science & International Relations, Psychology, Religious Studies, Sociology, Spanish, Theology	Education Studies, Early Childhood Education, Elementary Education
Theology	Catholic Studies, Religious Studies, Secondary Education; Gender/Sexuality Studies must be reviewed and approved	Catholic Studies, Religious Studies; Middle Eastern Studies must be reviewed and approved

Declaration of an Interdisciplinary Major

In lieu of declaring one major field of study, degree candidates may declare an individually designed interdisciplinary major before the end of the first semester of the junior year or prior to enrollment in the final 45 credits. Should degree candidates declare an interdisciplinary major as a second major, they may do so up to the first semester of the senior year.

Students who wish to declare an interdisciplinary major must complete the Declaration of Major form and submit a program proposal that includes a statement describing educational goals sought, and the sequence of courses that would enable the student to achieve these goals. The course content must be focused upon a specific theme and must include a significant number of courses beyond the introductory level and a senior Capstone experience. The program proposal must be approved by a faculty advisor as well as by the Program Coordinator for Interdisciplinary Studies.

Selection of Minor

A student may choose a disciplinary and/or interdisciplinary minor area of study, either as an alternative field of specialization or for intellectual enrichment. Generally, a minor consists of 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. In addition, departments and programs may restrict certain major/minor combinations.

Successful completion requires a minor GPA of 2.0.

Students may declare up to two minor areas of study.

To declare or change a minor a student must submit a Minor Declaration Form, signed by the appropriate minor program advisor to the Registrar's Office. Minor Declaration Forms are available on myHill and in the Registrar's Office. Students wishing to create an interdisciplinary minor will also be required to submit an additional application which is available in the Program Coordinator for Interdisciplinary Studies' Office.

Invalid Double Minor Combinations

MINORS	MAY NOT DOUBLE MINOR WITH
Arabic	Middle Eastern Studies must be reviewed and approved
Art History	
Asian Studies	History must be reviewed and approved
Anthropology	
Astronomy	Physics
Biochemistry	Biology, Chemistry
Biology	Biochemistry, Environmental Sciences & Studies
Business Administration	Entrepreneurship, Management Info Systems, Sport Commerce & Culture must be reviewed and approved
Catholic Studies	Religious Studies, Theology; Gender/Sexuality Studies, History, Middle Eastern Studies must be reviewed and approved
Chemistry	Biochemistry
Cinema Studies	English must be reviewed and approved
Communication	
Criminology	
Creative Writing	English
Computer Science	Data Analytics
Dance	
Data Analytics	Computer Science
Digital Humanities	Digital Media Production
Digital Media Production	Digital Humanities
Economics	
Early Childhood Education	Elementary Education, Education Studies
Elementary Education	Early Childhood Education, Education Studies
Education Studies	Early Childhood Education, Elementary Education
English	Creative Writing; Cinema Studies, Gender/Sexuality Studies must be reviewed and approved
Entrepreneurship	Business must be reviewed and approved
Environmental Studies	Biology
French	
German	
Gender & Sexuality Studies and approved	Catholic Studies, English, History, Religious Studies, Sociology, Theology must be reviewed
Graphic Design	
Healthcare Administration	
History	Asian Studies, Catholic Studies, Gender/Sexuality Studies, Latin American Studies must be reviewed and approved
Interdisciplinary Studies	All must be individually reviewed and approved
Italian Studies	
Journalism	
Latin American & Carib. Studies	Spanish; History must be reviewed and approved
Mathematics	

Middle Eastern Studies	Catholic Studies, Religious Studies, Theology must be reviewed and approved
Management Information Systems	Business must be reviewed and approved
Music	Music Technology
Music Technology	Music
Philosophy	
Photonics	Astronomy, Physics
Physics	Astronomy, Photonics
Political Science & International Studies	Public Policy
Public Policy	Political Science & International Studies
Religious Studies	Catholic Studies, Theology; Gender/Sexuality Studies, Middle Eastern Studies must be reviewed and approved
	Gender/Sexuality Studies must be reviewed and approved
Sociology	Latin American & Caribbean Studies
Spanish	Business must be reviewed and approved
Sport Commerce & Culture	
Studio Arts	
Theatre Arts	
Theology	Catholic Studies, Religious Studies; Gender/Sexuality Studies, Middle Eastern Studies must be reviewed and approved

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.

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 62 credits taken at Stonehill:

Cum Laude: 3.50

Magna Cum Laude: 3.70

Summa Cum Laude: 3.90

Stonehill College Academic Honor Code, Policy and Procedures

Academic Honor Code

In the context of a community of scholarship and faith and anchored in a belief in the inherent dignity of each person, the students, faculty, staff and administration of Stonehill College maintain an uncompromising commitment to academic integrity. We promote a climate of intellectual and ethical integrity and vigorously uphold the fundamental values of honesty, trust, fairness, and responsibility while fostering an atmosphere of mutual respect within and beyond the classroom. Any violation of these basic values threatens the integrity of the educational process, the development of ideas, and the unrestricted exchange of knowledge. Therefore, we will not participate in or tolerate academic dishonesty.

Academic Integrity Policy

All 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 faculty member or to the Director of Academic Services & Advising or designee.

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.

Each year, the Provost & Vice President for Academic Affairs is responsible for maintaining and publishing a set of procedures relative to the Academic Integrity Policy. These procedures are available through the Office of Academic Services & Advising.

Authority

1. The Provost & Vice President for Academic Affairs is responsible for the overall administration of the Academic Honor Code. Under the direction of the VPAA, the Director of Academic Services & Advising or designee has been charged with the day-to-day responsibility for the administration of the Academic Honor Code, including the development and execution of all procedural rules related to academic integrity. The Director of Academic Services & Advising or designee is also responsible for protecting the rights of all parties involved throughout the entire hearing process. All Academic Integrity Reports will be held in confidential files in the Office of Academic Services & Advising.
- 2.
3. The Director of Academic Services & Advising or designee gives each faculty member the right to approach a student suspected of violating the Academic Integrity Policy to determine if a violation has occurred, and if so, decide the appropriate sanction for the violation.
- 4.
5. The Director of Academic Services & Advising or designee gives authority to the Academic Integrity Board (AIB) to conduct hearings on alleged violations of the academic integrity policy when an agreement cannot be reached between the faculty member and student regarding the violation or the sanction.
- 6.
7. The Director of Academic Services & Advising or designee gives authority to the Academic Appeals Board (AAB) to hear appeal cases regarding violations of the academic integrity policy.

Academic Hearing Boards

The purpose of the Academic Integrity Board (AIB) is to review statements from a charged student, the faculty member, and witnesses with knowledge of the incident when there is a dispute over either the alleged violation or sanction. The AIB determines 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, faculty, and administrators. Because these hearings must occur soon after the alleged event, a representing group of faculty and students will be trained so that a quorum of five AIB members can be present to conduct a hearing. The Board will be comprised of two faculty, two students, and the Director of Academic Services and Advising or designee who serves as chair of the Board. The Director of Community Standards serves as an “ex officio” member of the Board, ensuring appropriate procedures are followed. Members of the College community may nominate student members of AIB. 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. Members of the AIB may not serve on the Academic Appeals Board.

The Academic Appeals Board (AAB) is charged with hearing all requests for appeals resulting from an AIB hearing. A quorum of three AAB members must be present to conduct a hearing. The AAB is comprised of one faculty member and one student representative, chaired by the Associate Provost for Diversity, Assessment, and Faculty Development. Members of the College community may nominate student members for the AAB. From these nominations, the Student Government Association will appoint students to serve on the AAB for the following academic year. The Faculty Senate will appoint one faculty from each division and fill any vacancies during the year by appointment. Members of the AAB may not serve on the Academic Integrity Board. It is expected that all hearing board members be impartial. All decisions by the AIB and AAB will be arrived at by a simple majority vote. The chairperson will vote only in case of a tie. All board findings are reviewed by the Provost & Vice President of Academic Affairs before being released.

To participate on either board, all members must complete a training process. The term of office for appointed AIB and AAB board members will be two years for faculty members and one year for students. There are no specific term limits for board members. Student members of the AIB and AAB must be full-time students in good academic and disciplinary standing. If a student member does not maintain good academic or disciplinary standing, he or she will be removed from the AIB or AAB

for that academic year. A member of the AIB or AAB may be removed from the Board for non-fulfillment of duties essential to the position. A majority vote of the members is required for removal.

Charged students are required to attend all hearings related to academic integrity violations. Hearings are not open to the public and are confidential in nature. Therefore, friends, parents, siblings, or legal counsel may not be permitted in the room where the hearing takes place but may wait nearby for support purposes. However, charged students are encouraged to be advised by an advocate during the process, which is defined as a faculty member, staff member or member from the student body who is not an attorney.

In the absence of a functioning AIB or AAB, such as before the appointment of members or at the end of an academic semester, the Director of Academic Services & Advising or designee may appoint an impartial group of faculty, administrators, and students to review the case.

Academic Integrity Procedures

When a faculty member suspects a violation of the Academic Integrity Policy, the faculty member meets privately with the student (in person, or by phone with email documentation, if a face-to-face meeting is impossible, as can happen at the end of a semester) as soon as possible but within five business days of discovering the alleged violation, presents the evidence, and asks for an explanation. Specific time limits within the process may be extended for reasonable cause at the discretion of the Director of Academic Services & Advising or designee. Faculty who are aware of a prior violation either directly or indirectly must limit their navigation of the procedures below to each individual infraction or make no reference to a prior offense. The faculty member and the student may arrive at one of the following conclusions:

A. Both agree that violation did not occur, and the case is dismissed. No written report is necessary.

B. Both agree that the action was an unintentional matter resulting from miscommunication or lack of understanding.

The faculty member and student agree to a limited sanction (e.g. a reduction in the grade for the assignment, a requirement to rewrite and resubmit the assignment and/or the requirement that the student schedule an appointment with the Writing Center personnel for assistance on proper procedure, etc.) within five business days of their initial meeting. Reporting of the incident to the Director of Academic Services & Advising is left to the discretion of the faculty member. If reported, the faculty member provides an informal/formative or formal letter to the Director of Academic Services & Advising or designee who will review all reports to determine if a repeat offense has occurred. Refer to sections C and D for additional information on informal/formative and formal letters.

C. Both agree that an academic integrity incident did occur but that the incident is not serious enough to be considered a formal academic performance or conduct violation. Within five business days of their initial meeting the faculty member imposes developmental, educational, and course outcomes; and provides an informal/formative letter, which describes the incident and outcomes to the student and to the Director of Academic Services & Advising.

An informal/formative letter is a temporary record created by a faculty member and does not constitute action by the College. The letter allows the faculty member to address an academic integrity incident through guidance and accountability within the faculty-student relationship. An informal/formative letter is not considered part of a student's permanent academic record and is destroyed either after graduation or one year after the student has voluntarily withdrawn from the College. If the student authorizes the release of college disciplinary records to a third party (such as an undergraduate college, graduate school, employer, etc.), an informal/formative letter is not disclosed. Prior to its being destroyed, an informal/formative letter is disclosed only under the following circumstances:

a. With the relevant members of the Academic Integrity or Academic Appeals Board in the case of a repeated violation of the Academic Integrity Policy; or

b. 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.).

D. Both agree that an academic integrity incident did occur and that the incident is serious enough to be considered a formal academic performance or conduct violation. Within five business days of their initial meeting the faculty member imposes developmental, educational, and course outcomes; and provides a formal letter that describes the incident and outcomes to the student and to the Director of Academic Services & Advising.

A formal letter is an academic discipline record that is destroyed seven years post-graduation. Prior to its being destroyed, a formal letter is disclosed only under the following circumstances:

a. With the relevant members of the Academic Integrity or Academic Appeals Board in the case of a repeated violation of the Academic Integrity Policy;

b. Upon request of the student (often as part of the application and/or admission process to graduate and professional schools, jobs, service programs, etc.); or

c. 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.).

E. The faculty member and student are not able to reach an agreement about either the violation or the sanction. The faculty member is then required to submit, within five business days from when the initial meeting occurred with the student, an Academic Integrity Incident Report to the Director of Academic Services & Advising or designee who will send a copy of the report to the student. The Director of Academic Services & Advising or designee will refer the case to the AIB.

F. In the case of a repeat violation The Director of Academic Services & Advising or designee will call a hearing of the Academic Integrity Board. The AIB will be charged with reviewing all relevant facts and documentation from each infraction to determine the appropriate sanction.

In cases where the personal safety of a faculty member is a concern, the faculty member may either request a third party to be present when meeting with the student or may report the violation directly to the chair of the AIB or designee without prior discussion of the incident with the student.

The student and faculty member involved will be contacted by the chair of the AIB to arrange a date, time and place of the hearing through a written notice. During this contact, the faculty member and student can recommend witnesses.

At the discretion of the Chair of the AIB, the details of the violation and incident report can be shared with recommended witnesses. The Chair of the AIB has the authority to reject recommended witnesses as well as invite other witnesses deemed only to be relevant to the case in question.

Formal AIB hearings will be conducted as soon as possible but no sooner than two business days nor more than ten business days after the charged student has been notified.

Specific time limits within the process may be extended for reasonable cause at the discretion of the Director of Academic Services & Advising or designee. A notification of an extension in the allowed timeline will be shared with all faculty, witnesses, victims and the accused student by email.

Based on the guidance provided by the Family Educational Rights and Privacy Act (FERPA), faculty members must respect the student's right to privacy during this process. Discussion of any matters related to the event that would violate the student's privacy should be avoided. Faculty members seeking advice from others should not use the names of the alleged students and should be careful not to reveal confidential information. Faculty are permitted to share relevant details of the alleged infraction on a need to know basis with other instructors who are considered partnered with the course where the violation took place, such as in the case with a Learning Community, lab/lecture pairing or other team-taught environments. Designated staff members in the Office of Academic Services & Advising are available for confidential consultation.

During the investigative period before an AIB or AAB hearing, the Director of Academic Services & Advising as well as the designated Chair of each committee has the right to share information about the case with relevant parties on a need to know basis as defined by FERPA.

Students Rights to formal AIB and AAB Board Hearings

A charged student will be considered notified of the charges once the Academic Integrity Incident Report has been mailed to the student's local, campus, or home address on file with the College.

A student charged with allegedly violating the Academic Integrity Policy will be entitled to:

1. Be notified of the date, time and place of the formal discipline hearing, as well as the names of the witnesses (if applicable) called to the hearing;
2. Receive notice of the fact that failure to appear for a formal hearing may result in the hearing being conducted in the absence of the charged student;
3. Provide in writing the names of witnesses with knowledge of the incident that may appear at a formal discipline hearing on his/her behalf to the Director of Academic Services & Advising or designee, within twenty-four hours of the hearing. Character witnesses are not permitted;

4. Be notified of the fact that he/she may request additional information about the Academic Honor Code;
5. Challenge the composition of the hearing board with cause;
6. Present his/her case;
7. Decline to answer any questions or make any statements during a formal board hearing. Such silence will not be used against the charged student; however, the outcome of the formal hearing will be based upon the information or lack thereof presented at the hearing;
8. Be advised by an advocate, who is defined as a faculty member, staff member or member of the student body who is not an attorney.
9. Be informed in writing of the decision and sanction, if any, within three business days of a hearing; and
10. Request an appeal of the decision resulting from an AIB hearing within five business days of receiving the decision in writing. A charged student is entitled to one appeal.

In cases where the AIB is meeting because of a student's second (or repeat) infraction, the AIB will meet independently with the student to review all prior violations and determine the appropriate sanction.

In cases where the personal safety of a faculty member is a concern, the faculty member may either request a third party to be present when meeting with the student or may report the violation directly to the Director of Academic Services & Advising or designee without prior discussion of the incident with the student.

The student and faculty member involved will be contacted by the chair of the board to arrange a date, time and place of the hearing through a written notice. During this contact, the faculty member and student can recommend witnesses.

Formal hearings will be conducted as soon as possible but no sooner than two business days nor more than ten business days after the charged student has been notified.

Academic Integrity Board Hearings Procedure

The order of Academic Integrity Board hearings will proceed as follows:

1. Introduction of the Board Members and hearing participants
2. Charged student's opportunity to challenge member(s) of the Academic Integrity Board for bias;
3. Review and signing of the Honesty Statement;
4. Reading of the alleged violations(s);
5. Charged student's plea;
6. Faculty member's statement;
7. Charged student's statement;
8. Witness' statement(s) (If applicable);
9. Person who believes he/she was the victim of the student's Academic Integrity Violation (If applicable);
10. Faculty member's closing statement;
11. Charged student's closing statement;
12. Dismissal of hearing participants;
13. Discussion and decision making in closed session; and
14. Students may be invited to wait outside (time permitting) to be notified of the sanction in person.

Sanctions

Faculty members and hearing boards review cases on their own individual merit and determine appropriate sanctions.

Possible sanctions can include but are not limited to one or more of the following: warning, reduction or loss of credit for the assignment, rework of the assignment, failure of the course, formal letter, separation from the College, and dismissal from the College.

Sanctions of separation or dismissal from the College may only be imposed by the AIB and AAB. For an egregious academic integrity violation, the Board may separate or dismiss the student from the College. The Board may also separate the student from the College because of repeated academic integrity violations. If a student has already been separated for an academic integrity violation, has been re-admitted, and has committed another academic integrity violation, the AIB may permanently dismiss the student from the College. In the case of a student with repeated academic integrity violations, these violations will only be considered when a decision has been made about the current violation and a sanction for the current violation has been determined.

The Director of Academic Services & Advising or designee may impose interim restriction(s) upon a student pending a formal board hearing. Interim restrictions become effective immediately without prior notice whenever the Director of Academic Services & Advising or designee believes the student may cause serious disruption to the College community.

Interim restrictions may include: separation from the College; restriction of communication with named individuals within the College community; or the restriction from attending a class.

Whenever reasonably possible, a meeting between the charged student and Director of Academic Services & Advising or designee will be held prior to the imposition of interim restrictions. The charged students will have the opportunity to meet with the Director of Academic Services & Advising or designee to present his/her version of the facts, and to indicate why interim restrictions should not be imposed. Following this meeting, the decision of the Director of Academic Services & Advising or designee will be final.

Appeals

If a student and faculty member both agree that a violation did occur and they are able to come to an agreement on an appropriate sanction, then this outcome may not be appealed. A charged student or faculty member may submit a request for an appeal of a decision or sanction resulting from the AIB hearing no later than five business days after receiving written notice of the decision or sanction. Then the following process will be used:

1. A request for an appeal is to be submitted in writing to the Director of Academic Services and Advising or designee.
2. The Director of Academic Services & Advising or designee will refer the request within ten (10) business days to the Associate Provost for Academic Assessment & Faculty Development. The Associate Provost for Academic Assessment & Faculty Development will convene and chair the AAB within ten (10) business days.
3. Appeals will be considered based on the following criteria:
 - a. Failure to follow the stated processes or procedures that significantly prejudices the outcome;
 - b. Insufficient or inappropriate evidence used to justify a decision; or
 - c. Unjustified sanction
4. In reviewing the request, the AAB may:
 - a. Determine there are no grounds for the appeal, thus upholding the AIB decision;
 - b. Refer the case to the AIB that originally heard the case for re-consideration of special issues;
 - c. Change the original decision or sanction after reasonable review of the appeal request and the decision rationale of the AIB; or
 - d. Determine the appeal request merits a formal appeal hearing and schedule a hearing no later than ten (10) business days from the date the request is reviewed. Typically, a formal appeal hearing would not be granted unless significant prejudices result from deviations of designated procedures.
5. All decisions, once realized by the AAB, are binding.

Academic Discipline Records

Academic discipline records are educational records maintained in the Office of Academic Services & Advising. 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:

- a. With the relevant members of the Academic Integrity or Academic Appeals Board in the case of a repeated violation of the Academic Integrity Policy;
- b. Upon request of the student (often as part of the application and/or admission process to graduate and professional schools, service programs, etc.); and
- c. 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.

Interpretation and Revisions

Any questions of interpretation or application of the Academic Integrity Procedures will be referred to the Director of Academic Services & Advising or designee for determination.

Credit Earned Away from Stonehill

Transfer of Credit

Stonehill College accepts transfer credits from other institutions of higher learning with three basic considerations:

The educational quality of the learning experience being transferred in;
the comparability of the nature, content, and level of the learning experience earned to Stonehill College's academic programs; and
appropriateness and applicability of the credit earned considering the student's educational goals.
Educational quality is partly ensured by the requirement that transferred credit must be from accredited institutions. Comparability of the nature, content, and level of credit earned is ensured by thorough research into the content of each transferable course and through established articulation agreements with community colleges and other partnering institutions. Appropriateness and applicability of the credit earned is ensured by close consultation and coordination with the academic department chairs, Assistant Dean of General Education, the General Education Advisory Committee, Office of International Programs, and the Registrar's Office.

Transfer Credit Requirements

Transfer credit is only granted for college-level, credit-bearing courses taken at other institutions whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA) or Department of Education (DOE), regardless of delivery method (e.g. on-line courses, hybrid courses, MOOCs, etc.). Credits may also be awarded through the College Board Advanced Placement Exam Program, International Baccalaureate Program or through approved abroad programs. Please note that Stonehill does not currently accept transfer credits from schools accredited by the Academic Council for Independent Colleges and Schools (ACICS).

Credit will only be granted for courses in which the student has received the equivalent of a grade of "C" or better. An earned grade of "C-" or below will not transfer. However, 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" (2.00 at Stonehill) or better. Pass/Fail courses will only be accepted in transfer if the official transcript indicates that a passing grade is the equivalent of a "C" or better.

In order to qualify for a Stonehill degree, a transfer student is required to complete at least 50% of their credits at the College, with their final two semesters taken at Stonehill or in a Stonehill sponsored program. At least 50% of courses required by the Stonehill General Education Cornerstone Program, a major, or minor must be taken in residency at Stonehill or through a Stonehill sponsored program. Individual academic departments may further restrict which major or minor courses may be transferred into Stonehill College.

Only credit hours are transferred. Transfer grades are not recorded on the Stonehill transcript and are not included in the computation of the cumulative grade-point-average. Credits transferred in from quarter hour, trimester, or other non-semester hour institutions may be adjusted to make them equivalent to a Stonehill semester-hour credit.

Students wishing to take and transfer in courses from another institution after initial matriculation at Stonehill must have the courses pre-approved by the Registrar's Office. Courses taken abroad must be pre-approved by the Office of International Programs.

Students are required to provide the Stonehill College Registrar's Office with an official copy of the transfer school's transcript, or official Advanced Placement or International Baccalaureate test scores before credits will be transferred. In some cases, course descriptions and/or a course syllabus will be required to ascertain course equivalency.

The Registrar's Office, in consultation with the appropriate academic departments, makes the final determination of the applicability of courses in transfer; however:

- credit will only be granted for courses that are comparable in nature and content to courses and credits offered through Stonehill College programs;
- credits may only be accepted in transfer toward completion of major or minor requirements with approval from the appropriate Department Chairperson or Program Director; and
- credits may only be accepted in transfer toward completion of General Education requirements with the approval of the Assistant Dean of General Education and/or the chairperson of the Department of Foreign Languages, for courses fulfilling the language requirement.

Transferring in General Education Requirements

Generally, transfer credit (including Advanced Placement credit (AP), International Baccalaureate credit (IB), and Dual Enrollment credit) may be applied toward the General Education Cornerstone Program curriculum if the transferred credit satisfies the requirements of a course within the Cornerstone Program and is identified as such in the Hill Book. (e.g., a student who receives transfer credit for BIO 101 Biological Principles I, which presently fulfills the Natural Scientific Inquiry requirement in the Cornerstone Program, will also have fulfilled the Natural Scientific Inquiry requirement).

- Transfer students with first year standing (fewer than 25 credits) must complete all General Education requirements, except for those fulfilled through approved transferred courses.
- Transfer students with sophomore standing (transferring in 25-55.9 credits) are exempt from the First-Year Seminar requirement but must complete all other General Education requirements, except for those fulfilled through approved transferred courses.
- Transfer students with junior standing (transferring between 56-62 credits) are exempt from the First-Year Seminar and Learning Community requirements but must complete all other General Education requirements, except for those fulfilled through approved transferred courses.

Since students must complete at least 50% of their credits (62) at Stonehill, a student may not transfer in at a level higher than junior standing.

Transferring in Advanced or Occupational Military Training

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).

Stonehill does not grant transfer credit for:

- completion of the College Level Examination Program (CLEP) exam;
- life experience;
- remedial courses below the 100-level or college transition/study skills courses;
- directed or independent study/research and internships, unless taken as part of a Stonehill sponsored program or abroad experience; or
- courses taken in the natural and computer science more than 10 years ago.

International Study Transfer Credits

Students who are approved for the Study Abroad Program by the Director of International Programs must obtain pre-approval for all academic courses they are planning to take at the international educational institution. Students must complete the Study Abroad Course Approval Form during the semester before they leave to be eligible to transfer credit back to Stonehill College.

Students who take courses abroad to fulfill a major and/or minor departmental requirement(s) or departmental elective(s) must have those courses pre-approved by the respective department chair.

Courses taken for general elective credit must be pre-approved by the Office of International Programs.

Courses taken abroad to fulfill General Education Cornerstone Program requirements must be pre-approved by the Assistant Dean of General Education and/or the Chairperson of the Department of Foreign Languages, if fulfilling the language requirement

Students are required to provide the Stonehill College Registrar's Office with an official copy of the transfer school's transcript before credits will be transferred so students should request international transcripts early to allow for adequate time for delivery and processing.

Advanced Placement (AP) and International Baccalaureate (IB) Credit Policies

Stonehill College participates in the Advanced Placement Program administered by the College Entrance Board. Each academic department establishes its own criteria for awarding placement and credit for Advanced Placement. A maximum of three (3) credits are awarded for test scores of 4 or 5 based on the Advanced Placement equivalency chart below.

Stonehill College also recognizes the level of academic achievement represented by the successful completion of coursework in the International Baccalaureate (IB) program. Stonehill will award up to six (6) credits of transfer credit for each Higher Level (HL) exam with a score of 5, 6, or 7. Credit will not be given for Standard Level (SL) examinations.

Students who have taken both AP and IB examinations in the same subject area may not receive credit for both.

Students who are granted Stonehill College credit for AP or IB examinations are not allowed to enroll in introductory courses in the same area(s) in which credit has been granted.

A maximum of 18 credits may be transferred in combination of AP and IB examinations.

Scores

To receive credit, students who have completed AP or IB examinations must request that an official score report be sent to the Registrar's Office at:

Stonehill College
c/o Registrar's Office
320 Washington St.
Easton, MA 02357

Stonehill College's CEEB Code is 3770

AP Scores can be viewed and requested at <https://apscore.collegeboard.org/scores/>

IB Scores can be viewed and requested at <https://www.ibo.org/>

Advanced Placement and Credit Awards

Advanced Placement Course	Score	Stonehill Equivalent	Credits
Art and Design Program (Drawing, 2D & 3D Design)	4 or 5	Studio Arts Elective (VPS 800)	3
Art History	4 or 5	Art History Elective (VPH 800)	3
Biology	4 or 5	Biology Elective (BIO 800)	3
Calculus AB	4 or 5	Calculus I (MTH 125) or Math Elective	3
Calculus BC	4	Calculus I (MTH 125) or Math Elective	3
Calculus BC	5	Calculus II (MTH 126) and waiver of Calculus I (MTH 125)	3
Chemistry	4 or 5	General Chemistry (CHM 113) or Chemistry Elective Chemistry 113 fulfills the Natural Scientific Inquiry requirement	3
Chinese Language & Culture	4 or 5	Advanced Chinese II (CHN 332) and waiver of Advanced Chinese I (CHN 331) Fulfills the Foreign Language requirement	3
Comparative Government and Politics	4 or 5	Comparing States (POL 134)	3
Computer Science A	4 or 5	Computer Science I (CSC 103)	3
Computer Science Principles	4 or 5	Computer Science Elective (CSC 800)	3
English Language & Composition	4 or 5	General Elective (EL 800)	3
English Literature & Composition	4 or 5	General Elective (EL 800)	3
Environmental Science	4 or 5	Environmental Science Elective (ENV 800)	3
European History	4 or 5	European History Elective (HIS 800)	3
French Language & Culture	4 or 5	Advanced French II (FRN 332) and waiver of Advanced French I (FRN 331) Fulfills the Foreign Language requirement	3
German Language & Culture	4 or 5	Germany Today (GRM 333) and waiver of Germany Since 1945 (GRM 331) Fulfills the Foreign Language requirement	3
Human Geography	4 or 5	General Elective	3

Italian Language & Culture	4 or 5	Italian Conversation and Composition (ITA 252) and waiver of Italy: Language & Identity (ITA 251) Fulfills the Foreign Language requirement	3
Japanese Language & Culture	4 or 5	Advanced Japanese II (FOR 802) and wavier of Advanced Japanese (FOR 801)	3
Latin	4 or 5	Intermediate Latin II (LAT 232) and waiver of Intermediate Latin I (LAT 231) Fulfills the Foreign Language requirement	3
Economics - Microeconomics	4 or 5	Microeconomic Principles (ECO 176) Fulfills the Social Scientific Inquiry requirement	3
Economics - Macroeconomics	4 or 5	Macroeconomic Principles (ECO 178) Fulfills the Social Scientific Inquiry requirement	3
Music Theory	4 or 5	Music Theory (VPM 240)	3
Psychology	4 or 5	General Psychology (PSY 101) Fulfills the Social Scientific Inquiry requirement	3
Spanish Language & Culture	4 or 5	Advanced Spanish II (SPA 332) and waiver of Advanced Spanish I (SPA 331) Fulfills the Foreign Language requirement	3
Spanish Literature & Culture	4 or 5	Advanced Spanish II (SPA 332) and waiver of Advanced Spanish I (SPA 331) Fulfills the Foreign Language requirement	3
Statistic	4 or 5	Basic Quantitative Techniques (MTH 145) Fulfills the Statistical Reasoning requirement Fulfills the Statistics requirement for Business majors	3
U.S. Government & Politics	4 or 5	American Government & Politics (POL 123)	3
U.S. History	4 or 5	U.S. History Elective (HIS 800)	3
World History	4 or 5	World History elective (HIS 800)	3

International Baccalaureate Placement and Credit Awards

International Baccalaureate Course	Score	Stonehill Equivalent	Credits
Biology - High Level (HL)	5, 6 or 7	Two Biology Electives (BIO 800)	6
Business & Management - High Level (HL)	5, 6 or 7	First-Year Business Experience (BUS 101) and One Business Elective (BUS 800)	6
Chemistry - High Level (HL)	5, 6 or 7	General Chemistry I (CHM 113) and One Chemistry Elective (CHM 800)	6
Computer Science - High Level (HL)	5, 6 or 7	Two Computer Science Electives (CSC 800)	6
Dance - High Level (HL)		No Credit Offered	
Economics - High Level (HL)	5, 6 or 7	General Elective	6
English A1 - High Level (HL)	5, 6 or 7	Two General Electives (EL 800)	6
English B - High Level (HL)	5, 6 or 7	Two General Electives (EL 800)	6
Film - High Level (HL)	5, 6 or 7	Two General Electives (EL 800)	6
French B - High Level (HL)	5, 6 or 7	Advanced French I (FRN 331) and Advanced French II (FRN 332) Fulfills the Foreign Language requirement	6
Geography - High Level (HL)	5, 6 or 7	Two Environmental Electives (ENV 800)	6

German B - High Level (HL)	5, 6 or 7	Germany Since 1945 (GRM 331) and Germany Today (GRM 333) Fulfills the Foreign Language requirement	6
History (Europe) - High Level (HL)	5, 6 or 7	Two History 200-Level Electives (HIS 800)	6
Information Technology in Global society - High Level (HL)	5, 6 or 7	Management Information Systems (BUS 310) and One Business Elective (BUS 800)	6
Mathematics - High Level (HL)	5, 6 or 7	Calculus I (MTH 125) and Calculus II (MTH 126) or Electives	6
Music - High Level (HL)		No Credit Offered	
Physics - High Level (HL)	5, 6 or 7	Basic Physics I (PHY 101) and Basic Physics II (PHY 102)	6
Philosophy - High Level (HL)		No Credit Offered	
Psychology	5, 6 or 7	Two Psychology Electives (PSY 800)	6
Spanish B - High Level (HL)	5, 6 or 7	Advanced Spanish I (SPA 331) and Advanced Spanish II (SPA 332) Fulfills the Foreign Language requirement	6
Social & Cultural Anthropology - High Level (HL)	5, 6 or 7	Two Sociology Electives (SOC 800)	6
Visual Arts - High Level (HL)		No Credit Offered	

The High School/College Dual Enrollment Policy

Stonehill College credit may be granted for courses taken while a student attended high school provided:

- the course was taught on the campus or on-line at the regionally accredited college or university issuing the credit and official transcript;
- the course was taught by a regular member of the college or university faculty;
- the course was a regular part of the curriculum for and open to that institution's degree-seeking students and published in the college or university catalog;
- the course was worth at least three semester-hour credits or four quarter-hour credits;
- the student received a grade of "C" or better; and
- the course must be comparable in nature and content to courses and credits offered through Stonehill College programs.

General Education Cornerstone Program credit will be awarded at the discretion of the Assistant Dean of General Education.

Students are required to provide the Stonehill College Registrar's Office with an official copy of the transfer school's transcript, the completed Request for College Credit Form, and course description or syllabus of each course for which the student is requesting credit to ascertain course equivalency.

Transcript Requests

In order to protect a student's right to privacy, a transcript can be released by the Registrar's Office only at the written request of the student. Requests for transcripts must be made in writing to the Registrar's Office and will not be accepted by telephone. Emailed requests will also not be accepted, except in cases where a scanned transcript request with student's signature is attached to the email. To obtain an on-line transcript request form, go to: <http://www.stonehill.edu/offices-services/registrar/>.

In accordance with the usual practice of colleges and universities, official transcripts normally are mailed directly by the College, not transmitted by the student. A transcript is official when it bears the seal of the College and the signature of the Registrar. Students may request unofficial transcripts for personal use. Transcripts will be issued only when all financial obligations to the College have been satisfied.

GRADUATE POLICIES AND PROCEDURES

GRADUATE PROGRAMS

Stonehill College offers a small portfolio of graduate program and confers degrees in the following: Master of Education in Inclusive Education, Master of Science in Marketing, Master of Arts in Integrated Marketing Communications, and Master of Professional Studies in Data Analytics.

MASTER'S DEGREE REQUIREMENTS

Advising

An entering graduate student should meet with the graduate program director as soon as possible after arrival on campus. The program director will:

- Help design and then approve the student's complete program leading to the master's degree.
- Monitor the student's progress toward the degree, which must be completed within a five-year time period in most programs (See Time for Limit for Degree Completion).
- General Requirements for the master's degree

To be recommended for a master's degree, a candidate must satisfy all requirements of the College and the specific requirements of the program in which he or she is enrolled. The requirements of the College are listed below, and the specific requirements established by the various programs may be found in the section describing the particular programs.

A candidate for the master's degree must complete the following within seven years of matriculation in order to receive the degree:

1. A course of study designed by the department in which he or she is enrolled and approved by the College. The course of study must have a minimum of 30 credit hours of graduate work including, where applicable, a capstone or project in the student's chosen field.
2. A student must successfully complete a practicum or field experience requirement for his or her master's program if required by the program.
3. Satisfactory grades in all subjects offered for the degree must be earned (See Academic Standing).
4. All financial obligations, including tuition, fees, and expenses, must be satisfied as evidenced by the Office of Student Accounts.
5. Research Option for the Master's Degree

If required by the program, a student must complete a master's project or a capstone. The proposal must be approved by the department/program in which the student is enrolled and the final project or thesis must be of graduate level quality.

Project/Capstone

The project must consist of a scholarly investigation, such as a review, report, synthesis, design, or experiments in the student's field resulting in a comprehensive written document. Each project/capstone is awarded only three credits and is intended to be completed within the time limit of one semester. If the work for a project is not completed by the end of the semester, the instructor will give the student an Incomplete which is to be treated the same as an incomplete for a regular course.

GENERAL POLICIES FOR GRADUATE STUDENTS

Each graduate student is subject to two sets of academic regulations - those of the College as a whole, in designated sections of the Hill Book and amended for graduate students in this section, and the academic rules of the college and program in which he or she is enrolled. The academic rules of college and programs are listed in the designated sections of the Hill Book.

Undergraduate Credit for Graduate Courses

A qualified senior may take a course at the 500 level for undergraduate credit in accordance with the policy and procedures of the department in which the course is offered. The grade received in any such course is used in calculating the

undergraduate's cumulative grade point average. If a student matriculates into a graduate program the graduate course will be waived but no credit will be earned. This waiver is subject to approval by the graduate program director. At no time may grades computed in an undergraduate GPA be used toward a graduate GPA.

Full-time study

Full-time study is defined as nine (9) credits or three (3) courses per semester.

Part-time study

Part-time study is defined as three-six (3-6) credits or one-two (1-2) courses per semester.

ADMISSIONS POLICIES AND PROCEDURES

General Admissions Requirements

The general requirements for admission to graduate study at the college are listed below.

1. The applicant must show official evidence of having earned a baccalaureate degree or its U.S. equivalent from an accredited college or university. If an international transcript does not adequately demonstrate that an applicant has the equivalent of an American bachelor's or master's degree, the Office of Graduate Admissions will require such verification by an independent service.
2. The degree must have been earned with a satisfactory scholastic average to demonstrate that the applicant has had adequate preparation for the field in which graduate studies are to be undertaken.
3. The Commonwealth of Massachusetts requires that all full-time graduate students (9 or more credits) must be immunized against measles, mumps, rubella, tetanus, and diphtheria. Director of Health Services.

Program Requirements

Each program may have additional requirements mandated by the unique nature of its programs. It is the responsibility of the graduate student to be aware of the minimum requirements of the college and, in addition, to fulfill the special requirements of the particular program in which he or she is enrolled.

Masters Application Information

Below you will find a checklist of the application materials required for admission into the graduate programs at Stonehill College.

- Online application
- Written personal statement
- 2 Letters of recommendation
- Transcripts
- Resume
- MTEL (Education only)
- Interview (Education Only)
- Additional Requirements, if applicable

All required documents listed about can be submitted through the online application with the exception of Official transcripts and additional requirements listed below.

Official Transcripts should be mailed directly to Stonehill from the undergraduate institution in which you earned a Bachelors degree. We also require transcripts from any post-baccalaureate or graduate coursework that you have completed.

If your transcript is not in English, provide a notarized translation of it.

If you're enrolled in a degree program when you apply, submit your transcript of the courses you've taken to date. Submit your final official transcript once you've completed the degree program.

Your transcripts need to be:

- Conferred by regionally accredited colleges or universities
- Original documents bearing the official institutional stamp
- Received by the Office of Graduate Admission in envelopes sealed by the sending Institution, or sent electronically directly from the institution

Additional Requirements

A Foreign Credential Evaluation- We require a foreign credential evaluation for any candidate who earned a degree from an institution located outside of the U.S. Please use World Education Services (WES): www.wes.org or Center for Educational Documentation (CED): www.cedevaluations.com. We require a Course by Course evaluation.

Proof of English Proficiency- If you are an International Student and English is not your native language we require a TOEFL or IELTS

Stonehill will seek candidates with a TOEFL score of 90 or greater or an IELTS of 7.0 to assure sufficient preparation for the academic challenge of the program. Additionally, the college will consider candidates sub-scores to assure sufficient preparation among all measures of English proficiency.

While U.S. Citizens and Permanent Residents whose native language is not English are not required to submit the TOEFL or IELTS, applicants are welcome to do so to better demonstrate their English proficiency.

Application Deadline

Stonehill College Office of Graduate Admission accepts application on a rolling basis. However, some programs have fixed application deadlines. Consequently, the applicant is strongly urged to contact the Office of Graduate Admission to determine the last date on which applications may be received.

GRADUATE NON-DEGREE STATUS

Prospective students with Bachelor's degrees may take up to two (2) courses for graduate credit on a non-degree basis. If a candidate intends on applying to a graduate program, it is strongly recommended that students complete the admission process before completing more than two (2) courses or a total of six (6) credits. Stonehill College requires that non-degree seeking students complete an abbreviated version of the application. Stonehill College does not guarantee the acceptance of credits earned prior to formal admission since the coursework may not be applicable to the program requirements.

Refer to "Masters Application Information" for Admission requirements.

GRADUATE GRADING SCALE

The College uses the following system of letter grades and quality points to evaluate student performance.

Grade	Definition	Quality Points Per Credit Hour
A	Excellent , work that is of the highest standard, showing distinction and meets acceptable standard for graduation	4.00
A-		3.70
B+	Good , work that is of high quality and meets acceptable standard for graduation	3.30
B		3.00
B-	Satisfactory , work that fulfills requirements in quality and quantity and meets acceptable standard for graduation	2.7
C+	Unsatisfactory , for required or core coursework and does not meet acceptable standard for graduation Acceptable only for one elective course and meets acceptable standard for graduation	2.3
C	Unsatisfactory , work that does not fulfill requirements or meet acceptable standard for graduation, and considered failing grade for required graduate coursework	2.00
C-		1.70
D+		1.30
D		1.00
F	Failure , work undeserving of credit	0.00
IF	Incomplete/Failure	0.00
AU	Audit, no credit earned	
I	Incomplete	

P	Pass	
S	Satisfactory	
U	Unsatisfactory	
W	Withdrew	

Administrative Grades:

IP In Progress
NS Not Submitted

Grades of "AU", "I", "P", "S", "U", and "W" are not assigned quality points and are not included in the computing of the quality-point average.

An "IF" (Incomplete/Failure) is issued when a student has failed to meet the 30-day deadline for completing the work in an incomplete ("I") course. An "IF" is assigned 0.00 quality points and is calculated as an "F" when computing the 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 a grade was not submitted by the instructor by the final grading deadline. The "NS" will be replaced with a final grade upon receipt from the course instructor. Quality points are not assigned, and the NS grade is not included in the computing of the grade-point average.

Grade-Point Average:

The Semester grade-point average is based on all courses taken in that semester, including failures. It is calculated by (1) multiplying credits for each course by quality points assigned to each grade earned; (2) totaling points earned for all courses; and (3) dividing total points by the number of credits attempted.

Cumulative grade-point average is calculated in the above manner for all courses taken at Stonehill College, including failures. Grades earned in courses accepted in transfer, or in courses approved to be taken at other colleges, are not calculated in either the semester or the cumulative grade-point average.

The student who fails a course can secure credit for the course only by repeating and passing it. A student must repeat a course if the grade is below a B- if the course is required in the program. Students also have the option of repeating elective courses if the grade is below B-. Please see Graduate Course Repeat Policy.

GRADUATE REPEAT POLICY

- Students may repeat any regular graduate course when they have received a grade below B- or in order to improve their grade. Exceptions to this policy include internships, Directed Studies, Independent Studies, and courses already designated as repeatable under different topics. Topics courses may be repeated to improve the grade only when the second iteration of the course is offered under the same title.
- This policy only applies to Graduate students in graduate programs and certificates.
- The following rules apply to repeating a course at Stonehill for which a grade below a B- is earned:
 1. A course for which a grade of C, C+ C-, D+, D, or F is earned may be repeated only once.
 2. A grade of "B-" or better must be earned in all core or required courses for the course to count toward degree requirements. If a required or core course is failed, i.e. the student has received a grade of "C+" or below, the course must be retaken. For courses taken as "Pass/Fail" Pass shall indicate a grade of B- or better and fail shall indicate a grade of C+ or below.
 3. The repeated course must have the same number as the original course and may not be taken as a directed studies course.
 4. No more than one course for which a grade of C, C+ C-, D+, D, or F was earned may be repeated in a semester.
 5. A maximum of two courses can be repeated in a program before the student is dismissed from the program (exceptions may be considered at the discretion of the Director or Dean with extenuating circumstances).
 6. Graduate students may earn one "C+" grade in a non-required (elective) course to apply the credits toward their degree requirements. A grade of "C" or below in an elective course is also considered a failing grade. Elective courses may also be repeated following this policy.
 7. 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 may be repeated either on a Pass/Fail basis or for a letter grade.

8. The course must be taken prior to the completion of the degree. In some cases, this may lengthen the duration of a student's program given when the course is offered.

9. All grades for repeated courses undertaken at Stonehill will appear on the transcript, including both original and repeated courses.

10. Only the higher grade of a repeated course undertaken at Stonehill will be used in the calculation of the cumulative GPAs.

11. Academic probationary status, which is based on the semester GPA, is not removed while repeating a course.

12. The student must complete the course repeat approval process established by the Registrar's Office. Approval by the program director/faculty advisor may also be required.

GRADUATION REQUIREMENTS

It is the personal responsibility of the student to ensure that all academic requirements in the program are satisfactorily completed. The requirements for the degrees of Master of Arts, Master of Science, Master of Education, and Master of Professional Studies are the following:

- Satisfactory completion of all course requirements. Students must complete all degree requirements within seven calendar years of matriculation. Coursework more than seven years old will not be permitted for degree credit.
- Proof of a grade of "B" or higher for each transfer course.
- A cumulative grade point average of a 2.70 or above.
- Have a completed Application for Graduation on file in the Registrar's Office.

The student is responsible for payment of all financial obligations to the College, and diplomas and academic transcripts are withheld until such obligations have been satisfied.

Degrees ordinarily are conferred by the College at the public commencement exercises. Candidates for degrees are to be present at these exercises unless excused by the Office of Academic Affairs.

Graduation Dates

While Stonehill only holds one public Commencement Exercise in May, graduate students who complete their degree requirements may earn their degree at the end of the summer (September 1st) or at the end of the fall semester (December 31st).

May Commencement Exercises will normally be held on the 3rd Sunday of May, when May is a four week month, and on the 4th Sunday of May, when May is a five week month.

Candidates for May degrees are to be present at these exercises unless excused by the Provost's Office.

To be eligible for May Graduation

A student must satisfactorily complete all degree requirements by no later than the final due date for spring senior grades.

The official date of graduation on the diploma and transcript will be the date of May Commencement.

To be eligible for September 1st Graduation

A student must satisfactorily complete all degree requirements by no later than August 20th of that year.

The official date of graduation on the diploma and transcript will be September 1st. Diplomas will be mailed by October.

To be eligible for December 31st Graduation

A student must satisfactorily complete all degree requirements by no later than the final due date for fall semester grades.

The official date of graduation on the diploma and transcript will be December 31st. Diplomas will be mailed by February.

Participation in Commencement Exercises

Any student who has completed all official degree requirements by the final due date for Spring grades for students who are graduating and who has an approved "Application for Graduation" on file in the Registrar's Office will be allowed to participate in May Commencement Exercises.

September graduates may not participate in the Commencement prior to degree completion. September graduates are automatically included in the next May Commencement.

December graduates may not participate in the Commencement prior to degree completion. December graduates are automatically included in the May Commencement following degree completion.

GRADUATE TIME TO DEGREE

Graduate students must complete all degree requirements within seven (7) calendar years of matriculation. Leaves do not stop the clock for the completion of degree.

Course work more than seven (7) years old will not be permitted for degree credit.

GRADUATE TRANSFER OF CREDITS

At the discretion of the Graduate Program Director of each program at Stonehill College, a student may be permitted to transfer up to six (6) credits of comparable graduate coursework from a regionally accredited institution.

- Requests to transfer credit into a Stonehill College graduate program must be initiated in the Registrar's Office - who will determine transferability of credit in consultation with the Graduate Program Director based on the educational quality of the learning experience being transferred in; the comparability of the nature, content, and level of the learning experience earned to Stonehill College's academic programs; and the appropriateness and applicability of the credit earned in light of the student's educational goals.
- No more than two (2) courses or six (6) credit hours may be transferred into a Stonehill College graduate program.
- Transfer credit will not be granted for courses in which a grade lower than a B was earned. Similarly, no credit will be granted for courses showing a grade of Pass or Satisfactory. Undergraduate-level courses will normally not transfer.
- Only credit hours are transferred. Transfer grades are not recorded on the Stonehill transcript and are not included in the computation of the cumulative grade-point-average. Credits transferred in from quarter hour, trimester, or other non-semester hour institutions may be adjusted to make them equivalent to a Stonehill semester-hour credit.
- Students are required to provide the Stonehill College Registrar's Office with an official copy of the transfer school's transcript before credits will be transferred.
- Descriptions of the classes for which credit is sought must accompany a credit transfer request. Additional information (e.g. syllabus) may also be required to determine transferability.
- Students wishing to take and transfer in courses from another institution after initial matriculation at Stonehill must have the courses pre-approved by the Graduate Program Director and the Registrar's Office.
- All coursework, including transfer credit, must satisfy the time-to-degree requirement, as outlined in the Time to Degree part of this catalog.
- Coursework more than five years old will not be accepted for transfer credit. The Stonehill College Registrar's Office will notify the student of the credit transfer decision.

GRADUATE LEAVE OF ABSENCE POLICY

Only students in good academic standing and good standing with the College may apply for a leave of absence. Leaves of absence may be granted for up to one academic year and are renewable up to an additional academic year thereafter. The academic year is defined as the fall and spring semester only. Students returning from a leave of absence must file a Request to Re-register Application from a Leave of Absence with the Registrar's Office at least 30 days prior to the start of the semester in which they plan to return. The Request to Re-register Application must also be signed by the graduate program director of the academic program in which the student is enrolled. Students taking leaves of absence will not have an extension of the limitation of time for degree completion (see Policy Time to Degree). Students taking a leave of absence must officially drop all courses for which they are currently registered. Students on an approved leave of absence will not have access to the college's resources during the leave, this includes but is not limited to faculty resources, library resources, recreational resources, etc. Stonehill College reserves the right to request documentation from a student who requests a medical leave. This documentation must be provided to the college in writing detailing that the medical problem no longer precludes safe attendance at the College including the successful completion of academic coursework.

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 in the Merkert-Tracy Building.

This information is also accessible via the Internet on the College website at www.stonehill.edu/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 semester are available electronically 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 2.85% 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

Full-time Tuition***

(Students entering Stonehill in the Fall 2022 semester and after)

Full-time Tuition***

(Students entering Stonehill prior to the Fall 2022 semester)

Part-time Tuition

Campus Fee

(Students entering Stonehill in the Fall 2022 semester and after)

**for students approved to take fewer than 12 credits

Charge

\$26,500.00 per semester*

\$26,150.00 per semester*

\$1,777.00 per credit**

\$600 per semester

***Includes \$100.00 per semester for Student Activities Fee

Room and Board charges are made up of the following:

Description

Room per semester

(Students entering Stonehill in the Fall 2022 semester and after)

Room per semester

(Students entering Stonehill prior to the Fall 2022 semester)

Board Overhead per semester

(Students entering Stonehill in the Fall 2022 semester and after)

Board Overhead per semester

(Students entering Stonehill prior to the Fall 2022 semester)

Resident Meal Plan (non-refundable)

Charge

\$6,090.00

\$7,190.00

\$824.00

\$1,924.00

\$1,510.00

Miscellaneous Fees, as applicable

Description

Application fee, submitted with application form
Study Abroad Fee
Software Technology Fee

Resident Parking Decal
Commuter Parking Decal
Late Payment Fee
Non-Refundable Room Guarantee Charge

Late Registration Fee

Lab Fee

Music Course Fees (per course for studio instruction)
Returned Check Fee

Charge

\$60.00
\$750.00 per semester
\$100 per semester for Business majors (except Economics and Healthcare)
\$50 per semester for Economics majors
\$150.00 per year
\$75.00 per year
1.0% per month. Assessed on outstanding balance.
\$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.
\$50.00 Assessed to students who do not register during the designated registration period each semester.
\$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 .
\$550.00
\$30.00 per occurrence

*Charges for Credit Overload effective Fall 2022-Spring 2023

DEGREE/MAJOR	FIRST-YEAR (2027)	SOPHOMORE (2026) JUNIOR (2025) SENIOR (2024)
B.S.B.A. & B.A. (Except Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Mathematics, Photonics, or Physics)	Additional charge of \$1777 per credit over 18	Additional charge of \$1777 per credit over 17
DEGREE/MAJOR	FIRST-YEAR (2027)	SOPHOMORE (2026) JUNIOR (2025) SENIOR (2024)
B.S. & B.A. in Biology, Chemistry, Computer Science, 3-2 Engineering, Environmental Studies, Health Science, Mathematics, Photonics, or Physics	Additional charge of \$1777 per credit over 19	Additional charge of \$1777 per credit over 18

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 Gallagher Student Insurance. This premium may be waived only when the College receives the completed on-line waiver from Gallagher Student Insurance at gallagherstudent.com. The insurance premium on your bill will be cancelled ONLY if the on-line waiver process is completed by the payment due date. The standard late fee 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 Gallagher Student Insurance. Coverage extends from August 13th to August 12th. You will not be permitted to start classes until Stonehill College receives electronic confirmation from Gallagher Student Insurance 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 \$750.00 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.

Withdrawal:

For 15-week semester courses

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

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.

Withdrawal:

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:

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 he/she attempts. (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.

The Federal Perkins Loan Program:

This federally-sponsored loan program is administered by the College on a funds-available basis. Eligibility is based on need as shown on the FAFSA. The interest rate is fixed at 5%; repayment begins 9 months after the student ceases to be enrolled at least half time. Because the Federal Government is phasing out of this program, it is currently available at Stonehill only to those who have borrowed through the Perkins Program in the past while at the College.

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

The Lee Abraham Scholarship
The John I. Ahern Memorial Scholarship
The Neil Ahern '69 Memorial Scholarship
The Family of Charles Altieri Scholarship
The John F. Altieri Endowed Scholarship
The Joseph M. Alukonis Memorial Scholarship
The Alumni Council Scholarship
The Anheuser-Busch Scholarship
The Barbara Anzivino Science Scholarship
The Alan Bailey Memorial Scholarship
The Edward H. Baker Scholarship
The Balsamo Scholarship
The Paul and Elsie Bangiola Scholarship
The Charles Barrett Scholarship
The Ann and Joe Bartell Scholarship
The Frank Basile Memorial Scholarship
The Harold and Livia Baynes Memorial Scholarship
The Carmi A. Belmont Memorial Scholarship
The Barbara "Bonnie" Benoit Scholarship
The Stephen P. Beisheim Scholarship
The Susan Elin Benson Memorial Scholarship
The Birmingham Scholars Program
The Blanchard Foundation Scholarship
The Karen Boen Cross Country/Track & Field Current Use Scholarship
The Philip and Sara Boyle Scholarship
The Sheila and William J. Boyle Scholarship
The Reverend John F. Brady Memorial Scholarship
The Lauren Michelle Branco Memorial Scholarship
The Bill Braun Endowed Scholarship
The Brebbia-Grandy Family Scholarship
The Doreen Brennan Scholarship
The Arthur and Phyllis Brockway Memorial Scholarship
The Derek Brown Memorial Scholarship
The Matt Brown Perseverance Scholarship
The Lawrence & Mary Burke Scholarship
The Ronald E. Burton Scholarship
The Sgt. Robert H. Cairns Memorial Scholarship
The Campanelli Scholarship
The Diane '68 & Peter '67 Capodilupo Scholarship
The Cardinal Spellman Scholarship
The Joseph F. Carney Memorial Scholarship
The Arthur J. & Margaret M. Carriuolo Memorial Scholarship
The Anthony E. Cascino Memorial Scholarship
The Cashman + Katz Integrated Communications Scholarship
The Edward P. and Gloria M. Casieri Scholarship
The Cavanaugh Family Scholarship
The Esther-Ann Chamberlain '68 Scholarship
The CIC-Dorothea M. Waterbury Scholarship
The City of Brockton Scholarship
The Thomas D. Christopher Memorial Scholarship
The James T. & Catherine L. Cincotta Scholarship
The Christopher J. Civalo '74 Scholarship
The F. Ross Clark '73 Scholarship
The Tom and Rosemary Chadwick Clarke '74 Scholarship
The Class of 1983 Scholarship
The C. James Cleary Memorial Scholarship
The Fr. Gerald P. Cohen, C.S.C. Scholarship
The Cohen - Sheehan Scholarship
The William F. Connell Memorial Scholarship Endowment
The Connors Family Scholarship
The William J. Connors Memorial Scholarship
The Joseph M. Corcoran Memorial Scholarship
The Reverend John T. Corr, C.S.C. Memorial Scholarship
The Edward L. Coughlin Memorial Scholarship
The Timothy J. Coughlin Memorial Scholarship

The Clare Regina (Foley) Crossley '62 and Mr. & Mrs. William David Crossley Scholarship
The Albert Cullum Memorial Teaching Scholarship
The Robert G. Cummings '61 Memorial Scholarship
The Darling/My Brother's Keeper Scholarship
The DePoalo Family Scholarship
The Edward P. & Mary B. Denning Memorial Scholarship
The DeSouza Ward Scholarship
The William F. Devin Scholarship
The Linda A. and Francis X. Dillon Scholarship
The Jeffrey Ditmar Memorial Scholarship
The Reverend James W. Donahue, C.S.C. Memorial Scholarship
The Ciaran Ryan Donoghue Memorial Scholarship
The Reverend Peter Donohue Scholarship
The Jennifer Dow Memorial Scholarship
The John & Kathleen Drew Endowed Scholarship
The Charles C. Ely Educational Scholarship
The Ernst & Young Scholarship
The Cheryl and Daniel Farley Family Scholarship
The Fay Family Scholarship
The Rev. Thomas M. Feeley, C.S.C./St. Thomas Aquinas Philosophy Scholarship
The Fine Family Endowed Scholarship
The Joseph & Joanne Finn Memorial Scholarship
The George R. Fish Memorial Scholarship
The Brassil Fitzgerald Memorial Scholarship
The John Kennedy Fitzgerald Memorial Scholarship
The Aline and Paul Flynn Scholarship
The Follett Bookstore Scholarship
The Thomas Folliard Memorial Scholarship
The Charles A. Frueauff Foundation Scholarship
The Brian '75 and Susan Gaffney Scholarship
The Reverend William F. Gartland, C.S.C. Memorial Scholarship
The Geraghty Family Irish Studies Scholarship
The GOLD Scholarship
The Alfred F. and Martha Gomes Family Scholarship
The Jack & Mary Gorman Scholarship
The Jack D. Gorman Scholarship
The James "Lou" Gorman Scholarship
The James "Lou" '53 and Mary Lou Gorman Scholarship
The Gray Family Scholarship
The Colleen Coyle Green Memorial Scholarship
The Reverend Eugene Green/Beta XI Scholarship **
The Richard P. Gunville Memorial Scholarship
The Reverend Thomas M. Halkovic, C.S.C. Student Leadership Scholarship
The Norrman Harmon Scholarship
The Joanne C. Harrington '69 Scholarship
The James E. Hayden '76 Business Scholarship
The James E. Hayden '76 Memorial Scholarship
The William Randolph Hearst Endowed Scholarship
The Paul and Gloria Heerman Memorial Scholarship
The William and Mary Herlihy Scholarship
The Frank, Thomas & George Hilferty Scholarship
The Paula Ann Hiltz Memorial Scholarship
The Hoffman Family Scholarship
The Reverend William F. Hogan, C.S.C. Memorial Scholarship
The Honorable Timothy E. Holland Family Scholarship
The Holy Cross Fathers Scholarship
The Joseph L. Hopkins Memorial Scholarship
The Anna Marie Houde Memorial Scholarship
The Henry C. Howley Memorial Scholarship
The Reverend Francis J. Hurley, C.S.C. Scholarship
The Louise F. Hegarty & Rev. Thomas E. Lockary, C.S.C. Memorial Scholarship
The Mark Hughes Scholarship
The Italian Educational and Cultural Interchange Fund
The Mary Lou & William Jackson Scholarship

The Junior League of the Women's Italian Club of Boston Scholarship
 The Reverend Joseph P. Keena, C.S.C. Memorial Scholarship
 The Joseph F. Kelliher III Memorial Scholarship
 The Joseph F. Kenneally D.M.D. Scholarship
 The Senator Thomas P. Kennedy Scholarship
 The John C. Kent Teaching Prize
 The Harold G. Kern Memorial Scholarship
 The Kimberly Ann Kitchell Memorial Scholarship
 The Robert and Dorothy (Oliger) Kruse Memorial Scholarship
 The Mitchell A. Labuda Memorial Scholarship
 The Anthony M. Lacey, Jr. Memorial Scholarship
 The Diane Griffin Lambert '70 Scholarship
 The William C. LaPlante Memorial Scholarship
 The Timothy J. Lawlor Scholarship
 The Edward Scott "Teddy" Lehan Memorial Scholarship
 The Fr. Joseph S. Lehane, C.S.C. Scholarship
 The Geoff and Erica Lennon Scholarship
 The Paul '55 & Irene L'Homme Current Use Scholarship
 The Diane Grueter Lincoln Memorial Scholarship
 The Curtis Lopes II Memorial Scholarship
 The Lost & Foundation Scholarship
 The Nicholas J. Losurdo Scholarship
 The Donald R. MacLeod Memorial Scholarship
 The Edward (Ted) MacLeod Memorial Scholarship
 The Reverend Bartley MacPháidín, C.S.C. Scholarship
 The Trooper Gary E. Magee Memorial Scholarship
 The Christopher D. Mahoney '70 Scholarship
 The Kerri A. Mahoney Memorial Scholarship
 The Linsey Malia '18 Memorial Scholarship
 The Katherine Mance Scholarship
 The Stephen P. Mandill Memorial Scholarship
 The Peter J. Marathas, Sr. Memorial Scholarship
 The Peter Mareb Memorial Scholarship
 The Marsalise Family Scholarship
 The Mastronardi Scholarship
 The Reverend Richard Mazziotta, C.S.C. Memorial Scholarship
 The Father John E. McCarthy Memorial Scholarship
 The Michael E. McCarthy Memorial Scholarship
 The McDonough Family Scholarship
 The Matthew McDonough Memorial Scholarship
 The Sylvia Houle McDonough '62 Memorial Scholarship
 The Margaret McFadden Memorial Scholarship
 The Ann and John McGrath Memorial Scholarship
 The John and Margaret McNeice Scholarship
 The Marco Meier '12 Endowed Scholarship
 The Owen K. Miller '77 Scholarship
 The Miller-Moroney Scholarship
 The Robert J. Mills Memorial Scholarship
 The Mills Family Scholarship
 The Edmond N. Moriarty, Jr. Memorial Scholarship
 The Gregory "Rodney" Moynahan Memorial Scholarship
 The Bill Mulford Fund for Independent Students**
 The Beatrice H. Mullaney Memorial Scholarship
 The Frank and Susan Mullin Scholarship
 The Lt. William C. Murphy Memorial Scholarship
 The Michael D. Nessler Memorial Scholarship
 The Helen and Albert Niemi Scholarship
 The John and Cheryl Noblin Scholarship
 The Novak-Sakmar-Templeton Scholarship
 The Robert Noyce Teacher Scholarship
 NSF STEM Scholarship
 The Ann O'Connell Scholarship
 The Peter F. O'Connell Scholarship
 The O'Connor Family Scholarship
 The Barbara Lutted O'Donnell Scholarship
 The Robert M. O'Donnell Memorial Scholarship
 The Jack & Eileen O'Leary Scholarship
 The Paul K. O'Leary Memorial Scholarship

The William C. O'Malley Memorial Scholarship
 The Mark J. Oteri Scholarship
 The Amy Hoar Palmisciano Memorial Scholarship
 The Peter Paoella Memorial Scholarship
 The Senator John Parker Memorial Scholarship
 The Robert & Diane Peabody Biology Scholarship
 The Fred C. Petti Athletic Scholarship
 The Elizabeth Pietrowski Current Use Scholarship
 The Monsignor Mimie B. Pitaro Scholarship
 The Lisa Philo-Corcoran Memorial Scholarship
 The Pillar Society Scholarship
 The James and Agnes Pires Memorial Scholarship
 The E. Romeo and Edward D. Poirier Memorial Scholarship
 The John and Aliese Price Foundation Scholarship
 The Chet Raymo Scholarship
 The Captain Janet M. Redgate, U.S.N., NC Memorial Scholarship
 The Christine Reynolds Endowment for the Arts Scholarship
 The Ray Richard Memorial Scholarship
 The Robert L. Rinaldi '07 Memorial Scholarship
 The Robert F. Rivers '86 Scholarship
 The Barbara Wing Roache '77 Current Use Scholarship
 The Bud and Eileen Roche Endowed Scholarship
 The Patty Roche Memorial Scholarship
 The Theresa Ryan Scholarship
 The Stephen M. & Lori J. Scala Endowed Scholarship
 The Paul J. Sgarzi '73 Memorial Scholarship
 The Sharkansky Accounting Scholarship
 The Dolores Shelley Memorial Scholarship
 The Thomas and Mary Shields Scholarship
 The Shields Merit Scholarship
 The Softball Scholarship
 The Stonehill College Deloitte Foundation Scholarship
 The A. Michael Storlazzi Scholarship
 The Madelyn W. Sturtevant Memorial Scholarship
 The Helen and Edward Sullivan Scholarship
 The Kathleen C.'76 & Patrick J. Sullivan Family Scholarship
 The Reverend Lawrence Sullivan, C.S.C. Memorial Scholarship
 The Sullivan-Langsenkamp Scholarship
 The Richard J. Susi Memorial Scholarship
 The Pamela and Thomas Szkutak Scholarship
 The Tarella Family EMS Scholarship
 The Raymond Tashash Family Scholarship
 The Ralph D. Tedeschi Scholarship
 The Henry Thevenin Memorial Scholarship
 The Nancy J. Thurston Memorial Scholarship
 The David M. Tracy Scholarship
 The Amy Campbell Tripp Memorial Scholarship
 The Christo and Bessie Tsaganis Memorial Scholarship
 The Val & Arthur A. Viano Fine Arts Scholarship
 The Villa Nazareth Scholarship
 The Richard A. Voke Scholarship
 The Joseph F. Walsh Memorial Scholarship
 The Honorable Martha Ware Scholarship
 The Washington, D.C. Area Alumni Scholarship
 The Rita and Frank Welch Scholarship
 The Herbert A. and Gertrude M. Wessling Memorial Scholarship
 The WNH Scholarship
 The Vincent P. and Mary L. Wright Memorial Scholarship
 The Xerox STEM Transfer Scholarship
 The Yawkey Endowed Scholarship

**Scholarships for part-time/independent students

For more information on individual scholarships, please visit
<https://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.

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.

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Director of Enterprise Infrastructure Services, Thomas P. McGrath

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Assistant Director of Athletics, Internal Operations, Kevin McCluskey
Assistant Director of Athletics, Communications, Douglas W. Monson
Assistant Director of Athletics, Business Operations, Colleen Ford
Assistant Director of Athletics, Compliance, Kit Giffen
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Assistant Athletic Trainer, Elizabeth Kashian
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Assistant Director of Intercultural Affairs for Mentorship and Advising, Teddi Nguyen Lydon

Director of Residence Life, Arianna M. Gulbis

Assistant Director of Residence Life, Housing Operations, Bridget O'Brien

Director of Student Engagement, Stephen E. Pagios

Associate Director of Student Engagement, Lina C. Macedo

Faculty List

NOTE: The year listed in parentheses after the name of each faculty member is the date of his or her first appointment to the Stonehill College faculty. "Additional Study" indicates at least 30 credit hours beyond the Master's degree.

Emerita/Emeritus Faculty 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.

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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.

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Rev. Thomas P. Gariepy, 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.

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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.

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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.

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Robert B. Peabody, Emeritus Professor of Biology, (1979); B.S., Duke University; M.S., Clemson University; Ph.D., University of Maryland.

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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.

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Linda Sullivan, Registrar Emerita, Associate Professor, (1961); A.B., Stonehill College.

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Faculty

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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.

Antonio Barbagallo, Professor of Spanish, (1989); B.A., University of Massachusetts, Boston; M.A., D.M.L., Middlebury College.

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

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.

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