Assumption University

ACADEMIC CATALOG & ADVISING GUIDE 2023-24

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Classics: Eta Sigma Phi
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Neuroscience: Nu Rho Psi
Nursing: Sigma Theta Tau
Philosophy: Phi Sigma Tau
Psychology: Psi Chi
Spanish Language and Literature: Sigma Delta Pi
Sociology: Alpha Kappa Delta

NOTICE OF NON-DISCRIMINATION

St. John Paul II wrote: "Man's creation by God 'in his own image' confers upon every human person an eminent dignity; it also postulates the fundamental equality of all human beings." Assumption University recognizes the essential contribution of a diverse community of students, staff, and faculty. Accordingly, Assumption University commits itself to maintaining a welcoming environment for all people and to comply with all state and federal laws prohibiting discrimination in employment and its educational programs on the basis of race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, gender identity, gender expression, genetic information or family medical history, military or veteran status, immigration status, or other legally protected status. We intend this list to be inclusive, not exclusive.

Assumption University rejects and condemns all forms of harassment, discrimination, and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. Assumption University has designated its Associate Vice President for Human Resources/CHRO to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Section 504 and the ADA. Any applicant for admission or employment, and all students, staff and faculty members are welcome to raise any questions regarding this notice with the Office of Human Resources:

Assumption University
Office for Human Resource
Robert G. Carson, MSHRM, CDR, PRC
Associate Vice President for Human Resources and CHRO
500 Salisbury Street
Alumni Hall - 109
Worcester, MA 01609
Phone: 508-767-7599

Any person who believes that an act of unlawful discrimination has occurred at Assumption University may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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A MESSAGE FROM THE PRESIDENT

To all Assumption students: welcome to the Assumption community. "Community" derives from the Latin word for "common." It is denoted by something we share, and what we hold in common lies at the heart of Assumption's educational mission: the pursuit of truth, goodness and beauty for their own sake. That's what Catholic liberal education is about, and it speaks to every heart—in the true and universal sense of the word "catholic"—no matter who you are or what you believe.

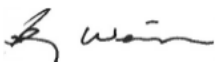
Assumption's mission statement says we pursue the truth "in the company of friends"—because that is the highest kind of friendship, and because we cannot pursue truth alone. We need the company of friends—diverse people and diverse points of view—who challenge us, who add perspectives we had not considered, and who share the joy of the pursuit.

The pages that follow detail the requirements for obtaining an Assumption degree. But one requirement for making the most of an Assumption education transcends them all: opening your mind to the idea of discovery—to the joy of seeing things from a perspective you hadn't yet considered. Whatever you decide to major in, it will make you better at it.

Of course, students are also rightly concerned about getting a job when they graduate. You can't take a pursuit of truth, beauty and goodness to the bank and write checks on it or use it as collateral for a mortgage. What makes Assumption unique is that we situate professional preparation within the context of enduring truths. That means you'll learn what you need to know for meaningful work, but you'll also be prepared for change as technical information becomes obsolete. Make these years of joy, and the rest—from discover your vocation to getting a job—will work itself out. You'll be prepared for your first job. But you'll also be ready for your second or third career. You'll be ready for any endeavor, whether personal or professional, in which a love of truth and an ability to think, read and communicate are valued.

Learning in the company of friends starts in the classroom, but it should never end there. Some of the most important lessons will take place in late-night conversations or student activities. Take advantage of those. And have fun. Along the way, I hope you'll discover the lifelong joy of an Assumption education.

With all best wishes,



Gregory Weiner, President

About Assumption University

MISSION

Assumption University is a comprehensive, Catholic liberal arts institution sponsored by the Augustinians of the Assumption. We awaken in students a sense of wonder, discovery, and purpose, forming graduates known for their intellectual seriousness, thoughtful citizenship, and devotion to the common good. Our curricular and co-curricular programs provide students with an education that shapes their souls, forms them intellectually, and prepares them for meaningful careers. We are a diverse community that welcomes different points of view and embraces all who share our mission. Enlivened by the Catholic affirmation of the harmony of faith and reason and by the pursuit of the truth in the company of friends, an Assumption education transforms the minds and hearts of students.

OBJECTIVES

Assumption University is a community of learning in the Catholic tradition where together we pursue the truth wherever it is found. The relationship of professors and students is at the center of the learning process that takes place in this community and is the most effective means for the fulfillment of the University's intellectual, moral, cultural, social, and religious purpose. In order to assure that the learning process be as successful as possible, the University holds the progress of each individual to be of central importance, encourages its professors to explore with their students the personal and social dimensions of the life of faith, seeks to provide the time and space needed for true learning to take place, sees broad participation in its governance as integral to its life as an academic community, fosters co-curricular activities that complement the academic program, and encourages its teachers and students to pursue the highest standards of excellence in all their activities.

As scholars in a community of learning and as guides to their students, as well as to one another, teachers at Assumption are committed to the liberal education of each student. They strive to act responsibly toward God and neighbor and to encourage students to develop habits of responsible action. They are specialists in particular disciplines who strive to discern each discipline's relation to all other disciplines and to the goals of the University, and promote and participate in the co-curricular life of the University as an extension of their activity in the classroom.

In their pursuit of a life of inquiry within a community of learning, students at Assumption are intent upon acquiring knowledge of the ideas, achievements, and figures that have formed the Western tradition, and seek to gain knowledge of the ways of peoples beyond their cultural horizons in order to better understand themselves and the world in which they live, maintain a balance between specialized professional preparation and a general program of studies and be aware of the need and place for both in education, and should undertake their studies for personal development while in University and as a basis for lifelong learning.

CHARACTER

Dedicated to the pursuit of knowledge, Assumption attempts to equip its students with insights and skills that will encourage and enable them to continue their personal pursuit of truth throughout life. The education that the University provides focuses on all dimensions of human life: moral (personal and social), cultural (the arts and sciences), professional (career preparation), and religious. It investigates the traditions of the past as these shape our present. It attempts to develop a capacity for clear and independent thinking. As a Catholic institution bearing witness to the unity of all truth and to the harmony that exists between faith and reason, the University encourages its students to reflect deeply on the truths of their faith and to allow those insights to enlighten their rational pursuit of the truth. Our students are encouraged to give living expression to their faith in the celebration of the Church's liturgy.

Assumption is aware that education is a process which involves not only the mind but also the total person in one's relationship to oneself, others, and God. The formal academic programs are therefore interspersed with opportunities for dialogue and counseling in order that each student might better understand himself or herself and more adequately serve mankind in response to the command of God. Recognizing that individual freedom is a correlative of responsibility, the University also seeks to develop self-discipline and dedication in its members as guarantees of the integrity and enhancement of its life and commitment. The University welcomes all persons who share its goals, respect its process, and wish to participate responsibly in its life as a Christian academic community. Students, faculty, and administrators voluntarily affiliate with it. Their activities are expected to be consistent with its purpose and character.

ASSUMPTIONIST SPONSORSHIP

The Assumptionists, whose spirit invites them to give "a doctrinal, ecumenical, and social dimension" to whatever they do, belong to a religious order founded by Father Emmanuel d'Alzon, an educator whose most cherished project was the establishment of a Catholic university. To all those who taught in his schools — religious and laity alike — he proposed the motto: "Until Christ be formed in you." Father d'Alzon envisioned an institution committed to the pursuit of truth and academic excellence wherein faith and reason give harmonious witness to the unity of all truth. He sought the development of the whole person. He wanted the students to grow in the knowledge of their human condition as well as of their ultimate destiny.

Since the specific purpose of his Congregation is to extend the Kingdom of God, he concerned himself with the special bond that exists between a liberal education and the Gospel message. Liberal education, posing as it does the fundamental questions about God and creation, sets the student on a personal quest for truth. Spurred on by the wisdom found through reflection on the visible world, and encouraged by an intellectual community whose faith seeks deeper understanding, the student is led to those deeper realities which cannot be seen. A liberal education thus provides the dynamic vehicle for attaining one's full development as a human being. The Assumptionists, therefore, maintain their involvement at Assumption University because they see it as a place where they can carry out the mission of the Church in the field of higher education. In collaboration with the trustees and the entire administrative, academic, and clerical staff, they have a primary role in guaranteeing the Catholic character of Assumption University and in promoting a philosophy of education which is consonant with the highest Christian and classical values and ideals. Through this commitment, they share in the building of an enlightened Church and in the formation of Christian leaders.

HISTORY OF THE UNIVERSITY

Assumption University was founded in 1904 by the Augustinians of the Assumption (the Assumptionists), a religious congregation founded in France in 1850. Initially, the students were sons of immigrants from French Canada who had settled in New England. The University was originally located in the Greendale section of Worcester, Massachusetts. Through the years of the Great Depression and World War II, Assumption remained a small school dedicated to producing a Catholic elite to serve the Franco-American population of New England. The school was decimated by World War II, when virtually the entire University-level student body left for military service. Fortunately, the numbers in the preparatory school increased as dramatically as those in the University declined. After the war, the Assumptionists observed the gradual assimilation of French-speaking families into the English-speaking mainstream. In the early 1950s they began admitting Franco-American students who knew no French, and all classes were taught in English. A graduate studies program was instituted in 1952. Just as this new era was getting under way, a tornado struck the Greendale campus on June 9, 1953, taking three lives and causing extensive damage to buildings and grounds. The Assumptionists decided to turn this disaster into the long-awaited opportunity to separate the prep school from the College. The Greendale campus was restored as the home of Assumption Preparatory School, while the College carried on first in temporary quarters and then, in 1956, on the current Salisbury Street campus. The purchase of the property on Salisbury Street was made possible by way of a generous grant from the Kennedy Foundation.

During its sixty years on Worcester's west side, the University has lived through many changes and challenges. By the end of the 1950s, lay professors outnumbered Assumptionists on the faculty, a process that has accelerated over the decades. In 1968, the Assumptionists turned the school over to a new board of trustees made up of both religious and lay people. In 1969, women matriculated as undergraduates for the first time. In 1972, the College welcomed its first lay president. In 2013, a campus was opened in Rome, Italy to provide students with a unique study-abroad experience utilizing the city of Rome as the classroom. In recent years, academic offerings have expanded to meet the interests of students and societal needs, while maintaining a strong commitment to the liberal arts as the foundation for all programs. Most notably programs in Nursing, Cybersecurity, Data Analytics and Neuroscience have been developed. The addition of these new programs, along with existing programs, point to the fact that Assumption has evolved over several decades into a comprehensive institution. Consequently, in 2019, Assumption underwent a restructuring into five separate schools – the D'Amour College of Liberal Arts and Sciences, the Grenon School of Business, the Froelich School of Nursing, the School of Health Professions and the School of Graduate and Professional Studies. In 2020, in recognition of the comprehensive nature of the institution, Assumption was approved for university status by the Commonwealth of Massachusetts. The University has experienced significant facilities growth, to support an undergraduate population of 2,000 and more than 500 graduate students. The physical plant portfolio has been greatly enhanced since 2000 with new buildings such as the Tsotsis Family Academic Center, Admissions House, the Testa Science Center, the Fuller Information Technology Center, new residence halls, and the Multi-Sport Stadium, as well as major renovations to academic buildings, dining facilities and residence halls. In 2012, the Tinsley Campus Ministry Center was completed adjacent to the Chapel of the Holy Spirit. The Tsotsis Family Academic Center, which includes the Curtis Performance Hall, the Lagarce Trade Room, the Honors Program and the Core Texts and Enduring Questions Program, along with classrooms and offices for the Grenon School of Business, was, completed in 2017. The University's most recent

building is the Health Sciences facility which houses the Froehlich School of Nursing, the health science program, and the future physician assistant studies program.

ALUMNI ASSOCIATION

The Assumption University Alumni Association includes nearly 28,000 individuals who have graduated from the University, including graduate and Continuing and Career Education alumni. Of the 20,379 undergraduate alumni, approximately 50 percent have graduated since 1998. They are engaged in a variety of professional, technical, and service careers. The Alumni Association plays an active role in the life of Assumption University. A growing percentage of alumni provide regular financial support to the University. Programs specifically designed for alumni include regional alumni events, fall homecoming, and summer reunion activities - all of which are excellent networking opportunities. Alumni also play an active role in identifying qualified candidates for admission to the University, and assisting students and graduates in securing internship and employment opportunities.

GRADUATE STUDIES

Assumption University offers seven graduate programs leading to master's degrees: Applied Behavior Analysis, Business Administration (M.B.A.), Clinical Counseling Psychology, Organizational Leadership, Rehabilitation Counseling, School Counseling, and Special Education. Additional information and application materials are available at www.assumption.edu/explore-academics/graduate-studies . For Assumption University undergraduate students, fifth-year options (combined bachelor's and master's degrees) are offered in the Business Administration (M.B.A.), Rehabilitation Counseling, and Special Education programs. Direct entry into dual degree programs is available to highly motivated high school students interested in the graduate programs in Applied Behavior Analysis, Business Administration (MBA, Management or Accounting), Clinical Counseling Psychology, Rehabilitation Counseling, School Counseling, and Special Education. Please see https://www.assumption.edu/explore-academics/undergraduate-studies/dual-and-accelerated-degrees for additional information. Eligible Assumption undergraduates may take graduate courses with written permission of the Director of the relevant graduate program and the Chair of the relevant department. See the "Academic Policies," section of this catalog, under "Undergraduate Registration in Graduate Courses."

MASTERS IN APPLIED BEHAVIOR ANALYSIS

The Applied Behavior Analysis (ABA) programs teach the science of behavior, which is essential for individuals interested in autism, general and special education, developmental and intellectual disabilities, social work, and related fields. Our programs prepare students to be behavior analysts, independent practitioners with the expertise to conduct behavioral assessments, interpret the results of behavioral assessments, and design behavioral interventions for clients in a variety of fields. A behavior analyst may also supervise behavioral therapists and technicians. The primary goal of the programs is to create well-rounded behavior analysts by providing a strong foundation in the applied, basic, and conceptual branches of the science of behavior. Our coursework emphasizes the multi-disciplinary nature of ABA and demonstrates how behavioral principles can be applied in a variety of settings. Graduates of the program will be well prepared for both applied and research careers in ABA. The programs also include a required practicum that allows students to work under the supervision of a Board Certified Behavior Analyst. Both the 45-credit Master of Arts in ABA and the 30-credit Certificate of Advanced Graduate Studies in ABA fulfill the current educational and fieldwork requirements needed to apply for licensure as an Applied Behavior Analyst in Massachusetts and both programs prepare students to sit for the Board Certified Behavior Analyst exam.

MASTERS IN BUSINESS ADMINISTRATION

The Master of Business Administration (M.B.A.) program's primary goal is to provide students the opportunity to develop the knowledge, skills, abilities and competencies that constitute a foundation for career growth and development in business, government or other organizations. With principled leadership as the key animating idea of the program, the curriculum emphasizes ethics and values in business. Students may choose to pursue concentrations in Accounting, Finance/Economics, Human Resources, International Business, Management, Marketing, and Nonprofit Leadership. A specialized M.B.A. in Healthcare Management combines M.B.A. courses with those from the University's Health Advocacy Program to prepare students for leadership positions in healthcare. A fifth-year option (Six-in-Five combined B.A./M.B.A.) is available to qualified Assumption University undergraduates who may begin their graduate studies during their senior year.

The Accelerated M.B.A. is a special program designed for those who recently earned undergraduate degrees in an area of business studies. This full-time, one-year intensive program offers a unique Professional Practice concentration that focuses on multiple dimensions of designing and launching a new career through various experiential learning opportunities. The Accelerated M.B.A. offers tracks in Accounting, Management, and Healthcare Administration.

Business Administration also offers a Certificate of Advanced Graduate Study (C.A.G.S). The C.A.G.S is a non-degree program designed to provide the opportunity for advanced graduate study beyond the M.B.A. degree and serve the continuing education needs of M.B.A. graduates and other professional managers with comparable advanced degrees.

MASTERS IN CLINICAL COUNSELING PSYCHOLOGY

The Master of Arts in Clinical Counseling Psychology is the premier graduate level clinical counseling psychology program in the nation, specializing in curriculum-wide integration of Cognitive Behavioral Therapy (CBT). The master's program prepares students to become Licensed Mental Health Counselors by building a knowledge and expertise base that leads to the high-level practical application of CBT. Optional concentrations are available in Cognitive-Behavioral Therapies and Child and Family Interventions. The Clinical Counseling Psychology program offers up to five Graduate Fellowships annually to students who have strong academic records.

MASTERS IN ORGANIZATIONAL LEADERSHIP

The Master of Arts in Organizational Leadership program is part of the graduate-level offerings in the Grenon School of Business. This program prepares students to become responsible, ethical, and transformative leaders by developing four core competencies: reflective thinking, professional mastery, adaptive leadership, and systemic awareness. Learn what it means to be an impactful leader who is able to navigate change, develop teams, and communicate effectively. Unlike the MBA program, with its focus on developing expertise across all organizational functions (i.e. accounting, management, marketing, etc.), the MA in Organizational Leadership program is dedicated to developing leadership skills, especially those needed in today's changing workplace.

MASTERS IN REHABILITATION COUNSELING

The 60-credit Master of Arts (M.A.) in Rehabilitation Counseling is offered by the Institute for Human Services and Rehabilitation Studies (HSRS). The M.A. degree in Rehabilitation Counseling will lead to a rewarding career working with individuals with disabilities. The primary role of the Rehabilitation Counselor is to empower individuals with significant disabilities, and to assist them to achieve life goals such as employment and independent living. Students may focus on services to veterans, youth in transition, individuals with psychiatric disabilities, substance abuse and addiction, and traditional vocational rehabilitation services. Upon successful completion of the academic and clinical requirements, students are eligible to sit for the national Certified Rehabilitation Counselor (CRC) exam. A special six-in-five program (Combined B.A./M.A.) in Rehabilitation Counseling is available for qualified Assumption University undergraduate students who can begin taking graduate courses in their senior year and complete their master's degree in their fifth year of study. A five-course, 15-credit Certificate of Advanced Graduate Study (C.A.G.S.) in Rehabilitation Counseling is offered to students who have completed the 60-credit master's program in Rehabilitation Counseling at Assumption University. The C.A.G.S. course of study is developed in consultation with the graduate program director. Students enrolled in this program have an opportunity to develop an area of specialization that is related to their current work or future career goals.

MASTERS IN SCHOOL COUNSELING

The Master of Arts in School Counseling program meets the highest national and state standards. The primary objective of the program is to prepare students for a career as a school counselor. The program is designed to meet Massachusetts Department of Elementary and Secondary Education Initial licensing requirements for School (Guidance) Counselor (Pre K–8; 5-12) or to obtain licensure as a School Social Worker/Adjustment Counselor (all levels). In addition, the program offers the necessary course work and field work experiences for students interested in seeking national certification as a National Certified Counselor (NCC) and National Certified School Counselor (NCSC). These certifications are under the auspices of National Board of Certified Counselors (NBCC). A Certificate of Advanced Graduate Study (C.A.G.S.) provides specialized knowledge and skills in specific areas of School Counseling for those individuals who already possess a master's degree in School Counseling or a related field. A customized course of study consisting of 21-30 credits (7-10 courses) is developed in consultation with the program director. Students in this program have the opportunity to develop an area of specialization that is related to their current work or future career goals.

MASTERS IN SPECIAL EDUCATION

The Master of Arts in Special Education program primarily prepares candidates for careers as teachers of students with mild to moderate disabilities. The program is approved, with distinction, by the Massachusetts Department of Elementary and Secondary Education and leads to eligibility for Massachusetts Licensure as a Teacher of Students with Moderate Disabilities (Pre K–8 or 5–12). The competency-based program is founded upon the principles of effective evidence-based instruction and the philosophy of inclusive education. The courses that comprise the program emphasize connections among theory, research, and practice to

build students' awareness of how to maximize the development of each pupil in a variety of settings. Accordingly, students in our program develop a repertoire of instructional, diagnostic, consultative, and collaborative skills and strategies critical to the role. They also develop an understanding of the full continuum of services available to individuals with exceptionalities. A fifth-year option (Six-in-Five Combined B.A./M.A. program) is available for qualified Assumption University undergraduate students to complete requirements for both the Bachelor of Arts (B.A.) degree in an area of the liberal arts and sciences and the Master of Arts in Special Education. The student must have an overall GPA of 3.3, a GPA of 3.0 in the relevant major or minor, and written permission of the sponsoring department chairperson and the Graduate Program Director of Special Education. In addition, the student must have a major in one of the core academic subjects taught in grades 5-8 or 8-12 for which the Massachusetts Department of Elementary and Secondary Education issues a license and for which the University has a state approved program. Special Education also offers a C.A.G.S. in Positive Behavior Support (PBS) that provides specialized knowledge and skills in Positive Behavior Support for professional educators who hold a master's degree. It is awarded upon completion of 15 credits beyond the master's degree in Special Education or related field. A C.A.G.S. in Autism Spectrum Disorders is an 18-credit program that aligns with the state guidelines and best practices identified by the Council for Exceptional Children. Certificate completers are able to understand and educate students with ASD using evidence-based practices consistent with the student's potential. Graduate students may choose to follow a path leading to the Autism Endorsement. A third C.A.G.S. program can lead to the Transition Specialist Endorsement. Students pursuing this 18-credit course of study are prepared to help 14- to 22-year-old students with disabilities transition into post-secondary education, training, and employment after completing high school.

What's New in Advising?

THE FOUNDATIONS PROGRAM

In the spring of 2023, the Faculty and Board of Trustees of Assumption University approved a new curriculum called The Foundations Program. Here is how the revising committee suggested it be described to students:

The Foundations Program will provide you with a Catholic liberal arts education that prepares you for thoughtful and meaningful engagement with your majors and minors, your co-curricular activities, your careers, and your lives more broadly. Enlivened by the Catholic affirmation of the harmony of faith and reason, Foundations will engage you in multiple modes of inquiry as you boldly seek the true, the good, and the beautiful wherever they can be found. By encouraging you to pursue truth in the company of friends, Foundations will help you to develop academically, emotionally, personally, and spiritually. In these ways, the Foundations Program furthers Assumption University's mission of forming you into a person known for intellectual seriousness, thoughtful citizenship, and devotion to the common good.

Cornerstones: In Cornerstone courses, you will explore fundamental questions of value and meaning by examining literary, philosophical, and theological investigations of the human condition. These courses place special emphasis on helping you develop the arts of reading, writing, thinking, and conversing.

Pillars: Pillar courses complement Cornerstone courses by leading you to pursue concrete and empirical investigations that attend to the dynamism, diversity, and development of human beings and the social, cultural and natural worlds we inhabit.

1. The **Language, Culture and Expression Pillar** will lead you in an exploration of patterns of meaning in languages, cultures, and the arts, helping you cultivate mutual understanding and a sense of the diversity and beauty of human expression.
2. The **Quantitative and Scientific Pillar** will provide you with a mathematical foundation and understanding of scientific inquiry, enabling you to appreciate the value of mathematics and natural sciences as human activities.
3. The **Social and Historical Pillar** will help you to situate human behavior within its historical and social contexts, empowering you to further understand the value and diversity of human experience.

Forum: Forum courses build on Cornerstone and Pillar courses by giving you the opportunity to pursue your studies beyond the introductory level in a discipline that you find especially fascinating. Your Forum course will lead you to examine an enduring question and/or formative debate that has shaped a particular discipline, helping you develop a deeper appreciation of that discipline's nature and its significance within the modern world.
Forum courses include course offerings from Art History, English, History, Modern and Classical Languages and Cultures, Philosophy, Political Science, and Theology. Forum courses cannot double-count with your major but may double-count with your minor or second major.

The Standing Committee on General Education (SCOGE) will invite, review, and approve Forum courses in the fall of 2023. More particularly, here are the parameters of a Forum course:

1. 200 or 300 level humanities
2. Depth and breadth appropriate for majors and non-majors alike
3. Culminating paper or project instead of a final exam
4. At least 50% of the course discusses formative debates within the discipline and their historical development across time
5. Course involves serious engagement with at least one primary source

ADVISING THE NEW FOUNDATIONS PROGRAM

- The Foundations Program applies to the Class of 2027 and new transfer students, and all subsequent classes.
- As a new program of study, Foundations is evolving, and will see changes going forward, most notably, the addition of Forum courses in the fall of 2023.
- At this time Cornerstones are the same as the prior Core Seminars, except there are more second Theology options.
- Math and Science options are unchanged, and Math placements are still binding.
- The Global Awareness requirement is gone.
- No worries about taking a different discipline for second social science: there is only one.
- Art and Music options are unchanged for Fine Arts.
- Any 100-level history course will count in the Social and Historical Pillar.
- All Political Science courses that counted as **either** Social Science or Great Conversation before -- and a few more -- count as social science pillar courses.
- Both WMS courses count in the Social Science pillar.
- American Sign Language I and II still count for Language. EDU 302 does not at this time.
- Anthropology 131, Geography courses, and GLS 100 Global Studies are no longer options in social science.
- There is no double counting **within** the Foundations Program. (The prior core allowed Global Awareness to double-count.)

CHANGES TO MAJORS

Biology electives in the **Biology B.S.,** the **Biotechnology and Molecular Biology, B.S.,** and the **Neuroscience with a Psychology Path B.A.** must now be numbered 212 or higher. The previous rule was 200 or higher.

The **Minor in Applied Behavior Analysis** has dropped two required courses (ABA 360 and HRS 331) and has a new description:

Minor in Applied Behavior Analysis (8) Applied behavior analysis (ABA) is the application of principles of learning and behavior used to solve socially significant problems (to influence changes in behavior that are meaningful to individuals and those around them). ABA is relevant to human behavior in a variety of contexts, including developmental and intellectual disabilities, autism spectrum disorder, regular and special education, clinical psychology, medicine, counseling, job effectiveness, business, animal training, sports training, environmental protection, exercise and health, criminology, and other areas. The Minor in ABA provides an introduction to behavior-analytic theory and methods for assessment and intervention; it complements coursework in the Education, Human Services and Rehabilitation Studies, and Psychology majors. Given the prevalence of developmental and intellectual disabilities in society, the minor may also be of interest to students in other majors, such as Business Studies, Biology, and Criminology. Students who complete undergraduate courses in ABA will learn how to effectively apply behavior-analytic procedures to solve behavioral problems that occur in their professional and personal lives.

PSY 396: Forensic Psychology is now a 300-level elective option in the **Major in Psychology with a Concentration in Mental Health and Clinical Counseling**.

The **Accelerated BS in Nursing Program** no longer requires a "Theology or Religious Studies" course; the stipulation that the required Ethics course be offered by the Philosophy department is also gone.

NEW COURSES

BIO 207: Darwin's Descent of Man

The following 500-level Biology courses are offered through AU's new agreement with Northeastern University, whereby eligible Assumption students may take graduate-level courses at Northeastern in fulfillment of both our Biotech electives and requirements in the Northeastern Masters.

BIO 540: Foundations in Biotechnology

BIO 541: Cell Culture Processes for Biopharmaceutical Production

BIO 542: The Biotechnology Enterprise

BIO 543: Basic Biotechnology Lab Skills

BIO 544: Protein Chemistry

BIO 545 Molecular Cell Biology for Biotechnology

BIO 546: Experimental Design and Biostatistics

BIO 547: Bioinformatics Programming

BIO 548: Bioinformatics Computational Methods 1

BIO 549: Bioinformatics Computational Methods 2

BIO 550: Statistics for Bioinformatics

SPA 444: Honors Capstone Thesis in Spanish

CHANGES TO EXISTING COURSES

ECO 115: Statistics, a 3-credit course, is now **ECO 115: Statistics with Excel** and is worth 4 credits. The one-credit prerequisite BUS 100 Introduction to Excel has been discontinued and Excel instruction has been folded into ECO 115. This should make for easier advising.

Titles of some history courses have changed. HIS 114 and 115 are no longer West and the World I-II, but **World History I and II**. And HIS 116 and 117 Western Civilization I-II are now **European History I and II.**

The following courses can no longer be accessed by instructor's permission. Pre-requisites must be completed: CSC/CYB 230, CSC/CYB 235, CSC303, CSC 321, CYB 265, CYB 304, CYB 318, CYB 328, CYB 338, CYB 401, CYB 438, and MAT 203.

CSC 231, CSC 303, and CSC 321 have a new prerequisite: either CSC 117 or CSC 120 or equivalent.

MAT 332 and MAT 358 have a new prerequisite: MAT 202 and MAT 231 or permission of Instructor.

MAT 355 now requires MAT 231 as a pre-requisite.

MAT 353 now requires MAT 202 as a pre-requisite.

MKT 250 Developing Marketing Insights is now called **Marketing Research.**

MKT 308 Consumer Marketing Behavior is now called **Consumer Behavior**.

MKT 250 Marketing Research is now a pre-requisite to four Marketing courses: MKT 308 Consumer Behavior, MKT 310 Advertising, MKT 326 Digital Marketing Strategies, and MKT 405 Strategic Marketing.

The following upper-level **Marketing electives** now require junior or senior standing: MKT 312 Sales Management, MKT 322 Business-to-Business Marketing, MKT 330 Professional Selling, MKT 316 Public Relations.

HRS 420 is now called **Family Systems: Theory, Interventions and Practice.**

HRS 330 is now called **Applied Interviewing and Helping Skills for Health and Human Service Professionals.**

HRS 421 is now called **Grief and Loss.**

HRS 425 is now called **Crisis Intervention.**

Permission of Department Chair is now required to take **PSY 310 Internship in Psychology,** and the pre-requisites have been discontinued.

PSY 283 Introduction to Autism Spectrum Disorder is now **PSY 383**, and counts as a 300-level elective option in the Major in Psychology with a Concentration in Mental Health and Pre-Clinical Counseling, and the Major in Psychology with a Concentration in Child and Adolescent Psychology.

PSY 296 Forensic Psychology has been renumbered **PSY 396.**

ABA 340 is now called **Introduction to Behavior Analysis and Therapy.**

ABA 350 is now called **Survey of Behavioral Interventions.**

ABA 450 is now called **Advanced Topics in Applied Behavior Analysis.**

The **Light the Way Scholarship** has been discontinued. The one-credit GLS 112 Global Humanitarian Relief will continue to be offered.

The Global Awareness Core requirement is gone, so the **Global Studies Minor** now asks students to take GLS 100 and ANT 131, then choose five courses from among these: any language level V or higher, any SPA course with Latin American content, BUS 330, ECO 252, ECO 264, EDU 302, GLS 112 (3 times), HIS 114, HIS 241, HIS 250, HIS 251, HIS 252, HIS 254, HIS 255, HIS 282, HIS 283, HIS 290, HIS 291, HIS 363, INB 318, MUS 125, MUS 126, PSY 218, SOC 108, THE 286, or the cross-listed course WMS 385, under any of its disciplinary flags.

Undergraduate Academic Policies

Assumption students are expected to inform themselves regarding all academic policies. They do this by reading the *Academic Catalog and Advising Guide,* consulting with their academic advisors, visiting the academic advising portal site, and regularly reviewing their degree audits, called "My Progress" in WebAdvisor Student Planning, the University's online advising and registration system. The *Academic Catalog* is not an irrevocable contract. Regulations published in it are subject to change by the University at any time without notice. University regulations are policy statements to guide students, faculty, and administrators in achieving the goals of the institution and protecting the integrity of the degree. The appropriate authorities with the interest of the students and the institution in mind will make necessary interpretations of these policies. Students are encouraged to consult their academic advisor, a department chair or school/college dean, or the Associate Vice President of Academic Affairs if they have questions about a policy.

Each new edition of the *Academic Catalog and Advising Guide* becomes effective at the opening of the fall semester. To receive a degree, an undergraduate student must satisfactorily complete all requirements described in the *Academic Catalog* in effect at the time of their enrollment as a degree-seeking, matriculated student at the University or all requirements described in the catalog in effect at the time of graduation. Any student who changes from one major or minor to another must meet requirements of the added major or minor in effect at the time of the change. Any student who leaves the University or changes to another major or minor for a period of one calendar year or longer, and then returns to the University or to the original major or minor, will be required to meet requirements in effect at the time of return. Exceptions to these policies may be necessitated by changes in course offerings, degree programs, or by action of authorities other than the University. In that event, every effort will be made to avoid penalizing the student.

UNDERGRADUATE DEGREE REQUIREMENTS

A student in good standing who satisfactorily meets the following requirements is awarded the Bachelor of Arts or Bachelor of Science degree: a minimum of 120 semester hours of University credit, with a minimum of 38 semester courses. No course of fewer than three credits may count toward the 38 courses required for graduation. The one exception is for those one-credit music performance courses which may be bundled to count as a single 3-credit course. No more than 10 courses may carry grades of D-, D, and D +. Any course beyond the tenth one will not count as a course or for credit, but the grade will be reflected in the GPA. The 120 hours required for graduation shall include no more than nine semester hours of practicum and internship, unless required by the major or special program sponsored by the University, such as an international internship or study away experience. Fulfillment of all Foundations Program and major requirements stipulated in the *Academic Catalog and Advising Guide* of their year of matriculation, a Grade Point Average (GPA) of at least 2.0 both cumulatively and in the student's major program of study are required for degree completion. Minor programs of study, though valuable, are not required for degree completion. Minors must be completed with a 2.0 GPA or higher.

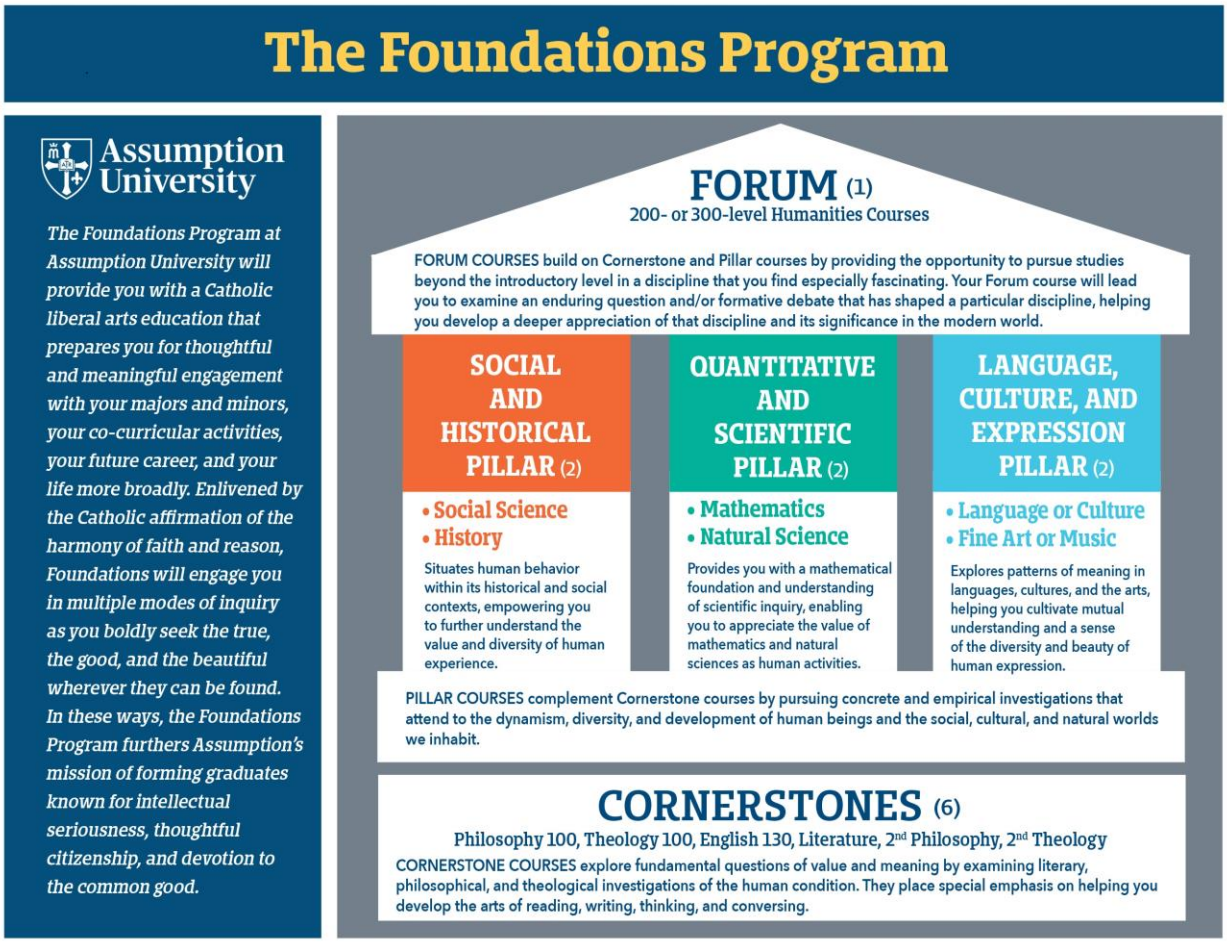
Once a student has matriculated at Assumption, no more than four (4) courses taken at another accredited institution may be used to satisfy degree requirements. Students are expected to fulfill Foundations Program and major requirements in residence, with the exception of credits granted at the time of matriculation or through special programs such as study abroad. A maximum of two courses may be taken outside the university to satisfy Foundations requirements. These are subject to departmental approval, certifying equivalence by the department chair to a Foundations requirement. At least one half of all courses, 60 of 120 credits, must be taken in residence during fall, spring, intersession, or summer terms or through the Higher Education Consortium of Central Massachusetts (HECCMA).

DEFINITION OF A CREDIT HOUR

Assumption upholds the Federal Credit Hour Standard in its award of credit. Whether for graduate or undergraduate credit, for each hour of credit earned, Assumption requires fifty minutes of faculty instruction and two hours of student preparation per week for the fifteen weeks of the semester for a total of 42.5 hours of engagement required per earned credit. A 3-credit course, for example, includes a minimum of 2.5 hours of faculty instruction and 6 hours of student preparation each per week in a 15-week semester. This standard applies to the fall and spring 15-week semesters, and to the accelerated summer terms. Classes held three times a week on Monday, Wednesday, and Friday are 50 minutes long; twice-weekly Tuesday/Thursday classes are 75 minutes in duration. This standard is applied in the awarding of labs, practica, internships for credit, studio work, or other academic work completed as part of an academic program of study.

THE CURRICULUM

The undergraduate curriculum is composed of three kinds of course: those in the Foundations Program, those in a major program of study, and elective courses, sometimes called "free electives," to distinguish them from "major electives," meaning courses in the major selected from a range of options approved by the department. Students must complete the Foundations Program and at least one major program of study to complete the degree. Minor programs of study are not required.



THE FOUNDATIONS PROGRAM

The Foundations Program will provide you with a Catholic liberal arts education that prepares you for thoughtful and meaningful engagement with your majors and minors, your co-curricular activities, your careers, and your lives more broadly. Enlivened by the Catholic affirmation of the harmony of faith and reason, Foundations will engage you in multiple modes of inquiry as you boldly seek the true, the good, and the beautiful wherever they can be found. By encouraging you to pursue truth in the company of friends, Foundations will help you to develop academically, emotionally, personally, and spiritually. In these ways, the Foundations Program furthers Assumption University's mission of forming you into a person known for intellectual seriousness, thoughtful citizenship, and devotion to the common good.

Cornerstones: In Cornerstone courses, you will explore fundamental questions of value and meaning by examining literary, philosophical, and theological investigations of the human condition. These courses place special emphasis on helping you develop the arts of reading, writing, thinking, and conversing.

Pillars: Pillar courses complement Cornerstone courses by leading you to pursue concrete and empirical investigations that attend to the dynamism, diversity, and development of human beings and the social, cultural and natural worlds we inhabit.

The **Language, Culture and Expression Pillar** will lead you in an exploration of patterns of meaning in languages, cultures, and the arts, helping you cultivate mutual understanding and a sense of the diversity and beauty of human expression.

The **Quantitative and Scientific Pillar** will provide you with a mathematical foundation and understanding of scientific inquiry, enabling you to appreciate the value of mathematics and natural sciences as human activities.

The **Social and Historical Pillar** will help you to situate human behavior within its historical and social contexts, empowering you to further understand the value and diversity of human

experience.

Forum: Forum courses build on Cornerstone and Pillar courses by giving you the opportunity to pursue your studies beyond the introductory level in a discipline that you find especially fascinating. Your Forum course will lead you to examine an enduring question and/or formative debate that has shaped a particular discipline, helping you develop a deeper appreciation of that discipline's nature and its significance within the modern world.

Forum courses include course offerings from Art History, English, History, Modern and Classical Languages and Cultures, Philosophy, Political Science, and Theology. Forum courses cannot double-count with your major but may double-count with your minor or with a second major.

The Standing Committee on General Education (SCOGE) will invite, review, and approve Forum courses in the fall of 2023. More particularly, here are the parameters of a Forum course:

6. 200 or 300 level humanities
7. Depth and breadth appropriate for majors and non-majors alike
8. Culminating paper or project instead of a final exam
9. At least 50% of the course discusses formative debates within the discipline and their historical development across time
10. Course involves serious engagement with at least one primary source.

MAJOR PROGRAMS OF STUDY

The purpose of the major is to allow students to develop greater depth and competence in their field of interest. A departmental major must require at least nine courses. Courses over 14 in a single discipline will not count as courses and credits toward graduation, but grades will be included in the cumulative GPA. The major grade point average is calculated using the first successfully completed course that fulfills a requirement. Once the major is completed, further eligible courses in the major will be calculated into the cumulative grade point average only. Students are expected to declare a major by early in the spring semester of their sophomore year. Juniors remaining undeclared in the fall semester will be barred from registering for spring courses. Please note that expressing interest in application materials or advising surveys does not constitute declaration of major.

DOUBLE MAJORS

To take on two fields of mastery is an ambitious goal, but can yield excellent preparation in related pairings such as English and history, for instance, for those planning to teach literature, or International Business and a language, for those planning to conduct business abroad. However, a double major requires careful planning. Those considering two majors might ask themselves: what is the value of the second major, and how does it link to the first? Would a minor field of study serve my needs? Am I prepared to give up free electives in order to complete a double major? Am I certain I would have time to complete a second major? Have I consulted my academic advisor? Applications to apply for a double major are available from in the Registrar's office or the Office of Undergraduate Studies, La Maison Hall 202.

DOUBLE COUNTING

At least three courses taken for a minor must be distinct from those courses taken for a major or a concentration. A minimum of six courses taken for a second major must be distinct from those courses taken for another major or concentration. No double counting is permitted within the Foundations Program. Courses taken that fulfill Foundations requirements may, if eligible, also count in major and/or minor programs of study, with the exception of the Forum Foundations course, which may not count in a first major, but may count in a second major or minor program of study.

SPECIAL MAJORS AND MINORS

Individually-designed major or minor programs of study may be arranged. Interested students should meet with the Associate Vice President of Academic Affairs. A form outlining the proposed course of study must be completed by the student and approved by the relevant department chair(s) and the Associate Vice President. These plans must be made, preferably, no later than the end of the junior year.

MINOR PROGRAMS OF STUDY

Minors are not required for graduation. A minor consists of at least 18 credits and must be completed with a 2.0 or higher grade point average. At least three (3) courses in a minor must be distinct from those in a major program of study. A minor may be earned in most academic disciplines. Special minor programs of study are available; see the procedure for special majors above. Minor programs are available in most majors and in Community Service Learning; Core Texts and Enduring Questions (CTEQ); Medieval and Early Modern Studies (MEMS); Physics; Engineering Science, Sports Management, Law, Ethics, and Constitutional Studies (LEX); and Women's Studies; and Racial and Ethnic Studies.

ELECTIVES

Perhaps better than any other element in the curriculum, electives exemplify the liberal arts ideal of study undertaken freely for the enrichment of the human mind. These are courses "elected" or chosen by a student purely to explore fields of interest and enrichment, independent of any requirement. Electives count towards the 120 credits required for completion of the degree. Students may use electives to strengthen their majors and/or minors with coursework in different but related areas.

FULL TIME AND PART TIME STATUS

To qualify as a full-time student, a student must register for least 12 credits per semester. Only full time students (carrying at least 12 credits) are eligible for Federal or University financial aid and for on-campus housing. In order to complete the bachelor's degree in eight semesters (four years), however, students must register for 15 credits per semester. A full-time, matriculating student is charged the full time tuition rate. Students carrying fewer than 12 credits per semester are considered part time students and are not eligible for Federal or University financial aid or on-campus housing. A part-time student is subject to the same academic regulations and degree requirements as a full-time degree candidate. In addition, part time students must maintain an acceptable degree of academic progress and continuity of studies. Part time students are not eligible for the Dean's List. Part time students are charged per credit. A full-time, matriculating student may become a part-time degree candidate by completing a part-time student form, available in the Office of the Registrar; the form must be renewed each semester.

NON-MATRICULATION STATUS

A non-matriculating student is one who is not a candidate for a degree. The number of courses or credits taken per semester does not affect this status. A non-matriculating student is subject to the same academic regulations and discipline as a degree candidate. However, he/she is given no class rank and is not eligible for academic honors. A non-matriculating student is charged at a per-credit rate, plus additional fees as determined by the University. A non-matriculating student may request to become a full-time or part-time degree candidate by making application at the Admissions Office. The usual policy is to permit a maximum of 12 credits to be transferred from the non-matriculated status to the matriculated status.

ACADEMIC ADVISING

The University has a longstanding academic advising program. Full-time faculty serve as academic advisors and assist in course selection, discernment of major, and as mentors to support and help if the advisee is experiencing difficulties with his or her program of studies. Prior to the first semester of matriculation, students are assigned a faculty advisor based on their expressed academic interest. After that, students may select another advisor, often when officially declaring a major through the office of the Registrar. The advising program is administered by the Office of Undergraduate Studies. The University maintains membership in the National Academic Advising Association (NACADA), and regularly updates an advising portal site. Its online advising and registration system is called WebAdvisor Student Planning.

REGISTRATION FOR COURSES

Students register in order of seniority: seniors, juniors, sophomores, first years. Registration follows advising and advisor course approval in WebAdvisor Student Planning in late March/early April (fall semester) and early November (spring semester). Students may not register for any course that has not been approved by an academic advisor. Confirmed course schedules are available prior to the beginning of each semester. Full payment of all tuition and fees is required before registration is considered complete. A student not enrolled in a degree program must consult with the Registrar prior to registering. Free courses granted by means of dean's listing must be registered for during add/drop week. Summer Semester courses are planned, approved, and registered for in WebAdvisor along with fall semester classes each spring.

COURSE LOAD

The expected course load for a full-time undergraduate student is five courses, which equals 15 credits or more. Students should be aware that withdrawing from a course or registering for fewer than 15 credits will necessitate summer, intersession, or additional fall/spring courses in order to graduate with one's class, and add to the overall cost of a completed degree. Most courses meet for 150 minutes per week, either three times a week for 50-minute sessions or twice a week for 75-minute sessions.

COURSE OVERLOAD

Students in good standing may carry a sixth 3 or 4-credit course for the semester. Students on the Dean's List are permitted a free sixth course in the fall or spring semester following their Dean's Listing. Summer and intersession terms are not included. Free courses granted by means of dean's listing are registered for during add/drop week. Students who study abroad in the semester subsequent to their Dean's Listing may request a free sixth course for the following fall or spring semester, only. They would make this request to the Office of Undergraduate Studies, La Maison 202. Students are responsible for any special, non-tuition fees associated with a Dean's List free course, such as a lab fee or studio art fee. Students not on the Dean's List will be billed per credit after the normal load of 15 credits. These students should consult with the student accounts office before adding a sixth course. All students requesting more than six courses will be required to obtain permission from the Associate Vice President for Academic Affairs.

COURSE ADJUSTMENT

After the initial course registration, students may adjust their course selection during the designated all-school adjustment periods, or during drop/add in the first week of fall or spring classes. Summer Semesters do not have an add/drop period, but students may drop a summer course on the first day of class without the course appearing on their transcript as a withdrawal. After that, the only way to change one's schedule is by withdrawal from a course, permitted through the 12th week of classes in fall/spring semesters, and through the second to last day of class in summer semesters. Failure to attend classes or to participate in online work does not constitute a withdrawal – a timely, formal request is required. Students must submit the electronic Withdraw from a Course form found on the Registrar's webpage. In fall/spring semesters, students are not permitted to withdraw from more than one course if this changes their status to that of a part-time student, carrying fewer than 12 credit hours. Students should be aware that withdrawing from a course or registering for fewer than 15 credits will necessitate summer, intersession, or additional fall/spring courses in order to graduate with one's class, which adds to the overall cost of a completed degree.

AUDITING

To register as an auditor in a course a student must obtain the written permission of the course instructor and the Registrar and pay the regular tuition charge. An auditor attends the class but does not receive a grade or credit.

TRANSFER CREDIT

Once the student has matriculated in University, no more than four courses taken at another accredited institution may be used to satisfy degree requirements. This limitation does not apply to study abroad courses or courses taken through the Higher Education Consortium of Central Massachusetts (HECCMA) cross registration program. While the University expects all Foundations Program courses will be taken at the University, two of the four permitted transfer courses may, with department approval, be counted in the Foundations requirement. Capstone courses must be taken in residence, and other departmental restrictions apply. Courses taken in the University's intersession and summer semesters are not transfer courses, nor are courses taken on the University's Rome campus.

To transfer courses and credits taken at another institution to Assumption University, students must complete the Transfer Credit Authorization form, which can be found on the Registrar's Office webpage. The information will be sent to the appropriate department chair for approval. The student will then be contacted with the approval. Students must earn a grade of C or higher for the course, and send an official transcript to the Office of the Registrar. Grades earned at these institutions are not included in the calculation of the student's grade point average.

Department	Chair	Transfer Review Policy
Economics, Finance, and Accounting	Smriti Rao	Case by case
Art and Music	Toby Norris	Case by case
Biological and Physical Sciences	Brian Niece	Case by case
Management and International Business	Michael Lewis	Case by case
Education	Samantha Goldman	Case by case
English	Rachel Ramsay	Case by case; no accelerated online courses approved.
History	Carl Keyes	No capstone courses approved except the AAS American Studies Seminar or like internship experience. Otherwise, case by case.
Modern/Classical Languages	Maryanne Leone	Case by case. Study abroad transfer credit limited to three courses transferred to the major, two courses in a minor. No online courses approved if offered in a term shorter than six weeks.
Math/Computer Science/Cybersecurity	Jessica McCready	Case by case
Marketing and Organizational Communication	Bridget Leonard	No capstone courses approved: MGT 400, BUS 398, BUS/OCM 399. No 300-level courses from a community college approved. Online courses reviewed case by case.
Nursing	Caitlin Stover	No nursing (NUR) courses may transfer.
Human Services and Rehabilitation Studies and Health Sciences	Cinzia Pica	Case by case
Philosophy	Patrick Corrigan	No Foundations Program Cornerstone (PHI 100 and second philosophy) courses approved. Courses requested to count as Foundations Forum and as free electives are reviewed case by case.
Political Science	Jeremy Geddert	Case by case
Psychology	Leamarie Gordon	No online courses for any of the Foundations Program required courses in the psychology major or minor.
Sociology and Criminology	Angela Kaufman-Parks	No accelerated online courses approved for major, minor, or Foundations Program credit. Full-term online courses reviewed case by case.
Theology	Ty Monroe	No Foundations Program Cornerstone (THE 100 and second Theology) courses approved. Courses requested to count as Foundations Forum and as free electives are reviewed case by case.

UNDERGRADUATE REGISTRATION IN GRADUATE COURSES

Seniors are permitted to enroll in a graduate course numbered 500 and above if the course is in their declared major or minor field or in a related discipline. Undergraduate students who enroll in graduate courses must meet the criteria established by the graduate program that offers the course, and obtain written permission from the relevant department chairperson and the relevant graduate program director. The class, once approved, will be added by the Registrar's Office.

TEACH-OUT POLICY

In the event the University can no longer sustain operations, or if an existing University academic program closes, sunsets, or loses external accreditation, a plan for teaching out currently matriculated students will be determined in accordance with NECHE policies and federal law and will be provided to the affected students.

ATTENDANCE REGULATIONS

Students are expected to be prompt and regular in their attendance at all classes and laboratories, to prepare assignments with care, to turn in reports and papers on schedule, and to take an active part in class discussions. Students who have been absent from class for medically documented reasons or for other very serious life occurrence for two or more consecutive classes should notify the Office of Undergraduate Studies at (508) 767-7486, provide documentation, and specify the days absent. The Office of Undergraduate Studies notifies faculty members of the documented absence, but does not excuse the student from meeting course requirements set by the instructor. For absences of fewer than two consecutive classes the student should contact instructors directly, providing whatever documentation is requested.

A student who is absent from a final examination because of serious illness or emergency may request a make-up examination. Such a request must be presented in a timely fashion to Office of Undergraduate Studies, and such a request cannot be for a course the student has completed. Sitting an examination indicates the student is in good enough health to take it and understands it will be counted. Documented serious illness or emergency are the only acceptable excuses for missing an examination. Any exception to this rule must be authorized by the Associate Vice President for Academic Affairs after consultation with the student's professor. To evaluate intellectual progress and mastery of knowledge and skills, the University requires students in all courses to fulfill the final requirement by taking an examination (written or oral), or writing a paper, or completing a project. This concluding exercise must be completed during the end-of-semester final examination period.

CREDIT BY EXAMINATION

Students may earn credits and course equivalents for College Board Advanced Placement (AP) exams. Minimum scores are determined by individual academic departments. Scores below three do not earn credit in any discipline. The Registrar's Office receives AP scores for incoming first year students in July. Please note: students may not receive both AP credit and credit for the course taken at the University. If a student is uncertain whether or not he or she has earned AP credit, he or she should avoid registering for the course for which credit may be awarded. Credit will only be given for examinations in disciplines appropriate to a liberal arts institution. For the International Baccalaureate Exam, the University will evaluate Higher Level exams only.

ADVANCED PLACEMENT CREDIT

Advanced Placement Exam	SCORE REQUIRED	COURSE GRANTED
African American Studies	4	HIS 269
Art History	4	ARH 125
Studio Art	4 and portfolio review	ART 101 and elective
Art 2D Design	4	ARD 175
Art 3D Design	4	ART 106
Music Theory	4	MUS 201
Statistics	4	ECO 115

Advanced Placement Exam	SCORE REQUIRED	COURSE GRANTED
African American Studies	4	HIS 269
Micro Economics	4	ECO 110
Macro Economics	4	ECO 111
English Language and Composition	4	ENG 130 and elective
English Literature and Composition	4	ENG 130 and LTE 140
French, Italian, Latin, Spanish Language and Culture	3	201 and 202
French, Italian, Latin, Spanish Language and Culture	4	202 and 203
Spanish Literature	3	202 and 203
Spanish Literature	4	203 and 204
Human Geography	4	GEO elective (social science)
U.S. History	4	HIS 180 and HIS 181
European History	4	HIS 116 and HIS 117
World History	4	HIS 114 and HIS 115
Calculus AB	3	MAT 117 and 118
Calculus BC	4	MAT 131 and 132
Computer Science Principles	3	CSC 113
Computer Science A	3	CSC-117
Environmental Science	4	ENV 150
Biology	4	BIO 160
Chemistry	4	CHE 131 and 132
Physics 1: Algebra-Based	4	PHY 201
Physics 2: Algebra-Based	4	PHY 202
Physics C: Mechanics	4	PHY 201H
Physics C: Electricity and Magnetism	4	PHY 202H
Comparative Government and Politics	4	POL 203
U.S. Government and Politics	4	POL 201
Psychology	3	3 elective credits
Psychology	4	PSY 101

GRADING SYSTEM

Course grades are recorded on the student's permanent record at the end of each semester, and are issued to the student at the end of each semester. Students may request a progress report from the instructor in each of their courses prior to the last day for withdrawal in each semester. Letter grades, which may be modified by plus or minus symbols, indicate the level of performance in a course as follows: A (Excellent), B (Good), C (Average), D (Poor); a grade of F indicates that a student has failed

the course. Only grades for courses taken at Assumption University and at HECCMA Consortium campus institutions through cross-registration are included in the calculation of GPAs for transcript purposes. Following is a numerical conversion of letter grades: A (4.0); A– (3.7); B+ (3.3); B (3.0); B–(2.7); C+ (2.3); C (2.0); C– (1.7); D+ (1.3); D (1.0); D–(.7); F (0). Grade point averages are calculated by multiplying the points for the grade earned by the number of credits the course is worth, then dividing by the total number of credits attempted. If a student earns a B in five 3-credit courses, she would have earned 3 points times 3 credits, or 9 grade points for each of five courses. Nine times five yields a total of 45 grade points. Divided by the 15 credits attempted, the student has a 3.0 grade point average for the semester.

PASS/NO CREDIT

In order to allow students the opportunity to explore courses which they might otherwise be hesitant to take, the University offers a Pass/No Credit option. Under this option, the student receives a grade of P (Pass) for performance at the level of C- or higher and NC (No Credit) for performance at an unsatisfactory level (i.e., below C-). Neither grade will include quality points calculated into the student's overall GPA. This option is available to all second, third, and fourth year students who have an overall GPA of 2.0 at the time the option is requested. Transfer students must have completed at least one semester at Assumption before they are eligible. Qualified students must request this option by contacting the Registrar's Office up to the last day for withdrawing from a course, as published in the academic calendar. Once the pass/no credit has been approved by the Registrar's Office, the P/NC option is final. The student will not receive a letter grade in the course on his or her grade report or transcript. This option applies only to free elective courses and may not be used for any courses taken to satisfy Foundations Program, Major, or Minor requirements. Only two courses may be taken for Pass/No Credit during the student's time at the University, and only one may be taken in any given semester.

INCOMPLETE

An Incomplete (I) is approved when a student, because of illness or serious emergency at the end of the semester, is unable to complete the requirements of his/her course by the final grade deadline. Incompletes must be approved by the Associate Vice President for Academic Affairs, in consultation with the instructor of record. They are not approved if the student has completed the requirements for the class. All requests for incompletes must precede the end of the semester. Taking an examination or submitting a final assignment means it will count in the student's grade. Faculty overseeing incompletes must submit a Change of Grade form before the end of the sixth week of the following semester, or the Incomplete is changed to an F. Any exception to this policy must have the prior approval of the Associate Vice President of Academic Affairs.

CHANGE OF GRADE

All grade changes must be requested by the instructor of record before the end of the sixth week of the following semester. Students requesting a change of grade do so by petitioning the faculty member in writing, stating the reason for the request. If the faculty member agrees, he/she submits a change of grade form, with a clear indication of the reason for the change, to the Associate Vice President of Academic Affairs for approval or denial. Grade changes are approved only in the case of error in the computation or submission of a grade, or other accident or error. All requests for changes of grade based on work turned in after the last day of the semester will be denied.

WITHDRAWAL FROM A COURSE

Withdraw (W), becomes the final grade when a student withdraws from a course prior to the withdrawal deadline as posted on the fall/spring academic calendar. Withdrawing from a course may create a course and credit shortage. The student will have to complete additional course work to eliminate this shortage and graduate on schedule. A W grade is processed only when the student submits the electronic Withdraw from a Course form, which can be found on the Registrar's webpage. Not attending class does not constitute a withdrawal.

REPLACING A COURSE

When an F or any other low grade is earned, the student may compensate for this either by repeating that course or by taking a course which satisfies the same requirement: Foundations Program, major, minor, or free elective. Once the replacement course has been successfully completed, the initial course entry on the transcript will bear the letter "R" indicating a replacement has taken place. However, the revised grade point average and credits earned are reflected only in the term of replacement. Students must request course replacements from the Registrar's Office. Replacing a course for which the student earned credit removes those credits from the record. Credit may not be earned for the same course twice.

CLASS RANK

The final class rank of a graduating student is based on the average of all grades for courses taken at Assumption University and at Consortium institutions through cross-registration.

CLASS STANDING AND RECLASSIFICATION

Upon matriculation, all students are assigned an expected year of graduation or degree completion that constitutes class standing. For example, a full time student who matriculated in the fall of 2025 would normally be expected to complete in the spring of 2029, having earned 15 credits per semester for eight semesters for a total of 120 credits. This student would be considered a member of the class of 2029. The Office of the Registrar oversees class standing. Each July, after Summer Semester I is complete and including Assumption Summer Semester II course registrations, the Registrar reviews credits earned -- or registered for in Assumption Summer Semester II -- and, if indicated, reassigns students to classes according to the chart below. Transfer students and new students with Advanced Placement and/or dual enrollment credit are assigned class standing in the same way. Questions regarding class standing should be referred to the Registrar's Office at 508 767-7355.

Class Standing	Credits Earned
First Year	0 to 23 credits earned
Sophomore	24 to 53 credits earned
Junior	54 to 83 credits earned
Senior	84 to 120 credits earned

ACADEMIC INTEGRITY POLICY

Academic integrity is essential to the existence and growth of an academic community. Without high standards of honesty, the University's mission to educate students in the Christian liberal arts tradition and to promote Christian living cannot be accomplished. Although maintaining the standard of honesty is primarily the responsibility of the faculty, this responsibility is shared by all members of the academic community. As teachers, faculty members are responsible for initiating students into the activity of learning. To assess this learning, they need to evaluate student work. To carry out this office, faculty members must try to ensure that student work submitted for academic credit is the result of the student's own effort and conforms to established standards of academic honesty. Therefore, academic evaluation includes a judgment that the student's work is free from dishonesty of any type, and course grades should be and shall be adversely affected by academic dishonesty.

The University views collaboration and sharing information as valuable characteristics of academic communities, and faculty members are responsible for clarifying to students the expectations and boundaries about collaborations and information sharing in their courses and their academic disciplines. It is the duty of faculty members to take measures to preserve and transmit the virtues of the academic community, both through example in their own academic pursuits and the learning environment they create for their students. To this end, they are expected to encourage in their students a desire to behave honestly. They also must take measures to discourage student dishonesty. To meet their obligations, when academic dishonesty is suspected, faculty members must follow the policies and procedures stated in the *Assumption University Student Academic Integrity Policy.* Copies of this publication may be found in the Offices of Undergraduate Studies, Student Affairs, the d'Alzon Library, the Academic Support Center, and the Assumption University website.

ACADEMIC STANDING

Good academic standing means making steady progress towards completion of the undergraduate degree, achieving a grade point average of at least 2.0 (C) each semester, towards the 2.0 or C average in both the major and cumulative GPAs that is required for graduation. If a student fails to achieve a 2.0 grade point average in any given semester, he or she will be reviewed by the Academic Policy Board and one of four statuses will be assigned: Academic Warning, Academic Probation, Conditional Enrollment, or Required Withdrawal (expulsion). If placed on Academic Warning, the student remains in good standing. While on Warning, Probation or Conditional Enrollment, the student is required to work with his/her academic advisor, the Division of Student Success and staff from the Academic Support Center to earn a 2.0 or higher. Those who have, through summer or intersession study, regained good standing (2.0) prior to the beginning of the next semester are still required to meet with support staff for the semester.

PROGRESS TOWARDS THE DEGREE

It is expected that all students will register for and successfully complete fifteen (15) credit hours per semester. Indeed, students must do so in order to complete a bachelor's degree in the expected four years or eight semesters. Registering for fewer than 15

credits, failure in or withdrawal from a course will result in a shortage of credit hours. Such credits must be made up by means of a departmentally pre-approved summer, intersession, or fall/spring term sixth courses. All such courses fall outside of the fall/spring tuition package, and as such constitute an added financial burden on the student. Full-time status is maintained at twelve (12) credit hours; students are not permitted to carry fewer than 12 credit hours and remain a full-time student. Students who register for fewer than 12 credit hours 1. must file a change to part-time status form with the Registrar at the beginning of each semester, 2. will not be eligible for on-campus housing, 3. will have their financial aid package reviewed and possibly adjusted, and 4. may not be eligible for health insurance through their parents.

WITHDRAWAL FROM THE UNIVERSITY

A student who voluntarily withdraws from the University must return all University property and settle all financial obligations to the University, inform the Office of Undergraduate Studies of his/her intention, and complete a withdrawal form and exit survey. A student who receives considerable financial support from his/her parents or guardians would be well advised to obtain their written approval prior to officially withdrawing. A student who withdraws without having complied with the above requirements will receive a grade of F in all current courses. The student forfeits any tuition refund, all rights to transcripts of grades, and consideration for readmission.

WITHDRAWAL WITH INTENT TO RETURN (WWIR)

It is sometimes necessary for students to interrupt their studies due to ill health, family emergency, or other serious cause. For such students, the University offers Withdrawal with Intent to Return (WWIR). Applications for WWIR are reviewed by the Associate Vice President of Academic Affairs. The applicant must be in good academic and judicial standing, must request WWIR for a specific period of time stating cause, and must confer with Financial Aid prior to departure regarding the effects of WWIR on financial aid, loan repayment, and grace periods. When the student wishes to return, the student must write a letter to the Associate Vice President, requesting readmission. If conditions for return were stipulated at the time of application for WWIR, those conditions must be met. Student on WWIR maintain their portal access and Houndmail accounts. For students returning from WWIR, every effort will be made to reinstate financial aid in its original form. An administrative fee of $275.00 is charged for each semester of Withdrawal With Intent to Return. Students planning to return should contact Residential Life at x7505 regarding housing. Students studying abroad or studying away are not required to take WWIR, but are on a study abroad/away leave of absence from the University.

READMISSION TO THE UNIVERSITY

All students requesting readmission to the University, regardless of their cause for withdrawing, must submit a letter to the Associate Vice President of Academic Affairs, explaining the circumstances of their departure from the University, their reasons for requesting to return to Assumption, and how the circumstances leading to their withdrawal have changed. For spring semester readmissions, completed applications must be received by December 21. For fall semester readmissions, completed applications must be received by July 1. Students who have been required to withdraw for academic or disciplinary reasons are ineligible for readmission for one full fall/spring semester. In addition to the letter described above, these students will further be required to send the Associate Vice President official transcripts of academic work completed since leaving the University, and letters of recommendation from professors, employers, and other relevant persons in support of his or her application. Other materials may be required in order to demonstrate that all issues leading to the student's required withdrawal have been addressed by the student during his or her time away. If readmitted, the student will be required to meet regularly with a designated staff person, and must follow any and all conditions set at the time of readmission.

DEAN'S LIST

A student whose semester GPA is 3.50 or higher qualifies for Dean's List if she/he meets one of these two criteria: 1. During the semester, the student carried at least five courses, earning at least 15 credits, and 2. During the semester, the student carried at least four courses, earning at least 12 credits and, since matriculating at Assumption University, has successfully completed an average of five courses, 15 credits per semester. This list is published once at the end of each semester. A student on the Dean's List is permitted to register for a sixth course at no additional cost for the following fall or spring semester, during the add/drop period. The free course does not apply to courses offered in the summer semester or intersession. Students achieving Dean's List prior to a semester studying abroad may request that the free course be applied to their semester of return.

GRADUATION OR "LATIN" HONORS

Graduation honors are awarded based on graded courses taken at Assumption University or through the Higher Education Consortium of Central Massachusetts (HECCMA). Thus, the Bachelor's degree is conferred ***Cum laude***—upon a student who earns a cumulative GPA of 3.50; ***Magna cum laude***—upon a student who earns a cumulative GPA of 3.75; ***Summa cum laude***—upon a student who earns a cumulative GPA of 3.90. A part-time matriculated student is eligible for graduation honors based on the same standards as a full-time matriculated student. Transfer students may qualify for graduation honors if they satisfy the standards described above in a minimum of 19 courses taken at Assumption or through the Higher Education Consortium of Central Massachusetts (HECCMA).

VALEDICTORIAN AND SALUTATORIAN

Each spring, the valedictorian and salutatorian are chosen from graduating students of the undergraduate University who fulfill the criteria for a Bachelor of Arts or Sciences degree and who are ranked in the top ten students of their class, with ties for tenth place inclusive. The selection committee consists of the Associate Vice President of Academic Affairs (chair), the Senior Class President and Vice President, the Chairperson(s) of the Commencement Committee, and those elected representatives of the Representative Faculty Senate who serve on the Commencement Committee. The committee reviews academic records and contributions to the community and interviews candidates in order to select worthy recipients of the University's highest graduation honors.

PARTICIPATION IN COMMENCEMENT

Degree candidates who are within two courses (a maximum of eight credits) of completing their requirements at the end of the Spring semester will be permitted to participate in Commencement as degree-in-progress candidates under the following conditions: 1. The student must formally petition the Registrar no later than the last Friday in March. The petition must specify the deficiency and include a plan to complete the course work, preferably during the subsequent summer; 2. The student must have a 2.0 grade point average both cumulatively and in the major at the time of the petition, since both are graduation requirements; 3. The committee, comprised of the Associate Vice President for Academic Affairs and the Registrar, will review all petitions to determine if the students have met the eligibility requirements for participating in Commencement. The determination by the committee will be final, and no appeals of the decision are permitted. Students who are required to withdraw after the fall semester of their senior year are not eligible to participate in Commencement. Nor are those lacking credits due to a violation of the University's integrity policy occurring in their final semester. Those students who are permitted to participate in Commencement will robe, walk, and receive diploma cases containing confirmation of in-progress status. Their names will be marked "Degree in Progress" in the Commencement program.

TRANSCRIPTS OF ACADEMIC RECORD

Students may order official transcripts using the Parchment transcript service. For more information and a short instructional video, visit the Registrar's page on the Assumption website, https://www.assumption.edu/people-and-departments/organization-listing/registrar The fee for transcripts is $10 for an electronic copy, and $12.50 for a paper copy sent via surface mail. Current students may access unofficial transcripts through their portal accounts in WebAdvisor, under "My Progress."

FAMILY EDUCATIONAL RIGHTS AND PRIVACY (FERPA) RELEASE OF INFORMATION

Assumption upholds the Family Educational Rights and Privacy Act of 1974 (FERPA) which affords students certain rights with respect to their educational records. A summary and instructional tutorial of student rights is available at the Department of Education website here: https://studentprivacy.ed.gov/?src=rn

These rights include: The right to review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, Associate Vice President, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University 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 University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Students may ask the University to amend a record that they believe is

inaccurate or identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to University officials with legitimate educational interests. A University official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Higher Education; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another University official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without a student's consent to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University 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 20202-8520, FERPA.Complaints@ed.gov

Written notification to withhold any or all items must be directed to the Registrar's Office by the publicized deadline. Unless otherwise directed, the following items may be released at the discretion of the University: the student's name, address, telephone listing, campus e-mail address, date and place of birth, academic program(s), class year, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, current photo, and the most recent previous educational agency or institution attended by the student. A request to withhold any or all of the above data in no way restricts internal use of the material by the University.

Only parents of dependent students have access rights to the records of students. In compliance with the Family Education Rights and Privacy Act of 1974 (as amended), the University reserves the right to disclose information about dependent students to their parents without the students' written consent. Information will not be released until the University is assured that the parent is entitled to such information. Students have the right to review their disciplinary records which are maintained by the Office of Student Affairs. Students may challenge the content of those records which they believe to be inaccurate or misleading. In order to review records, students should make an appointment with the Vice President of Student Affairs. In order to maintain the confidentiality of other students, the Vice President will review the file with the student in summary form. Duplicate copies of the file will not be issued to the student.

SPECIAL ACADEMIC OPPORTUNITIES

COMPASS FIRST YEAR EXPERIENCE

All first-year students participate in COMPASS, the Common Pursuit of Academic and Social Success. COMPASS is designed to offer new students the tools they need to navigate the transition from high school to college. Students join a learning community that together takes two courses: one a seminar in English, Philosophy or Theology the other perhaps in the student's intended major. By sharing two courses with the same small —no more than 22— group, students get to know each other and their professors quickly and feel more comfortable in the classroom, which results in a more engaging environment for asking questions and interacting with peers and professors. With their learning community, students participate in workshops throughout the fall semester, facilitated by faculty or staff members and upper-class students. COMPASS workshops focus on skills that are key to a successful transition such as managing time well, studying effectively in college, and learning to identify, use and cite good information properly. Enhanced COMPASS offers a year-long first year learning community with additional academic support through peer tutoring, and the faculty serve as academic advisors as well as instructors. With closer, year-long connections with faculty and peer tutors, students benefit from even more support.

LOGOS

Logos is a first-year learning experience that helps students thrive as they join the Assumption community. It pairs small groups of first-year students with a faculty-student mentoring team. Faculty and student mentors work together to provide each student with personalized guidance and support that empowers them to cultivate their unique talents and realize their full potential. Sections of Logos meet once each week, and meetings include both workshops that communicate important information and cultivate practical skills with conversations that allow students to explore their questions, concerns, and aspirations in dialogue with one another. Logos is a full-year experience, both fall and spring semesters, and bears one credit each semester. It is graded pass/no credit, with a C- or higher earning a pass.

THE HONORS PROGRAM

In keeping with Assumption's tradition of academic excellence, the University offers the Assumption University Honors Program, designed to foster academic engagement inside and outside the classroom. The program promotes intellectual friendship and discourse, while providing a common, intensive learning experience. This program allows students to earn an Honors Program Certificate. Admission is by invitation and application. Outstanding accepted students who have demonstrated academic excellence in standardized test scores, rank in class, engagement inside and outside the classroom, and a passion for learning are invited to apply to the program. Students with an outstanding first semester may also apply to join the program at the beginning of the sophomore year. The Program Director will invite eligible students to apply during the spring semester. Transfer students are eligible to apply to the Honors Program at the time of admission by submitting a transcript and writing an essay. Interested students should contact the Interim Director of the Honors Program, Prof. Betsy Colby Davie. Curricular details can be found in the "Interdisciplinary Programs" section of this catalog.

STUDY ABROAD

Assumption University encourages students to spend a semester or a year abroad as a part of their undergraduate education, either at the University's campus in Rome (sophomore or junior year) or through one of its approved study abroad programs, or both. Assumption students study across the globe in locations like Australia, Singapore, Chile, Costa Rica, England, France, Ireland, Italy, Northern Ireland, Scotland, South Africa, Spain, Switzerland, and Semester at Sea. Host institutions include Oxford University, Stellenbosch University, and the University of St. Andrews. Stateside, students have participated in the Washington Center for Internships and Seminars, the Washington Semester at American University, and the New York Media Experience. Some study abroad programs permit students to begin language study; other programs offer language immersion—including homestays—for those who wish to achieve fluency. All financial aid applies, including all merit and athletic scholarships, with the exception of work study. Interested students should call the Office of Undergraduate Studies, x7486, to make an appointment.

ROME CAMPUS

Rome, the Eternal City, is a treasure of art, culture and history—a place where the foundations of Western Civilization were built. Against this rich backdrop, Assumption University has established a campus for students who wish to spend an exciting semester abroad to experience the richness of Rome and many other cities through excursions—included in tuition – to destinations such as Assisi, Florence, Pisa and more, while completing many of their Foundations Program requirements. Italy becomes a living classroom with visits to culturally and historically significant locations. The program accepts a maximum of 18 students per semester, and applicants must have a minimum 2.75 cumulative grade point average and a good record of conduct. Interested students should contact Dr. Eloise Knowlton at x 7486 and visit www.assumption.edu/Rome . The deadline to apply for the spring semester is October 15; for fall, April 15; for summer, March 15.

SOPHIA PROGRAM

The SOPHomore Initiative at Assumption (SOPHIA) is a living and learning experience for sophomores aimed at guiding and cultivating discernment of their personal, professional, and spiritual vocations. Students apply for admission in the spring semester of their first year. SOPHIA Collegians may live in residence together in the Living/Learning Center; have a dedicated faculty mentor; compete for three high impact summer grants in the areas of community engagement, faith, and the life of the mind; and are invited to participate in a two-week capstone experience on the Rome campus

SUMMER SEMESTERS

Assumption offers summer courses that are the same as their fall and spring semester counterparts, with the same small class size, the same level of intellectual rigor, often taught by the same professors. Summer semesters are six weeks in length; courses

cover the same content in an intensive manner. Some courses are offered in the online format, while others meet on campus. The summer semesters provide the opportunity to accelerate a degree program, catch up, lighten the course load in a future semester, or simply focus on one particular course. Registration for Summer Semesters employs the online WebAdvisor registration system for Assumption University students. Payment of summer tuition and all outstanding charges is required before registration is considered complete. Students from other colleges and universities may register for summer courses using the form found on the Summer Semesters webpage or by calling the Registrar's Office. Registrations are accepted through the first day of the semester. There is no week-long add/drop period. Students who enroll and then decide to withdraw from a summer course are provided refunds as follows: before the start of classes – 100%; during the first week of the semester – 60%; during or after the second week of the semester – 0%. After the first week of the semester a student who withdraws from a class will have a "W" recorded on his or her transcript. A student may withdraw from a course through the second to last day of class, with the permission of the instructor. Failure to attend classes or participate in online work does not constitute a withdrawal – a timely, formal request is required.

INTERNSHIP FOR CREDIT

Putting what you learn in the classroom to work in the real world, and bringing what you learn at work back into the classroom makes for powerful learning. Internships are invaluable. Non-credit bearing internships are offered and approved through the Career Development and Internship Center (CDIC), and may be paid or unpaid. Internships for credit add a substantive academic component to the work experience and may also be either paid or unpaid. In recent years, students have undertaken internships for credit in a wide variety of settings: with state representatives, in museums and archives, in radio, television, and newspapers; in banking, public relations, marketing, human resources, labor-management relations, and in the medical profession with pharmacists, dentists and surgeons. Recent sites include the University of Massachusetts Medical School, Old Sturbridge Village, and the *Telegram and Gazette*. Students can complete full time internships in Washington, D.C., New York City, or overseas. The student must hold a grade point average of 2.8 or higher, and have the academic background necessary to work effectively at the internship site. Typically, an internship for credit carries three academic credits for 140 hours of work on site, and completion of those academic components determined when the experience was designed. A student may complete only one internship for credit, unless otherwise required by his or her major. Applications are available from the Office of Undergraduate Studies, La Maison 202.

INDEPENDENT STUDY

A truly engaged student may develop an interest in a field or subject not addressed in the usual course offerings. Such a student might choose to undertake an Independent Study, a uniquely-designed course with a professor of relevant expertise. Applications for Independent Study are available online through the portal on the Faculty Team Site under the Faculty Form tab. The supervising faculty would complete the application. Once the electronic form is submitted, it will be routed to the relevant department chair and dean for approval. Only one Independent Study is permitted per student each semester.

FULBRIGHT AND OTHER POST-BACCALAUREATE SCHOLARSHIP MENTORING

Prestigious scholarships enable Assumption students and post-graduates to engage in learning experiences in the United States and abroad. Opportunities are available for undergraduate and post-graduate scholarship support. Some of these scholarships opportunities include the Fulbright for postgraduate study abroad, the Marshall and Rhodes for postgraduate study in the United Kingdom, the William Simon Fellowship for Noble Purpose, the James Madison Scholarship, the Barry Goldwater Scholarship, the N.C.A.A. Post-Graduate Scholarship, and the David L. Boren Graduate Fellowship. For more information contact Professor Thomas Wheatland, 508 767-7562.

WORCESTER ART MUSEUM MEMBERSHIP

Assumption is an Institutional Partner of the Worcester Art Museum, a world class art museum located near the campus. Assumption students are admitted free of charge with their student IDs. https://www.worcesterart.org/exhibitions/jewels-of-the-nile/?utm_source=localiqandutm_medium=cpm-semandutm_campaign=Jewels-of-the-Nile

HANOVER THEATRE CONSERVATORY COURSES

Through Assumption's partnership with the Hanover Theatre Conservatory for the Performing Arts, Assumption students may take one-credit courses in acting, dance, set design, costuming and more at the Conservatory free of charge. Course enrollment in classes must be approved by Toby Norris, Chair, Department of Art, Music and Theatre and will be treated as an independent study. Course availability will be on a first come/first serve basis; the offering is available at

https://thehanovertheatre.org/classes/ . All University academic and conduct polices apply to students taking Hanover Conservatory classes. Course registration is limited to two one-credit courses per semester, and six total. Prerequisites may apply. Contact Eloise Knowlton in the Office of Undergraduate Studies, eknowlton@assumption.edu or 508 767-7486.

CROSS REGISTRATION THROUGH THE HIGHER EDUCATION CONSORTIUM OF CENTRAL MASSACHUSETTS (HECCMA)

In 1968, Assumption University joined with other institutions of higher learning in the Worcester area to organize the Worcester Consortium for Higher Education, more recently renamed the Higher Education Consortium of Central Massachusetts. Cross registration between partner institutions widens the range of study for all. Participants in the Consortium are: Anna Maria College, Assumption University, Clark University, the College of the Holy Cross, Cummings School of Veterinary Medicine at Tufts University, Massachusetts College of Pharmacy and Health Sciences, Quinsigamond Community College, University of Massachusetts Medical School, Worcester State University, and Worcester Polytechnic Institute. The cross-registration arrangements of the Consortium Universities permit full-time day students to take courses at other Consortium institutions. Registrants are limited to one cross-registered day course per semester. If a similar course is offered at the home institution, permission may be denied. A student registering for a Consortium course is responsible for satisfying course requirements, even though calendars and regulations may differ among Consortium institutions. Through the Consortium, students are exposed to a greater variety and flexibility in course offerings. It should be recognized that students are registered on a space-available basis. Course information can be obtained through the Office of the Registrar or on the website at http://courses.heccma.org/ . All cross-registration procedures for Assumption University students should start by filling out a form online and bringing it in person to the Office of the Registrar.

AMERICAN ANTIQUARIAN SOCIETY AMERICAN STUDIES SEMINAR

Each fall, the American Antiquarian Society and five Worcester Universities sponsor a research seminar at the Antiquarian Society library. The seminar is conducted by a scholar familiar with the Society's holdings in early American history, and the seminar topic is related to his or her field of research. Selection is highly competitive. The participating students are chosen by a screening committee made up of representatives of the five participating Universities: Assumption University, Clark University, the College of the Holy Cross, Worcester Polytechnic Institute, and Worcester State University. The seminar topic and research methods combine several disciplines, and students from a wide variety of majors have participated successfully in this unique undergraduate opportunity. For further information, contact Prof. John Bell, jbell@assumption.edu.

MARINE STUDIES CONSORTIUM

The Marine Studies Consortium (http://www.brandeis.edu/marinestudies/about.html) is an association of 18 educational and research institutions in Massachusetts dedicated to increasing understanding and stewardship of coastal and marine ecosystems. The Consortium pursues this mission through an academic program and policy-development efforts centered on protection and management of marine environments. The Consortium's academic program offers unique learning opportunities, including Introduction to Marine Mammals and Coastal Zone Management. Other courses, such as Water Resources Management and Marine History of New England are offered nowhere else in our region at the undergraduate level. Consortium courses are taught by working professionals from research and policy centers, providing students with a real-world perspective on marine science and policy problems.

ARTICULATION AGREEMENTS

ATHLETIC TRAINING

Assumption University B.A. or B.S./ Southern Connecticut State University M.S. in Athletic Training

Assumption University and Southern Connecticut State University offer a program that leads to a Bachelor's degree from Assumption and a Master's degree in Athletic Training from Southern Connecticut State. To qualify for consideration, the student must have a 3.0 GPA and at least C- in all prerequisite coursework. For more information, contact Prof. Steven Theroux.

BIOTECHNOLOGY AND BIOINFORMATICS

Assumption University/ Northeastern University B.A./M.S. in Biotechnology.

Northeastern University will reserve space for two qualified Assumption University students in its Master of Science in Biotechnology program. The minimum requirements to be eligible include a cumulative GPA of 3.2, satisfactory completion of the prerequisites, and a completed application. The GRE and application fee will also be waived for these students. For additional information, please see Professor Steven Theroux.

Assumption University/Framingham State University B.A. in Biotechnology and Molecular Biology/Professional Science Masters (P.S.M.)

This is an accelerated 4+1 Masters program. Normally, the completion of these two programs takes six years. The dual degree student combines four years of training in the liberal arts and biotechnology and molecular biology at Assumption University with one year of graduate instruction in biological science, business, and the regulatory science of biotechnology at Framingham State University. This program provides students with an opportunity to pursue careers in the pharmaceutical industry, government, and the health care industry. To enter the graduate portion of the program, the student must have an overall GPA of 3.0 or higher, as well as a GPA of 3.0 or higher in the science courses. The student must also complete coursework in statistics. Furthermore, at least two relevant advanced science courses in cell biology, genetics, or molecular biology must be completed by the end of the junior year. For more information about the program and the additional requirements for admission, contact Professor Steven Theroux.

Assumption University B.A. or B.S./Northeastern University M.S. in Biotechnology (M.S.B.) or M.S. in Bioinformatics

Assumption University and Northeastern University have agreed to collaborate in order to offer Assumption students the opportunity to earn a B.S. in Biotechnology and Molecular Biology or a B.S. in Biology at Assumption University and an M.S. in Biotechnology or an M.S. in Bioinformatics at Northeastern University. To be eligible for admission to this program, a student must be a Biology or Biotechnology and Molecular Biology major at Assumption, and must have completed at least 60 credits, but not more than 100 credits, of their undergraduate program. Consequently, a student will typically apply for admission to the Northeastern M.S. program at the end of their sophomore year. To initiate the application process, the student should contact Professor Steven Theroux.

BUSINESS

Assumption University B.A./ Assumption University M.B.A.

Assumption undergraduate students are eligible for the Philosophy, Ethics, and Business 6-in-5 BA/MBA Program integrates a classical liberal education with diversified pre-professional training. Students who complete the Philosophy Major, Pre-Business Track, and maintain a 3.0 G.P.A. earn guaranteed admission to Assumption University's accelerated MBA program. Requiring several ethics-related courses and two business studies courses, the twelve-course Philosophy Major, Pre-Business Track, is tailored to address themes related to ethics, business, and economic life and can fit with most other majors as a second major. The accelerated MBA features an intensive Foundations in Business Program followed by a year of MBA coursework fully integrated with real-world practicums in which students work with local employers. Students earn both a BA and MBA in five years instead of the traditional six years. Those interested in the Philosophy, Ethics, and Business 6-in-5 BA/MBA Program should contact Prof. Dan Maher, Chair of the Department of Philosophy, at dmaher@assumtpion.edu, or Dean Patrick Cullen, Dean of the Grenon School of Business, at pg.cullen@assumption.edu.

CRIMINOLOGY AND CRIMINAL JUSTICE

Assumption University B.A. in Criminology/Anna Maria College M.S. in Criminal Justice

This is an accelerated 6-in-5 Master's program. Normally, the completion of these two programs takes six years. The dual degree student combines four years of training in the liberal arts and criminology at Assumption University with one year of graduate instruction in criminal justice at Anna Maria College. This program provides students with an opportunity to pursue careers in the criminal justice system, including with local, state and federal law enforcement agencies. To enter the graduate program of study, the student must have a GPA of 3.0 or higher at the end of their junior year, as well as have completed or have in progress no less than 90 undergraduate credit hours. Once admitted into the graduate program at Anna Maria College, the student is able to complete up to three graduate courses for dual-degree credit toward their B.A. in Criminology at Assumption University and their M.S. in Criminal Justice at Anna Maria College. For more information about the program and additional requirements for admission, contact Professor Angela Kaufman-Parks at am.kaufman@assumption.edu.

Assumption University B.A. in Criminology/Merrimack College M.S. in Criminology and Criminal Justice

Students who graduate from Assumption University with a B.A. in Criminology and an overall GPA of 3.0 or higher and are interested in pursuing the one-year accelerated M.S. in Criminology and Criminal Justice at Merrimack College will receive the following benefits: (1) no application fee, (2) waiver of Graduate Record Exam (GRE) requirement), (3) guaranteed admissions

interview with the Merrimack College Criminology and Criminal Justice Program Director, (4) priority admission into the Criminology and Criminal Justice program, pending review of all materials, and (5) priority review, pending eligibility, for discounted tuition and scholarships. For more information about the program, contact Professor Angela Kaufman-Parks at am.kaufman@assumption.edu.

PUBLIC POLICY AND SERVICE

Assumption University/Worcester State University Master of Public Administration & Policy (MPAP)

This is an accelerated 6-in-5 Master's program. Normally, the completion of these two programs takes six years. The dual degree student combines four years of training in the liberal arts at Assumption University with one year of graduate instruction in public administration and policy at Worcester State University. This program provides students with an opportunity to pursue careers related to policymaking and analysis, including work as legislative aides, and municipal, regional and state policy and planning staff. To enter the graduate program of study, the student must have a GPA of 3.0 or higher at the end of their junior year, as well as have completed or have in progress no less than 90 undergraduate credit hours. An introductory course in each economics, political science, and statistics must also be completed prior to admission. Once admitted into the graduate program at Worcester State University, the student is able to complete two graduate courses for dual-degree credit toward their undergraduate degree at Assumption University and their master's degree at Worcester State University. For more information about the program and additional requirements for admission, contact Professor Angela Kaufman-Parks at am.kaufman@assumption.edu.

ENGINEERING

Assumption University/University of Notre Dame University of Engineering

Assumption University has established an agreement with the University of Notre Dame University of Engineering that allows qualified Assumption students to earn a B.A. in Chemistry, Environmental Science, Mathematics or Computer Science from Assumption University and a B.S. in one of several fields of Engineering from the University of Notre Dame. This is a 3:2 program, which means students in this program of study spend three years at Assumption University and two years at the University of Notre Dame. The Assumption University degree will usually be Chemistry (for Chemical Engineering), Environmental Science (for Environmental Engineering), Computer Science (for Computer Engineering) or Mathematics (for Aerospace, Civil, Electrical, or Mechanical Engineering). The program is designed to provide the student with a strong liberal arts education in the sciences and mathematics. At Assumption, you will be in small classes with faculty who emphasize high-quality teaching. Students who complete the program will also receive state-of-the-art engineering training at the University of Notre Dame, one of the nation's leading engineering universities. This program is rigorous, and it requires intensive study in science, mathematics and engineering. Students must finish a specified curriculum at Assumption. Typically, the student must also earn a cumulative G.P.A. of 3.6 or higher, a grade of 3.6 or higher in the specified mathematics, science and engineering courses, and a grade of C or higher in all courses taken at Assumption to be eligible for admission at Notre Dame. Admission to Notre Dame is not guaranteed. Those who are accepted are eligible for financial aid from Assumption and Notre Dame. Individuals planning to participate in an engineering program should be ready to take Honors Calculus in their first semester at Assumption. The well-rounded education acquired in the 3:2 dual degree program in engineering, science and mathematics will make the student very competitive in the job market or for admission to graduate school. For more information about this program, contact Prof. James Hauri at 508 767-7359.

Assumption University/Washington University at St. Louis

Assumption University and Washington University offer a 3:2 engineering degree that leads to a B.A. from Assumption and a B.S. in one of several fields of engineering. This program is very similar to the University of Notre Dame's 3:2 degree program described above. To participate a student must have a 3.25 GPA, and admission to Washington University is not guaranteed. Assumption University and Washington University also offer a 3:3 option for those seeking to earn a master's degree in Engineering. Students in this course of study spend three years at Assumption University and three years at Washington University, and upon completion are awarded a B.A. from Assumption University and a Masters in Engineering from Washington University. Participation in the 3:3 program also requires the student to maintain a 3.25 GPA while at Assumption, and admission to Washington University is not guaranteed. Washington University has a highly-regarded and nationally ranked engineering program, and qualified students who enter the 3:2 or 3:3 programs can choose to study Biomedical Engineering, Chemical Engineering, Computer Engineering, Electrical Engineering, Mechanical Engineering or Systems Science and Engineering. Students entering the 3:2 or 3:3 programs are eligible for financial aid from Assumption University and Washington University. For more information about these programs contact Prof. James Hauri at 508 767-7359.

ENVIRONMENTAL SCIENCE AND FORESTRY MANAGEMENT

Assumption University/Duke University 3:2 Program in Environmental Science Management or Forestry Management

Students interested in pursuing a master's degree from Duke University in Environmental Science Management (MEM) or Forestry Management (MF) can complete their general education requirements, their major requirements, and their application for admission to the Duke graduate school in three years. If accepted into the Duke professional master's degree program, the student is eligible to receive his or her Assumption University undergraduate degree upon the successful completion of their first year of graduate studies at Duke University. At the end of the second year of graduate study, the student is eligible to receive the MEM or the MF from the Nicholas School at Duke University. The Duke University agreement does not guarantee that Assumption University students will be accepted into the graduate program, and admission is competitive. Students interested in this program should contact Professor Steven Theroux or Professor James Hauri early in their undergraduate career.

EXERCISE SCIENCE

Assumption University /American International University (AIC), B.A./Master of Science (M.S.) in Exercise Science

AIC will reserve two seats for qualified Assumption University students who want to earn an M.S. in Exercise Science with a Concentration in Strength and Conditioning. To qualify for admission the student must earn a cumulative GPA of 3.0 or higher, and a 3.0 or higher in the prerequisite courses. The student must also complete the requirements for a major in Health Science with a Concentration in Pre-clinical studies, or Biology, or Biology with a Concentration in Neuroscience, or Biotechnology and Molecular Biology, or Chemistry, prior to matriculation at AIC.

HUMAN SERVICES AND REHABILITATION STUDIES

Assumption University Human Services and Rehabilitation Studies B.A./Assumption M.A. in Rehabilitation Counseling

The Department of Human Services and Rehabilitation Studies has an accelerated path toward helping undergraduate students obtain a master's degree in Rehabilitation Counseling. The Six-in-Five Graduate Program in Rehabilitation Counseling is open to all students at Assumption University regardless of their declared major. Undergraduate students that have completed general education requirements and the required courses in their major may begin the graduate program in Rehabilitation Counseling during their senior year. Upon completion of one additional year of graduate study (the fifth year), students will be awarded a Master of Arts Degree in Rehabilitation Counseling. Students are then eligible to take the Certified Rehabilitation Counselor Examination and become nationally certified as a Rehabilitation Counselor (CRC). Upon completion of this nationally accredited program in Rehabilitation Counseling, students have a number of professional options. Students can gain employment as a professional rehabilitation counselor in State Rehabilitation Agencies, Rehabilitation Hospitals, Educational Settings, Private Settings, Insurance Based Settings, Independent Living Centers, etc. The Master's Degree will enable students to achieve professional counselor status and improved prospects for advancement into supervisory positions. Students can also use the Master's Degree in Rehabilitation Counseling for entry into a Doctoral Program. Students interested in the Six-in-Five Graduate Program in Rehabilitation Counseling should consult with the Chair of the Department of Human Services and Rehabilitation Studies no later than February 1st of their junior year at Assumption University. Admission to the Six-in-Five Program in Rehabilitation Counseling requires a strong undergraduate record of academic success. Interested students will apply to the program by submitting a letter of application to the HSRS Chairperson and submitting two academic letters of reference along with a transcript. Application materials are accepted until March 1st. Once admitted to the Six-in-Five Program in Rehabilitation Counseling, students will begin taking graduate courses during their undergraduate senior year. On-going evaluation of student progress will take place during the senior year to ensure students are successfully completing graduate level coursework. During the spring semester of the senior year students with successful achievement will make application to Assumption University's Graduate School and be admitted as official graduate students. Financial support such as grants and scholarships are available to qualified students.

MARINE SCIENCE

Assumption University/Duke University Marine Sciences Education Consortium (MSEC)

Assumption students are eligible to study at Duke University's Marine Laboratory in Beaufort, North Carolina during the fall, spring, or summer sessions. The Duke program offers an opportunity for intensive study in marine science and marine ecology. In addition, Assumption students may participate in the MSEC's study abroad programs which include sites in Singapore, Trinidad, Hawaii,

Panama and France. While at Duke, it is possible to carry out an independent research project in collaboration with Duke faculty. It is also possible to take courses in Physics while in residence. This program should be of particular interest to Environmental Science majors and minors and to those who seek a science-intense study abroad opportunity. For more information contact Professor Steven Theroux.

HEALTH PROFESSIONS

Assumption University/Northeastern University B.A./M.S in Allied Health Professions

Northeastern University will waive the application fee and the GRE requirement for qualified Assumption University students interested in pursuing graduate degrees in pharmaceutical science, physician assistant studies, exercise physiology, school counseling, health informatics, and public health. To be eligible, students must earn a GPA of 3.2 or higher.

Assumption University/New York Chiropractic College(NYCC) B.A./Doctor of Chiropractic (DC)

There are two options at NYCC for Assumption students interested in pursuing a doctorate in chiropractic medicine, a traditional program and an accelerated program of study.

Traditional Chiropractic Doctoral Program (DC)

Five seats are available at NYCC each year for qualified Assumption students who want to enter a doctoral program in chiropractic medicine. The program requires 40 months of study beyond the B.A. For more information please see Professor Steven Theroux.

Accelerated Chiropractic Doctoral Program (DC)

Qualified Assumption students are also eligible to enter an accelerated program of study at NYCC. This course of study allows qualified students to complete a doctorate in chiropractic medicine in six years of study instead of seven. Students interested in this option should contact Professor Theroux for more information.

Assumption University/Bridgeport University/Doctor of Chiropractic (DC)

Bridgeport University offers eligible Assumption University students preferred admission and financial assistance. To be eligible students must complete the required prerequisite courses, earn a minimum cumulative GPA of 3.0, and a minimum GPA of 2.0 in the required prerequisite courses. For more information please see the Health Professions Advisor, Prof. Steven Theroux.

Assumption University/American University of Antigua Medical School B.A./Doctor of Allopathic Medicine (M.D.)

Assumption University students who fulfill the terms of the agreement will be accepted at the American University of Antigua University of Medicine. The terms of the agreement include the following: the student must have a GPA of 3.25 or higher, they must have a GPA of 3.0 or higher in the prerequisite courses, they must not have an F or a D in any prerequisite course, they must earn a score of 24 or higher on the medical University admissions test (MCAT), and they must earn a favorable recommendation from the AUA admissions officer who they interview with. For more information please see the health professions advisor.

Assumption University/Regis College/B.A. in Biology or Biotechnology and Molecular Biology/M.S in Molecular Imaging

Assumption University and Regis College offer a B.A. in Biology or Biotechnology and Molecular Biology and a Master of Science in Molecular Imaging. To qualify for the two preferred admission seats within the graduate program, the student must complete the requirements of the science major, earn a cumulative GPA of 3.0 or higher, earn a 3.2 or higher in the specified science perquisites, and earn a C or better in each prerequisite course. Those admitted are eligible for a GRE/MAT waiver and a waiver of the admissions fee. Please see Professor Steven Theroux for more information.

Assumption University/Massachusetts College of Pharmacy and Health Sciences B.A./Bachelor of Science in Nursing (B.S.N.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide at least three seats at their Manchester, NH campus and three seats in their Worcester, MA campus for qualified Assumption students who want to earn a second bachelor's degree in nursing. This is a 16-month program, and to be eligible Assumption students must complete the specified prerequisites with a grade of C or better (with no repeats), earn an average GPA of 3.2 or higher in the required prerequisites, and obtain a cumulative GPA of 3.2 or higher. Please see the Health Professions Advisor for additional details and requirements.

Assumption University/Western New England University B.A./Master of Science in Occupational Therapy

The Western New England University has agreed to provide at least two seats for qualified Assumption Students who want to earn a Doctorate in Occupational Therapy. For more information about this program, see the Health Professions Advisor, Professor Steven Theroux.

Assumption University/Massachusetts College of Pharmacy and Health Sciences B.A./Doctor of Optometry (O.D.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide five seats at their Worcester, MA campus for qualified Assumption students who want to earn a Doctorate in Optometry. This is a four-year program, and to be eligible Assumption students must complete the prerequisites with a grade of C or better (with no repeats). They must also have a GPA of 3.2 in the required prerequisite courses, an overall GPA of 3.2, and they must pass an interview at MCPHS. Please see the Health Professions Advisor, Professor Steven Theroux, for more information.

Assumption University/New England College of Optometry B.A./Doctor of Optometry (O.D.)

Assumption University and the New England School of Optometry have agreed to cooperate in providing an accelerated, seven-year curriculum of undergraduate and professional education leading to the Bachelor of Arts degree with a Major in Biology from Assumption University and the Doctor of Optometry degree from the New England College of Optometry. The program consists of a three-year curriculum at Assumption University followed by a four-year curriculum in optometry at the New England School of Optometry. Upon successful completion of their first year at the New University of Optometry, individuals in this program are eligible to graduate with a bachelor's degree from Assumption University. Admission into the School of Optometry is not guaranteed. For more information about this program, contact Professor Steven Theroux.

Assumption University/Massachusetts College of Pharmacy and Health Sciences B.A./Doctor of Pharmacy (Pharm.D.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide two seats at their Manchester, MA campus and five seats at their Worcester, MA campus for qualified Assumption students who want to enter an accelerated doctoral program in pharmacy. To qualify for admission into this 34-month program of study, Assumption students must complete the required prerequisites with a grade of C or better (with no repeats). They must also have a GPA of 3.4 or higher in the required prerequisites and an overall GPA of at least 3.4. Please see the Health Professions Advisor for additional details and requirements.

Assumption University/University of Saint Joseph/B.A./Accelerated Doctorate in Pharmacy (Pharm.D.)

Assumption University and Saint Joseph University are working together to offer a BA in Biology and a Doctorate in Pharmacy in six years. Typically students earning these degrees do so in seven or eight years. Students in the accelerated program will spend three years at Assumption University and three years at the University of Saint Joseph. To qualify for admission to the graduate program, applicants must complete the Foundations Program requirements at Assumption, all but two of the required courses for a major in Biology or Biotechnology and Molecular Biology, and they must earn 90 credits. In addition, the applicant must complete the specified courses required for admission to the graduate program, and they must meet the admissions standards of the University of Saint Joseph. For more details, see Professor Steven Theroux.

Assumption University/Western New England University B.A./Accelerated Doctorate in Pharmacy (Pharm.D.)

Assumption University and Western New England University offer two programs of study for those who are interested in earning a doctoral degree in pharmacy. The accelerated doctoral degree is completed in seven years instead of the normal eight years, and Western England University has agreed to accept at least two qualified students from Assumption University into the program. The program consists of a three-year curriculum at Assumption University followed by a four-year curriculum in pharmacy at Western New England University. Upon successful completion of their first year at Western New England University, individuals in this program are eligible to graduate with a bachelor's degree from Assumption University. Admission to the School of Pharmacy is not guaranteed, and students in the program must meet the admissions standards of the Western England University Pharmacy Program. Assumption University and Western New England University also offer a more traditional program of preparation which involves four years of study at Assumption University followed by four years of study at Western New England University. Western New England University has agreed to accept at least two qualified Assumption University students each year into the graduate portion of the program. For more information, contact Professor Steven Theroux.

Assumption University/Massachusetts College of Pharmacy and Health Sciences B.A./Doctor of Physical Therapy (DPT)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide two seats at its Worcester, MA campus for qualified Assumption students. To be eligible for study in this 32 month accelerated doctoral program, students must earn a 3.3 in the specified prerequisites and they must have a cumulative GPA of 3.3 or higher. See the Health Professions Advisor for additional details and requirements.

Assumption University/Massachusetts College of Pharmacy and Health Sciences B.A./Master of Science in Physician Assistant Studies (M.S.P.A.S.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide at least one seat at their Manchester, MA campus and one seat at their Worcester, MA campus for qualified Assumption students who want to earn a master's degree in Physician Assistant Studies. This is a 24-month program, and to be eligible Assumption students must complete the prerequisites with a grade of C or better (with no repeats). They must also have a GPA of 3.4 or higher in the required prerequisites, an overall GPA of at least 3.4, and they must pass an interview at MCPHS. Please see the Health Professions Advisor for additional details and requirements.

Assumption University/Barry University B.A./Doctor of Podiatric Medicine (D.P.M.)

Assumption University and Barry University School of Podiatric Medicine have agreed to cooperate in providing an accelerated, seven-year curriculum of undergraduate and professional education leading to the Bachelor of Arts degree with a major in Biology from Assumption University and the Doctor of Podiatric Medicine degree from Barry University School of Podiatric Medicine. Upon successful completion of their first year at Barry University of Podiatric Medicine, individuals in this program are eligible to graduate with a bachelor's degree from Assumption University. Admission into the School of Podiatric Medicine is not guaranteed. For more information, contact Professor Steven Theroux.

Assumption University/Regis College/B.A./Master of Science in Occupational Therapy

Assumption University and Regis College offer a program that leads to a Bachelor of Arts with a major in Biology from Assumption University and a Master of Science in Occupational Therapy from Regis College. There are two seats available for preferred admission within the graduate program, and to qualify for the seats, a student must complete a specified course of study, earn a cumulative GPA of 3.2 or higher, earn a GPA of 3.2 or higher in the science prerequisites, and earn a grade of B- or better in all of the science prerequisites taken at Assumption. For more information, contact Professor Steven Theroux.

Assumption University/Regis College/B.A./Master of Science in Regulatory and Clinical Research Management

Assumption University and Regis College offer a program that leads to a Bachelor of Arts with a major in Biology from Assumption University and a Master of Science in Regulatory and Clinical Research Management from Regis College. To qualify for the two preferred admission seats within the graduate program, a GRE/GMAT waiver, an admissions fee waiver, and a free graduate course prior to matriculation into the program, the student must earn a BA in Biology or Biotechnology and Molecular Biology from Assumption University and a cumulative GPA of 3.0 or higher. To matriculate into the graduate program the student must also obtain a satisfactory letter of recommendation from a faculty member in the Assumption University science department, and they must successfully complete an interview at Regis College. For more information, contact Prof. Steven Theroux.

LEGAL STUDIES / LAW SCHOOL

Assumption University/ Duquesne University School of Law B.A./J.D.

Assumption University and Duquesne University School of Law offer an accelerated program of study that allows qualified students to earn a bachelor's degree from Assumption University and a law degree from Duquesne University in six years. Typically seven years of study are required to earn these degrees. In order to be eligible for admission into this accelerated program, students must complete the requirements of their major and the General Education Requirements of Assumption University in their first three years of study. Upon successful completion of their first year of law school at Duquesne, individuals in this program are eligible to graduate with a bachelor's degree from Assumption University. Admission into the law school is not guaranteed. For more information about this program, contact Prof. Michael Matraia, mt.matraia@assumption.edu.

Assumption University/ Western New England University School of Law B.A./J.D.

Assumption University and the Western New England University School of Law offer an accelerated program of study that allows qualified students to earn a bachelor's degree from Assumption University and a law degree from Western New England University School of Law in six years. Typically seven years of study are required to earn these degrees. In order to be eligible for admission into this accelerated program, students must complete the requirements of their major and the General Education Requirements of Assumption University in their first three years of study. Upon successful completion of their first year of law school at Western New England University School of Law, individuals in this program are eligible to graduate with a bachelor's degree from Assumption University. Admission into the law school is not guaranteed. For more information about this program, contact Prof. Michael Matraia, mt.matraia@assumption.edu.

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

The Vermont Law School has an exceptionally strong program in Environmental Law, and it has consistently been ranked among the top one or two programs in the country by US News and World Report. Students interested in pursuing a J.D. in Environmental Law may wish to consider this program. The Vermont University of Law also prepares students for the practice of other areas of law, so admission to this institution is not limited to those interested in Environmental Law. Admission into the law school is not guaranteed. Students eligible for admission to the law school through this agreement must complete the requirements for a bachelor's degree from Assumption University. The applicant must also complete a minimum of 60 credits towards the bachelor's degree in residence at Assumption University with a GPA that is equal to or exceeds the average GPA of the first year JD class in residence at Vermont Law School at the time of the student's application. In addition, students eligible for admission through this agreement must have a current LSAT score that is equal to or exceeds the average LSAT score of the first-year JD class in residence at the time of the student's application. For information about additional requirements please contact Prof. Michael Matraia, mt.matraia@assumption.edu.

PRE-PROFESSIONAL PROGRAMS

PREPARATION FOR STUDY IN ONE OF THE HEALTH PROFESSIONS

Students interested in studying one of the health professions (e.g., medicine, dentistry, nursing, optometry, physical therapy, pharmacy, nuclear medicine, etc.) can major in one of the sciences or they can choose one of a variety of non-science majors. However, in order to be considered for admission to a graduate program in the health sciences, the student must complete the prerequisite coursework specified by their program of interest.

The Assumption University health professions advisor and the faculty of the natural science department assist the student in planning an appropriate course of study. The University also has a Health Professions Committee that can provide students with a letter of recommendation from the Natural Science Department. Through the Natural Sciences Club, the student may have the opportunity to meet members of the health professions. Many students interested in one of the health professions complete an internship in one or more areas related to their specific interests.

Pre-Health Professions Program of Study

The Health Professions Program is designed to help students enter graduate school in one of the health professions. The program focuses on preparing the student to earn good grades and strong scores on the admissions test and graduate school interview. Those who complete the program requirements will have the fact that they did so stated on their transcript.

Pre-Health Professions Program Requirements

1. Complete the required coursework with a cumulative GPA of 3.0 or better and a GPA of 3.0 or better in one of the appropriate majors. Appropriate majors are: Health Science with a Concentration in Pre-Clinical Medicine, Biology; Biology with a Concentration in Neuroscience and Behavior; Biotechnology and Molecular Biology; Chemistry; Psychology; Psychology with a Concentration in Brain, Cognition and Behavior; or Human Services and Rehabilitation Studies.

2. Submit a statement indicating that the prerequisite courses required for admission to a particular health professions graduate program were successfully completed.

3. Present evidence from Kaplan that he or she successfully completed a Kaplan Test Preparation Course (e.g., MCAT, DAT, OAT, VCAT, PCAT, GRE, etc.).

4. Present evidence that he or she took a graduate admissions test (e.g., MCAT, DAT, GRE, etc.) and scored in the top 50% of those taking the test in that year.

For additional information contact Professor Steven Theroux.

POST-BACCALAUREATE PRE-HEALTH SCIENCES PROGRAM

Assumption offers a post-baccalaureate certificate program in the pre-health sciences for students that need to complete additional science coursework prior to applying to a graduate program in one of the health sciences. Students in the program work with the health professions advisor, Professor Steven Theroux, and design a course of study. Applicants should have a

B.A. or B.S. from an accredited institution and an overall GPA of 3.0 or higher. An application for the program can be obtained by calling Prof. Theroux at 508.767.7545. Completed applications are due February 1.

POST-BACCALAUREATE PRE-THEOLOGY CERTIFICATE PROGRAM IN PHILOSOPHY

The post-baccalaureate Pre-Theology Certificate Program consists of two components: (1) the first is a course of study, principally in Philosophy, intended for men discerning the possibility of a vocation to the priesthood after their University years; (2) the second is a course of study, principally in Theology, for men seeking admission to the Assumptionist Congregation. If a candidate is judged to have completed the first course of study elsewhere, he may proceed directly to the second component of the program under the supervision of the appropriate department Chair and Assumptionist mentor. The first component recognizes the importance of solid philosophical training in the serious study of theology. A two-semester course in Philosophy and Theology anchors the curriculum. In addition, students complete five one-semester courses that introduce the chief areas of philosophical investigation and the history of philosophy and at least three electives chosen from a group of upper-level courses in Philosophy, Theology, Political Philosophy, and other approved areas. Each student will be provided with individual guidance by a member of the Philosophy Department. For further information contact Prof. Daniel Maher, at dmaher@assumption.edu

The second component offers a course of study, principally in Theology, designed to satisfy the requirements established by the Assumptionist Congregation. Students may pursue up to 48 additional credits in courses offered as independent studies on topics such as Assumptionist and Augustinian Spiritual Thought; The Theology of Prayer; Sacraments and Worship; History of the Church in 19th Century France; The Theology of Religious Life; The History of the Assumptionists; Journal Writing, etc. Students may pursue courses from this component simultaneously with the first component. Each student will be provided with the individual guidance of an Assumptionist and a member of the Theology Department and will submit any directed study courses for approval to the Chair of the Theology Department and the Associate Vice President of Academic Affairs.

AIR FORCE AND ARMY RESERVE OFFICER TRAINING CORP (ROTC)

Assumption University students may participate in the Air Force or Army Reserve Officer Training Corps (ROTC) at Worcester Polytechnic Institute. Qualified U.S. citizens who earn their degree from Assumption University and satisfactorily complete the ROTC program requirements will be commissioned as second lieutenants. Air Force ROTC offers a four-year and two-year program for qualified individuals to earn their commission; two- and three-year scholarship opportunities are also available to qualified individuals in specific areas of academic study. Army ROTC offers a four, three and two-year program for qualified individuals to earn their commission; two-, three- and four-year scholarships are also available to qualified individuals. For more details on either program, write to the Department of Aerospace Studies (Air Force) or Department of Military Services (Army), 100 Institute Road, Worcester MA 01609, call them at 508-831-5747 (Air Force), or 508-831-5268 (Army) or email them at airforce@wpi.edu or armyrotc@wpi.edu .

PRE-LAW ADVISING PROGRAM

The study and practice of the law has always attracted ambitious, civic-spirited and intellectually serious students. And for good reason: lawyers are important. Indeed, Alexis de Tocqueville, that great student of democracy in America, thought that lawyers were so critical to our political and cultural health that he questioned “whether democratic institutions could be long maintained” without the special knowledge, habits of mind, and unique methods that a serious study of the law affords our fellow citizens. To prepare students interested in law school to meet the many intellectual and ethical challenges of the legal profession, the Pre-Law Program at Assumption University combines the school’s commitment to a strong liberal education with the personalized advising, co-curricular activities, and development opportunities necessary for success in law school.

The faculty advisors in the Pre-Law Program encourage students interested in law school to seek their services early in the students’ academic careers. Our advisors help students from all majors identify both law schools and areas within the law that best fit the interests and competencies of the students. They also help the students tailor their academic programs in a manner suitable to their particular circumstances and abilities. Such an approach gives the individual student the freedom to choose the course of study that suits his or her interests. It is also consistent with the expectations of the American Bar Association and law school admissions officers who agree that no single curricular path prepares students for law school better than any other. In other words, the best preparation for law school is a field of study about which students are genuinely enthused and in which they can therefore excel. Not surprisingly, several majors at the University, such as English, History, Natural Science, Philosophy, Political Science and Sociology, among others, successfully matriculate students to law school.

In addition to academic advising, Pre-Law advisors hold informational meetings for students, arrange meetings with Assumption University alumni who are in law school or in the legal profession, sponsor legal internships, and organize professional development opportunities. Above all they aid students in their preparation for the Law School Admissions Test (LSAT) while guiding them through the law school application process. Assumption graduates have gone on to matriculate at such law schools as Boston University, Brooklyn University of Law, Catholic University of America's Columbus School of Law, Florida State University, New England School of Law, the University of Notre Dame, and Suffolk University School of Law, and have continued to succeed in the profession. For more information contact one of the pre-law advisors, Prof. Michael Matraia, mt.matraia@assumption.edu or Prof. Carl Robert Keyes, ckeyes@assumption.edu .

Centers and Institutes

AARON T. BECK INSTITUTE FOR COGNITIVE STUDIES

Founded in 1996 and named in honor of the "Father of Cognitive Therapy," the Aaron T. Beck Institute annually hosts speakers and conferences that address research and therapeutic developments in cognitive therapy, as well as ethical and moral issues faced by therapists and clients. The Institute also sponsors education and training projects in cognitive therapeutic skills for graduate students and postgraduate professionals. The Institute strives to provide the community at large with information that illuminates the contributions of cognitive factors to the resolution of problems in living. Even though the Institute's programs offer intensive instruction in cognitive therapy for mental health professionals, these workshops and lectures are available to all students. The Institute hosts -internationally known psychologists and psychiatrists who discuss innovations in psychological treatments for a wide variety of psychological problems. For students who are interested in learning about psychology, the Institute's programs offer unique opportunities to learn about developments in highly effective psychotherapies. For more information, contact Prof. Leonard Doerfler.

CENTER FOR PURPOSE AND VOCATION

The Center for Purpose and Vocation connects students to the many campus resources and opportunities available to them for their pursuit of life purpose, meaning and callings. CPV programs and events support students in building strong character and leading a more meaningful and purposeful life. At the CPV, we support the exploration of vocation in its many forms —active, contemplative, creative, religious, social, communal, personal, professional— through courses, events, and initiatives sponsored in partnership with various academic departments, programs, and offices such as the Career Development and Internship Center, the Community Service Learning Program, the D'Amour Center for Teaching Excellence, Campus Ministry, the Offices of Student Affairs and Residential Life, and the CPV's own SOPHIA Program for sophomores. For more information, contact the Center's director, Esteban Loustaunau at cpv@assumption.edu.

D'AMOUR CENTER FOR TEACHING EXCELLENCE

The D'Amour Center for Teaching Excellence works to foster and contribute to conversations about teaching and learning at Assumption University. The Center sponsors programs and events for faculty related to teaching and learning in higher education; consults and collaborates with individuals, offices, departments, and programs that impact teaching and learning; gathers and disseminates resources on teaching and learning in higher education to all teaching faculty; and produces, supports, and promotes the scholarship of teaching and learning on campus and in the broader higher education community. Students are able to participate in the work of the Center through our Student Fellows Program. For more information, contact Prof. Molly McGrath.

THE FRENCH INSTITUTE

The French Institute was founded in 1979 to honor and preserve the French heritage of Assumption University and the region. The Institute is both an academic research facility and a center for French cultural activities. Although its main goals are to foster the conservation and study of the records of French ethnicity on this continent, the name French Institute (*Institut français*) was chosen for its ability to encompass the entire francophone world. The Institute is a leading place to study material relating to the nearly one million French Canadians who immigrated to the United States, especially New England, in the 19th and 20th centuries. As a research center, it acquires books and archival materials pertinent to its primary focus: the French presence in North America, with emphasis on New England. In 2004, the Institute's collection was complemented by the arrival on campus of the Mallet Library of the Union St. Jean-Baptiste, another fine collection of Franco-Americana. The French Institute seeks to promote knowledge and awareness of francophone North Americans and francophone questions generally by organizing lectures and

colloquia, publishing a newsletter and books, and participating in a variety of cultural projects. The Institute has published conference proceedings on various aspects of French-Canadian immigration to the United States, and it has provided English translations of texts to make them accessible to non-French speakers. It has also hosted many distinguished visitors, including the French Minister for Francophone Affairs, the Vice-Minister for International Affairs of Quebec, and scholars from Europe, Canada, francophone Africa, and Haiti. For questions, contact Leslie Choquette.

HOLY NAME OF JESUS INSTITUTE

In 2008, the Holy Name of Jesus Institute was established at Assumption University for the purpose of educating seminarians pursuing a vocation to the diocesan priesthood in the Diocese of Worcester. Seminarians receive their Bachelor of Arts degree in Philosophy at Assumption University at reduced cost. This program of study conforms to the norms established for priestly formation by Saint Pope John Paul II in the Apostolic Exhortation, *Pastores Dabo Vobis*, and adopted by the United States Conference of Catholic Bishops. For more information about the program contact Fr. Donato Infante III, Director@worcestervocations.com, 508-630-4473.

DANIEL PATRICK MOYNIHAN CENTER FOR SCHOLARSHIP AND STATESMANSHIP

From Cicero to Burke and John Adams to James Madison, the convergence of scholarship and statesmanship has produced some of the great insights and great actions in political history. There is no finer recent exemplar of that tradition, and no greater example of the kind of scholars, statesmen and citizens the contemporary academy should seek to cultivate, than Senator Daniel Patrick Moynihan. In an era of increasingly divisive politics when truth itself seems to be a matter of political will and rising cynicism is alienating alarming numbers from political life, the Daniel Patrick Moynihan Center for Scholarship and Statesmanship at Assumption University seeks to cultivate thoughtful citizens and insightful ideas by both exploring and encouraging the intersection of ideas and action in politics. Located in the Department of Political Science, the Center hosts scholars, holds conferences on themes inspired by Moynihan's work and, starting in summer 2022, will sponsor a Washington program for undergraduates from Assumption and around the country during which they will explore the intersection of scholarship and statesmanship while meeting prominent people who work at it. Other opportunities for Assumption students include participation in both faculty research and student reading groups.

THE CENTER FOR NEUROSCIENCE

Assumption's Center for Neuroscience is home to a vibrant, interdisciplinary community of students and faculty with neuroscience-focused interests. In addition to offering co-curricular activities, community outreach, service, and career networking opportunities, the Center also sponsors paid summer research internships, a neuroscience lecture series, an affiliation with the Western Massachusetts Chapter of the Society for Neuroscience, and co-hosts events with Assumption's chapter of Nu Rho Psi – the National Honors Society in Neuroscience. Assumption offers several options for students interested in studying neuroscience including a major in biology with a concentration in neuroscience and behavior, a major in psychology with a concentration in neuroscience of human behavior, and a major in neuroscience with a psychology path. For more information, contact the Center's director Prof. Michele Lemons, mlemons@assumption.edu.

WORCESTER INSTITUTE FOR SENIOR EDUCATION (WISE)

Assumption University's School of Graduate Studies presents the Worcester Institute for Senior Education (WISE), a premier lifelong learning institute. Since 1993, this member-run organization has offered intellectual stimulation and personal growth for older adult learners. WISE Instructors are retired professors and/or individuals with expertise in their field who engage members through educational programming. Peer learning and active participation are key components. The membership fee entitles members to participate in Institute courses, clubs, discussion groups, attend special events, use the University library, and attend University lectures and cultural activities. The WISE program is currently offered through a virtual platform with a plan to offer a hybrid model to accommodate both in-person and remote learners. Courses are held during the day in Fall, Spring, and Summer terms. For more information contact James W. Keevan, jw.keevan@assumption.edu or by phone at 508 767-7028.

D’Amour College
of Liberal Arts and Sciences

Department of Art and Music

Associate Professor: Toby Norris (Chair); *Assistant Professor*: Scott Glushien; *Professor of Practice*: Peter Clemente; Associate Professor of Practice: Lynn Simmons; *Instructors*, *Lecturers:* Paul Buono, Elissa Chase, Brad Dumont, Susan Hong-Sammons, Bruce Hopkins, Michele Italiano Perla, Jon Krasner, Emmanuel Manu Opoku, Gary Orlinsky, Joseph Ray, Peter Sulski, Margaret Tartaglia, Tyler Vance.

MISSION STATEMENT

The department aims to give students an understanding of the importance of rigorous practical and intellectual formation in stimulating creative thought and achieving creative expression. We also strive to help students appreciate Art and Music as significant dimensions of the human experience. Studying the history of the arts brings home the central role that they have played in the development of human thought, both within and outside the Judeo-Christian tradition. Practicing the arts encourages students to incorporate creative expression into their wider intellectual and personal development. In forming the human being more completely, the department fulfills a fundamental goal of Catholic education.

MAJOR IN GRAPHIC DESIGN (14)

The major in Graphic Design is a fourteen-course major with twelve required courses and two electives. The main goals of the major are to educate students to effectively communicate visually by combining form, content, and information, and to prepare students for entry into the professional field as a graphic designer and/or continue their education in graduate school. Students in the major will develop a strong base in typography, web design, photography, drawing, illustration, and motion graphic design. Students will also broaden their ability to think critically and creatively, and will have a thorough knowledge of the latest design software and technology. Our internship requirement prepares students for a career in graphic design. With these skills the graphic design major will be able to effectively research, conceptualize and communicate varied solutions to any design problems they encounter.

ART 101 Drawing I
ARD 115 Graphic Design I: Form and Content
ARD 215 Graphic Design II: Meaning and Messaging
ARD 315 Graphic Design III: Advanced Strategies
ARD 175 Introduction to Digital Photography
ARD 216 Illustration
ARD 217 Typography
ARH 227 Meaning of Modern Art *or* ARH 229 Art Since 1945
ARD 300 Internship in Graphic Design
ARD 317 Motion Graphic Design
ARD 318 Graphic Design for the Web
ARD 401 Senior Seminar in Graphic Design

Two (2) Electives from:
- ART 106 Sculpture I or ART 107 Collage and Assemblage
- ART 111 Painting I
- ART 201 Drawing II
- ARD 275 Digital Photography II
- ENG 219 Introduction to Media Analysis
- MKT 101 Principles of Marketing
- MKT 310 Advertising

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN GRAPHIC DESIGN

First Year
ART 101 Drawing I
ARD 115 Graphic Design I
ARD 175 Introduction to Digital Photography

Sophomore Year
ARD 215 Graphic Design II

ARD 217 Typography (Fall)
ARD 216 Illustration (Spring)
ARH 227 Meaning of Modern Art *or* ARH 229 Art Since 1945 (Spring)

Junior Year
ARD 315 Graphic Design III
ARD 317 Motion Graphic Design *or* ARD 318 Graphic Design for the Web (Fall)
ARD 300 Internship in Graphic Design (Spring)
Elective

Senior Year
ARD 317 Motion Graphic Design *or* ARD 318 Graphic Design for the Web (Fall)
ARD 401 Senior Seminar (Spring)
Elective

ADVISING TIP FOR THE GRAPHIC DESIGN MAJOR

The sequence of classes outlined above is flexible. Students can successfully complete the major starting as late as Spring semester of their sophomore year. Please consult with a member of the Graphic Design faculty to establish a program of study.

MAJOR IN MUSIC (11)

The major in Music covers the areas of Music Theory, Music History, and Performance with the opportunity for development of individual performance skills. Studies develop musicianship, competency in the principles and procedures that lead to an intellectual grasp of the art, and the ability to perform. The major in Music consists of 11 courses:

MUS 122 History of Music I
MUS 124 History of Music II
MUS 201 Music Theory I
MUS 301 Music Theory II
MUS 330 Conducting
MUS 193 Chorale *or* MUS 195 Band *or* MUS 196 Jazz Ensemble *or* MUS 197 String Camerata (six semesters at 1 credit per semester, equivalent to two 3-credit classes)

Four additional courses from among program offerings (not to include MUS 101 Fundamentals of Music). Applied music instruction in Voice or an instrument may be counted toward the major. Three semesters at 1 credit per semester are required to count as one course.

ADVISING TIPS FOR THE MUSIC MAJOR

- MUS 122, 124 and 201 should ideally be taken by the end of the sophomore year, but there is considerable flexibility in the structure of the major. Please consult with a member of the Music faculty if you are interested in declaring a music major.
- MUS 122/124 fulfills a Foundations Program requirement.

MINOR IN ART HISTORY (6)

ART 101 Drawing I *or* ARD 115 Graphic Design I
ARH 125 History of Western Art *or* ARH 160: Art Ancient and Modern: The Question of Beauty
ARH 400 Senior Art History Seminar
Three other courses from among Art History offerings; one must be at the 300 level

MINOR IN CREATIVE WRITING AND MAGAZINE DESIGN (7)

Three (3) required courses:
ENG 209: Creative Writing
ARD 115: Graphic Design I
ARD 215: Graphic Design II

One (1) genre course in literature selected from among:
ENG 231 Introduction to Poetry

ENG 233 The Modern Short Story
ENG 235 Introduction to Theatre
ENG 240 Gothic Literature
ENG 241 Fantasy Literature
ENG 390 The Art of the Novel

Three (3) creative writing courses selected from among:
ENG 203: Autobiography Workshop
ENG 305: Fiction Workshop
ENG 306: Poetry Workshop
ENG 307: Drama Workshop
ENG 309: Creative Nonfiction

Students interested in the minor are urged to seek the advice of a faculty member in the Departments of English or Art and Music in order to design a program that is best suited to the student's interests and professional goals.

MINOR IN GRAPHIC DESIGN (7)

ART 101 Drawing I
ARD 115 Graphic Design I: Form and Content
ARD 175 Introduction to Digital Photography
ARD 215 Graphic Design II: Meaning and Messaging
ARD 217 Typography
ARD 315 Graphic Design III: Advanced Strategies
ARH 227 Meaning of Modern Art or ARH 229 Art Since 1945

MINOR IN MUSIC (6)

MUS 122 History of Music I
MUS 124 History of Music II
MUS 201 Music Theory I
MUS 301 Music Theory II
MUS 193 Chorale *or* MUS 195 Band *or* MUS 196 Jazz Ensemble *or* MUS 197 String Camerata (3 semesters)
One additional course from among program offerings (not to include MUS 101 Fundamentals of Music). Applied music instruction in Voice or an instrument may be counted toward the minor. Three semesters at 1 credit per semester are required to count as 1 course.

MINOR IN STUDIO ART (6)

ART 101: Drawing I or ART 201: Drawing II
ART 111: Painting I or ART 211: Painting II
ART 106: Sculpture I or ART 107: Collage and Assemblage
One ARH class from among departmental offerings
One additional ART class
One additional ART or ARH class
Students taking the minor must take at least one studio art course at or above the 200 level.

FORTIN AND GONTHIER CORE TEXTS AND ENDURING QUESTIONS PROGRAM

Designed for select students who want to combine their pursuit of a specialized major with a fully integrated, interdisciplinary minor, the CTEQ minor brings four separate departments—Art History, Philosophy, Theology, and Political Science—together in one unified minor. Our students explore perennial human questions about the nature of justice, beauty, human nature, and God with the help of the Great Books. CTEQ students and faculty form a distinctive and close-knit learning community. For more information, see the entry under "Interdisciplinary Programs of Study" or contact CoreTexts@Assumption.edu. Prof. Daniel Maher is the Director of the program.

COURSE DESCRIPTIONS

GRAPHIC DESIGN (ARD)

ARD 115 GRAPHIC DESIGN I: FORM AND CONTENT
This course offers an introduction to graphic design and visual communication. Students are introduced to the elements and principles of design as well as critical analysis and visual problem solving skills. The interrelationship between visual and verbal communication is explored along with the study of typography. In this course, the computer application Adobe Illustrator will be used as the design tool on Macintosh computers only. A working knowledge of basic Macintosh computer skills will be helpful but not necessary. Studio fee applies. This course fulfills a Foundations Program requirement.
Staff/*Three credits*

ARD 175 INTRODUCTION TO DIGITAL PHOTOGRAPHY
This project-based studio course serves as an introduction to digital photography as it applies to the fine arts. Students will explore technical and aesthetic foundations of photography through the latest digital technology. Digital cameras, scanning, and image manipulation software will be covered as well as an examination of the history of photography and its role as a form of artistic expression. We will also read and discuss critical issues in photography and the history of photography. Students will be responsible for purchasing specialized paper and a studio fee applies. This course does NOT satisfy a Foundations Program requirement. Studio photography fee of $192.
Glushien/*Three credits*

ARD 215 GRAPHIC DESIGN II: MEANING AND MESSAGING
This class offers a continuation of Graphic Design I. Students will further explore the use of typographic symbols as a crucial element to design. Design history and critical issues in design will be explored. Students will work on a series of projects that emphasize visual expression, composition, and problem solving. The computer application Adobe Illustrator will be used. Adobe InDesign will be introduced. Studio fee applies. Prerequisite: ARD 115.
Glushien, Simmons/*Three credits*

ARD 216 ILLUSTRATION
This class is an overview of basic illustration techniques geared to the needs of the graphic designer. Assigned projects will cover the use of pen and ink, acrylic paint and the digital media programs Adobe Photoshop and Illustrator. The class will focus on pictorial communication and exposure to various genres of illustration. Strong design from conceptualization through execution is stressed. Studio fee applies. Prerequisite: ART 101 or ARD 115.
Ray/*Three credits*

ARD 217 TYPOGRAPHY
This course covers principles of typeface selection and the use of typographical grids as well as families of type and historical usage. Typographical assignments are presented through themed projects. A variety of basic layouts and formats is introduced. Exercises are geared to develop sensitivity to the integration of typography with a variety of visual imagery. There is an emphasis on concept development and on the cultural associations of various typefaces. Students will be encouraged to integrate ideas and interests from other areas of study in their exploration of the expressive possibilities of type. Prerequisite: ARD 115.
Glushien, Simmons/*Three credits*

ARD 299, 399, 499 INDEPENDENT STUDY IN GRAPHIC DESIGN
Each of these numbers designates a specific level of specialized study on a relevant topic that has been designed by the student in conjunction with a faculty member. Permission of Chair required.
Staff/*Three credits*

ARD 300 INTERNSHIP IN GRAPHIC DESIGN
This course enables students to apply their academic knowledge and analytical skills in professional settings while earning academic credit. Students complete an internship (minimum 120 hours, paid or unpaid) and attend weekly seminar/classroom sessions to discuss and share observations about their internships. All students document their daily internship activity using a

Blackboard log, and complete an online portfolio and resumé using LinkedIn and Behance. The semester culminates with an online portfolio/journal that documents workplace activity and reflects on the process of applying the design skills learned in the classroom. (Spring)
Italiano Perla/*Three credits*

ARD 315 GRAPHIC DESIGN III: ADVANCED STRATEGIES
Each student will develop a visual vocabulary through assigned readings, class discussion, projects, and through experimentation. This will set the groundwork that reinforces one's critical, analytical, and perceptual skills. This course will present students with a variety of complex design problems. Students will apply their growing knowledge of the interaction between typography and other visual forms to these specific problems. Research and methodology are vital components of this course and of design in general, and their importance will be stressed. Students will undertake a variety of design projects, as well as a class presentation on a designer of historical importance. Studio fee applies. Prerequisite: ARD 215.
Glushien, Simmons /*Three credits*

ARD 317 MOTION GRAPHIC DESIGN
Visual design and technical strategies will be developed to effectively work with moving type and images in a timeline, from storyboards through production to distribution. The history of moving images and motion graphic design will be introduced to support contemporary theories and practices. Working with time-based, sequential processes will increase visual communication strategies and conceptual abilities, while developing skills needed to convey information as successfully as possible. Being able to create animated graphics, kinetic typography, and video projects, as well as work with sound, will help students to better prepare for an ever-expanding graphic design field. Adobe Photoshop, Adobe After Effects, and Final Cut Pro will be used. Prerequisite: ARD 215 or permission of instructor.
Simmons/*Three credits*

ARD 318 GRAPHIC DESIGN FOR THE WEB
This course introduces students to graphic design for website creation. Students will learn to think critically about web design and apply basic conceptual design principles to website development. The focus of the course will be applying design elements such as color, typography, layout, the grid and hierarchal design to the technological aspect of web design. While the aesthetics of web design will be of primary importance, the technological process will also be studied. Students will learn the latest web languages such as HTML 5, CSS, and JavaScript, develop concepts for web sites, and follow a design process in realizing them. Research and methodology are vital components of this course. Each student will develop two website design projects, as well as a number of smaller design projects. One of these projects will cover embedding animation, movies, and sound into a web site. At the end of this course students will have a working knowledge of web design, and will be able to build and host a site of their own. Prerequisites: ARD 115 and ARD 215 or 217.
Italiano Perla/*Three credits*

ARD 352 SPECIAL TOPICS IN GRAPHIC DESIGN
Special topics in graphic design are offered occasionally. These courses respond to special interests evinced by students, outgrowths of topics addressed in an intermediate course, or interests of the faculty.
Staff/*Three credits*

ARD 401 SENIOR SEMINAR IN GRAPHIC DESIGN
The seminar, offered in the Spring semester, is devoted to an advanced project in Graphic Design as a culmination of a program of study for the major in Graphic Design. This project is completed by an exhibition of student work. Students are responsible for materials related to their senior project. Studio fee applies.
Glushien/*Three credits*

ART HISTORY (ARH)

ARH 125 HISTORY OF WESTERN ART
How long have humans been creating art? What makes the Mona Lisa the Mona Lisa? Why is Picasso so famous? This course answers such questions by surveying the development of art in the West from prehistoric times to the present day. Through illustrated lectures and in-class discussion we will consider what purposes art serves, why it changes, and how artistic change is

linked to political and social developments. At the same time, close study of individual works will introduce the skills needed to identify works of art and decode the imagery they contain. This course fulfills a Foundations Program requirement. It also serves as a gateway to a minor in Art History.
Chase, Norris/*Three credits*

ARH 126 HEALTHY PERSPECTIVES: REFRAMING ART HISTORY
Art history trains a person in looking closely at an image. The cognitive skills gained from art history – observing and describing art objects – easily lend themselves to the health care arena and the helping professions by enhancing the ability to communicate and interpret. Astute observation is particularly important for health care professionals because it aids in physical examinations, diagnoses, and empathetic responses. This course is the traditional art history survey reinvented with special attention to students who plan to go into a career in health care or the helping professions. This course fulfills a Foundations Program requirement.
Chase/*Three credits*

ARH 140 ART IN ROME
This course, exclusive to the Rome campus, examines the history and society of Rome and its architectural and artistic expression as it developed over a period of 3000 years. Students study key examples of architecture, monuments and art from Classical Rome through to the Renaissance and Baroque, and the modern period. Much of the course is taught on site with visits to churches, palaces and museums. This course fulfills a Foundations Program requirement.
Borghese/*Three credits*

ARH 160 ART ANCIENT AND MODERN: THE QUESTION OF BEAUTY
This course surveys the history of Western Art from the Greek world to the present day, using the question of beauty as a unifying theme. The first class each week will introduce the art or architecture of the period; the second will use readings from period sources to understand how beauty was perceived and defined in that period. The course will have a particular emphasis on theories of beauty that recur in successive historical periods: beauty and mathematics, beauty and function, beauty and color, beauty and mimesis, beauty and effect. This class fulfills a Foundations Program requirement. It also serves as a gateway to the Fortin and Gonthier Core Texts and Enduring Questions Program and/or to a minor in Art History.
Norris, Chase/*Three credits*

ARH 223 RENAISSANCE ART AND ARCHITECTURE
This course looks at one of the most celebrated eras of art history, the Renaissance. Focusing on Italy and Northern Europe, the course will look at art made from the fourteenth through sixteenth centuries. Material covered will include painting, sculpture, architecture, and fresco, from the devotional works of the Franciscans to the courtly art made for the Duke of Urbino, and works made for women as well as men. Looking critically at primary source material, such as the writings of Alberti and Vasari, the course will also consider the role of the artist and what is often seen as his rise in status, through examples like Botticelli, Michelangelo, Giotto and Dürer. This class fulfills a Foundations Program requirement, and is taught primarily on the Rome campus.
Borghese, Staff/*Three credits*

ARH 224 BAROQUE ART AND ARCHITECTURE
Typically offered on the Rome campus, this course examines the emergence of Baroque art in the late Cinquecento and early Seicento (16th and 17th centuries) and follows the development of the Baroque style in sculpture, painting and architecture. During the class students study artists including Caravaggio, Bernini and Borromini. Much of the course is taught on-site in Rome, the 'cradle' of the Baroque. Fulfills a Foundations Program requirement.
Borghese/*Three credits*

ARH 225 NINETEENTH CENTURY ART
This course examines the art of Europe and the United States from the French Revolution to the end of the nineteenth century, starting with the Neoclassicism of Jacques-Louis David and ending with Impressionism and its impact on the art world. Topics covered will include the invention of photography and its effect on painting; the development of landscape painting in Germany, France and the United States, and the growth of the art market. French art will be the main focus of the course, but we will also be thinking about Francisco Goya in Spain, Romanticism in Germany, the Hudson River School in America, and the Pre-Raphaelite Brotherhood in England.

Chase/*Three credits*

ARH 227 THE MEANING OF MODERN ART

This course examines the development of modern art in Europe and the United States, focusing on the period between 1880 and 1950. Starting with Post-Impressionism, we trace the key movements in modern art (including Expressionism, Cubism, Surrealism and Abstract Expressionism), and consider some of the more traditional forms against which they defined themselves. In the process, we seek to understand how the terms 'modern,' 'modernist,' and 'avant-garde' came to be applied to art and artists, and to establish what art historians and cultural critics mean when they use them.

Norris/*Three credits*

ARH 229 ART SINCE 1945

The course examines the art produced between the end of World War II and the present day. Since the art of this period uses an extraordinary range of materials and approaches, many of them far outside the traditional practices of European art-making, we also try to answer some important questions: What does it mean to be an artist? What conditions must an object or event fulfill to qualify as a work of art? Are these artists even serious? You will emerge not just with an understanding of movements in art since the middle of the last century, but also with an awareness of the dramatic ways in which the entire concept of art has changed in the last 70 years.

Norris/*Three credits*

ARH 299, 399 OR 499 INDEPENDENT STUDY IN ART HISTORY

Each of these numbers designates a specific level of specialized study on a relevant topic that has been designed by the student in conjunction with a faculty member. Permission of Chair required.

Staff/*Three credits*

ARH 300 INTERNSHIP IN ART HISTORY

This upper level, field-based course is designed for juniors and seniors to explore and develop professional opportunities and apply concepts and skills learned in their coursework in art history. Permission of Chair required.

Staff/*Three credits*

ARH 325 *THUS SPOKE ZARATHUSTRA* – NIETZSCHE AND THE AVANT-GARDE

This course combines a close reading of Friedrich Nietzsche's *Thus Spoke Zarathustra* with an examination of the book's impact on the development of modern art. *Thus Spoke Zarathustra* describes how the prophet Zarathustra descends from his solitude in the mountains to tell the world that God is dead and that the Overman is his successor. In a series of encounters and conversations, Zarathustra expounds and refines his philosophical system, concluding that he himself is the Overman. In the course of his poetic parable, Nietzsche skewers the materialism and mediocrity of late-nineteenth century European society, and proposes that only the creative individual can blaze a path to a better future. Modern artists, out of sympathy with a world that rarely appreciated their work and fed by Romantic notions of the artist as a force for change in society, latched onto Nietzsche's ideas with passionate enthusiasm, molding them into an image of the avant-garde artist as world-changer.

Norris/*Three credits*

ARH 350 SPECIAL TOPICS IN ART HISTORY

One Special Topics course in art history is offered each Fall semester in conjunction with the Senior Art History Seminar. These courses respond to special interests evinced by students and/or the research interests of the faculty.

Norris, Chase/*Three credits*

ARH 400 SENIOR ART HISTORY SEMINAR

This course serves as a culminating experience for art history minors. It is offered in the Fall semester each year in conjunction with a Special Topics in Art History class. The topic studied will vary but the course will always examine a specific period of art history in detail, combining visual analysis of works of art in class with readings of primary and secondary texts and classroom discussion. Students will undertake a semester-long research project culminating in a formal presentation of their work and in a written paper.

Norris, Chase/*Three credits*

STUDIO ART (ART)

ART 101 DRAWING I

This introductory course focuses on learning to see and learning to translate what is seen into two dimensions. Learning to see often requires overriding what the brain knows and learning to trust one's growing skill at visual response. Translating visual information to the page involves developing skill with line, shape, space, form, and composition. The intent is to develop a broad visual vocabulary which allows communication of the subject matter with sensitivity in charcoal, pencil, ink, and collage. This involves working from life, including the figure, and using images to clarify and enrich what we do through references to art history. Students will be responsible for purchasing a supply kit. Studio fee applies. This course fulfills a Foundations Program requirement.

Staff/*Three credits*

ART 106 SCULPTURE I

This course is an introduction to the concepts and the forms of three-dimensional design. It is based upon the recognition that the origins of and inspiration for much of design stems from nature. Projects will start with an idea, and then the appropriate medium will suggest itself. Students will be responsible for purchasing a supply kit. Studio fee applies. This course fulfills a Foundations Program requirement.

Orlinsky/*Three credits*

ART 107 COLLAGE AND ASSEMBLAGE

This course is an examination of collage and assemblage — art made from the found and collected debris of the contemporary world. Questions of memory, history, fragmentation, ecology, and language will be explored in the making of collages from found, recycled, and constructed images and objects. These things that resonate with the past might suggest a collective memory for humanity, but one that is hazy at best. We will consider the public culture of mass produced objects and the autobiographical symbolism of private mementos, as we raise questions about memory, history, recycling, and reuse in relationship to material culture. These issues will be addressed in the making of collages from recovered, recycled, and constructed images and objects and in-class discussions. In addition to studio work, assignments include readings, films, and in-class presentations. Students will be responsible for purchasing a supply kit. Studio fee applies. This course fulfills a Foundations Program requirement.

Orlinsky/*Three credits*

ART 111 PAINTING I

This course is an introductory investigation of painting. Using oil paint, students will thoroughly examine questions of composition and space, issues of light and color, and exploration of technical issues. In weekly in-studio and outside-of-class assignments, students will also consider both contemporary and historical approaches to painting. Students will be responsible for purchasing a supply kit. Studio fee applies. This course fulfills a Foundations Program requirement. Staff*/Three credits*

ART 201 DRAWING II

The course concentrates on the drawing as an object and on the physical activity involved in making it an expressive phenomenon. Students will explore a variety of materials, ideas, formal issues, and art history, as well as natural phenomena as sources for inspiration. Work with the human figure will emphasize context and environment, and encourage the student to develop more personal attitudes toward content. Studio fee applies. Prerequisite: ART 101.

Staff/*Three credits*

ART 211 PAINTING II

A continuation of ART 111, this course will deal with both figurative and nonfigurative approaches to painting. Depending upon the instructor's preference, students will work with the figure, the landscape, still life, or a combination of the three. Students will be directed in more advanced painting problems using varied techniques and conceptual frameworks. Studio Fee: $75. Prerequisite: ART 101, ART 111.

Staff/*Three credits*

ART 299, 399 OR 499 INDEPENDENT STUDY IN STUDIO ART

Each of these numbers designates a specific level of specialized study on a relevant topic that has been designed by the student in conjunction with a faculty member. Permission of Chair required.

Staff/*Three credits*

ART 300 INTERNSHIP IN STUDIO ART
This upper level, field-based course is designed for juniors and seniors to explore and develop professional opportunities and apply concepts and skills learned in their coursework in studio art. Permission of Chair required.
Staff/*Three credits*

ART 301 DRAWING III
This course focuses on the issue of personal expression in drawing, and includes a reevaluation of the elements of drawing from that point of view. Working problems take into consideration the individual's inclinations as he/she begins to formulate his/her own rationale for making art. Specific artists will be studied with a focus on the nature of the expression in their work. Studio fee applies. Prerequisite: ART 201 or permission of the instructor.
Staff/*Three credits*

ART 311 PAINTING III
This course explores advanced problems in painting. Students will be directed in a more in-depth examination of the extensive possibilities of the oil painting medium. Both abstract and figurative approaches will be explored. Emphasis is on thematic self-direction and group critiques. The focus of the course shifts annually to reflect the perspective of the faculty member teaching it. Studio fee applies. Prerequisite: ART 211 or permission of the instructor.
Staff/*Three credits*

MUSIC (MUS)

MUS 101 FUNDAMENTALS OF MUSIC AND MUSICIANSHIP
This course focuses on learning to read music notation, the fundamentals of basic music theory, and the study of technique and repertoire in one of two performing mediums: piano or guitar. Upon completion of this course, the student should have acquired the ability to read music, an introductory-level technical facility in piano or guitar, and a thorough foundation in the fundamental elements of music theory, including basic aural skills. This course fulfills a Foundations Program requirement.
Clemente, Bezdegian, Buono/*Three credits*

MUS 122 HISTORY OF MUSIC I
Following a brief study of the vocabulary and basic materials of music, this course will cover the historical development of music in the West from the Middle Ages to the Classical period. Major composers and their works will be studied and connections among history, culture, and musical language will be explored. The course will focus on the enhancement of active listening skills and musical understanding. This course fulfills a Foundations Program requirement. Clemente, Staff/*Three credits*

MUS 124 HISTORY OF MUSIC II
This course follows the historical development of Western music from the Romantic period to the present day. Major composers, their works, and the major musical trends will be studied and all will be related to cultural history. This course fulfills a Foundations Program requirement.
Clemente, Staff/*Three credits*

MUS 125 WORLD MUSIC
This course is a survey of musical traditions from around the world, including an examination of the cultures and philosophies that shape them. Students learn about the field of ethnomusicology, and the integral role music plays in the lifeways of the world's peoples. This course fulfills a Foundations Program requirement.
Clemente/*Three credits*

MUS 126 GLOBAL POP
A category of ethnomusicology, Global Pop explores musical traditions from a variety of nations with an emphasis on the popular music industry in each. This course examines the forces that enable the movement of music and musicians around the world and that give global music its persuasive power. Topics include music as expressive culture, music production, ethnicity and identity

in pop music, music as symbol, cross-cultural collaborations in popular music, and music as a force that transcends sociological, political and national boundaries. This course fulfills a Foundations Program requirement.
Clemente/*Three credits*

MUS 140 VOCAL HEALTH AND PEDAGOGY
The voice is the most important tool for communication both in singing and in speaking. Students in this course will learn the process of phonation, healthy vocal hygiene, and valuable techniques for the use of the vocal instrument. They will cover topics relating to muscle tensions, airflow, the relation of Song to Speech, the basics of Anatomy and Physiology of the Vocal instrument and common disorders of the voice. This course is valuable for all professional or non-professional voice users. A professional voice user is one who depends on their voice for their career. They can include singers, actors, teachers and public speakers. This course fulfills a Foundations Program requirement.

MUS 193 CHORALE
Concert choir which performs choral literature from the Renaissance to the 20th century. There will be several major performances during the year with orchestra, and there will be tours every two years. Audition required. This course taken three times fulfills a Foundations Program requirement.
Dumont/*One credit optional, no extra charge, may be repeated for credit*

MUS 195 BAND
Ensemble for winds, brass, and percussion rehearses once a week and performs at concerts and University functions. This course taken three times fulfills a Foundations Program requirement.
Hopkins/*One credit optional, no extra charge, may be repeated for credit*

MUS 196 JAZZ ENSEMBLE
Jazz Ensemble offers the opportunity to explore and engage in the art of jazz performance. This ensemble studies and performs blues and jazz from the modern jazz period, swing era, bebop era, and other style periods of jazz. Students will be given experiences in the stylistic performance of small group jazz. Instrumentalists interested in jazz who play wind, brass or rhythm section instruments are encouraged to enroll. Other instrumentalists and singers should consult the instructor before enrolling. Students will rehearse weekly and perform each semester. This course taken three times fulfills a Foundations Program requirement.
Buono/*One credit optional, no extra charge, may be repeated for credit.*

MUS 197 STRING CAMERATA
String Camerata allows students from Assumption to play with the Clark University Sinfonia, a string ensemble focusing on the repertoire of the Classical era and beyond. It provides an opportunity for students to further improve their playing skills through in-depth study and performance of music from all eras. This course taken three times fulfills a Foundations Program requirement.
Sulski/*One credit optional, no extra charge, may be repeated for credit.*

MUS 201 MUSIC THEORY I
After a review of the basic concepts of notation, scales, intervals, and triads, the student will study the various structural elements of music. Topics covered will include cadences, non-harmonic tones, harmonic rhythm, melodic organization and structure, voice-leading in four-part chorale writing, and transposition.
Clemente, Bezdegian/*Three credits*

MUS 233 MUSIC IN THE UNITED STATES
This course forms a study of American Music of the last three centuries with particular emphasis on 20th-century trends, including Modern American Classical music, Blues, Jazz, Musical Theatre, Rock and Roll, and Popular music. Influences of Native American, African, and European music will be highlighted, and connections among history, culture, and musical language will be explored. The course will emphasize the enhancement of active listening skills and musical understanding.
Clemente/*Three credits*

MUS 240 ADVANCED STUDIES I: VOICE
This class develops the student's knowledge of the fundamentals of healthy vocal production through lectures, readings, vocal exercises and repertoire Students review the basics of healthy vocal production and develop the techniques learned in MUS 140.

Topics include further study of the anatomy and physiology of the vocal instrument, including vocal fold function, dynamics of both the singing and speaking voice, application of correct vocal technique to various styles and types of repertoire, and individual assessment of the voice. This course is usually held simultaneously with MUS 340. Prerequisite: MUS 140.
Tartaglia/*Three credits*

MUS 250 ADVANCED STUDIES I: PIANO
This is a course for pianists in the advanced beginner to intermediate stage. Course includes continuation of technique and fundamentals from MUS 101, scales and arpeggios in two octaves, introduction to sight reading and chording, and repertoire of greater difficulty than that encompassing five-finger position. Introduction of actual repertoire from the classical masters as well as more contemporary repertoire. This course is usually held simultaneously with MUS 350. Prerequisite: MUS 101 or previous piano studies.
Staff/*Three credits*

MUS 260 ADVANCED STUDIES I: GUITAR
This is an intermediate course in acoustic guitar technique and musicianship. A development of MUS 101 (Fundamentals of Music: Guitar), class topics include 2-octave scales, left and right hand technique, and an introduction to bar chords. These topics will be applied to various musical repertories including pop, folk, acoustic rock, and classical. This course is usually held simultaneously with MUS 360. Prerequisite: MUS 101 or previous experience.
Clemente/*Three credits*

MUS 299, 399 OR 499 INDEPENDENT STUDY IN MUSIC
Each of these numbers designates a specific level of specialized study on a relevant topic that has been designed by the student in conjunction with a faculty member of music. Permission of Chair required.
Staff/*Three credits*

MUS 300 INTERNSHIP IN MUSIC
This upper level, field-based course is designed for juniors and seniors to explore and develop professional opportunities and apply concepts and skills learned in their coursework. Permission of Chair required.
Staff/*Three credits*

MUS 301 MUSIC THEORY II
A course in traditional harmony and analysis, Music Theory II explores the language of tonal music from both written and aural perspectives. The course goal is to develop a thorough understanding of the techniques and materials of musical composition and to apply this knowledge to the music of diverse repertories. Topics to be covered are: seventh and ninth chords, secondary dominants and other chromatic chords, harmonic progression, voice leading, harmonization and non-harmonic tones, musical texture, modulation, and musical form. Prerequisite: MUS 201.
Clemente, Bezdegian/*Three credits*

MUS 330 CONDUCTING
This course is designed to provide the student with the fundamental skills of conducting and is geared primarily toward majors and minors who will conduct musical groups in schools and churches. Skills developed will include beat patterns, sight singing, ear training, score reading, and preparation. Students will be assigned a laboratory ensemble to conduct in rehearsal and performance.
Dumont/*Three credits*

MUS 340 ADVANCED STUDIES II: VOICE
This class continues to build upon the information learned in MUS 140 and MUS 240. Students delve deeper into the physiological functions of the voice including muscles of the larynx, increased breathing capacity, prevention of vocal abuse, voice misuse, proper resonance and maintaining an consistent efficient vocal production. Topics include healthy singing for Pop Musicians, projecting the voice for stage work and public speaking, and methods to keep the voice healthy and productive throughout the life cycle. This course is usually held simultaneously with MUS 240. Prerequisite: MUS 240.
Tartaglia/*Three Credits*

MUS 350 ADVANCED STUDIES II: PIANO

This course continues to build on the foundation of previous piano experience. Topics will include major and minor scales in three octaves, arpeggios, technical studies, accompanying folk and popular music from chord symbols, transposition, and the study of more advanced classical repertoire. This course is usually held simultaneously with MUS 250. Prerequisite: MUS 250 or the equivalent.
Staff/*Three credits*

MUS 360 ADVANCED STUDIES II: GUITAR
This is an advanced course in guitar technique and musicianship. Class topics include scales in all keys (with metronome application), slurs, position studies, and arpeggios. Focus is given to chord progressions involving multiple positions and bar forms, guitar solos, and improvisatory concepts so as to prepare the student for ensemble opportunities. These topics will be applied to various musical repertories including pop, folk, acoustic rock, and classical. This course is usually held simultaneously with MUS 260. Prerequisite: MUS 260 or the equivalent.
Clemente/*Three credits*

MUS 400 SPECIAL TOPICS IN MUSIC
Special topics in Music are offered occasionally by the department. The courses respond to special interests evinced by students, outgrowths of topics addressed in an intermediate course, or research interests of the faculty. These courses are sometimes interdisciplinary in nature and may be offered without prerequisites.
Clemente, Staff/*Three credits*

APPLIED MUSIC COURSES

Students may elect to take applied music lessons in which they work one-on-one with an instructor. Emphasis is placed on developing musicianship and technique through varied repertoire and technical exercises. Material ranges in difficulty from beginning to advanced depending on the student's ability. There are 10 one-hour lessons per semester, students may receive one credit per semester, and the course can be repeated for further credit. A tutorial fee applies.

MUS 111 APPLIED WOODWIND INSTRUCTION (Hopkins/*One credit*)

MUS 121 APPLIED PERCUSSION INSTRUCTION (Staff/*One credit*)

MUS 131 APPLIED FLUTE INSTRUCTION (Staff/*One credit*)

MUS 141 APPLIED VOCAL INSTRUCTION (Tartaglia/*One credit)*

MUS 151 APPLIED PIANO INSTRUCTION (Bezdegian, Buono/*One credit*)

MUS 161 APPLIED GUITAR INSTRUCTION (Clemente/*One credit*)

MUS 171 APPLIED ORGAN INSTRUCTION (Bezdegian/*One credit*)

MUS 181 APPLIED STRINGS INSTRUCTION (Sulski/*One credit*)

MUS 191 APPLIED BRASS INSTRUCTION (Hopkins/*One credit*)

Department of Biological and Physical Sciences

Professors: Elizabeth A. Colby Davie, Stuart I. Cromarty, David Crowley, Edward J. Dix, Georgi Y. Georgiev, Michele L. Lemons, Brian K. Niece (Chairperson), Steven J. Theroux; *Associate Professors*: Karolina Fučíková, Teresa Herd, 3:2 Engineering Director, Benjamin J. Knurr, Jessica A. McCready; *Assistant Professors*: Nikos Lessios, Laura Marcotte, Erin Tuttle; Assistant *Professors of Practice*: Soraya Betancourt-Calle, Anthony Sacino, Jessica Whitt; *Lecturers*: Sandra Nedelescu, Hubert G. Meunier (Professor *Emeritus)*.

MISSION STATEMENT

The Department of Biological and Physical Sciences is dedicated to preparing students to live and work in a changing world by ensuring competency in the natural sciences and scientific inquiry. The department strives to provide a basic understanding of classical and contemporary scientific concepts in these areas. While developing an understanding of the scientific process and its application, the following critical skills are stressed: observation, inquiry, data collection, analysis, communication, and correlation of scientific concepts. The department prepares students for careers and professional opportunities in the sciences as well as for life-long learning in the context of a liberal arts curriculum in the Catholic tradition.

PROGRAMS OF STUDY AND CAREER OPTIONS

The Department of Biological and Physical Sciences offers majors in the following disciplines:

- Biology
- Biology with a Concentration in Neuroscience and Behavior
- Biotechnology and Molecular Biology
- Chemistry
- Environmental Science
- Neuroscience

The Department also offers minors in Biology, Environmental Science, Chemistry, and Physics, and it co-sponsors concentrations in Pre-clinical Health Professions, Pre-Physical Therapy and Pre-Occupational Therapy with the Department of Human Services and Rehabilitation Studies. Research opportunities are available at the University and at nearby institutions (e.g., University of Massachusetts Medical School and the Biotechnology Park). Students interested in teaching science in the public schools should work with a science faculty member and a member of the Education Department in planning their course of study. The Department also offers courses for non-majors.

Students who wish to pursue careers in medicine, dentistry or one of the many other health professions must complete the necessary prerequisites for admission to the health profession schools of their choice. These individuals should consult their academic advisors and the Health Professions Advisor, Dr. Steven Theroux, when designing their course of study. The Health Professions Program helps students meet the admissions requirements for these professional programs. The Department has agreements with several institutions that offer degrees in the health professions. Students interested in Allopathic or Osteopathic Medicine, Podiatric Medicine, Pharmacy, Physical Therapy, Optometry, Physician Assistant Studies, Nursing, or Biotechnology should discuss these agreements with the Health Professions Advisor, Prof. Steven Theroux.

The University has established collaborative programs of study in Engineering with the University of Notre Dame and with Washington University in St. Louis. Students spend three years at Assumption University completing foundational courses in math and science before transferring to Notre Dame or Washington University to complete engineering studies. Interested students should contact Professor Teresa Herd, Director of the 3:2 Engineering Program.

The University also has agreements with several graduate schools. In conjunction with Duke University, we offer combined B.A. and Master's degree programs in Environmental Science Management and Forestry Management. There are several options for students interested in the legal profession, especially those interested in practicing environmental law or intellectual property law. Science students interested in learning more about all of these programs should see Professor Steven Theroux.

The Department offers a post-graduate program for those who have a bachelor's degree in an area other than Biology and who are interested in pursuing admission to a health professions program (e.g., medicine, dentistry, pharmacy, etc.) Details about this certificate program can be obtained from the Health Professions Advisor, Dr. Steven Theroux.

Students who graduate with an undergraduate degree in science can pursue employment in industry, government, or in an educational setting. Some of our students pursue graduate studies in science, one of the health professions, business or law. Upon the completion of the appropriate graduate program our students can pursue research careers in environmental management, or in the biotechnology, pharmaceutical and chemical industries. They can also develop careers in elementary, secondary and higher education, or in the health professions, business management, government, or legal profession.

MAJOR IN BIOLOGY, B.S. DEGREE (16)

A major in Biology teaches students how to investigate and appreciate the unity of function that underlies the diversity of life forms. Lectures encourage students to synthesize the best of classical and contemporary ideas in Biology. Laboratory work gives students technical expertise and helps them to observe, ask questions, test hypotheses, analyze results, and present their conclusions orally and in writing. The Bachelor of Science degree provides a foundational core in the biological science. The B.S. in Biology focuses on Chemistry and Physics course work that prepares students for advanced studies in Medical, Dental, Veterinary, Physical Therapy, and Ph.D. programs, as well as a variety of other paths in research and biotechnology. Elective courses provide a guided choice of advanced study in Biology and related areas. Students may participate in seminars, independent study, internships and summer research.

FOUNDATIONAL CORE (11)

BIO 160 Concepts in Biology
BIO 210 Genetics
BIO 320 Evolution or BIO 360 Ecology
BIO 340 Molecular and Cellular Biology
CHE 131–132 General Chemistry I and II
CHE 201–202 Organic Chemistry I and II
MAT 114 Elementary Functions (or higher if placed higher)
PHY 201–202 General Physics I and II

ONE OF THE FOLLOWING ORGANISMAL BIOLOGY COURSES (1)

BIO 220 Invertebrate Zoology
BIO 230 Plant Biology
BIO 250 Microbiology
BIO 280 Sensory Systems
BIO 310 Animal Behavior
BIO 370 Physiology
BIO 420 Developmental Biology
BIO 415 Principles of Neuroscience
BIO 430 Comparative Physiology

TWO BIOLOGY ELECTIVES (2)

Two additional biology courses numbered 212 or higher. One BIO elective must be at the 400-level.

TWO QUANTITATIVE ELECTIVES (2)

Any two additional courses in BIO, CHE, PHY, ENV numbered 212 or higher
Statistics

A maximum of two independent study (i.e., BIO 490 and 491) courses may be taken. Additional independent study credits will count toward degree requirements but will not count toward the major in Biology.

EXAMPLE FOUR-YEAR PLAN FOR THE B.S. IN BIOLOGY

The following is a possible four-year schedule for classes in the biology major. It is important that first year students enroll in both BIO 160 and another biology core course (BIO 210 or Organismal biology course) AND the CHE 131-132 sequence to start the major and to best balance the remaining three years of the curriculum. Students should work closely with an advisor in the science department to tailor course selection to their interests and goals and to be confident of course availability and sequencing.

First Year

Fall	Spring
BIO 160 Concepts in Biology and lab	BIO 210 Genetics and lab
CHE 131 General Chemistry I and lab	CHE 132 General Chemistry II and Lab
MAT 114 Elementary Functions or MAT117/131 Calculus I	

Sophomore Year

Fall	Spring
CHE 201 Organic Chemistry I and lab	CHE 202 Organic Chemistry II and lab
BIO course in Organismal Grouping	BIO 340 Molecular and Cellular Biology and lab
	BIO 320 Evolution (if BIO360 was not taken in the fall)

Junior Year

Fall	Spring
PHY 201 General Physics I and lab	PHY 202 General Physics II and lab
	BIO elective

Senior Year

Fall	Spring
BIO elective (400 level)	Quantitative elective 2
Quantitative elective 1	

ADVISING TIPS FOR THE B.S. IN BIOLOGY

- BIO 360: Ecology and several upper level biology courses are offered on an every-other-year schedule.
- Students interested in medical school, dental, and veterinary school should consider a B.S. in Biology as the requirements for these health profession programs and their entrance exam align more closely with course work in the B.S. Biology track.
- Students interested in pursuing medical school or affiliated careers should consider PHY 201 and 202 in the sophomore year and CHE 414 in the junior year to prepare for the MCAT exam after Junior year.

MAJOR IN BIOLOGY, B.A. DEGREE (16)

A major in Biology teaches students how to investigate and appreciate the unity of function that underlies the diversity of life forms. Lectures encourage students to synthesize the best of classical and contemporary ideas in Biology. Laboratory work gives students technical expertise, and helps them to observe, ask questions, test hypotheses, analyze results, and present their conclusions orally and in writing. The Bachelor of Arts (B.A.) degree is designed to provide a foundational core in biological concepts while also providing flexibility for students to pursue courses in interdisciplinary fields like environmental science, psychology, health sciences, and education. The B.A. in Biology provides a wide breadth of electives in disciplines related to the biological sciences that draw connections to the natural world. With its flexibility, the major prepares students for a variety of careers in industry, education, and others and enables double majors in several fields. Students may participate in seminars, independent study, internships and summer research.

FOUNDATIONAL CORE COURSES (9)

BIO 160 Concepts in Biology
BIO 210 Genetics
BIO 320 Evolution or BIO 360 Ecology
BIO 340 Molecular and Cellular Biology
CHE 131–132 General Chemistry I and II
CHE 201 Organic Chemistry I
MAT 114 Elementary Functions (or higher if placed higher)
PHY 201 General Physics I

ONE OF THE FOLLOWING ORGANISMAL BIOLOGY COURSES (1)

BIO 220 Invertebrate Zoology
BIO 230 Plant Biology
BIO 250 Microbiology
BIO 280 Sensory Systems
BIO 310 Animal Behavior
BIO 370 Physiology
BIO 420 Developmental Biology
BIO 415 Principles of Neuroscience
BIO 430 Comparative Physiology

TWO BIOLOGY ELECTIVES (2)

Two additional biology courses at the 200 level or higher. One BIO elective must be at the 400-level.

FOUR INTERDISCIPLINARY ELECTIVES (4)

Any additional courses in BIO at BIO 200 or higher,
Up to three additional CHE courses at CHE 200 or higher,
PHY 202, PHY 213
Up to one course in each of the following categories:

- Environmental Science (200 or higher)
- Health Sciences (200 or higher)
- Statistics
- Psychology (PSY 250, 251, 252, 402)

For EDU majors, up to two of the following: BIO 140, EDU 221, EDU 346

A maximum of two independent study (i.e., BIO 490 and 491) courses may be taken. Additional independent study credits will count toward degree requirements but will not count toward the major in Biology.

EXAMPLE FOUR-YEAR PLAN FOR THE B.A. IN BIOLOGY

The following is a possible four-year schedule for classes in the biology major. It is important that first year students enroll BIO 160, the CHE 131-132 sequence, and BIO 210 or an organismal biology course to start the major and to best balance the remaining three years of the curriculum. Students should work closely with an advisor in the science department to tailor course selection to their interests and goals and to be confident of course availability and sequencing.

First Year

Fall	Spring
BIO 160 Concepts in Biology and lab	BIO 210 Genetics and lab

CHE 131 General Chemistry I and lab	CHE 132 General Chemistry II and Lab
MAT 114 Elementary Functions or MAT117/131 Calculus I	

Sophomore Year

Fall	Spring
CHE 201 Organic Chemistry I and lab	BIO 340 Molecular and Cellular Biology and lab
BIO course in Organismal Grouping	BIO 320 Evolution (or BIO360: Ecology offered in the fall)

Junior Year

Fall	Spring
Interdisciplinary elective 1	BIO elective
PHY 201 General Physics I and lab	Interdisciplinary elective 2

Senior Year

Fall	Spring
BIO elective (400 level)	Interdisciplinary elective 3
	Interdisciplinary elective 4

ADVISING TIPS FOR THE B.A. IN BIOLOGY

- BIO 360: Ecology and several upper level biology courses are offered on an every-other-year schedule.
- The B.A. in Biology is not intended for students interested in pursuing medical school, dental, and veterinary school. These students should consider a B.S. in Biology as the requirements for these health profession programs and their entrance exams align more closely with course work in our B.S. Biology track.

MAJOR IN BIOLOGY

WITH A CONCENTRATION IN NEUROSCIENCE AND BEHAVIOR, B.S. DEGREE (17)

This concentration allows students to complete a Biology Major and also pursue interests in neuroscience. This is done by completing the foundational courses required for a Biology Major and completing neuroscience-focused courses as electives. In addition, students also take an Animal Behavior course and select two psychology courses that have a neuroscience-focus, as appropriate for the interdisciplinary study of neuroscience. Students who choose this concentration are encouraged to do internships or independent studies in neurobiology laboratories. Students who complete the requirements of this concentration will be well prepared for advanced studies in Medical, Dental, Veterinary, Physical Therapy, Occupational Therapy, Optometry and Ph.D. programs, as well as a variety of other paths in research and biotechnology. It should be noted that requirements for entry into graduate programs are varied, and it is each student's responsibility to learn the requirements of all programs to which he/she may wish to apply. Students are encouraged to work with their academic advisor to align their coursework with their post graduate goals.

FOUNDATIONAL COURSES (13)

BIO 160 Concepts in Biology (with lab)
PSY 101 General Psychology
MAT 114 (or higher) Elementary Functions (or higher)
CHE 131-132 General Chemistry I and II (with lab)
BIO 210 Genetics (with lab)
CHE 201-202 Organic Chemistry I and II (with lab)
BIO 320 Organic Evolution OR BIO360 Ecology (with lab)
BIO 310 Animal Behavior (with lab)
BIO 340 Molecular and Cellular Biology (with lab)
PHY 201-202 General Physics 1 and 2 (with lab)

NEUROSCIENCE CAPSTONE COURSES (2)

BIO 415 Principles of Neuroscience (with lab)
PSY 402 Social and Affective Neuroscience OR PSY 403 Cognitive Neuroscience

BIOLOGY ELECTIVE, CHOOSE ONE OF THE FOLLOWING (1)

BIO 220 Invertebrate Zoology (with lab)
BIO 240 Human Anatomy (with lab)
BIO 250 Microbiology (with lab)
BIO 370 General Physiology (with lab)
BIO 280 Sensory Systems (with lab)
BIO 375 Milestones in Neuroscience
CHE 414 Biochemistry (with lab)
BIO 480 Seminar in Life Sciences: Neuroscience topic
BIO 430 Comparative Physiology
BIO 420 Developmental Biology

PSYCHOLOGY ELECTIVE, CHOOSE ONE OF THE FOLLOWING (1)

PSY 250 Perception
PSY 351 Introduction to Brain and Behavior
PSY 252 Cognitive Psychology

RECOMMENDED BUT NOT REQUIRED

PSY 224 Statistics
PSY 225 Research Methods
PHI 267 Person, Mind and Brain
BIO 490–491 Independent Study in Biology

EXAMPLE COURSE SEQUENCE FOR THE MAJOR IN BIOLOGY WITH A CONCENTRATION IN NEUROSCIENCE AND BEHAVIOR, B.S. DEGREE

First Year

Fall	Spring
BIO 160 Concepts in Biology and lab	BIO 210 Genetics and lab
CHE 131 General Chemistry I and Lab	CHE 132 General Chemistry II and Lab
MAT 114 Elementary Functions or higher	PSY101 General Psychology

Sophomore Year

Fall	Spring
Psychology elective	BIO 340 Molecular and Cellular Biology and lab
CHE 201 Organic Chemistry I and lab	CHE 202 Organic Chemistry II and lab

Junior Year

Fall	Spring
BIO 310 Animal Behavior and lab	BIO 320 Organic Evolution
PHY 201 Physics I and lab	PHY 202 Physics II and lab

Senior Year

Fall	Spring

BIO 415 Principles of Neuroscience and lab	PSY 402 Social and Affective Neuroscience OR PSY403 Cognitive Neuroscience
Biology elective	

ADVISING TIPS FOR THE BIOLOGY WITH A CONCENTRATION IN NEUROSCIENCE AND BEHAVIOR, B.S. DEGREE

- Students should take CHE 131, BIO 160, and MAT 114 (or higher) in their first semester
- Students are advised to take no more than two laboratory courses in a given semester.

MAJOR IN BIOTECHNOLOGY AND MOLECULAR BIOLOGY, B.S. DEGREE (17)

Biotechnology has developed around the study of living things at the molecular level. The chemistry of genetics has found applications in medicine and industry. Techniques of molecular genetics have allowed dramatic advances in our understanding of developmental biology, physiology, immunology, and evolution. This major provides a balanced foundation in biology, plus an introduction to the theory and methods of biotechnology and molecular biology. Students in the major are encouraged to do internships at biotechnology laboratories in the Worcester area. When they graduate, students can pursue graduate study in the biological sciences or in the health sciences. The major is also excellent preparation for a teaching career or employment in a biotechnology-based field.

REQUIRED COURSES (14)

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

BIO 160 Concepts in Biology
BIO 210 Genetics
BIO 250 Microbiology
BIO 340 Molecular and Cellular Biology
BIO 440 Biotechnology: Theory and Practice
CHE 131–132 General Chemistry I and II (Note: MAT 114 is a pre-requisite for CHE 132)
CHE 201–202 Organic Chemistry I and II
CHE 414 Biochemistry
MAT 114 Elementary Functions, or higher if placed higher
PHY 201–202 General Physics I and II
PHI 151 Ethics and the Good Life

ELECTIVES (3)

Three additional electives in Biology numbered 212 or higher. A maximum of two of these electives can be selected from internships or BIO 490 or 491. Additional internship or independent study credits will count toward degree requirements but will not count toward the major in Biology. PHI 262 Biomedical Ethics is strongly recommended, but not required.

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN BIOTECHNOLOGY AND MOLECULAR BIOLOGY, B.S. DEGREE

The following is a possible four-year schedule for classes in the biotechnology major. It is important that first year students enroll in both the BIO160-210 sequence AND the CHE131-132 sequence to get started in the major and to best balance the remaining three years of the curriculum. Students should work closely with an advisor in the science department to tailor course selection to their interests and goals and be confident of course availability and sequencing.

First Year

Fall	Spring
BIO 160 Concepts in Biology and lab	BIO 210 Genetics and lab
CHE 131 General Chemistry II and Lab	CHE 132 General Chemistry II and Lab

MAT 114 Elementary Functions or MAT117/131 Calculus I	

Sophomore Year

Fall	Spring
CHE 201 Organic Chemistry I and lab	CHE 202 Organic Chemistry II and lab
BIO 250 Microbiology and lab	BIO 340 Molecular and Cellular Biology and lab

Junior Year

Fall	Spring
BIO elective	CHE 414 Biochemistry and lab
PHY 201 General Physics I and lab (see notes below)	PHY 202 General Physics II and lab
PHI 151 Ethics and the Good Life	BIO elective

Senior Year

Fall	Spring
BIO elective	BIO 440 Biotechnology and lab
BIO elective	

ADVISING TIPS FOR THE MAJOR IN BIOTECHNOLOGY AND MOLECULAR BIOLOGY, B.S. DEGREE

- Several upper level biology courses are offered on an every-other-year schedule.
- Students interested in pursuing medical school or affiliated careers should consider PHY 201 and 202 in the sophomore year and CHE 414 in the junior year to prepare for the MCAT exam after Junior year.

MAJOR IN CHEMISTRY

AMERICAN CHEMICAL SOCIETY CERTIFIED, B.S. DEGREE (17)

The American Chemical Society (ACS) Certification B.S. option serves as evidence that a graduate has completed a rigorous program in chemistry approved by a national scientific organization. Employers and graduate schools recognize ACS certification as a sign of the high quality of a student's preparation for employment or further study in the chemical sciences. Completion of the ACS Certified program is determined by the department.

The Bachelor of Science degree will be attractive to those students intending to pursue graduate study in chemistry or a career as a chemist. This degree option leads the student to a degree certified by the American Chemical Society and as such is a more rigorous program, particularly with respect to hands-on laboratory experience.

REQUIRED COURSES (15)

Chemistry majors should take CHE 131, BIO 160, and MAT 114 (or higher) in their first semester.

BIO 160 Concepts in Biology
CHE 131- 132 General Chemistry I and II

MAT 117–118 Calculus I and II
OR
MAT 131–132 Honors Calculus I and I

CHE 201–202 Organic Chemistry I and II
PHY 201H–202H Honors General Physics I and II
CHE 311–312 Physical Chemistry I and II
CHE 315 Analytical Chemistry
CHE 316 Inorganic Chemistry
CHE 414 Biochemistry
CHE450 Instrumental Chemistry

ELECTIVE (1)

One additional three- or four-credit courses from among CHE 318 or CHE 416.

RESEARCH (1)

Complete at least 3 credits of laboratory research, with report submitted to the department as a final project in CHE480 Seminar in Chemistry or as part of CHE 491 or 492 if the research is undertaken on campus.

RECOMMENDED FOUR-YEAR PLAN FOR THE ACS CERTIFIED B.S. IN CHEMISTRY

The following plan is recommended for chemistry majors. It prepares students for the workforce or for graduate school. The General Chemistry sequence is an important part of the student's first year at Assumption University. It is important to work with an advisor to be confident in the timing of course offerings in the department.

First Year

Fall	Spring
CHE 131 General Chemistry I and lab	CHE 132 General Chemistry II and lab
BIO 160 Concepts in Biology and lab (either semester of the first year)	MAT 117/131 Calculus 1 or MAT 118/132 Calculus 2
MAT 114 Elementary Functions or MAT 117/131 Calculus 1	

Sophomore Year

Fall	Spring
CHE 201 Organic Chemistry I and lab	CHE 202 Organic Chemistry II and lab
PHY 201H Honors General Physics I and lab	PHY 202H Honors General Physics II and lab

Junior Year

Fall	Spring
CHE 311 Physical Chemistry I and lab	CHE 312 Physical Chemistry II and lab
CHE 315 Analytical Chemistry and lab* OR CHE 313 Inorganic Chemistry and lab*	CHE 450 Instrumental Chemistry and lab* OR 3-credit research

Senior Year

Fall	Spring
CHE 315 Analytical Chemistry and lab* OR CHE 313 Inorganic Chemistry and lab*	CHE 450 Instrumental Chemistry and lab* OR 3-credit research
CHE 414 Biochemistry and lab	Upper-level CHE elective*

ADVISING TIPS FOR THE ACS CERTIFIED B.S. IN CHEMISTRY

- Upper level chemistry courses noted with an asterisk* are offered on an every-other-year schedule.
- BIO 160 may be taken at any point in the curriculum prior to taking CHE 414 Biochemistry.

MAJOR IN CHEMISTRY, B.A. DEGREE (16)

The objective of the chemistry major is to provide the student with knowledge of the fundamental principles governing the structure of matter. The courses are organized to establish a foundation in the basic areas of inorganic chemistry, organic chemistry, physical chemistry, biochemistry, and analytical chemistry, and to develop an understanding of the unity of Chemistry by relating these basic areas to each other and to other scientific disciplines. The laboratories are designed to develop a degree of proficiency in the practical aspects of experimentation and instrumentation.

Through a well-planned choice of electives, a student can prepare for graduate study in chemistry, biochemistry, or some other area of science; for industrial employment; for teaching Chemistry; or for professional study in medicine, dentistry, or other health sciences. Qualified chemistry majors may also pursue a dual degree program leading to a B.A. in Chemistry from Assumption University and a B.S. in Chemical Engineering from The University of Notre Dame. Interested students should contact Professor Teresa Herd, Director of the 3:2 Engineering Program.

The Bachelor of Arts degree may be attractive to those students interested in enhancing their undergraduate experience with a second major to prepare for other career paths, the clinical medical sciences in particular.

REQUIRED COURSES (14)

Chemistry majors should take CHE 131, BIO 160, and MAT 114 (or higher) in their first semester.

BIO 160 Concepts in Biology
CHE 131- 132 General Chemistry I and II

MAT 117–118 Calculus I and II
OR
MAT 131–132 Honors Calculus I and I

CHE 201–202 Organic Chemistry I and II
PHY 201–202 General Physics I and II
CHE 311–312 Physical Chemistry I and II
CHE 315 Analytical Chemistry
CHE 316 Inorganic Chemistry
CHE 414 Biochemistry

ELECTIVES (2)

Two additional three- or four-credit courses from among: CHE 318, CHE 416, CHE 450, CHE 460, CHE 470, CHE 480, CHE 491–492. At least one of the electives must include a lab. Only one Independent Study course (CHE 491 or CHE 492) or Internship may be counted towards the Chemistry Elective requirement.

RECOMMENDED FOUR-YEAR PLAN FOR THE B.A. IN CHEMISTRY

The following plan is recommended for chemistry majors. It prepares students for the workforce or for graduate school. The General Chemistry sequence is an important part of the student's first year at Assumption University. It is important to work with an advisor to be confident in the timing of course offerings in the department.

First Year

Fall	Spring
CHE 131 General Chemistry I and lab	CHE 132 General Chemistry II and lab
BIO 160 Concepts in Biology and lab (either semester of the first year)	MAT 117/131 Calculus 1 or MAT118/132 Calculus 2
MAT 114 Elementary Functions or MAT117/131 Calculus 1	

Sophomore Year

Fall	Spring
CHE 201 Organic Chemistry I and lab	CHE 202 Organic Chemistry II and lab
PHY 201 General Physics I and lab	PHY 202 General Physics II and lab

Junior Year

Fall	Spring
CHE 311 Physical Chemistry I and lab	CHE 312 Physical Chemistry II and lab
CHE 315 Analytical Chemistry and lab* OR CHE 313 Inorganic Chemistry and lab*	CHE 450 Instrumental Chemistry and lab* OR Upper-level CHE elective*

Senior Year

Fall	Spring
CHE 315 Analytical Chemistry and lab* OR CHE 313 Inorganic Chemistry and lab*	CHE 450 Instrumental Chemistry and lab* OR Upper-level CHE elective*
CHE 414 Biochemistry and lab	Upper-level CHE elective*

ADVISING TIPS FOR THE B.A. IN CHEMISTRY

- Upper level chemistry courses noted with an asterisk* are offered on an every-other-year schedule.
- BIO 160 may be taken at any point in the curriculum prior to taking CHE 414 Biochemistry.

MAJOR IN NEUROSCIENCE WITH A CELLULAR PATH, B.S. DEGREE (19)

A Major in Neuroscience utilizes an interdisciplinary approach to empower students to: 1) develop and refine skills of inquiry with a focus on the brain and mind, 2) gain a strong understanding of the classic and contemporary findings in neuroscience, 3) comprehend and appreciate the dynamic, multidisciplinary nature of this field 4) to ask thoughtful questions and strategically select approaches to answer questions, 5) develop informed hypotheses and design/execute experiments to test hypotheses, and 6) critically analyze data and determine if data supports hypotheses, and 7) explore philosophical questions about the nature of human life, human consciousness, and free will.

Neuroscience also involves exploring the complex interactions between the distinct aspects of brain, mind, and behavior. The major in Neuroscience engages students through a holistic, interdisciplinary approach rooted in rigorous science and augmented by philosophical perspectives that address the brain, mind, and human nature.

Neuroscience majors engage in numerous, interdisciplinary neuroscience-focused courses throughout their undergraduate career. These courses span from an introductory 100 level to highly- rigorous 400 level neuroscience courses. Students are encouraged to engage in independent research and internships, in addition to successful completion of the required coursework. Students will be well prepared for research positions in both academic and industry settings, and numerous careers in health professions. Students are poised to pursue advanced graduate studies in Medical, Dental, Veterinary, Physical Therapy, Occupational Therapy, and Optometry programs. Students will also be prepared for Master programs and Ph.D. programs. It should be noted that requirements for entry into graduate programs are varied, and it is each student's responsibility to learn the requirements of all programs to which he/she may wish to apply. Students are encouraged to work with their academic advisor to help with their post graduate goals.

The Major in Neuroscience with a Cellular Path features curriculum that employs molecular, cellular, genetic, and organismal approaches to understand neuroanatomy and function of the nervous system; the biological basis of behavior and sensation; the underpinnings of diseases and injuries that impact the brain, spinal cord and nervous system; research techniques used to enhance our understanding of the field; how to conduct and critically evaluate scientific research; and philosophical conversations about the relationship between brain and mind, free will, and human consciousness.

REQUIRED COURSES (15)

BIO 160 Concepts in Biology (with lab)
BIO 210 Genetics (with lab)
MAT 114 (or higher) Elementary Functions (or higher)
CHE 131-132 General Chemistry I and II (with lab)
CHE 201 Organic Chemistry I (with lab)
PSY 101 General Psychology
BIO 240 Human Anatomy (with lab)
PSY 251 Introduction to Brain and Behavior
PSY 224 Statistics
PHI 267 Person, Mind, and Brain
BIO 280 Sensory systems (with lab)
BIO 340 Molecular and Cellular Biology (with lab)
BIO 370 General Physiology (with lab)
BIO 375 Milestones in Neuroscience

NEUROSCIENCE CAPSTONE COURSES (2)

BIO 415 Principles of Neuroscience (with lab)
PSY 402 Social and Affective Neuroscience OR PSY403 Cognitive Neuroscience

BIOLOGY ELECTIVE, CHOOSE ONE OF THE FOLLOWING (1)

BIO 220 Invertebrate Zoology (with lab)
BIO 250 Microbiology (with lab)
BIO 310 Animal Behavior (with lab)
BIO 260 Bioinformatics (with lab)
BIO 320 Organic Evolution
BIO 420 Developmental Biology (with lab)
BIO 430 Comparative Physiology (with lab)
BIO 490 Independent Study with neuroscience focus
CHE 414 Biochemistry (with lab)

PSYCHOLOGY ELECTIVE, CHOOSE ONE OF THE FOLLOWING (1)

PSY 250 Perception
PSY 252 Cognitive Psychology
PSY 391 Experimental Techniques in Human Neuroscience (with lab)

RECOMMENDED BUT NOT REQUIRED COURSES

PHI 152 The Human Difference OR PHI 153 The Book of Nature

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN NEUROSCIENCE WITH A CELLULAR PATH, B.S. DEGREE

First Year

Fall	Spring
BIO 160 Concepts in Biology and lab	BIO 210 Genetics and lab
CHE 131 General Chemistry I and lab	CHE 132 General Chemistry II and lab
PSY 101 General Psychology	PSY 251 Introduction to Brain and Behavior
MAT 114 or higher	

Sophomore Year

Fall	Spring
BIO 280 Sensory Systems and lab	BIO 340 Molecular and Cellular Biology and lab
CHE 201 Organic Chemistry I and lab	PSY 267 Person, Mind and Brain
PSY 224 Statistics	
PHI 152 The Human Difference -OR- PHI 153 The Book of Nature	

Junior Year

Fall	Spring
BIO 240 Anatomy and lab	BIO 370 General Physiology
BIO elective Psychology elective	BIO 375 Milestones in Neuroscience

Senior Year

Fall	Spring
BIO 415 Principles of Neuroscience and lab	PSY 402 Social and Affective Neuroscience OR PSY403 Cognitive Neuroscience
Biology elective	

ADVISING TIPS FOR THE B.S. IN NEUROSCIENCE WITH A CELLULAR PATH

- Students should take CHE 131, BIO 160, and MAT 114 (or higher) in their first semester.
- Students majoring in Neuroscience with a Cellular path are encouraged to take PHI 152 The Human Difference or PHI153 The Book of Nature before taking PHI 267 Person, Mind, and Brain
- Students are advised to take no more than 2 laboratory courses in a given semester.
- Students pursuing advanced programs in medicine should consider taking CHE414 as a biology elective for this major and in addition, take CHE202, PHY201, and PHY202. Requirements for programs are varied, and it is each student's responsibility to learn the requirements of all programs to which he/she may wish to apply.

MAJOR IN ENVIRONMENTAL SCIENCE, B.S. DEGREE (17)

Environmental Science students will receive a broad foundation in the fundamentals of environmental science, including chemistry, biology, physics, and mathematics. The program also allows the students the flexibility to explore different interests such as resource conservation or botany. Students interested in this major are eligible to take courses off campus through the Marine Studies Consortium, the Duke University Marine Biology Consortium, and the Higher Education Consortium of Central Massachusetts.

After graduation, students can seek employment in government agencies or industry, or they can pursue graduate studies in environmental engineering, environmental science, environmental management, law, education or the health sciences. To facilitate entry into these areas of study the University has established agreements that allow qualified Assumption Environmental Science students to participate in a dual degree program with the University of Notre Dame or Washington University in St. Louis, which will result in two degrees: a B.S. in Environmental Science and a B.S. in Environmental Engineering. Assumption also has agreements that can help students gain acceptance to earn a M.S. in Environmental Management or Forestry Management from Duke University, world-renowned for its work in Environmental Science, or a J.D. in Environmental Law from the Vermont Law School, which U.S. News and World Report currently ranks as the nation's leading environmental law program.

REQUIRED COURSES (13)

ENV 150 Introduction to Environmental Science
ENV 480 Environmental Science Seminar
BIO 160 Concepts in Biology
BIO 360 Ecology

CHE 131–132 General Chemistry I and II (Note CHE 132 requires MAT 114 or higher as a pre-requisite.)
CHE 201–202 Organic Chemistry I and II
CHE 318 Environmental Chemistry
PHY 201–202 Physics I and II
MAT 117 Calculus I **OR** MAT 131 Honors Calculus I
ECO 115 Statistics with Excel **OR** PSY 224 Statistics OR SOC 300 Statistics or BIO 260 Bioinformatics

APPLIED SCIENCE ELECTIVE (1)

GEO 101 Physical Oceanography
GEO 103 Introduction to Meteorology
GEO 240 Geographics Information Systems
BIO 260 Bioinformatics
PHY 213 Introduction to Engineering Problem Solving
ENV 350 Wetlands (consortium); Limnology/Aquatic Ecology (consortium)

BIOLOGY ELECTIVE (1)

BIO 220 Invertebrate Zoology
BIO 230 Plant Biology
BIO 250 Microbiology
BIO 350 Marine Mammals: Biology and Conservation

POLICY, MANAGEMENT, AND SOCIAL SCIENCE ELECTIVE (1)

ECO 235 Environmental Economics
GEO 108 World Population Issues
GEO 134 Conservation of Natural Resources
GEO 252 Introduction to Land Use Policy
HSC 150 Introduction to Public Health
POL 321 Public Policy
ENV 260 Water Resources Planning and Management (consortium)
ENV 280 Coastal Zone Management (consortium)

ONE ADDITIONAL 300 OR ABOVE ELECTIVE (1)

Any 300-level course listed above which was not used to fulfill a section requirement
ENV 491 Environmental Science Independent Study
BIO 310 Animal Behavior
BIO 320 Organic Evolution
CHE 315 Analytical Chemistry
CHE 450 Instrumental Analysis
Pre-approved HECCMA or transfer course

RECOMMENDED FOUR-YEAR PLAN FOR THE B.S. IN ENVIRONMENTAL SCIENCE

The following plan is recommended for environmental science majors. It prepares students for the workforce or for graduate school. The General Chemistry sequence is an important part of the student's first year at Assumption University. Students should work closely with an advisor in the science department to tailor course selection to their interests and goals and be confident of course availability and sequencing.

First Year

Fall	Spring
CHE 131 General Chemistry I and lab	CHE 132 General Chemistry II and lab

ENV 150 Introduction to Environmental Science	MAT 117/131 Calculus I or MAT 118/132 Calculus II (if you took MAT 114 in the fall)
MAT 114 Elementary Functions or MAT 117/131 Calculus I	BIO 160 Concepts in Biology and lab

Sophomore Year

Fall	Spring
CHE 201 Organic Chemistry I and lab	CHE 202 Organic Chemistry II and lab
Statistics or Bioinformatics	Major elective
Major elective	

Junior Year

Fall	Spring
BIO 360 Ecology and lab	CHE 318 Environmental Chemistry and lab
PHY 201 or PHY 201H General Physics I and lab	PHY 202 or PHY202H General Physics II and lab
	Major elective

Senior Year

Fall	Spring
Major elective	ENV 480 Environmental Science Seminar

ADVISING TIPS FOR THE B.S. IN ENVIRONMENTAL SCIENCE

- Upper level courses are often offered on an every-other-year schedule.
- ENV 150 may be offered in other semesters. Students should work with an advisor for planning course sequencing.

MAJOR IN HEALTH SCIENCES, B.A. DEGREE (14)

A major in Health Sciences prepares students for a broad range of career opportunities in the growing fields of health care with applications to clinical practice, administration, policy development, and research. The Health Sciences major at Assumption University is an interdisciplinary program with coursework in the biological and physical sciences, disease and disability, health care delivery and care models, as well as the economics, ethics and policies that drive our global health care systems. Students are encouraged to customize their education by adding a concentration to their major, in close consultation with their advisor, which may help direct them toward the graduate program of their choice. Typical concentrations for the Health Sciences major include Pre-Physical Therapy, Pre-Occupational Therapy, Communication Sciences and Disorders, Pre-Clinical Health Professions, and Patient Advocacy. Graduate school is not necessary for employment after earning a bachelor's degree in Health Sciences. Entry-level positions in health care administration, patient advocacy and patient experience, medical billing, health insurance, and the pharmaceutical and medical device industries are all possible outcomes for undergraduates who don't wish to pursue graduate studies.

A significant component of the Health Sciences curriculum is a 6-credit internship that enables students to explore their professional interests and develop essential skill sets by working in a variety of health care settings. This experiential learning component of the major is critical to connect the concepts learned in the classroom to the practice of health care in the community. This internship should typically be completed in the students' junior or senior year and the specific setting will be determined in close consultation with a clinical coordinator within the Human Services and Rehabilitation Studies Department.

REQUIRED COURSES (12)

HSC 100 Systems Approach to Delivering Health Care in America
HRS 119 Introduction to Health, Human, and Rehabilitation Services
HRS 121 Human Development and Disability Across the Lifespan
HSC 150 Introduction to Public Health

BIO 160 Concepts in Biology (4 credits)
HRS 210 Medical Aspects of Chronic Illness and Disability
HRS/HSC 220 Psychosocial Aspects of Chronic Illness and Disability
PSY 224 Statistics (SOC 300 or ECO 115 are also accepted - consult with advisor)
HSC 310 Evidence-based Health Care
HRS 330 Interviewing Techniques
HSC 360 Legal and Ethical Aspects of Health Care
HSC 450 Internship in Health Sciences (6 credits)

BIOLOGY ELECTIVES (2)

BIO 102 Human Biology in Health Disease (4 credits)
BIO 105 Human Heredity
BIO 110 Nutrition
BIO 210 Genetics (4 credits)
BIO 240 Human Anatomy (4 credits)
BIO 250 Microbiology (4 credits)
BIO 340 Molecular and Cellular Biology (4 credits)
BIO 370 General Physiology (4 credits)

The particular sequence of courses is highly dependent upon other programs of study (i.e. concentrations, minors, etc.) the student may wish to pursue. Some courses have prerequisites; therefore, it is highly recommended that the student work closely with an advisor in selecting electives and the sequence of courses to be taken. Communication Sciences and Disorders concentrators can substitute HRS 335 Anatomy and Physiology of Speech and Hearing Mechanisms for one Biology elective in the Health Sciences major.

CONCENTRATION IN PRE-CLINICAL HEALTH PROFESSIONS (17)

The Concentration in Pre-Clinical Health Professions is designed to prepare students for graduate study in one of the many clinical health professions, such as medicine, dentistry, veterinary medicine, physician's assistant, nursing, and optometry. This interdisciplinary concentration provides the student with a strong background in mathematics, the biological and physical sciences, and the social sciences. As a concentration, it must accompany a major program of study, but can augment a variety of majors. Majors that share the greatest numbers of common courses with this concentration are Biology, Biotechnology and Molecular Biology, Biology with a Concentration in Neuroscience and Behavior, Psychology with a Concentration in Neuroscience, and Health Sciences.

REQUIRED COURSES (17)

BIO 160 Concepts in Biology
BIO 210 Genetics
BIO 240 Human Anatomy
BIO 250 Microbiology **or** BIO340 Molecular and Cellular Biology
BIO 370 Physiology
CHE 131-132 General Chemistry I and II (Note CHE 132 requires MAT 114 or higher as a pre-requisite.)
CHE 201-202 Organic Chemistry I and II
CHE 414 Biochemistry
MAT 114 Elementary Functions or MAT 117 Calculus I
PHY201-202 General Physics I and II
PSY 101 General Psychology
Statistics PSY 224 or SOC 300 or ECO115
HSC 100 Systems Approach to Delivering Health Care
SOC 121 Principles of Sociology

CONCENTRATION IN PRE-OCCUPATIONAL THERAPY (11)

The minimal entry-level degree for practice as an Occupational Therapist is a clinical master's degree in Occupational Therapy. The Concentration in Occupational Therapy is designed to prepare students for graduate study in Occupational Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. Students must also complete a major with the concentration. Many students interested in Occupational Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

REQUIRED COURSES (10)

HRS 125 Professional Orientation to Physical and Occupational Therapy (Spring)
HRS 345 Occupational Therapy: Occupation, Theory, Intervention and Assessment Across the Lifespan (Fall)
BIO 160 Concepts in Biology with Lab (Fall/Spring)
BIO 240 Human Anatomy with Lab (Fall)
BIO 370 General Physiology with Lab (Spring)
PSY 101 General Psychology (Fall/Spring)
PSY 216 Abnormal Psychology (Fall/Spring)
HRS 121 Human Development and Disability (Fall/Spring)
PSY 224 Statistics or SOC 300 or ECO 115 (Fall/Spring)

SOC 121 Principles of Sociology
or
ANT 131 Cultural Anthropology

FIELD BASED COURSE (1)

HRS 490 Internship in Human Services and Rehabilitation Studies (HSRS Majors-12 Credits)
HRS 400 Human Services and Rehabilitation Studies (non HSRS Major-3 credits)
HSC 450 Health Sciences Internship (HSC majors – 6 credits)

Some programs may require a course in Neuroscience, Kinesiology and/or Neuroanatomy with a focus on the Central and Peripheral Nervous System. First semester freshmen who want to complete the concentration should enroll in BIO 160 and HRS 125. First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux at the beginning of the fall semester to plan out the remainder of their course of study. A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some OT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Occupational Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PRE-PHYSICAL THERAPY (16)

The minimal entry-level degree for practice as a Physical Therapist is a clinical doctoral degree in Physical Therapy. The Concentration in Physical Therapy is designed to prepare students for graduate study in Physical Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Physical Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

REQUIRED COURSES (13)

HRS 125 Professional Orientation to Physical and Occupational Therapy (Spring)
BIO 160 Concepts in Biology
BIO 240 Human Anatomy (Fall)
BIO 370 General Physiology (Spring)
CHE 131 General Chemistry I (Fall)
CHE 132 General Chemistry II (Spring) (Note: MAT 114 is a pre-requisite for CHE 132)
PHY 201 General Physics I (Fall)
PHY 202 General Physics II (Spring)
BIO/HRS 390 Exercise Physiology (Fall)
PSY 101 General Psychology
PSY 216 Abnormal Psychology
PSY 290 Psychology of Development
SOC 121 Principles of Sociology

ONE OF THE TWO HRS COURSES LISTED BELOW

HRS 490 Internship in Human Services and Rehabilitation Studies (if HSRS Major-12 Credits)
HRS 400 Human Services and Rehabilitation Studies (if Non-HSRS Major-3 credits)

ONE OF THE FOLLOWING STATISTICS COURSES

PSY 224 Statistics
ECO 115 Statistics with Excel

ONE OF THE FOLLOWING MATH COURSES

MAT 114 Elementary Functions
MAT 117 Calculus I

RECOMMENDED BUT NOT REQUIRED

BIO 415 Principles of Neuroscience
PSY 251 Introduction to Brain and Behavior

Students who wish to complete the concentration should enroll in BIO 160 and its lab in their first semester at the University, as well as HRS 125 in the spring semester. First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Gary Senecal, at the beginning of the fall semester to plan out the remainder of their course of study. A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some PT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major. It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Physical Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

MINOR IN BIOLOGY (5)

Students who wish to pursue the study of life forms and functions may elect a minor in Biology. This course of study may appeal to students majoring in the behavioral sciences who plan a career in a health-related field. Ordinarily the student will begin with BIO 160 Concepts in Biology, adding at least four Biology courses numbered above 200 in consultation with an advisor from the department. Courses taken numbered below BIO 160 require the approval of the department chairperson. NUR304 Pathopharmacological Therapeutics may be counted as one of the four additional biology courses. Please note that the double-counting rule applies to this minor, and three courses in it must be distinct from a major, another minor, or a concentration.

MINOR IN CHEMISTRY (8)

Students who wish to pursue the study of the structure of matter beyond the level of an introductory may elect to minor in Chemistry.

REQUIRED COURSES (7)

CHE 131–132 General Chemistry I and II (Note: MAT114 is a pre-requisite for CHE132)
CHE 201–202 Organic Chemistry I and II
CHE 311 Physical Chemistry I
MAT 117 and 118 **or** MAT 131 and 132 Calculus I and II

ANALYTICAL CHEMISTRY COURSE (1)

CHE 315 Analytical Chemistry
CHE 316 Inorganic Chemistry
CHE 450 Instrumental Chemistry

MINOR IN PHYSICS (6)

Students interested in furthering their knowledge of physics can choose to minor in this discipline. Required courses for the minor are: PHY 201–202, and PHY 480. Students must also complete three of the following eleven courses, and no more than two of the three may be from the mathematics offerings: CHE 311, CHE 312, PHY 213, PHY 275, PHY 301, PHY 302, PHY 491, PHY 492, MAT 331, MAT 351, MAT 355.

MINOR IN ENGINEERING SCIENCE (6)

This minor is for students who are interested in gaining a foundation in engineering, but do not wish to transfer to one of our 3-2 engineering partner schools. Students who do transfer to a partner school and graduate with an engineering degree are not eligible for the minor. The minor is a good option for those considering obtaining a graduate degree in engineering. The minor consists of 6 courses:

REQUIRED COURSES (4)

PHY 213 Introduction to Engineering Problem Solving
MAT 355 Differential Equations
CSC 117 Introduction to Programming
PHY 301 Statics

ELECTIVES (2) MUST BE FROM DIFFERENT DISCIPLINES

MAT 356 Numerical Analysis
CSC 317 Java Programming
PHY 275 Applied Optics
PHY 302 Dynamics
CHE 311 Physical Chemistry I or equivalent Thermodynamics course
Approved engineering courses, transfer credit or HECCMA consortium

MINOR IN ENVIRONMENTAL SCIENCE (6)

Students may expand their study of environmental problems with a Minor in Environmental Science. This program will appeal to students who have an interest in the science behind environmental issues.

REQUIRED COURSES (6)

ENV 150 Introduction to Environmental Science
BIO 160 Concepts in Biology
ENV 480 Environmental Science Seminar
1 200 level course from Section A below
1 300 level course from Section A below
1 course from Section B below

Section A

BIO 220 Invertebrate Zoology
BIO 230 Plant Biology
BIO 350 Marine Mammals: Biology and Conservation
BIO 360 Ecology
CHE 318 Environmental Chemistry
ENV 350 Wetlands
ENV 491 Independent Study in Environmental Science

Section B

GEO 101 Physical Oceanography
GEO 103 Introduction to Meteorology
GEO 134 Conservation of Natural Resources
GEO 252 Land Use and Planning Law
ECO 235 Environmental Economics
ENV 260 Water Resources Planning and Management (consortium)
ENV 280 Coastal Zone Management (consortium)

STUDENT RESEARCH—SUMMER OPPORTUNITIES

Department faculty members oversee research programs on campus that engage upper-level students in the projects associated with their research interests. Summer research positions that provide a stipend are available on a competitive basis. Assumption students have been accepted into prestigious summer research programs at major research institutions around the country. The sponsoring institutions for this research include the National Science Foundation, the National Institutes of Health, and the American Cancer Society.

ARTICULATION AGREEMENTS IN THE SCIENCE AND HEALTH PROFESSIONS

Assumption University holds a wide range of agreements with graduate institutions in the health sciences. For a complete list, including agreements with law schools and Notre Dame's College of Engineering, see the "Articulation Agreements" section above and/or contact the Health Professions Advisor, Prof. Steven Theroux, stheroux@assumption.edu.

THREE/TWO ENGINEERING PROGRAMS WITH THE UNIVERSITY OF NOTRE DAME AND WASHINGTON UNIVERSITY, ST. LOUIS

Students interested in pursuing one of the 3:2 engineering programs should take the technical courses listed below in their first year at Assumption. Careful planning is important to meet the prerequisites for admission to Notre Dame or Washington University. Interested students should meet with the dual degree engineering program director, Prof. Teresa Herd, to start planning their curriculum.

FIRST YEAR COURSES FOR 3:2 ENGINEERING, VARIOUS FIELDS

Assumption Major	Notre Dame/Washington University Engineering Major	Recommended first-year technical courses	
		Fall	**Spring**
Biology	Biomedical Engineering	MAT 117 OR MAT 131H Calculus I CHE 131 Chemistry I BIO 160 Concepts in Biology	MAT 118 OR MAT 132H Calculus II CHE 132 Chemistry II BIO 210 Genetics PHY 213 Introduction to Engineering
Chemistry	Chemical Engineering	MAT 117 OR MAT 131H Calculus I CHE 131 Chemistry I BIO 160 Concepts in Biology	MAT 118 OR MAT 132H Calculus II CHE 132 Chemistry II PHY 213 Introduction to Engineering
Environmental Science	Environmental Engineering	MAT 117 OR MAT131H Calculus I CHE 131 Chemistry I ENV 150 Introduction to Environmental Science	MAT 118 OR MAT132H Calculus II CHE 132 Chemistry II PHY 213 Introduction to Engineering BIO 160 Concepts in Biology
Math	Aerospace Engineering	MAT 117 OR MAT 131H Calculus I PHY 201H Honors Physics I CSC 120 Statistics Programming in Python	MAT 118 OR MAT 132H Calculus II PHY 202H Honors Physics II PHY 213 Introduction to Engineering
	Civil Engineering		
	Electrical Engineering		
	Mechanical Engineering		
	Systems Engineering	MAT 117 OR MAT131H Calculus I PHY 201H Honors Physics I CSC 117 Introduction to Programming in C++	MAT 118 OR MAT132H Calculus II PHY 202H Honors Physics II PHY 213 Introduction to Engineering CSC 250 Intermediate Programming
Computer Science	Computer Engineering	MAT 117 OR MAT131H Calculus I PHY 201H Honors Physics I CSC 117 Introduction to Programming in C++	MAT 118 OR MAT132H Calculus II PHY 202H Honors Physics II PHY 213 Introduction to Engineering CSC 250 Intermediate Programming

PREPARATION FOR TEACHING SCIENCE AT THE SECONDARY LEVEL

Students interested in seeking certification to teach high school biology or chemistry should consider a Major in Biology or Chemistry and a Major in Education, Secondary License. Application to the Education Major must be made by April 30 of the sophomore year. Please see a complete description of procedures and policies in the Department of Education section of the catalog. A student should carefully plan a course of study in conjunction with advisors in both departments (Education and Biological and Physical Sciences).

Biology – Field of Knowledge Competencies:

BIO 160 Concepts in Biology
BIO 210 Genetics
BIO 230 Botany
BIO 220 Zoology
BIO 240 Human Anatomy
BIO 370 General Physiology
BIO 360 Ecology
CHE 131–132 General Chemistry I and II

Chemistry – Field of Knowledge Competencies:

CHE 131–132 General Chemistry I and II
CHE 201–202 Organic Chemistry I and II
CHE 316 Inorganic Chemistry
CHE 315 Analytical Chemistry
CHE 311–312 Physical Chemistry I and II
PHY 201–202 Physics I and II
MAT 117–118 Calculus I and II **OR**
MAT 131–132 Honors Calculus I and II

PRE-MEDICAL/PRE-DENTAL

As a liberal arts university, Assumption offers students the knowledge necessary for entrance to and success in medical and/or dental school. Most students interested in pursuing a career in Medicine or Dentistry major in Biology. However, it is possible to choose other majors and still prepare for such a career. Although there is no universal standard for medical school admissions, most school requirements would be fulfilled by inclusion of the following courses:

BIO 160 Concepts in Biology
One from the following three Biology courses:
BIO 210 Genetics
BIO 240 Human Anatomy
BIO 340 Molecular and Cellular Biology
CHE 131–132 General Chemistry I and II (Note: MAT114 is a pre-requisite for CHE 132)
CHE 201–202 Organic Chemistry I and II
PHY 201–202 General Physics I and II
ENG 130 English Composition
LTE 140 Introduction to Literature

Additional courses that are usually highly recommended include:

CHE 414 Biochemistry
MAT 117 Calculus I or MAT 131 Honors Calculus I
ECO 115 Statistics with Excel or PSY 224 Statistics
Courses in Psychology and Computer Science
Additional courses in Biology, Chemistry, and Mathematics are helpful.

Note these courses reflect a suggested course load. Students should contact their desired schools and Dr. Steven Theroux before committing to a plan of study.

MEDICAL TECHNOLOGY OPTION (BIOLOGY MAJOR)

The Medical Technology Option is designed to offer students the background necessary to apply for admission to a hospital-affiliated school of Medical Technology. This option can be completed in three or four years at Assumption before entering a school of Medical Technology; the three-year program is described here.

- During the first three years while the student is at Assumption University, he/she should complete:
- Four courses in Chemistry, including Organic Chemistry
- Two courses in Physics
- Seven courses in Biology , including Microbiology and Immunology
- One course in Mathematics, at the level of MAT 114 or above

In addition, other curriculum requirements to fulfill the Bachelor of Arts program at Assumption must be taken during the first three years of the program when planned in conjunction with a faculty advisor in the Department of Biological and Physical Sciences. It is important for a student interested in this option to indicate his/her interest in the first year and to plan the program carefully.

Three years of study (30 courses) as a Biology major at Assumption are followed by one year of training and study in an approved hospital school of Medical Technology. Upon completion of the hospital year, the student will receive a Bachelor's degree from

Assumption and will be eligible to take the National Registry Exam in Medical Technology. Participation in Assumption's undergraduate Medical Technology Option does not guarantee admission to a School of Medical Technology.

HEALTH PROFESSIONS PROGRAM

The Health Professions Program is designed to help students enter graduate school in one of the health professions (Medicine, Dentistry, Physical Therapy, Occupational Therapy, Physician's Assistant, etc.). The program focuses on preparing the student to earn good grades and strong scores on the admissions test and graduate school interview. Those who complete the program requirements will have the fact that they did so listed on their transcript. All students interested in a health profession should consult with their advisors and Dr. Steven Theroux, Chairperson of the Health Sciences Committee, at the beginning of their undergraduate careers. To complete the Health Professions Program, the student must:

- Successfully finish a major in Biology; Biology with a Concentration in Neuroscience and Behavior; Biotechnology and Molecular Biology; Chemistry; Psychology; Psychology with a Concentration in Neuroscience of Human Behavior; or Human Services and Rehabilitation Studies
- Complete the required coursework with a cumulative GPA of 3.0 or better overall and a GPA of 3.0 or better in the major
- Complete the "Social, Economic and Ethical Issues in the Health Professions" course
- Submit at least one list of prerequisite courses required for a specific health-related graduate program to which he or she intends to apply
- Submit a statement indicating that the prerequisite courses required for admission to a particular health professions graduate program were successfully completed
- Present evidence from Kaplan that he or she successfully completed a Kaplan Test Preparation Course (e.g., MCAT, DAT, OAT, VCAT, PCAT, GRE, etc.). (The exact course that the student completes will vary depending on the graduate program the individual hopes to enter.)
- Present evidence that he or she took a graduate admissions test (e.g., MCAT, DAT, GRE, etc.) and scored in the top 50% of those taking the test in that year. Kaplan preparation courses are offered on campus at reduced rates. Financial aid is available.

Students who plan to pursue a graduate degree in a health profession should be aware of the timetable in which to fulfill their requirements, which include admissions exams and letters of reference from the Health Sciences Committee. Students should be prepared for entrance exams in their junior year and request a letter of reference at that time. Students must contact Dr. Theroux at least two weeks before the scheduled Committee meeting times in the second week of October, the second week of February, and the second week of May. The letters will usually be ready within four to five weeks of the meeting.

COURSE DESCRIPTIONS

BIOLOGY (BIO)

BIO 102 HUMAN BIOLOGY IN HEALTH AND DISEASE

A course for non-science majors that focuses on selected functional systems of the body, the organs that compose them, and the interactions among them. Special attention will be given to disease processes. In these systems laboratory work (one three-hour session per week) will include studies of physiological concepts at the cellular and systems levels. This course is especially designed for students majoring in Social and Rehabilitation Services or Psychology, or students seeking background for courses in Anthropology and other social sciences. Lab Fee: $470. This course fulfills a Foundations Program requirement. (Fall, Spring)
Staff/*Four credits*

BIO 105 HUMAN HEREDITY

This course presents an introduction to the principles of human genetics. Major topics covered include cell division and the distribution of genetic material, embryonic development and the role of teratogens; Mendel's experiments, inheritance patterns in human families; the interaction of genes and the environment; the structure and function of DNA; personal genomics; and genetic technologies. An historical approach is used and most genetic principles are introduced by examples from human medical

genetics. Two or three integrated lecture-laboratory sessions per week. Lab fee: $235. This course fulfills a Foundations Program requirement. (Fall, Spring)
Staff/*Three credits.*

BIO 110 NUTRITION

This course will explore the basic principles of human nutrition. Topics to be covered include nutrient classes, nutritional guidelines, nutrition-related diseases and disparities in access to healthy foods. This course will also cover controversial topics in nutrition such as GMOs and fad dieting. This will be an interactive course that will require students to use the scientific method and will include in-class research, data collection, presentations and discussions. Two or three integrated lecture-laboratory sessions per week. Lab fee: $235. This course fulfills a Foundations Program requirement. (Fall, Spring)
Staff/*Three credits*

BIO 115 MATTERS AND MYSTERIES OF YOUR BRAIN

The brain is the most complex and least understood organ in our bodies. It is fascinating to consider that the brain is required for a vast array of functions including learning and memory, motor movement, and perception of our environment. The brain's vital role in our daily life is indisputable, yet we do not fully understand the fundamental underpinnings of brain function. For this reason, the brain is referred to as the last frontier of science. In this course, student-driven approaches will be used to explore what is known and what is not yet fully understood about brain function through the use of case studies of humans suffering from brain injury, hypothesis-driven experimentation, and critical examination of recent science findings as described by the media. Students will refine their practice of the scientific method while enhancing critical thinking skills. Two or three integrated lecture-laboratory sessions per week. Lab fee: $235. This course fulfills a Foundations Program requirement. (Spring)
Staff/*Three credits*

BIO 125 BACKYARD BIOLOGY

Biology is the science of life – and life happens all around us. In this course, we will explore fundamental concepts of biology using real-life examples encountered for example in your kitchen or backyard. We will focus on the principles of ecology and evolution, while tackling contemporary problems of global importance – climate change and biodiversity decline. The integrated laboratory experience consists of self-guided explorations of plants, animals, and other organisms commonly found in the Northeastern USA, as well as simple at-home experiments and simulations. This course aims to broaden your horizons and instill an appreciation for the creatures large and small with whom we share the world. By exploring the life that happens right outside your door, you will not only learn basic biological facts, but more importantly the ecological connections that make life on Earth possible and enjoyable! Two or three integrated lecture-laboratory sessions per week. Lab fee: $235. This course fulfills a Foundations Program requirement. (Summer)
Fučíková/*Three credits*

BIO 140 INQUIRY BIOLOGY FOR EDUCATORS

In this course, students learn fundamental concepts and models associated with three major sub-disciplines of biology – genetics, ecology, and evolution. The course heavily emphasizes the use of open-ended, problem-solving methods of teaching and learning to help students develop their own functional understanding of the major concepts. A significant part of students' problem-solving work involves the use of computer technology, including the use of concept mapping and computer simulations to facilitate concept development. The course is intended for students planning on pursuing a career in elementary or middle school education. As such, particular attention is given to understanding common misconceptions that children have concerning learning about biological phenomena and considering the ramifications of these misconceptions for the development of effective classroom instruction. At least twice during the term, students will be expected to teach "mini" lessons in the biological sciences to visiting elementary school children. The course meets twice weekly in a 3-hour lab session. This course fulfills a Foundations Program requirement. (Fall, Spring)
Scibelli/*Four credits*

BIO 160 CONCEPTS IN BIOLOGY

An introductory course required of all science majors that emphasizes major concepts in biological science: structure and function, homeostasis, energetics, perpetuation, and evolution of living organisms. The laboratory will introduce students to the techniques and approaches used in biology. Three lectures and one laboratory period each week. Should be taken by intended science majors in the first year. Lab Fee: $470. This course fulfills a Foundations Program requirement. (Fall, Spring)
Staff/*Four credits*

BIO 207 DARWIN'S *DESCENT OF MAN*

People have long struggled with the notion that humans have descended from non-human ancestors. In his 1871 volume *Descent of Man*, Charles Darwin comprehensively applies his views on evolutionary theory and shared ancestry, including his adaptive mechanisms of natural and sexual selection, to human beings. Using countless examples, rational arguments, and the voice and writing style of a Victorian gentleman, Darwin convincingly demonstrates that humans gradually evolved from animals. The book, therefore, challenges its readers with what it means to be human as Darwin addresses the emergence of language, culture, morality, notions of beauty, sexual attraction, and the origin of race from our animal ancestors. This course helps students learn to read Darwin's rich text, to understand the extraordinary depth, collaborative style, and limitations of his science, to engage critically with the enduring questions and tensions the text raises, and to reflect on the ways that Darwin's work still resonates in biology and culture today. Prerequisite: Completion of the Natural Science Pillar requirement in the Foundations Program. (Fall)

Crowley/*Three credits*

BIO 210 GENETICS

A brief survey of Mendelian and cytological genetics with most emphasis placed on recent advances in molecular genetics. Replication, translation, and transcription of the genetic material receive detailed study. Three lectures and one laboratory per week. Prerequisite: BIO 160 and a course in Biology or Chemistry. Should be taken before the Junior year. Lab Fee: $470 (Fall, Spring)

Crowley, Theroux/*Four credits*

BIO 220 INVERTEBRATE ZOOLOGY

A survey of invertebrate animals from protozoans through invertebrate chordates, emphasizing their functional organization, modes of reproduction, ecological roles, and evolutionary relationships. In the laboratory, we will examine representative living and preserved specimens, concentrating on their structure and behavior. Three lectures and one laboratory or field trip each week. Prerequisite: BIO 160 or equivalent. Lab Fee: $470. (Spring)

Staff/*Four credits*

BIO 230 PLANT BIOLOGY

This course provides an introduction to the biology of plants. Among the topics considered are the role of plants in the biosphere, plant form and function, and the evolution of plants. In the laboratory, students examine representatives of the major groups of plants and learn the fundamentals of plant tissue culture techniques in order to study plant growth and development. Field work includes trips to a variety of local habitats. Three lectures and one laboratory or field trip each week. Prerequisite: BIO 160 or equivalent. Lab Fee: $470. (Fall, even-numbered years)

Fučíková/*Four credits*

BIO 240 HUMAN ANATOMY

Anatomy is the study of the structure of organisms. In this course we will study human anatomy in four regions: (i) back, (ii) upper and lower limbs, (iii) thorax, abdomen and pelvis, and (iv) head and neck. We will focus on anatomy of the human body and emphasize how structure affects function. Major topics covered in each region include muscles, bones, blood vessels and nerves. This course will consist of three one-hour lectures and one three-hour laboratory each week. Prerequisite: BIO 160 or equivalent. Lab Fee $470. (Fall, Spring)

McCready/*Four credits*

BIO 250 MICROBIOLOGY

Microorganisms, especially bacteria and viruses, are studied with respect to their morphological characteristics, growth and metabolism, genetics and environmental significance. The role of microorganisms as pathogens and the control of microorganisms are also considered. Laboratory techniques include sterilization, isolation, and culturing. Three lectures and one laboratory per week. Prerequisite: BIO 210 , or declared nursing major and completion of BIO 160 and BIO 105. Lab Fee: $470. (Fall, Spring)

Staff/*Four credits*

BIO 260 BIOINFORMATICS

Bioinformatics is the umbrella term for a wide range of methods and tools used to analyze large and complex biological data sets, especially DNA and RNA sequence data. This course introduces students to broadly applicable bioinformatic methods. Students will learn to access and use information from public databases, align homologous sequences, construct and interpret phylogenetic trees, and extract information from genomes using a variety of computational tools, including the use of basic command line interface. Relevant primary literature will be analyzed and discussed. The laboratory portion of the course is dedicated to practice with the analysis tools introduced in lectures, and to student projects. Students will work in groups to explore real data sets, select and apply suitable bioinformatic methods, interpret analysis results in the context of published works, and present their findings to the class. This course counts as an elective towards the Biology, Biotechnology, and Data Analytics majors. Three lectures and one laboratory per week. Prerequisites: BIO 160 Concepts in Biology or CSC 120 Statistical Programming or permission of instructor. Lab Fee: $470. (Spring, even-numbered years)

Fučíková/*Four credits*

BIO 275 SPECIAL TOPICS IN BIOLOGY

This special topics course will explore an area of biology using the literature, and if appropriate, a cross-disciplinary approach. The course will allow the students and faculty an opportunity to investigate areas of biology that are not part of the regular curriculum. Staff/*Three credits*

BIO 280 SENSORY SYSTEMS

Sensory Systems provides an understanding of how organisms see, hear, smell, taste, and feel sensations. In this course, we discuss the physiological and cellular mechanisms that allow organisms to receive sensory information. We introduce reflex pathways in organisms with complex nervous systems, and then compare these to how organisms with reduced nervous systems carry out stereotyped behavior. These simpler examples of sensory processing and behavior provide a foundation to understand how information is processed by the early stages of central nervous systems for more complex behavior. Our focus is on the mechanisms and sensory pathways the nervous system uses to process sensory information and control movement. Using comparative animal model systems, topics include sensory transduction and the sensory physiology for the best known sensory systems (olfactory, visual, somatosensory, auditory, gustatory) and models of sensory processing. We also ask: what can we learn from animals with senses that primates are currently not known to have, such as magnetic and electric senses? These are currently active areas of animal research. Prerequisites: BIO 160 Concepts in Biology and a 4-credit course in biological or physical science OR BIO 160 Concepts in Biology and PSY 225 Research Methods and PSY 251 Introduction to Brain and Behavior OR BIO 160 Concepts in Biology and PSY 225 Research Methods and PSY 250 Perception. Fee: $470. (Fall)

Cromarty, Lessios/*Four credits*

BIO 291 INTERNSHIP IN BIOLOGY

Directed study within an internship program. The student will be expected to keep a journal detailing the internship. The student will also be expected to write a paper, usually approximately 10 pages in length, summarizing an area related to the internship experience. An evaluation by the on-site supervisor will be considered when determining the grade. The student will be required to have a G.P.A. of 3.0 to enroll.

Staff/*Three credits*

BIO 310 ANIMAL BEHAVIOR

This course will initially approach the study of animal behavior from the physiological perspective: the neural basis of behavior (the nervous circuits responsible for sensory input and integration and motor output) will be studied in some detail. Subsequently, the emphasis will shift to the contribution of ecological, developmental, and evolutionary forces to shaping the ultimate behavior output. Three lectures and one three-hour laboratory each week. Lab fee $470. Prerequisite: BIO 220 or BIO 240 or BIO280. (Fall)

Cromarty/*Four credits*

BIO 320 ORGANIC EVOLUTION

This course is an introduction to genetic changes in populations over time and to the models and evidence we use to identify and explain those changes. Topics include: influence of the environment, genotype-phenotype connections, Hardy-Weinberg equilibrium, genetic variation, genetic drift, in-breeding, natural selection, gene flow, speciation, phylogeny, macro-evolutionary trends, and the fossil record. Prerequisite: BIO 210. (Spring)

Staff/*Three credits*

BIO 340 MOLECULAR AND CELLULAR BIOLOGY

This course focuses on the structure and function of the eukaryotic cell. The role of cellular membranes in basic physiological processes is discussed in detail. The physiological roles of the extracellular matrix, the cytoskeleton, and various subcellular structures are also addressed. Finally, the student will be introduced to the processes that govern cellular division and cellular evolution. When possible, the course topics are related to the development of various human maladies, such as cancer and AIDS. The laboratory exposes the students to several classical techniques used in cell biology and to a number of modern methods used by protein chemists and molecular biologists. Prerequisite: BIO 210 or permission of the instructor. Lab Fee: $470. (Spring)
Crowley, McCready/*Four credits*

BIO 350 MARINE MAMMALS: BIOLOGY AND CONSERVATION

This course is designed to familiarize students with the biology and natural history of marine mammals. Emphasis is placed on whales, dolphins, and seals of the western North Atlantic, but species from all over the world will be discussed. Topics to be considered include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary conservation problems. Hands-on activities include one evening laboratory work (harbor porpoise or seal dissection) and marine mammal survey on Massachusetts Bay. Prerequisites: BIO 160 and two additional biology course. (Fall)
Marine Studies Consortium/*Three credits*

BIO 360 ECOLOGY

In this course, students interpret published data, critique some original papers, and participate in class discussion on the following topics: limits on species distributions, demography, population growth and regulation, interactions of species, energy flow, nutrient cycling, community dynamics, succession, and patterns of species diversity. In laboratory, students participate in class exercises, and design, perform, and report their own group field projects. Three lectures and one three-hour laboratory per week. Lab Fee: $470. Prerequisite: Two Biology courses or permission of instructor. (Fall, odd-numbered years)
Staff/*Four credits*

BIO 370 GENERAL PHYSIOLOGY

Human and animal physiology, with a comparative approach to the study of muscle contraction; blood circulation and respiration; metabolic and temperature controls; digestion and excretion; and nervous, sensory, and endocrine functions. The laboratory exercises focus on the investigation of basic concepts of animal and human physiology at the cellular and systems levels. Three lectures and one three-hour laboratory period each week. Lab Fee: $470. Prerequisites: BIO 240 and (CHE102 or CHE132). (Fall, Spring)
Cromarty, Lemons, Lessios/*Four credits*

BIO 375 MILESTONES IN NEUROSCIENCE

Using a critical examination of the primary literature as a tool, this course explores landmark advances within the field of neuroscience. Students gain a deeper understanding of neurobiological themes such as neurophysiology, neuroplasticity, neural development and communication between select model animal systems. Classic articles that are foundational to the field of neuroscience are thoroughly dissected to gain an historical appreciation of advances in the field. These are contrasted with recent articles to appreciate the advances in neuroscience research techniques. By contrasting major historical advances with more recent work, students weigh the implications of these findings at the time of publication and learn to critically assess the significance of recent findings. Students gain a deeper understanding of highlighted milestone advances in neurobiology. Prerequisites: BIO 340 Cellular and Molecular Biology or BIO 370 General Physiology or BIO 280 Sensory Systems. (Spring)
Lessios/*Three credits*

BIO 380 THE BIOLOGY OF CANCER

This course will explore the biology of cancer. Beginning with an examination of the personal, social and economic consequences of this disease, it will move to a focus on the cellular and molecular biology of cancer. Specially, it will study the nature of cancer, the role of viruses in cancer, cellular oncogenes, cellular signaling mechanisms, tumor suppressor genes, and the maintenance of genomic integrity. Other topics to be examined include: the cell cycle, apoptosis, cellular immortalization, tumorigenesis, angiogenesis and metastasis. Finally, this course will examine how modern molecular medicine is being used to treat cancer. Prerequisites: BIO 160, BIO 210, BIO 340. (Fall)

Theroux/*Three credits.*

BIO 390 EXERCISE PHYSIOLOGY

This advanced course is designed to provide students with applied knowledge relative to the human's physiologic responses to acute and chronic exercise stress. Students' basic knowledge of neuromuscular physiology, energy metabolism, cardiovascular and respiratory physiology will be honed to focus on human exercise response, with the focus of the course being on applications to exercise training and programming, sport, nutrition, youth, aging, and disease. Laboratory exercises will enable practical skills to be gained in measuring and testing for physiological markers of human readiness and response to exercise. Lab Fee: $470. Prerequisites: BIO 240 and BIO 370. (Fall)
Staff/*Four credits*

BIO 415 PRINCIPLES OF NEUROSCIENCE

This course introduces students to the rapidly growing field of neuroscience, which is the study of the nervous system. Our nervous system shapes our every thought, emotion and sensation. Students will gain an understanding of the underlying neural basis of how we perceive the world. This course begins with an anatomical approach and then integrates physiological, cellular, molecular and functional approaches. Topics range from how cells in the brain communicate with one another, to current diagnostic and research technology, to the biological basis of movement, and includes the study of disease and injury to the brain, such as Alzheimer's disease, Parkinson's disease and stroke. Three lectures and one three-hour laboratory each week. Lab Fee $470. Prerequisites: BIO 370 or BIO 340 or BIO 310 or BIO 375 or permission of the instructor. (Fall)
Lemons/*Four credits*

BIO 430 COMPARATIVE PHYSIOLOGY

This course combines a brief review of fundamental principles of animal physiology with an in-depth discussion of how these principles are modified and shaped by environmental and ecological pressures. The functional significance of physiological adaptation to an animal's environment is emphasized by describing various mechanisms of regulation of physiological variables (temperature, metabolism, oxygen consumption, water retention, circadian rhythms) in extremely different environmental conditions. Three lectures and one three-hour laboratory each week. Prerequisite: BIO 370 or permission of instructor. Lab fee: $470. (Fall, alternate years)
Cromarty/*Four credits*

BIO 440 BIOTECHNOLOGY IN THEORY AND PRACTICE

This course integrates the disciplines of cellular biology, molecular biology, and protein chemistry through a series of related experiments. The course will expose students to: 1) recent journal articles within the scientific literature; 2) selected methods, techniques, and instruments used in biotechnology; and 3) strategies that can be employed to solve interesting biological problems. The laboratory experience will introduce the student to DNA amplification by the polymerase chain reaction; oligonucleotide-directed site specific mutagenesis; gel electrophoresis; isolation of protein, DNA and RNA; gene cloning; DNA sequencing; cell culture; gene expression in mammalian cell lines; and Southern hybridization analysis. Class meets six hours per week for lecture, laboratory, and discussion. Lab Fee: $470. Prerequisites: CHE 202 and BIO 340. (Spring)
Theroux/*Four credits*

BIO 480 SEMINAR IN LIFE SCIENCES

An overview of a defined scientific topic (such as the process of cell division) will be presented, and then recently published articles on this topic will be discussed in detail. As part of the course requirements, each student will be asked to present one or more assigned journal articles to the class. The course is designed to increase the student's knowledge of an active area of scientific inquiry and to enhance the student's reading, data analysis, and oral presentation skills. Prerequisites: Seniors or second semester juniors who have completed BIO 160 and five additional biology and chemistry courses, and permission of instructor.
Staff/*Three credits*

BIO 490–491 INDEPENDENT STUDY

Directed study or experimental research. Prerequisites: Six courses in Biology and consent of instructor. The student is expected to have a G.P.A. of 3.0 to enroll. (Offered by arrangement only.)
Staff/*Three credit*s

BIO 540 FOUNDATIONS IN BIOTECHNOLOGY
Provides an interdisciplinary, state-of-the-art introduction to biotechnology. Covers the molecular foundations of biotechnology, molecular microbiology, receptor pharmacology, drug development processes, biotech process development and scale-up, drug approval and regulatory affairs, genomics, microarray analysis, proteomics, computational biology, molecular modeling, analytical biotechnology, and bioterrorism and biotechnology. This course is offered at Northeastern University as BIOT 5120.
Prerequisites: BIO 210 Genetics and BIO 340 Molecular and Cellular Biology.
Northeastern University/*Three credits*

BIO 541 CELL CULTURE PROCESSES FOR BIOPHARMACEUTICAL PRODUCTION
Covers the principles and concepts involved in the development of mammalian and other types of cell culture processes for the manufacturing of biopharmaceutical products such as monoclonal antibodies and recombinant proteins. Topics include protein expression and clone generation, batch and perfusion processes and media development, bioreactor operations and scale-up, and innovations in cell culture processes. Regulatory concepts include quality assurance in a cGMP environment. This course is offered at Northeastern University as BIOT 5631. Prerequisite: BIO 340 Molecular and Cellular Biology.
Northeastern University/*Three credits*

BIO 542 THE BIOTECHNOLOGY ENTERPRISE
Exposes students to the business of biotech from scientific discovery startup through its product launch and subsequent organizational and scientific pipeline growth. Topics include scientific discovery, biotech-related funding and organizational structures, regulatory and clinical trial considerations, biotech alliances, patient access, ethics and compliance, and commercialization and growth while meeting unmet patient or consumer needs in this highly regulated industry. Although the focus is on the highest regulated standards in biopharma, the course also touches upon various aspects of other biotechnology domains. This course is offered at Northeastern University as BIOT 5219.
Northeastern University/*Two credits*

BIO 543 BASIC BIOTECHNOLOGY LAB SKILLS
Introduces selected key skills and techniques central to life sciences research. Combines hands-on training in basic laboratory skills with lecture and live demonstration. Laboratory exercises highlight the importance of precision/accuracy in dispensation of liquids and in the preparation of solutions and standards, documentation and record keeping, and maintaining a safe and sterile work environment while performing scientific research. This course is offered at Northeastern University as BIOT 5145.
Northeastern University/*One credit*

BIO 544 PROTEIN CHEMISTRY
Describes proteins (what they are, where they come from, and how they work) in the context of analytical analysis and molecular medicine. Discusses the chemical properties of proteins, protein synthesis, and the genetic origins of globular proteins in solution, membrane proteins, and fibrous proteins. Covers the physical intra- and intermolecular interactions that proteins undergo along with descriptions of protein conformation and methods of structural determination. Explores protein folding as well as protein degradation and enzymatic activity. Highlights protein purification and biophysical characterization in relation to protein analysis, drug design, and optimization. This course is offered at Northeastern University as CHEM 5620. Prerequisite: CHE414 Biochemistry.
Northeastern University/*Three credits*

BIO 545 MOLECULAR CELL BIOLOGY FOR BIOTECHNOLOGY
Integrates biochemistry and molecular biology in the cellular context. Includes the organization and replication of genomes, principles and methods for genetic manipulation, the regulation of gene expression, and the structure and function of organelles. Emphasizes protein synthesis, including translation, post-translational modifications, and translocations of proteins within the cells and secretion. This course is offered at Northeastern University as BIOL 6299. Prerequisite: BIO 340 Molecular and Cellular Biology.
Northeastern University/*Three credits*

BIO 546 EXPERIMENTAL DESIGN AND BIOSTATISTICS
Explores the principles of experimental design and statistical analysis. Emphasizes research in the molecular and biological sciences and biotechnology. Topics include probability theory, sampling hypothesis formulation and testing, and parametric and nonparametric statistical methods. This course is offered at Northeastern University as BIOT 6214. Prerequisite: ECO 115 Statistics with Excel.
Northeastern University/*Two credits*

BIO 547 BIOINFORMATICS PROGRAMMING
Focuses on the fundamental programming skills required in the bioinformatics industry. Focuses on Python and R as the main programming language used. Topics include string operations, file manipulation, regular expressions, object-oriented

programming, data structures, testing, program design, and implementation. Includes substantial out-of-classroom assignments. This course is offered at Northeastern University as BINF 6200. Prerequisite: BIO 548 Bioinformatics Computational Methods 1. Northeastern BINF 6308, may be taken concurrently.
Northeastern University/*Four credits*

BIO 548 BIOINFORMATICS COMPUTATIONAL METHODS 1
Offers the first semester of a two-semester sequence on the use of computers in bioinformatics research. Offers students an opportunity to work with current methods and computational algorithms used in contemporary sequence analysis. Teaches practical skills necessary to manage and mine the vast biological information being generated and housed in public databases. Emphasizes the use of Python as the primary computer language and requires students to learn and understand basic computer logic and syntax, including an introduction to scalars, arrays, hashes, decision statements, loops, subroutines, references, and regular expressions. A focus on fundamental skills, including the command line interface found in the Linux operating system, is designed to prepare students for second-semester applications. This course is offered at Northeastern University as BINF 6308. Prerequisites: BIO 260 Bioinformatics and CSC 120 Statistics Programming.
Northeastern University/*Four credits*

BIO 549 BIOINFORMATICS COMPUTATIONAL METHODS 2
Designed to build upon the core topics covered in BINF 6308, i.e., use of the computer as a tool for bioinformatics research. Builds upon the Python language fundamentals covered during the first semester but requires students to apply these fundamentals to a semester-long project. The project includes protein family analysis, multiple sequence analysis, phylogeny, and protein structure analysis. Additionally, students have an opportunity to learn to build, load, connect, and query custom MySQL databases, and parse command line flags. This course is offered at Northeastern University as BINF 6309. Prerequisite: BIO 548 Bioinformatics Computational Methods 1 (Northeastern BINF 6308).
Northeastern University/*Four Credits*

BIO 550 STATISTICS FOR BIOINFORMATICS
Introduces the concepts of probability and statistics used in bioinformatics applications, particularly the analysis of microarray data. Uses statistical computation using the open-source R program. Topics include maximum likelihood; Monte Carlo simulations; false discovery rate adjustment; nonparametric methods, including bootstrap and permutation tests; correlation, regression, ANOVA, and generalized linear models; preprocessing of microarray data and gene filtering; visualization of multivariate data; and machine-learning techniques, such as clustering, principal components analysis, support vector machine, neural networks, and regression tree. This course is offered at Northeastern University as MATH 7340. Prerequisite: ECO 115 Statistics with Excel and BIO 260 Bioinformatics.
Northeastern University/*Four credits*

CHEMISTRY (CHE)

CHE 102 CHEMISTRY FUNDAMENTALS FOR HEALTH SCIENCE
This course aims to prepare students who have not completed general and organic chemistry for upper-level biology courses, especially BIO 370 General Physiology. Topics covered include atoms and molecules, properties and concentration of solutions, acids and bases, thermodynamics, kinetics, and basic organic chemistry with an emphasis on biological and healthcare-related examples. (Spring)
Staff/*One credit*

CHE 105 EVERYDAY CHEMISTRY
This course is designed for non-majors to better understand the chemistry that they interact with in their everyday lives. Even though chemistry has a constant and ubiquitous impact on our lives, most people are unaware of the science behind the products that they use every day. Emphasis will be on the connection between fundamental chemical properties and concepts and the student's everyday lives. Topics will be organized around the chemistry seen in different household areas such as the kitchen, bathroom, laundry room, and garage. Two or three integrated lecture-laboratory sessions per week. Lab fee: $235. This course fulfills a Foundations Program requirement. (Spring)
Staff/*Three credits*

CHE 131–132 GENERAL CHEMISTRY I AND II
Fundamental principles of chemistry. Topics covered in CHE 131 include: matter and measurement, atomic and electronic structure, stoichiometry, gases, bonding, and solutions. In CHE 132: chemical equilibria (gases, solubility), acids and bases,

electrochemistry, thermochemistry, nuclear and coordination chemistry. Emphasis is placed on problem solving. Laboratory work includes Qualitative Analysis. CHE 131 is a prerequisite for CHE 132. Intended science majors should take this series in their first year. Lab Fee: $470 each semester. This course fulfills a Foundations Program requirement. (Part I, Fall; Part II, Spring) Pre-requisite: MAT 114 is a prerequisite for CHE132.
Knurr, Marcotte, Niece, Tuttle /*Four credits each semester*

CHE 201–202 ORGANIC CHEMISTRY I AND II
The chemistry of organic compounds (the compounds of carbon) is studied. The topics include covalent bonding, molecular structure, and resonance; constitutional, geometric, and optical isomerism; the reactions of organic compounds through their functional groups; the nucleophilic, electrophilic, and free radical reaction mechanisms; and spectroscopy. These theoretical and practical principles are applied to the solution of such organic chemical problems as structure determination, chemical synthesis of desired molecules, the effect of structure on properties, and the biological roles of organic molecules. This full-year course meets the needs of students who expect to pursue graduate studies in natural sciences and also of those who plan to enter professional schools. Prerequisite: CHE 131–132. Lab Fee: $470 each semester. (Part I Fall; Part II Spring)
Colby Davie, Dix/*Four credits each semester*

CHE 275 SPECIAL TOPICS IN CHEMISTRY
This special topics course will explore an area of chemistry using the literature, and if appropriate, a cross-disciplinary approach. The course will allow the students and faculty an opportunity to investigate areas of chemistry that are not part of the regular curriculum.
Staff/*Three credits*

CHE 291 INTERNSHIP IN CHEMISTRY
Directed study within an internship program. The student will be expected to keep a journal detailing the internship. The student will also be expected to write a paper (usually approximately 10 pages in length) summarizing an area related to the internship experience. An evaluation by the on-site supervisor will be considered when determining the grade. The student will be required to have a G.P.A. of 3.0 to enroll.

CHE 311–312 PHYSICAL CHEMISTRY I AND II
An intensive study of the structure and interconversions of matter in its several states. Intra- and inter-molecular forces, thermodynamics, equilibria, electrochemistry, kinetics, and statistical and quantum mechanics are considered. Prerequisites: CHE 201–202, PHY 201–202 (may be concurrent with permission of instructor), MAT 117–118 or MAT 131–132 or permission of the instructor. Lab Fee: $470 per semester. (Part I Fall; Part II Spring)
Knurr/*Four credits each semester*

CHE 315 ANALYTICAL CHEMISTRY
A study of the major methods of chemical analysis, including statistics in evaluating the error associated with measurements, the systematic treatment of acid-base equilibria, introductory electrochemistry and spectrophotometry, and the theory of separations (chromatography). Three lectures and one three-hour laboratory per week. Prerequisite: CHE 201–202. Lab Fee: $470. (Fall, odd-numbered years)
Niece/*Four credits*

CHE 316 INORGANIC CHEMISTRY
A study of the structure and properties of the elements and their compounds. Topics covered are atomic structure, periodic relationships, molecular bonding, acid-base systems, and coordination compounds. Laboratory work focuses on the interaction between experiment and theory in understanding and predicting chemical phenomena. Three lectures and one laboratory period per week. Prerequisite: CHE 201–202. Lab fee: $470. (Fall, even-numbered years)
Niece/*Four credits*

CHE 318 ENVIRONMENTAL CHEMISTRY
A specialized knowledge of chemistry is needed in order to identify, understand, and solve environmental problems. This course will be an in depth study of the chemistry of environmental issues and pollutants. Students will learn the mechanisms of important chemical reactions, as well as relevant analytical techniques related to environmental chemistry. In the lab, students will combine

field work, analytical chemistry, and remediation techniques during their investigation of environmental problems. Prerequisites: CHE 131–132, CHE 201–202. Lab Fee: $470. (Spring, odd-numbered years)
Tuttle/*Four credits*

CHE 414 BIOCHEMISTRY
The major classes of biochemicals, carbohydrates, proteins, lipids, and nucleic acids are studied with particular attention to the relationship between their chemical structures and biological functions. Specific topics include (but are not limited to) biocatalysis, receptors, membrane structure, metabolism, biosynthesis, and energy production. Prerequisite: CHE 201–202 and BIO 160. Lab Fee: $470. (Fall, Spring)
Marcotte, Schandel/*Four credits*

CHE 416 MOLECULAR STRUCTURE AND CHARACTERIZATION
A detailed study of current chemical bonding theories and characterization techniques. Topics covered include molecular symmetry, molecular orbital theory, and computer molecular modeling. Molecular characterization with electronic, vibrational, and nuclear magnetic resonance spectroscopies is addressed. Laboratory work includes molecular modeling, NMR, UV/Visible, and IR Spectroscopy. Three lectures and one laboratory period per week. Prerequisites: CHE 312 (can be concurrent with instructor's permission, CHE316. Lab Fee: $470 (Spring, odd-numbered years)
Niece/*Four credits*

CHE 450 INSTRUMENTAL CHEMISTRY
The study of the theory of instrumental methods of analysis and their application in the laboratory. Topics include computers in data collection and management, UV-vis, IR, AA, fluorimetry, and electrochemical methods. In addition, NMR and mass spectrometry are covered in the lecture. Two lectures and one laboratory period per week. Prerequisite: CHE 202 or permission. Lab Fee: $470. (Spring, even-numbered years)
Niece/*Four credits*

CHE 460 MEDICINAL CHEMISTRY
Natural and synthetic medicines are investigated with attention to their fate in a living organism: absorption, distribution, and elimination; dose-response and time-response relationships of drugs; and the relationship between chemical structure and biological activity. The biochemistry of several diseases (probably including AIDS) will be examined to learn different ways that chemicals can be used to interfere with the course of a disease. Prerequisite: CHE 201–202 and BIO 160. (Spring, even-numbered years)
Dix/*Three credits*

CHE 470 ADVANCED ORGANIC CHEMISTRY
An advanced course surveying modern organic chemistry. Topics include synthetic methods, mechanistic analysis, isotope effects, pericyclic and photochemical reactions, and electron transfer. Several case studies will be used to illustrate these topics. Three lectures per week. Prerequisites: CHE 201–202 and CHE 311 or CHE 313. (Spring, odd-numbered years)
Colby Davie/*Three credits*

CHE 480 SEMINAR IN CHEMISTRY
The student researches specified areas of Chemistry under the guidance of faculty members for oral presentation and defense before the class. Written papers are submitted for final review. Offered upon sufficient demand. Prerequisites: six courses in Physics and Chemistry.
Staff/*Three credits*

CHE 491–492 INDEPENDENT STUDY
Directed study and research in some aspect of chemistry. Open to students who have a minimum GPA of 3.0 and at least six courses in chemistry or other science. Offered by arrangement with a faculty member. (Fall, Spring)
Staff/*Three credits each semester*

ENVIRONMENTAL SCIENCE (ENV)

ENV 150 INTRODUCTION TO ENVIRONMENTAL SCIENCE

The interdisciplinary nature of environmental science will be stressed by covering the chemical, biological, and social aspects of environmental issues and problems in a case study approach. Exercises integrated into the course will expose the students to data analysis and field work associated with applied environmental work. Two or three integrated lecture-laboratory sessions per week. Lab fee: $235. Required for all Environmental Science majors. This course fulfills a Foundations Program requirement. (Fall)
Staff/*Three credits*

ENV 260 WATER RESOURCES PLANNING AND MANAGEMENT

This is an interdisciplinary introduction to our most precious resources. Water has shaped our bodies, our planet, our history, our culture. How we manage it will shape our future. Because of increasing demand, waste, and pollution, we are depleting—and risk destroying—the limited supply of usable fresh water. This course will look at water through scientific, historical, and cultural viewpoints and survey contemporary water problems in all their dimensions—political, economic, and technological.
Marine Studies Consortium/*Three credits*

ENV 275 SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE

This special topics course will explore an area of environmental science using the literature, and if appropriate, a cross-disciplinary approach. The course will allow the students and faculty an opportunity to investigate areas of environmental science that are not part of the regular curriculum.
Staff/*Three credits*

ENV 280 COASTAL ZONE MANAGEMENT

This course will introduce students to the coastal environment and its resources and uses; coastal zone issues resulting primarily from human activities; the framework established by the Federal Coastal Zone Management Act for collaborative planning and regulation of the U.S. coastal zone; the roles played by the federal, state, and local governments, advocacy groups, and private property owners; the design and achievements of these programs; and international applications of coastal management. Guest speakers and case studies (e.g., Boston Harbor project, nonpoint source plans, Cape Cod Commission) will be used to illustrate themes and the intricacies of public policy development.
Marine Studies Consortium/*Three credits*

ENV 291 INTERNSHIP IN ENVIRONMENTAL SCIENCE

Directed study within an internship program. The student will be expected to keep a journal detailing the internship. The student will also be expected to write a paper (usually approximately 10 pages in length) summarizing an area related to the internship experience. An evaluation by the on-site supervisor will be considered when determining the grade. The student is required to have a cumulative G.P.A. of 3.0 to enroll.

ENV 350 WETLANDS

Wetlands play a vital role in the hydrology and ecology of global landscapes. This course will consider several topics: the function of inland and coastal marshes, swamps, and bogs in water and nutrient cycles; the influence of wetlands on biodiversity, from microbes to vertebrates; the biological links between wetlands and human activities, such as agriculture, coastal development, and fisheries; and the legal framework for the protection and restoration of endangered wetlands. Prerequisites: CHE 132 and two Biology courses at the 200 level or higher. (Fall)
Marine Studies Consortium/*Three credits*

ENV 480 ENVIRONMENTAL SCIENCE SEMINAR

An in-depth study of a current topic in environmental science. This course will emphasize review and analysis of primary literature. Students will be expected to give oral presentations as part of the course requirements. Some example topics are global availability of drinking water in the 21st century, eutrophication, and environmental pollution control. Classes will meet for three hours weekly. Prerequisites: Permission of instructor or six courses in environmental science or other science. (Spring, even-numbered years)

Tuttle/*Three credits*

ENV 491–492 INDEPENDENT STUDY
Directed study or experimental research on some aspect of environmental science. Prerequisites: The student is expected to have a GPA of 3.0 and six courses in environmental science or other science. Offered by arrangement. (Fall, Spring)
Staff/*Three credits*

PHYSICS (PHY)

PHY 112 ASTRONOMY
Discover the many methods we have to observe our universe, virtually visit new planets, chat about the lives and times of the stars, and unravel the truths we can verify about the structure of our universe. This course will mix observational activities, discussion and debate, lecture, and mini experiments covering topics in astronomy. No prerequisite. Lab Fee: $235. This course fulfills a Foundations Program requirement. (Spring)
Staff/*Three credits*

PHY 201 GENERAL PHYSICS I
This course explores mechanics and heat. Three lectures and one laboratory period. Prerequisite: MAT 114 or Calculus (may be concurrent). Lab Fee: $470 per semester. This course fulfills a Foundations Program requirement. (Fall)
Georgiev, Herd/*Four credits*

PHY 202 GENERAL PHYSICS II
This course explores sound, electricity, magnetism, and light. Three lectures and one laboratory period. Prerequisite: PHY 201 and MAT 114 Elementary Functions or MAT117 Calculus I (may be concurrent). Lab Fee: $470 per semester. This course fulfills a Foundations Program requirement. (Spring)
Georgiev, Herd/*Four credits*

PHY 213 INTRODUCTION TO ENGINEERING PROBLEM SOLVING
This introductory course is designed to acquaint students with the variety of engineering disciplines, as well as provide students with the basics of the engineering mindset. The ability to develop and resolve solutions to applied problems is a necessary skill for a multitude of disciplines. The structure of the course emphasizes group projects and the use of computers to create models to solve problems. Prerequisite: MAT117/131 and MAT118/132 (can be taken concurrently). (Spring)
Staff/*Three credits.*

PHY 301 MECHANICS I: STATICS
The goal will be to endow students with a fundamental understanding of the engineering mechanics of static objects and fluids. Students will emerge proficient in problem solving, application of physical mechanical principles and critical thinking skills. This will be the first course in a year-long sequence on engineering mechanics. Topics to be covered include: Vector Algebra/Calculus, Vector forces and moments in 2-D and 3-D systems, Equivalent systems of forces, Equilibrium of rigid bodies, Centroids, centers of gravity, and distributed forces, Trusses, frames, machines: two-force and multi-force members, Beams: internal forces, shear and bending moment diagrams, Dry friction, Wedges and screws, Moments of inertia, Fluid Statics, Virtual work mechanics essentials. Prerequisites: MAT118 or MAT 132 and PHY 202. (Fall, odd-numbered years)
Staff/Three credits

PHY 302 MECHANICS II: DYNAMICS
This course is a 3 credits course, the second in a year-long sequence on engineering mechanics, the first being statics, a required sequence for most engineering tracks. Students will explore the fundamentals of physical-mechanical principles and apply them to the dynamics of objects and fluids. Topics to be covered include: friction forces and spring forces, power, work, and energy, momenta, impulses, and collisions, dynamics of systems of particles, kinetics of a rigid body, fluids. This course is only offered in the spring, every other year. There is no lab requirement for this course. Prerequisites: MAT 118 or MAT 132 and PHY 202. (Spring, even-numbered years)
Staff/*Three credits*

PHY 480 SEMINAR IN PHYSICS

The student researches specified areas of physics under the guidance of faculty members for oral presentation and defense before the class. Written papers are submitted for final review. Offered upon sufficient demand. Prerequisites: Six courses in physics and chemistry. (Spring)

Staff/*Three credits*

PHY 491–492 INDEPENDENT STUDY

Directed study in an area of Physics. The course is open to students who have completed a minimum of six science courses and have a GPA of 3.0 or higher. Offered by arrangement. (Fall, Spring)

Staff/*Three credits*

Department of Education

Professor: Lisa D'Souza; *Associate Professors*: Jessica de la Cruz, Samantha Goldman (Chair), Nanho Vander Hart; *Assistant Professor*: Cathleen Stutz; Assistant Professor of Practice: Kathleen Scibelli, Associate Professor of Practice: Elizabeth Walsh; *Lecturers*: Kelly Benestad (Field Placement Coordinator), Brenda Plainte, Karen Weilbrenner (Licensure Program Coordinator).

MISSION STATEMENT

The Department of Education at Assumption University prepares its students to teach effectively in a safe classroom environment. The department also strives to educate its students to exemplify good character and integrity in their professional lives.

LEARNING GOALS OF THE MAJOR IN EDUCATION

By the conclusion of their studies in the Education major, Assumption University students will demonstrate:

- conceptually sound lesson planning derived from research-based methods
- effective instructional strategies to meet the needs of all students
- competent subject matter knowledge
- the ability to improve practice based upon self-evaluation of teaching
- a commitment to professional obligations and responsibilities.

PROGRAM INFORMATION

To achieve excellence in teacher preparation, Assumption programs emphasize liberal arts and science study; an array of pre-professional courses; and guided field experience and supervised teaching practice [practicum] in area schools. This combination provides a mutually reinforcing program of study designed to prepare teachers who are knowledgeable, competent, and reflective. It is important to note that Education majors carry an extensive program which, in rare instances, may extend beyond the usual eight-semester time frame.

Assumption University offers the following state-approved teacher preparation programs for the Massachusetts Initial license in the following areas:

- Elementary [grades 1–6]
- Biology [grades 8–12]
- Chemistry [grades 8–12]
- English [grades 5–12]
- General Science [grades 5–8]
- History [grades 5–12]
- Mathematics [grades 5–8 or 8–12]
- Spanish [grades 5–12]
- Special Education

For undergraduate students interested in Special Education, the Education Department offers a special, five-year program enabling a student to complete both a Bachelor of Arts degree in a liberal arts or science and the Master of Arts degree in Special Education. Students who successfully complete the program will be eligible for a Massachusetts Initial license as an elementary, middle, or secondary teacher as well as a Massachusetts Initial license as a Teacher of Students with Moderate Disabilities [grades PreK-8 or 5–12].

ADVISING AND BECOMING AN EDUCATION MAJOR

It is recommended that students meet with the Licensure Program Coordinator (LPC), Karen Weilbrenner, in the Education Department as early as their first year, if they have any interest in teacher licensure. After a student meets with the LPC, their name is placed on the PRE-EDU major list which is sent to the Registrar's Office. Students begin by taking Stage 1 courses, which are open to all undergraduate students, but preference is given to PRE-EDU majors.

Students must meet with the LPC each semester for advising about course selection, program requirements, and their progress in the Education major. Students who intend a semester in off-campus study must also meet with the LPC to ensure that all program requirements will be met.

Students interested in teacher licensure apply to the Education major during their sophomore year. Once accepted into the Education major (Stage 2), students subsequently declare their major in elementary (1–6), middle (5–8), middle/secondary (5–12), or secondary (8–12) education. Students who successfully apply to the Education major are permitted to take Stage 2 courses within their respective chosen licensure option. The Stage 3 courses, Practicum and Seminar, are open only to Education majors who have met the retention criteria described below. Should a student successfully complete the Education major requirements (per the respective Education curricula and per the retention criteria) and the University Degree requirements, the student may be eligible to apply for a Massachusetts Teacher License following completion of the degree.

In the event that a student who is majoring in Education fails to satisfy one or more parameters of the retention criteria or who for various reasons decides not to teach, the student will no longer be permitted to take Stage 2 or Stage 3 courses and will be removed from the Education major.

Individuals who complete approved programs under the Education major are eligible for licensure reciprocity with the approximately 45 other states that are parties to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

Note: Assumption University responds to the Commonwealth of Massachusetts Department of Elementary and Secondary Education in matters of teacher licensure. The University reserves the right to modify its major in Education programs accordingly. All Assumption students are alerted to changes in the education program as is appropriate.

POLICIES AND PROCEDURES FOR APPLYING TO THE EDUCATION MAJOR

Students interested in the major in Education are invited to an informational meeting held in the fall semester and are prompted to set up a meeting with the LPC. At this meeting, they are informed about relevant program requirements, department policies regarding acceptance and retention in the program, and Massachusetts licensure regulations for teachers at the elementary, middle, and secondary levels. Students receive an advising sheet that list the required courses needed for the specific undergraduate program of study that leads to Initial licensure.

Because of the demands of the licensure programs, students should meet with the LPC for advising as early in their university studies as possible. Each semester, students will have a mandatory meeting with the LPC. During these meetings, the LPC will review student's academic record and progress in the program. The LPC will explain the application process during the first semester of their sophomore year. Students are responsible for completing all the requirements for the Education major application and submitting them to the Licensure Program Coordinator by March 15th of the sophomore year. A student's application will not be reviewed if the Education Major File requirements are incomplete.

1. Completed Assumption University Education Program Application
2. Signed acknowledgement of understanding the Assumption University Education Major Policy Overview
3. Completed Worcester Public School CORI form
4. Completed Wachusett Regional School District CORI form
5. Copy of driver's license (or a government issued photographic identification)
6. Proof of completing the SAFIS fingerprinting process
7. Completed Safe Environment Training Certificate

CRITERIA FOR ADMISSION

Admission to the Education major for all students, including transfer students, is based upon the following criteria: students must have a cumulative GPA of 2.8 to be accepted into the major, allowing enrollment in Stage 2 courses. Students must also show evidence of a time commitment to their personal goals and to professional excellence. All full-time education faculty members review the student applications for admission to the major in Education. Applicants are informed of their status by July 1st. Students wishing to pursue certain Stage 2 and Stage 3 courses (pre-practica and practica) must maintain the retention criteria described below.

CRITERIA FOR RETENTION

Students accepted into the program are held to the same standards required for admission. Additionally, students are expected to demonstrate exemplary behavior and maintain a strong record in the professional sequence of study to continue in the Education major. Students who do not satisfy one or more of the above criteria may not be permitted to enroll in one or more pre-practicum courses during Stage 2 of the major. Because a strong record in the professional sequence of studies is required, students in the Education major must take each Education course for a letter grade except for pre-practicum. To remain in the program, and be eligible for the practicum, all Education majors must:

1. Provide official evidence of passing ***OR*** of having taken the Communication and Literacy MTEL at least twice by the first day of the junior year.
2. Provide official evidence of taking the required subject matter knowledge MTEL by the 1st day of class in the senior year.
3. Provide official evidence of passing all required subject matter knowledge MTEL ***OR*** of having taken the required subject matter MTEL at least twice by December 13th of their senior year to be eligible to enroll in the practicum during the spring semester of their senior year (Stage 3).
4. Have at least a 3.0 GPA in the Education Major.
5. Middle/secondary education majors must have at least a 3.0 GPA in their content major.

6. *Important: To be eligible for a Massachusetts teaching license, students must pass all required MTEL for their intended teaching license.*

TEACHER LICENSURE AREAS

- Elementary, grades 1-6: Teacher candidates must choose a content major in biology, chemistry, English, environmental science, history, mathematics or Spanish
- Middle, grades 5-8: Teacher candidates must choose a content major in general science, mathematics
- Middle/Secondary, grades 5-12: Teacher candidates must choose a content major in English, history, Spanish
- Secondary, grades 8-12: Teacher candidates must choose a content major in biology, chemistry, mathematics

Below are the curricular requirements that pertain to each of the licensure options. Students interested in one of the options should plan accordingly when selecting courses of study as early as the Stage 1 courses (prior to applying to the major).

ELEMENTARY GRADES 1-6, TEACHER LICENSURE

Students planning to seek licensure as elementary teachers (1–6) should meet with the Licensure Program Coordinator during their first-year for program advising and declare their intent to apply by the fall of the sophomore year. Students must apply to the major during their sophomore year. Part of the application includes meeting with the Licensure Program Coordinator. Prior to formal admission into the major, students may enroll in introductory Education courses (Stage 1) during the first year and sophomore year.

Regular and careful advising is crucial for those students seeking an Elementary teaching license. Once admitted to the major, students must meet with the Licensure Program Coordinator each semester for advising about course selection, program requirements, and their progress in the Education major. Students who intend a semester in off-campus study must also meet with the Licensure Program Coordinator to ensure that all program requirements will be met. Because Massachusetts licensure requirements stipulate competency in a breadth of liberal arts subject knowledge per State Regulations, the Education Department may require students to take additional liberal arts subject courses in addition to those stipulated within the Elementary requirements given below and Assumption's Core curriculum.

Students wishing to pursue the Elementary Education Major must complete the following required courses and must obtain a concurrent major in one of the following core academic disciplines: English, Spanish, history, math or science, following the Elementary Education Track within that discipline (where indicated), as listed in the *Academic Catalog and Advising Guide.*

REQUIRED COURSES FOR THE ELEMENTARY EDUCATION MAJOR

STAGE 1: open to all undergraduate students	**Field-based training**
• EDU 101 Teachers and Teaching in American Schools	Instructor's discretion
• EDU 120 Teaching and Learning in the Elementary School	Instructor's discretion
• EDU 221 Science in the Elementary Curriculum	Instructor's discretion
• EDU 260 Teaching Students with Special Needs	Yes; Community Service Learning

STAGE 2: open only to Education majors	**Field-based training**
• EDU 302 Teaching English Language Learners	Yes; EDU 302F (25 hours)
• EDU 323 History and the Social Sciences in the Elementary Curriculum	Instructor's discretion
• EDU 324 Mathematics in the Elementary Curriculum	Yes; EDU 324F (25 hours)
• EDU 325 Literacy Development and Instruction	Yes; EDU 325F (25 hours)

Required Prior to STAGE 3: open to all undergraduate students	**Field-based training**
• ENG 130 English Composition	No
• LTE 140 Introduction to Literature (preferred) or LTC 140 or SPA 204	No
• ENG 263 Children's Literature	Instructor's discretion
• MAT 114 Elementary Functions (or higher)	No
• MAT 150 Numbers and Operations for Educators	Instructor's discretion
• PSY 290 Psychology of Development: Infancy and Childhood	No
• One three-credit course in Art or Music that satisfies the CORE requirements	No
• One natural science course, which must have a laboratory component. It may be an integrated lab. BIO 140 Inquiry Biology for Educators is strongly recommended.	Instructor's discretion
• One history course: HIS 114 West and the World I or HIS 115 West and the World II HIS 116 Western Civilization I or HIS 117 Western Civilization II HIS 180 United States to 1877 or HIS 181 United States since 1877 Is strongly recommended	No

STAGE 3: open only to Education majors who have completed all retention criteria	**Field-based training**
• EDU 420 and 420S Practicum and Seminar in Elementary Education	Yes (360 hours)

Optional, but recommended:	**Field-based training**
• EDU 222 Technology Integration Across the Curriculum	Instructor's discretion
• EDU 265 Effective Classroom Management	Instructor's discretion
• EDU 330 The Middle School: Concept and Curriculum (5-8) Prerequisite: PSY 281 Psychology of Adolescence and Maturity	Yes; EDU 330F
• MAT 151 Algebra, Geometry and Data Analysis for Educators	Instructor's discretion
• Courses that cover History and Social Science Subject Matter Knowledge in order of most coverage: HIS 359, HIS 180, HIS 181, HIS 116, HIS 114, POL 201. Additional options with limited coverage of frameworks: HIS 115, HIS 117, ECO 110, GEO 100, POL 110	No

S.T.E.M. CONCENTRATION FOR ELEMENTARY EDUCATION MAJORS (6)

Students interested in deepening their content and pedagogical knowledge of science, technology, and mathematics beyond the elementary education major are encouraged to consider concentrating in Elementary STEM. Students completing this program will equip themselves with specific knowledge of the STEM subjects they will teach as elementary school teachers, as well as the capability to spark the interest and ability of future STEM students.

REQUIRED COURSES

BIO 140 Inquiry Biology for Educators
MAT 150 Numbers and Operations for Educators
MAT 151 Algebra, Geometry, and Data Analysis for Educators
EDU 221 Science in the Elementary Curriculum
EDU 222 Technology Integration Across the Curriculum
EDU 324 Mathematics in the Elementary Curriculum

MIDDLE/SECONDARY: SUBJECT-SPECIFIC TEACHER LICENSURE (5-8, 5-12, 8-12)

Assumption offers state-approved programs in the following fields and at the following levels:

biology (8-12)
chemistry (8-12)
English (5-12)
general science (5-8)
history (5-12)
mathematics (5-8; 8-12)
Spanish (5-12

Students planning to seek licensure as a subject-specific middle/secondary teacher should meet with the Licensure Program Coordinator during their first-year for program advising and declare their intent to apply by the fall of the sophomore year. Students must apply to the major during their sophomore year. Part of the application includes meeting with the Licensure Program Coordinator. Prior to formal admission into the major, students may enroll in introductory Education courses (Stage 1) during the first year and sophomore year.

Students wishing to pursue the Middle/Secondary Education major must complete the following REQUIRED COURSES and must also complete a major of study in their chosen academic discipline: biology, chemistry, English, history, mathematics, or Spanish, as listed in the *Academic Catalog and Advising Guide*.

REQUIRED COURSES FOR THE MIDDLE/SECONDARY EDUCATION MAJOR

STAGE 1: open to all undergraduate students	**Field-based training**
• EDU 101 Teachers and Teaching in American Schools	Instructor's discretion
• EDU 140 Teaching and Learning in the Middle/Secondary Schools	Instructor's discretion
• EDU 260 Teaching Students with Special Needs	Yes; Community Service Learning

Required Prior to STAGE 3: open to all undergraduate students	**Field-based training**
• PSY 281 Psychology of Adolescence and Maturity	No

STAGE 2: open only to Education majors	**Field-based training**
• EDU 302 Teaching English Language Learners	Yes, EDU 302F (25 hours)
• One subject specific methods course from the following, depending on the content major	Yes (25 hours)
EDU 342 Curriculum and Methods in English (5-12)	EDU 342F
EDU 343 Curriculum and Methods in Foreign Languages (5-12)	EDU 343F
EDU 344 Curriculum and Methods in History and Social Science (5-12)	EDU 344F
EDU 345 Curriculum and Methods in Mathematics (5-8; 8-12)	EDU 345F
	EDU 346F

EDU 346 Curriculum and Methods in Science and Technology (5-8; 8-12)	
• EDU 330 The Middle School: Concept and Curriculum (5-8) Optional, but **REQUIRED for 5-8 and 5-12 licensure.** Prerequisite: PSY 281 Psychology of Adolescence and Maturity.	Yes, EDU 330F (25 hours)
• EDU 332F (5-8) (1-credit field experience, taken in place of EDU 302F and EDU 330F if enrolled in EDU 302 and EDU 330 concurrently)	Yes, EDU 332F (30 hours)
• EDU 333F (5-12) (1-credit field experience for math, science, and Spanish majors)	Yes, EDU 333F (25 hours)
• EDU 341 Reading and Writing Across the Curriculum (5-12) (English and history majors.	Yes, EDU 341F (25 hours)

STAGE 3: open only to Education majors who have completed all retention criteria	**Field-based training**
• EDU 440 and 440S Practicum and Seminar in Middle/Secondary Education	Yes (360 hours)

Optional, but recommended	**Field-based training**
• EDU 222 Technology Integration Across the Curriculum	Instructor's discretion
• EDU 265 Effective Classroom Management	Instructor's discretion
• MAT 151 Algebra, Geometry, and Data Analysis for Educators (recommended for math majors)	Instructor's discretion

MINOR IN EDUCATION (6)

A minor in education is a good option for those students interested in studying the broader social and foundational dimensions of education, without the requirements for teacher licensure. A minor in Education is available in consultation with the Licensure Program Coordinator. The student who declares the minor in education must take a total of six courses (18 credits) in Education and related disciplines. The following four courses are required in addition to two elective courses selected in consultation with the Licensure Program Coordinator and approved by the Education Department Chairperson.

REQUIRED COURSES (4)

EDU 101 Teachers and Teaching in American Schools
EDU 260 Teaching Students with Special Needs

One of the following sets of courses:

EDU 120 Teaching and Learning in the Elementary School
And PSY 290 Psychology of Development: Infancy and Childhood

OR

EDU 140 Teaching and Learning in Middle/ Secondary School
And PSY 281 Psychology of Adolescence and Maturity

ELECTIVES (2)

EDU courses—selected in consultation with the Licensure Program Coordinator and approved by the Education Department Chair
ABA 350 Applied Behavior Analysis: Evidence-based Interventions
ABA 450 Applied Behavior Analysis: Implications for Practice
BIO 140 Inquiry Biology for Educators
EDU 265 Effective Classroom Management
ENG 263 Children's Literature
HRS 119 Introduction to Human Rehabilitation Services
HRS 121 Human Development and Disability Across
MAT 150 Numbers and Operations for Educators
MAT 151 Algebra, Geometry and Data Analysis for Educators
PSY 290 or PSY 281 (if not used to satisfy requirement above)
PSY 210 Social Psychology

PSY 253 Psychology of Learning
PSY 392 Raising Happy and Successful Children
SOC 121 Principles of Sociology

Note: No more than two psychology courses may be counted towards the minor in Education.

B.A./M.A. PROGRAM FIFTH YEAR OPTION FOR THE MASTER OF ARTS IN SPECIAL EDUCATION

The Education Department offers a five-year program that allows a student to complete requirements for both the Bachelor of Arts degree in a liberal arts or science and the Master of Arts in Special Education degree. The program leads to eligibility for the Massachusetts *Initial License* for Teacher of Students with Moderate Disabilities (PreK-8; 5–12) *as well as* a Massachusetts *Initial* license in one of Assumption's approved programs offered at the undergraduate level. Undergraduate students who are admitted to the B.A./M.A. program must be eligible for *Initial licensure* as elementary, middle, or secondary teacher. If admitted to the program, they may begin taking graduate courses during the senior year and complete the master's degree requirements in a fifth year of study at the University.

Undergraduate students who are considering applying to the B.A./M.A. program should consult with the Licensure Program Coordinator during the junior year to discuss eligibility and application procedures. Assumption students who are interested in enrolling in the Master of Arts in Special Education program after their undergraduate studies should consult with the Director of the Special Education program to plan a course of study. Interested students may request information about the Master of Arts in Special Education from the Office of the Graduate Admissions.

CRITERIA FOR EARLY ADMISSION TO THE MASTER OF ARTS IN SPECIAL EDUCATION

All undergraduate students who seek early admission to the Master of Arts in Special Education program must meet the following standards, and students in the Education Major are eligible and especially encouraged to apply.

- Candidates must have at least a 3.3 cumulative GPA and a 3.0 GPA in the major field of study;
- If they are not in the major in Education, candidates must have a major in one of the Core academic subjects of the liberal arts and sciences appropriate to Massachusetts teacher licensure at the 5–12 level.

To apply for early admission to the fifth-year program, candidates must submit the following to the Office of the Graduate Admissions, ordinarily by the end of the junior year:

- An official application form (fee waived for Assumption students);
- A transcript of undergraduate study;
- Three letters of recommendation;
- A current resume;
- A personal statement of interest.

Assumption students who seek a Massachusetts Initial license as elementary, middle, or secondary teacher and teacher of students with moderate disabilities must pass all of the Massachusetts Tests for Educator Licensure (MTEL) required for licensure in their specific field(s) prior to enrollment in the practicum.

Note: Assumption University responds to the Massachusetts Department of Elementary and Secondary Education in all matters of educator licensure and reserves the right to modify its programs in accordance with current state regulations. In the event that the graduate program is modified, students are notified of changes as is appropriate.

COURSE DESCRIPTIONS

EDU 101 TEACHERS AND TEACHING IN AMERICAN SCHOOLS

In this course, students will gain an understanding of the role of teachers and teaching in American society. Students will explore the lives and vocations of teachers through teacher narratives, as well as articles highlighting the choices, challenges, and satisfactions of teaching. Over the course of the semester, students will examine five themes: (1) School Structure, Governance, and Purposes; (2) Curriculum; (3) Students, Families, and Community; (4) Building and Sustaining Positive School Cultures; (5) Teaching as a Vocation/Profession. Each theme will be developed through an examination of essential questions. EDU 101 is an introductory education course and fulfills a requirement for the Social and Historical Pillar of the Foundations program. The course is open to any interested student. It also serves as a beginning course in the sequence of Education courses for those students intending to declare their Education major. As such, the course-content correlates with some of the *Massachusetts Professional Standards for Teachers*. Counts in the Foundations Program as a social science. (Fall, Spring)
Benestad, Stutz, Staff/*Three credits*

EDU 120 TEACHING AND LEARNING IN THE ELEMENTARY SCHOOL
This course emphasizes the interrelated aspects of teaching and learning in an elementary school. Students examine the practices of effective elementary teachers and the purposes of the elementary school in educating children. Topics such as learning environments, the application of learning theories to instruction, and classroom management specific to students in elementary school are included. (Fall, Spring)
Walsh, Staff/*Three credits*

EDU 140 TEACHING AND LEARNING IN THE MIDDLE/SECONDARY SCHOOL
This course emphasizes the interrelated aspects of teaching and learning in middle/secondary school. Students examine the practices of effective teachers and the purposes of the middle/secondary school in educating adolescents. Topics such as learning environments, the application of learning theories to instruction, and classroom management specific to middle/secondary students are included. (Spring)
Stutz, Staff/*Three credits*

EDU 190: Facilitating a Math Academy II
This course is the second part of a 2-course sequence intended to prepare students to facilitate/lead the Assumption Institute of Mathematics (Camp AIM) in Summer 2024. The first course is MAT 190 Facilitating a Math Academy I. Students will select and refine activities, form instructor teams, establish team facilitation responsibilities, and finalize daily AUMA teaching plans. They will develop a theme for the Camp AIM program, select high school-level activities, and learn about how to facilitate groups of students in a collaborative team environment. This course will meet for one hour a week. (Spring)
De la Cruz*/One credit*

EDU 221 SCIENCE IN THE ELEMENTARY CURRICULUM
In this course, students draw from contemporary teaching and learning theories to design and implement effective science lessons and units for elementary school children. An emphasis will be placed on four domains, 1) identifying appropriate science content relative to grade level, 2) understanding the common misconceptions that children harbor about scientific topics, 3) developing inquiry-based lessons to foster children's conceptual learning, and 4) identifying varied ways of assessing children's learning. Significant attention throughout is given to understanding what it means to "do science" and how to help elementary children appreciate a scientific way of knowing about the world. Lesson design and teaching is aligned with the Massachusetts Science and Technology/Engineering Curriculum Framework. Prerequisite: EDU 101 (Fall, Spring)
Scibelli /*Three credits*

EDU 222 TECHNOLOGY INTEGRATION ACROSS THE CURRICULUM
This course examines methods for applying technological tools in teaching practices to enhance student learning and support teaching. The primary goal of the course is to provide an introduction to a variety of educational technology tools and their applications within the classroom, to emphasize criteria for evaluating the benefits and drawbacks of technological tools, and to develop the ability to design lessons that effectively integrate technology, not just for the sake of technology, but to solve a problem (e.g. difficulties with engagement, classroom management, level of abstraction, productivity, assessment, meeting diverse needs). Prerequisites: Pre-Edu or Education majors only. (Spring)
de la Cruz, Staff/*Three credits*

EDU 260 TEACHING STUDENTS WITH SPECIAL NEEDS

This course focuses on the various types of learning needs of students in the inclusive classroom and on what to do and how to do it with respect to instructional and management challenges facing the regular classroom teacher. This course addresses individual differences in children and adolescents and the need for modification of instruction across the curriculum. The course is designed to encourage proper understanding and acceptance of children and adolescents with exceptionalities. The course may include community service learning. Prerequisites: EDU 101 and either EDU 120 or EDU 140, or concurrently. Not open to first-year students. (Fall, Spring)

Vander Hart/*Three credits*

EDU 265 EFFECTIVE CLASSROOM MANAGEMENT

In order to maximize student achievement, teachers must be good classroom managers. This course will use positive behavior supports as a framework to introduce students to evidence-based classroom management techniques and strategies. Students will learn about theoretical and empirical support for behavioral approaches to teaching and learning and their application in school-wide, classroom, and non-classroom settings. In addition, students will understand a proactive, multi-tier level model of behavior support, including implementation strategies that they will be able to apply in their own classrooms regardless of student age or ability level. Prerequisites: EDU 101 and either EDU 120 or EDU 140, or concurrently. Not open to first-year students. (Fall, Spring)

Goldman/*Three credits*

EDU 302 TEACHING ENGLISH LANGUAGE LEARNERS

This course is designed to help students learn about the particular learning needs of English Language Learners and, in turn, to design content instruction for that audience. The course will develop participants' knowledge of the context and academic landscape in which non-native English speakers learn in K-12 settings. Students will be introduced to the structural levels of language and to theories, principles, and processes of language acquisition, and they will begin to explore various pedagogical implications. Particular focus will also be given to reading of complex informational and literary texts, responding to text-based questions, writing from sources, and building academic vocabulary and background knowledge through discussion, reading, and writing. There is a field-based component to this course. Limited to Education Majors (Stage 2). Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 302F or EDU 332F. (Fall for elementary, Spring for middle/secondary)

Walsh/*Three credits*

EDU 302F PRE-PRACTICUM TEACHING ENGLISH LANGUAGE LEARNERS

This is a supervised, field-based component of EDU 302. Students spend 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 302. (Fall/Spring)

Benestad, Scibelli /*One credit*

EDU 323 HISTORY AND SOCIAL SCIENCE IN THE ELEMENTARY CURRICULUM

This course is designed to familiarize students with the history and social science curriculum at the elementary level; examine the theoretical and research bases for effective teaching and learning in the field of social studies, and apply this knowledge in the design, implementation, and evaluation of their own instructional efforts. Topics emphasize teaching about local, United States and world history, geography, economics, and government, as well as the fundamental citizenship mission of social studies. Students also examine the Massachusetts History and Social Science Curriculum Framework and use it as a guide for their lesson planning. Traditions, issues, and current curriculum concerns in social studies at the elementary level are explored as well. Limited to Education majors who have satisfied all the retention criteria. (Fall)

D'Souza/*Three credits*

EDU 324 MATHEMATICS IN THE ELEMENTARY CURRICULUM

This course examines the teaching and learning of mathematical concepts in the elementary classroom. As informed by the standards in the Massachusetts Mathematics Curriculum Framework, students will draw upon various learning theories to design and implement effective mathematics lessons that seek to promote children's conceptual awareness of mathematics concepts. Particular attention is given to developing students' understanding of the varied methods (e.g., algorithms, manipulatives, problem-solving) of expressing conceptual understanding and the multiple ways of assessing children's learning. There is a field-based component to this course. Prerequisite: MAT 150. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 324F. (Fall)

de la Cruz/*Three credits*

EDU 324F PRE-PRACTICUM: MATHEMATICS IN THE ELEMENTARY CURRICULUM
This is the supervised field-based component of EDU 324. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 324. (Fall)
Plainte/*One credit*

EDU 325 LITERACY DEVELOPMENT AND INSTRUCTION
In this course, students study literacy from a developmental perspective, beginning with emergent literacy and progressing through the more advanced stages of reading and writing to learn in the middle/secondary grades. Students examine processes of reading and writing, as well as current models of and approaches to literacy instruction and assessment. This course prepares students to plan effective literacy instruction for all learners in accordance with standards-based curriculum. In particular, students use the Massachusetts English Language Arts Curriculum Framework as a guide for their own lesson preparation. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 325F. (Spring)
Walsh/*Three credits*

EDU 325F PRE-PRACTICUM: LITERACY DEVELOPMENT AND INSTRUCTION
This is the supervised field-based component of EDU 325. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 325. (Spring)
Staff/*One credit*

EDU 330 THE MIDDLE SCHOOL: CONCEPT AND CURRICULUM
This course is designed to provide prospective teachers with historical perspective on the concept of the middle school along with information concerning current reforms and trends related to learning and the early adolescent. The class will also investigate curriculum, grouping practices, instructional strategies, and the design of interdisciplinary units for middle level learners. Prerequisite: PSY 281. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 330F or EDU 332F. (Spring)
D'Souza, Staff /*Three credits*

EDU 330F PRE-PRACTICUM: THE MIDDLE SCHOOL: CONCEPT AND CURRICULUM
This is the supervised field-based component of EDU 330. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 330. (Spring)
Staff/*One credit*

EDU 332F PRE-PRACTICUM: INTEGRATED FIELD EXPERIENCES IN MIDDLE SCHOOL AND ENGLISH LANGUAGE LEARNERS (5-8)
This is a supervised field-based component of EDU 302 and EDU 330. Students spend at least 30 hours at the field site and complete required pre-practicum tasks. Students must be enrolled in EDU 302 and EDU 330 concurrently. (Spring)
S*cibelli/One Credit*

EDU 333F INTEGRATED FIELD EXPERIENCES IN SECONDARY EDUCATION (5-8; 8-12; 5-12)
This is a field-based course, designed to help secondary Education majors observe, analyze, practice, and reflect upon effective teaching. Students will complete a pre-practicum of 25 hours in a middle-high school, working closely with a teacher in their licensure field. Students will observe mentor teachers teaching adolescents, will teach three practice lessons, and will analyze their observations and practice in light of course readings on secondary instruction, classroom assessment, and student engagement. Students will draw from their field experiences as the evidence-based principles of instruction, assessment of student learning, and the social-emotional aspects of student learning. Limited to Education majors who have satisfied all the retention criteria. (Fall 2023, Fall 2025)
Staff/*one credit*

EDU 341 READING AND WRITING ACROSS THE CURRICULUM (5–12)
This course emphasizes the investigation of theory and research related to the processes of reading, writing, and responding to content area text in middle/secondary education. It addresses a variety of topics such as strategy development for reading and writing to learn, methods and materials, cultural influences, assessment and evaluation, and the roles of teachers and administrators. There is a focus throughout the course on linking theory and research to practice. Limited to Education majors

who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 341F. *This course is offered during alternate odd fall semesters.* (Fall 2023, Fall 2025)
Stutz, Staff/*Three credits*

EDU 341F PRE-PRACTICUM: READING AND WRITING ACROSS THE CURRICULUM (5–12)
This is the supervised field-based component of EDU 341. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 341. (Fall 2023, Fall 2025)
Benestad/On*e credit*

EDU 342 CURRICULUM AND METHODS IN ENGLISH (5–12)
The course is designed to help students examine the theoretical and research bases of the teaching of English and apply that knowledge in the design, implementation, and analysis of their English teaching. Topics include teaching about literature, reading, writing, and language use. Students also examine the Massachusetts English Language Arts Curriculum Framework and use it as a guide for their own lesson preparation. As the students work their way through these components, they also complete pre-practicum field work, observing and assisting an English teacher at a local middle or secondary school. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 342F. This course is offered during *alternate even fall semesters*. (Fall 2024, Fall 2026)
Stutz/*Three credits*

EDU 342F PRE-PRACTICUM: CURRICULUM AND METHODS IN ENGLISH (5-12)
This is the supervised field-based component of EDU 342. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 342. (Fall 2024, Fall 2026)
Staff/*One credit*

EDU 343 CURRICULUM AND METHODS IN FOREIGN LANGUAGES (5–12)
This course is designed to help students examine the languages and apply that knowledge to the design and implementation of world language curricula. Topics include the evolution of world language pedagogy, theory of second-language acquisition, the role of grammar in contextualized instruction, understanding proficiency and the ACTFL guidelines, teaching for cultural understanding, the relationship between world languages and other areas of the curriculum, and state and national standards, including the Massachusetts World Languages Curriculum Framework. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 343F. This course is offered during *alternate even fall semesters*. (Fall 2024, Fall 2026)
Staff/*Three credits*

EDU 343F PRE-PRACTICUM: CURRICULUM AND METHODS IN FOREIGN LANGUAGES (5–12)
This is the supervised field-based component of EDU 343. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 343. (Fall 2024, Fall 2026)
Staff/*One credit*

EDU 344 CURRICULUM AND METHODS IN HISTORY AND SOCIAL SCIENCE (5–12)
This course is designed to help students become familiar with the history and social science curriculum at the middle/secondary level, examine the theoretical and research bases for effective teaching and learning in the field of social studies, and apply this knowledge in the design, implementation, and evaluation of their own instructional efforts. Topics emphasize teaching about local, United States and world history, geography, economics, and political science as well as the fundamental citizenship mission of social studies. Students also examine the Massachusetts History and Social Science Curriculum Framework and use it as a guide for their lesson preparation. Traditions, issues, and current curriculum concerns in social studies are explored as well. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 344F. This course is offered during *alternate even fall semesters*. (Fall 2024, Fall 2026)
D'Souza/*Three credits*

EDU 344F PRE-PRACTICUM: CURRICULUM AND METHODS IN HISTORY AND SOCIAL SCIENCE (5–12)
This is the supervised field-based component of EDU 344. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 344. (Fall 2024, Fall 2026)
Benestad/*One credit*

EDU 345 CURRICULUM AND METHODS IN MATHEMATICS (5–8; 8–12)
This course considers the teacher's role and responsibilities in teaching mathematics at the middle/secondary level. Emphasis is placed on curriculum, instructional techniques, and materials for mathematics instruction in middle/ secondary education in accordance with standards set by the National Council of Teachers of Mathematics (NCTM) and the Massachusetts Mathematics Curriculum Framework. The overall goal of this course is to prepare the student to teach middle/secondary level mathematics effectively. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 345F. This course is offered during *alternate even fall semesters*. (Fall 2024, Fall 2026)
de la Cruz/*Three credits*

EDU 345F PRE-PRACTICUM: CURRICULUM AND METHODS IN MATHEMATICS (5–8; 8–12)
This is the supervised field-based component of EDU 345. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 345. (Fall 2022, Fall 2024)
Staff/*One credit*

EDU 346 CURRICULUM AND METHODS IN SCIENCE AND TECHNOLOGY (5–8; 8–12)
This course is designed to provide students with an understanding of the role and responsibilities of the middle/secondary teacher of science. Emphasis is placed on curriculum, instructional techniques, and materials for middle/secondary science instruction. Drawing on their knowledge of the developmental stages of the adolescent, students design, implement, and evaluate instructional material to develop effective science lessons. Topics emphasized include methods and materials for teaching science, assessment of learning, relationships among the different disciplines of science, and professional development. Students also examine the Massachusetts Science and Technology/Engineering Curriculum Framework and use it as a guide in lesson preparation. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 346F. This course is offered during *alternate even fall semesters*. (Fall 2024, Fall 2026)
Scibelli/*Three credits*

EDU 346F PRE-PRACTICUM: CURRICULUM AND METHODS IN SCIENCE AND TECHNOLOGY (5–8; 8–12)
This is the supervised field-based component of EDU 346. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 346. (Fall 2024, Fall 2026)
Staff/*One credit*

EDU 399 SPECIAL TOPICS IN EDUCATION
This course addresses contemporary issues and instruction in PreK-12 education. It responds to specific interests designated by students, extensions of topics addressed in a general or discipline-specific education course (e.g., English, history, literacy, mathematics, science), or faculty research interests. Topics are selected based on timeliness, and relevance to elementary, middle, and/or secondary school education. The course allows students opportunities to investigate current PreK-12 issues and instruction in greater depth than is possible in existing courses within the discipline. A special topics course may have prerequisites.
Staff/*Three credits*

EDU 420 PRACTICUM IN ELEMENTARY EDUCATION
EDU 420 includes twelve weeks of supervised candidate teaching in an elementary classroom. Each candidate is matched with a supervising practitioner (classroom teacher). Under the direct supervision of both a program supervisor (University supervisor) and supervising practitioner, the candidate observes, assists, and teaches elementary school pupils. The candidate is responsible for designing and teaching a range of lessons in the core academic subjects to elementary pupils with diverse learning needs. The candidates' lesson plans and instructional units will demonstrate their connection to the Massachusetts Curriculum Frameworks. Over the course of the practicum, each candidate's performance will be assessed jointly by both the program supervisor and supervising practitioner through the Massachusetts Candidate Assessment of Performance (CAP) for the Initial License The

candidate will spend full school days at the field site for the spring semester. Teacher candidates follow the elementary school calendar during their practicum and therefore are expected to be at the elementary school each day it is in session, including those days when Assumption University classes may not be in session. Prior to the beginning of the practicum, practicum students may request approval to attend Assumption University sponsored events. Such requests must be made in writing and addressed to the Licensure Program Coordinator, and, if approved, the practicum student will extend the practicum placement beyond the typical ending date for the practicum. Limited to Elementary Education majors who have satisfied all retention criteria, including taking all required Massachusetts Tests for Educator Licensure (MTEL) by December 13 of the senior year. Students must concurrently take the associated 3-credit seminar, EDU 420S. Education Practicum Fee: $500 (Spring)
Staff/*Nine credits*

EDU 420S PRACTICUM SEMINAR IN ELEMENTARY EDUCATION
Practicum students are required to attend a weekly seminar, where they will integrate theories and practices of elementary teaching and learning. The seminar affords candidates opportunities to discuss a range of pedagogical issues, and to reflect upon their own growth as beginning teachers. Program supervisors will focus on CAP requirements and may identify themes for candidates' discussion and analysis. Candidates may also identify particular teaching issues for further discussion. Students must be concurrently enrolled in EDU 420. (Spring)
Staff/*Three credits*

EDU 440 PRACTICUM IN MIDDLE/SECONDARY EDUCATION
EDU 440: Practicum in Middle/Secondary Education includes twelve weeks of supervised candidate teaching in a middle/secondary classroom. Each candidate is matched with a supervising practitioner (classroom teacher). Under the direct supervision of both a program supervisor (University supervisor) and supervising practitioner, the candidate observes, assists, and teaches middle/secondary school pupils. The candidate is responsible for designing and teaching a range of lessons to pupils with diverse learning needs. The candidates' lesson plans and instructional units will demonstrate their connection to the Massachusetts Curriculum Frameworks. Over the course of the practicum, each candidate's performance will be assessed jointly by both the program supervisor and supervising practitioner through the Massachusetts Candidate Assessment of Performance (CAP) for the Initial License. The teacher candidates will spend full school days at the field site for the spring semester. Teacher candidates follow the middle or secondary school calendar during their practicum and therefore are expected to be at the middle or secondary school each day it is in session, including those days when Assumption University classes may not be in session. Prior to the beginning of the practicum, practicum students may request approval to attend Assumption University sponsored events. Such requests must be made in writing and addressed to the Licensure Program Coordinator, and, if approved, the practicum student will extend the practicum placement beyond the typical ending date for the practicum. Limited to Middle/Secondary Education majors who have satisfied all retention criteria, including taking all required Massachusetts Tests for Educator Licensure (MTEL) by December 13 of the senior year. Students must concurrently take the associated 3-credit seminar, EDU 440S. Education Practicum Fee: $500. (Spring)
Benestad, Stutz/*Nine credits*

EDU 440S PRACTICUM SEMINAR IN MIDDLE/SECONDARY EDUCATION
EDU 440S: Seminar in Middle/Secondary Education requires candidates to meet each week with their program supervisor to discuss, analyze, and evaluate their own and others' teaching. The seminar affords candidates opportunities to discuss a range of pedagogical issues, and to reflect upon their own growth as beginning teachers. Program supervisors will focus on the CAP requirements and may identify particular themes for candidates' discussion and analysis. Candidates may also identify particular teaching issues for further discussion. Students must be concurrently enrolled in EDU 440. (Spring)
Benestad, Stutz/*Three credits*

EDU 444 HONORS THESIS IN EDUCATION
In this course the student will conduct the research project that was proposed and approved during the Honors Seminar (HON 300). The research project will be an original research thesis or creative work under the supervision of a faculty mentor. A summary of the capstone work will be presented at the Honors Colloquium at the end of the semester. This course will count as an elective in the Education Major. Prerequisite: HON 300; membership in Honors Program
Staff/*Three credits*

EDU 499 INDEPENDENT STUDY
Open to all qualified junior and senior education majors with permission of the instructor, the Chairperson of the Education Department, and the Associate Vice President of Academic Affairs.

Staff/*One to Three credit*

Department of English

Professors: Kristen Carella, Lucia Z. Knoles, David Thoreen; *Associate Professors:* Becky L. DiBiasio, Christopher Gilbert, Michael Land, Rachel Ramsey (Chairperson), Paul Shields; Associate *Professor of Practice*: Shahara Drew; *Visiting Instructor*: Mary DiDomenico; *Writer-in-Residence*: John Hodgen; *Lecturers*: Paul Ady, Kate Donius, Katherine Nadeau, Molly Williams.

MISSION STATEMENT

"Literature adds to reality, it does not simply describe it." – C.S. Lewis

Literature addresses profound and enduring questions about what it means to be a human being, while challenging us to recognize complexity and ambiguity in our exploration of those questions. The study and creation of literature in all its written, performative, auditory, and visual forms is an enlightening quest of self-discovery that exposes us to a wide range of aesthetic sensibilities and reveals our strengths, vulnerabilities, and potential for change. Experiencing literature leads us to ask deeper questions about our spiritual, intellectual, personal, and cultural assumptions, so that we can come to know ourselves and our larger world more fully.

Through their engagement with literature, students learn to pose questions and employ methods specific to the field of literary studies and to explore the implications of these ways of knowing. They learn to read critically and empathetically and to recognize the significance, quality, and consequences of language. Students learn the value of writing as a means of discovery, as well as to learn to write and speak effectively, exhibiting an awareness of audience. Our courses challenge students to ask ethical questions about literature and its consequences for their values and ways of being in the world. Students also gain a more informed and global understanding of cultural and historical differences. The department seeks to inspire students to take intellectual risks, to synthesize the questions and approaches of the discipline they have learned, and to take responsibility for their continued learning. The department's programs of study prepare students to become active and engaged learners in both their personal and their professional lives.

LEARNING GOALS

The department understands "literary," "literature" and "language" to include written, visual, and performative texts. As members of the English Department, we want our students to do the following:

1. To pose questions and employ methods specific to the field of literary studies and to explore the implications of these ways of knowing;
2. To read critically and empathetically, recognizing the significance, quality, and consequences of language;
3. To write and speak effectively, exhibiting an awareness of audience;
4. To ask ethical questions about literature and its consequences for their values and ways of being in the world;
5. To gain a more informed and global understanding of cultural and historical differences;
6. To take intellectual risks, to synthesize the questions and approaches of the discipline they have learned, and to take responsibility for their own learning. To become lifelong active and engaged learners.

The English Department offers three majors: Literature; Literature with an Elementary Education Track; and Communication and Media. The Department also offers three minors: Literature, Writing, and Creative Writing and Magazine Design.

MAJOR IN ENGLISH (10)

The Major in English aims at developing a heightened appreciation of language through a close study of literature and greater facility in expression through regular written and oral presentations. The program seeks to develop powers of observation and discernment and to broaden awareness of the world, of our common humanity, and of the self. The English Department offers courses in speech, theatre arts, writing, and film, in addition to those emphasizing historical, generic, or thematic approaches to English and American literature. Students also have opportunities to develop their talents in creative and professional writing in

many forms of media. Every course in the department, whether nominally emphasizing literary study or communication skills, constantly seeks to reinforce the relationship between reading, writing, speaking, and critical thinking.

Traditionally, the major in English has prepared students for graduate school and law school, and for careers in creative and professional writing, in advertising, in non-profit organizations, in journalism and publishing, in public relations, and in teaching. Today, the great need for able writers provides opportunities for English majors virtually everywhere, especially if they supplement the major with selected study in foreign languages, art, computer science, the natural sciences, economics, management, or psychology, to cite a few of the obvious examples. The study of literature and language, however, is broadly humanistic and not narrowly pre-professional; accordingly, the department urges its majors to pursue the traditional liberal arts as the context of their pre-professional education.

THE CURRICULUM

The major in English consists of ten courses. These do not include ENG 130 English Composition or Introduction to Literature (LTE 140, LTC 140, FRE 204, ITA 140, SPA 204). Students should note that at least five of these courses must be at the 300–400 level. The Senior Seminar counts toward these five courses. Students are also encouraged to complete an elective internship in addition to their required courses. Students may take a total of 14 courses designated ENG for the English major.

GATEWAY TO THE MAJOR (1)

ENG 220 Approaches to Reading and Interpretation

HISTORICAL PERSPECTIVE (3)

The following courses are required but need not be taken according to the sequence in which they are listed or numbered, although it is preferable to take Literature Survey I before Literature Survey II:

ENG 221 Survey of British Literature I: Beginnings to the 18th Century or a Pre-1800 British literature at 300 level
ENG 222 Survey of British Literature II: 19th Century to the Present or a Post-1800 British literature at 300 level
ENG 223 Survey of American Literature: Beginnings to the Present or an American literature at 300 level

WRITING UNIT (1)

One 200- or 300-level writing course chosen from the following:

- ENG 201 Argument and Persuasion
- ENG 202 Introduction to Journalism
- ENG 203 Writing Workshop: Autobiography
- ENG 209 Creative Writing
- ENG 301 Special Topics in Communication and Media
- ENG 302 Special Topics in Journalism
- ENG 304 Business and Technical Writing
- ENG 305 Writing Workshop: Fiction
- ENG 306 Writing Workshop: Poetry
- ENG 308 Writing and Editing
- ENG 309 Writing Workshop: Creative Nonfiction

MAJOR ELECTIVES (4)

At least three of the four electives should be literature courses (ENG 225-295, ENG 320-395). One course must address writing by historically under-represented groups, such as ENG 287 American Women of Color, ENG 379 Post-Colonial Literature, or ENG 387 Survey of African-American Literature. These elective courses may not double-count.

CAPSTONE SENIOR SEMINAR ENG 411–412 (1)

NOTE: These classes may not double count for each other. These courses may be chosen from the English course offerings in literature, writing, and film. In making these choices, the student should note that of the ten courses required for the major, at least five must be at the 300- or 400-level. One course in classical language (GRK, LAT), one literature course in a foreign language

(FRE, GER, ITA, SPA), or one comparative literature course (CLT) may be counted toward the English major; no special permission is required. An internship is recommended in the junior or senior year.

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN ENGLISH

The following plan is recommended for English majors. It prepares students for the workforce or for graduate school. The major is flexible to accommodate study abroad and students can successfully complete the major if they begin by the spring of sophomore year.

First Year

Fall	Spring
ENG 130 English Composition OR Introduction to Literature (LTE 140, LTC 140, FRE 204, ITA 140, SPA 204	Introduction to Literature (LTE 140, LTC 140, FRE 204, ITA 140, SPA 204 OR ENG 130 English Composition

Sophomore Year

Fall	Spring
ENG 220 Approaches to Reading and Interpretation	ENG 222 Survey of British Literature II (or Post-1800 British Literature at 300-level)
ENG 221 Survey of British Literature I (or Pre-1800 British Literature at 300-level) OR ENG 223 Survey of American Literature (or American Literature at 300-level)	Writing course at 200- or 300-level (Spring or Fall)

Junior Year

Fall	Spring
ENG 221 Survey of British Literature I (or Pre-1800 British Literature at 300-level) OR ENG 223 Survey of American Literature (or American Literature at 300-level)	Elective at 200- or 300-level (students taking the 200-level lit surveys should take 300-level electives in order to meet the requirement of taking at least five courses at the 300- and 400-level)
Literature Elective at 200- or 300-level (students taking the 200-level lit surveys should take 300-level literature electives in order to meet the requirement of taking at least five courses at the 300- and 400-level)	Literature Elective at 200- or 300-level (students taking the 200-level lit surveys should take 300-level literature electives in order to meet the requirement of taking at least five courses at the 300- and 400-level)

Senior Year

Fall	Spring
Senior Seminar in Literature (Fall or Spring)	300-level Elective (students who have completed five 300- and 400-level courses may opt for a 200-level elective)

ADVISING TIPS FOR THE MAJOR IN ENGLISH

- Although 10 courses are required for the major, students may take up to 14 courses designated ENG.
- Students entering with Advanced Placement credit for Language and Composition and/or Literature and Composition should plan to take ENG 201 Argument and Persuasion and/or another 200-level ENG course during the first year.
- Students may begin to explore the major by taking a 200-level genre course such as ENG 231 Introduction to Poetry, ENG 233 The Modern Short Story, ENG 235 Introduction to Theatre, and ENG 240 Gothic Literature, or by taking a 200-level writing course such as ENG 201 Argument and Persuasion, ENG 203: Autobiography, and ENG 209 Creative Writing.
- Some English courses have no prerequisites; consider, for example, ENG/SOC 225 Literature of Social Responsibility.
- Remember that majors must complete at least five courses at the 300- or 400-level.
- Remember that at least three of the four electives in the major must be literature courses, one of which must focus on literature written by historically under-represented groups.
- English literature majors are encouraged but not required to complete an internship.

MAJOR IN ENGLISH, ELEMENTARY EDUCATION TRACK (10)

The Elementary Education Track applies only to those students who are pursuing a major in Education with a licensure emphasis in Elementary (1-6). If a student withdraws from the Education major, then the option to pursue the Elementary Track in the English major no longer applies. English majors who are pursuing licensure in Middle/Secondary Education (5-8; 8-12) would still complete the standard 10-course English major in Literature.

ENGLISH EDUCATION CORE (4)

ENG 220 Approaches to Reading and Interpretation
ENG 263 Children's Literature
EDU 302 Teaching English Language Learners
EDU 325 Literacy Development and Instruction

HISTORICAL PERSPECTIVE (2)

Students are strongly recommended to take all three courses.
ENG 221 Survey of British Literature: Beginnings to the 18th Century
ENG 222 Survey of British Literature: 19th Century to the Present
ENG 223 Survey of American Literature: Beginnings to the Present

WRITING UNIT (1)

One 200- or 300-level writing course chosen from the following:
ENG 201 Argument and Persuasion
ENG 202 Introduction to Journalism
ENG 203 Writing Workshop: Autobiography
ENG 209 Creative Writing
ENG 301 Special Topics in Communication and Media
ENG 304 Business and Technical Writing
ENG 305 Writing Workshop: Fiction
ENG 306 Writing Workshop: Poetry
ENG 308 Writing and Editing
ENG 309 Creative Nonfiction

MAJOR ELECTIVES (2)

Two 300-level literature courses (ENG 320-395) from among department offerings. Students should take both 300-level literature courses before taking the Senior Seminar.

CAPSTONE (1)

ENG 411 or 412 Senior Seminar in Literature

RECOMMENDED PLAN FOR THE MAJOR IN ENGLISH ELEMENTARY EDUCATION TRACK

First Year

Fall	Spring
ENG 130 English Composition OR Introduction to Literature (LTE 140, LTC 140, FRE 204, ITA 140, SPA 204	Introduction to Literature (LTE 140, LTC 140, FRE 204, ITA 140, SPA 204 OR ENG 130 English Composition

Sophomore Year

Fall	Spring
ENG 220 Approaches to Reading and Interpretation	ENG 263 Children's Literature (Spring or Fall)

Junior Year

Fall	Spring
EDU 302 Teaching English Language Learners (Fall or Spring); ENG 221 Survey of British Literature I (or Pre-1800 British Literature at 300-level) OR ENG 223 Survey of American Literature (or American Literature at 300-level) Note that while students in this program are required to complete just *TWO* of the three literature survey courses, we strongly advise them to take all three courses (or the 300-level period course that satisfies each requirement).	EDU 325 Literacy Development and Instruction; ENG 222 Survey of British Literature II (or Post-1800 British Literature at 300-level). Note that while students in this program are required to complete just *TWO* of the three literature survey courses, we strongly advise them to take all three courses (or the 300-level period course that satisfies each requirement).
300-level Literature Elective Note: the 300-level electives should be completed before students take the Capstone Seminar.	300-level Literature Elective Note: the 300-level electives should be completed before students take the Capstone Seminar.
Writing course at 200- or 300-level (Spring or Fall)	Writing course at 200- or 300-level (Spring or Fall)

Senior Year

Fall	Spring
Senior Seminar in Literature (Fall or Spring)	EDU 420 and EDU 420S Practicum and Seminar in Elementary Education

ADVISING TIPS FOR THE MAJOR IN ENGLISH, ELEMENTARY EDUCATION TRACK

- Although 10 courses are required for the major, students can take up to 14 courses designated ENG.
- Students entering with Advanced Placement credit for Language and Composition and/or Literature and Composition should take ENG 201 Argument and Persuasion and/or another 200-level ENG course during the first year.
- While students in this program are required to take just two of the three literature survey courses (or the 300-level period courses that satisfy these requirements), we advise students to complete all three courses.
- Students in this program should complete the 300-level literature electives (ENG 320-395) before taking the Capstone Course in the fall of the senior year.

DOUBLE MAJOR IN SECONDARY EDUCATION AND ENGLISH

The Department of English works closely with Assumption's Department of Education to prepare students for the teaching of English in secondary schools. Such students should consider a major in English and a major in secondary education. The major in English provides students with 30 hours of coursework in the field of knowledge competency required for certification by the Commonwealth of Massachusetts. Students preparing to teach English at the elementary or secondary level are strongly encouraged to meet with a member of the English Department as early in their academic experience as possible. Application for the appropriate education major must be made to Assumption's Department of Education by the spring of the sophomore year. Students should plan their courses of study working closely with members of both the Education and English Departments.

MAJOR IN COMMUNICATION AND MEDIA (11)

The major in Communication and Media combines the traditional skills of rhetorical analysis, effective style, critical thinking, and ethical questioning with contemporary applications through oral, written, and visual communications in both traditional and new media. The goal of the program is to help students understand how language shapes our world and to use responsibly and effectively the various forms of communication that define and construct contemporary life and culture. The major thrust of the curriculum is toward a broad and thorough education in the liberal arts in a creative hybrid form that also prepares students for

graduate school, law school, careers in creative and professional writing, in journalism and publishing, in public relations, in teaching, and in other areas of the growing and changing communications and media fields.

One of the main features of the curriculum is the opportunity for each student to assemble, through the Seminar in Communication and Media, a portfolio designed to reflect his/her growth and promise as a writer and communications professional. As such, the portfolio enables the student to reflect on the knowledge and skills he or she has developed in the various courses comprising the major, as well as to evaluate his or her strengths and weaknesses and to address them.

Upon declaring the major, students should begin collecting the raw materials for the portfolio, which may include the best paper or project from each course the student has completed in the major. The finished portfolio will provide a profile of the student's skills and experience that can serve as the foundation for a professional portfolio.

REQUIRED COURSES (11)

These do not include ENG 130 English Composition or LTE 140 Introduction to Literature. Students may take a total of 14 courses designated ENG for the major.

GATEWAY COURSES (3)

ENG 201 Writing Workshop: Argument and Persuasion
ENG 202 Introduction to Journalism
ENG 219 Approaches to Media Analysis or ENG 214 Introduction to Communication and Media

ELECTIVES: LITERATURE (3)

Three literature classes (ENG 225-295, ENG 320-295), two of which must be at level 300 or higher.

CAPSTONES (2)

ENG 415 Capstone Senior Seminar in Communication and Media
ENG 420 Communication and Media Practicum: Internship

SPECIALITY (3)

Three courses from ONE of these Specialties:

Journalism and Professional Writing

ENG 301 Special Topics in Communication and Media
ENG 302 Special Topics in Journalism
ENG 304 Business and Technical Writing
ENG 308 Writing and Editing
ENG 309 Writing Workshop: Creative Nonfiction

Creative Writing

ENG 203 Writing Workshop: Autobiography
ENG 209 Creative Writing
ENG 305 Writing Workshop: Fiction
ENG 306 Writing Workshop: Poetry
ENG 309 Writing Workshop: Creative Nonfiction

Media Studies and Production

ENG 211 Speech
ENG 217 Introduction to Film Studies
ENG 237 Film and Literature
ENG 293 Special Topics in Film and Literature
ENG 301 Special Topics in Communication and Media
ENG 396 American Film

ARD 115 Graphic Design I
ARD 215 Graphic Design II
ARD 175 Introduction to Digital Photography
CSC 181 Electronic Communication and Multimedia
TVP 290 Video Communications Skills
TVP 295 Video Production I
TVP 390 Video Production II

Note: At least five courses in the major must be at the 300- or 400-level. Students also have the option to design their own specialization, in consultation with their advisor and with the approval of the Chair. In addition, if for some reason courses for a particular specialization are not available, students may, in consultation with their advisor and approval of the Chair, make appropriate substitutions.

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN COMMUNICATION AND MEDIA

First Year

Fall	Spring
ENG 130 English Composition OR Introduction to Literature (LTE 140, LTC 140, FRE 204, ITA 140, SPA 204	Introduction to Literature (LTE 140, LTC 140, FRE 204, ITA 140, SPA 204 OR ENG 130 English Composition

Sophomore Year

Fall	Spring
ENG 201 Argument and Persuasion (Fall or Spring)	
ENG 202 Introduction to Journalism (Spring)	
ENG 219 Approaches to Media Analysis OR ENG 214 Introduction to Communication and Media (Fall)	
1 course in area of specialization OR 200-level literature course (ENG 225-295) (Fall or Spring)	

Junior Year

Fall	Spring
1 course in area of specialization	1 course in area of specialization
1 300-level literature course (ENG 320-395)	1 300-level literature course (students who have completed two 300-level literature courses may opt for a 200-level literature course)
1 course in area of specialization OR literature course, depending on choice made in sophomore year (Fall or Spring)	

Senior Year

Fall and Spring
ENG 420 Communication and Media Practicum: Internship (Fall)
ENG 415: Senior Seminar in Communication and Media (Spring)

ADVISING TIPS FOR THE MAJOR IN COMMUNICATION AND MEDIA

- Although 11 courses are required for the major, students can take up to 14 courses designated ENG.
- Students entering with Advanced Placement credit for Language and Composition and/or Literature and Composition should take ENG 201 Argument and Persuasion and/or another 200-level ENG course during the first year.
- Two of the three literature courses required of students in this program must be at the 300-level (ENG 320-395).

- Students in this program should complete all three courses in their selected area of specialization before taking the Senior Seminar in Communication and Media.

Students are expected to complete their internship during the fall of their Junior or Senior year. Students who intend to complete an off-campus internship or a study abroad internship must meet the 2.8 minimal GPA requirement established by the university. Students who do not meet that requirement will complete an academic project or course under the supervision of the Practicum instructor and will participate in the Practicum seminar. Students are strongly encouraged to take CSC 181 and ARD 115 as part of their major and to consider a minor in subjects that could contribute to their careers as writers, including graphic design, a modern language, marketing, sociology, and history.

MINOR IN ENGLISH (6)

The minor consists of 18 credits (six courses) in English, including ENG 130 English Composition. At least three of the six courses must be in literature (LTE 140 may be counted as one of these three courses) and at least one must be a writing course at the 200-level or above. The student who intends to apply for an English Minor is urged to seek the advice of a faculty member in the department in order to design a program that is best suited to the student's interests and professional goals.

MINOR IN WRITING (6)

The minor consists of 18 credits (six courses) in Writing, including ENG 130 English Composition. The student who intends to apply for a Writing Minor is urged to seek the advice of a faculty member in the department in order to design a program that is best suited to the student's interests and professional goals.

MINOR IN CREATIVE WRITING AND MAGAZINE DESIGN (7)

This interdisciplinary minor consists of 21 credits (seven courses) in English (ENG) and Graphic Design (ARD):

Three required courses:

ENG 209: Creative Writing
ARD 115: Graphic Design I
ARD 215: Graphic Design II

One genre course in literature:

ENG 231 Introduction to Poetry, ENG 233 The Modern Short Story, ENG 235 Introduction to Theatre, ENG 240 Gothic Literature, ENG 241 Fantasy Literature, or ENG 390 The Art of the Novel

Three creative writing courses from among:

ENG 203: Autobiography Workshop
ENG 305: Fiction Workshop
ENG 306: Poetry Workshop
ENG 309: Creative Nonfiction

Students interested in the minor are urged to seek the advice of a faculty member in either the Department of English or Art, Music, and Theatre in order to design a program that is best suited to the student's interests and professional goals.

A NOTE ON PRE-LAW The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact one of the pre-law advisors, Prof. Michael Matraia, mt.matraia@assumption.edu or Prof. Carl Robert Keyes, ckeyes@assumption.edu .

COURSE DESCRIPTIONS

ENGLISH (ENG)

ENG 130 ENGLISH COMPOSITION

This writing course emphasizes planning, composing, and revising. Specifically, the course deals with strategies for generating ideas, recognizing audience, clarifying purpose, focusing on a perspective, and choosing effective arrangements of ideas. Techniques of revision, which are central to the course, focus on appropriateness of language and effectiveness of development, as well as on editing. Counts in the Foundations Program, and to be taken in the same year as LTE 140, in either order. (Fall/Spring)
Staff/*Three credits*

LTE 140 INTRODUCTION TO LITERATURE

This course is designed to acquaint the students with the form and structure of various genres of literature. Readings are mainly drawn from English and American literature. Class discussion and writing assignments will make use of such critical concepts as point of view, imagery, and tone. Counts in the Foundations Program, and to be taken in the same year as ENG 130, in either order. (Fall/Spring)
Staff/*Three credits*

ENG 201 ARGUMENT AND PERSUASION

Words matter. Of course, so do images and ideas, which can be expressed linguistically but also stylistically in terms of both the form and the function of a persuasive piece of communication. This course will therefore take up the rhetorical force of words (not to mention images and ideas) by first considering "rhetoric" itself not as a pejorative label but rather as a source of communicative power. Students will engage the uses (and abuses) of words and phrases, categories of language choices, varieties of verbal techniques, figures of argument, and more, all with the learning objective of developing a strong sense of rhetorical style. Emphasis will be on written argument, with some attention to reading, listening, and speaking. Consequently, you will analyze and then produce communications like micro-analysis papers, letters to editors, op-eds, and congressional testimonies. Students will then have the option to create an artful piece of persuasion for a final project in the form of an advertisement, a public service announcement, a podcast episode, or some other mode of public argumentation. Prerequisite: ENG 130. (Fall)
Gilbert/*Three credits*

ENG 202 INTRODUCTION TO JOURNALISM

Students will explore important issues in print and broadcast journalism as well as in the writing techniques used in each medium. Students will study reportorial styles, newsgathering, research and interviewing skills, and put each into practice through regular submissions to the University newspaper, *Le Provocateur*. In the Fall semester, this course is taught as a Community Service Learning (CSL) course, which includes a combination of academic classroom learning and experiential learning in the community. Prerequisite: ENG 130 and any Introduction to Literature. Prerequisite: ENG 130 and any Introduction to Literature. (Spring)
Land, /*Three credits*

ENG 203 WRITING WORKSHOP: AUTOBIOGRAPHY

This course is intended to help students gain the ability to analyze and appreciate autobiographical writing and to produce powerful autobiographical writing of their own. Students will develop the ability to construct a close reading of an autobiographical text based on an analysis of such elements as imagery, dialogue, voice, and structure; and the ability to write an autobiographical story characterized by a powerful voice, imagery, narrative, structure, and meaning. Prerequisite: ENG130 and any Introduction to Literature. (Spring)
DiDomenico/*Three credits*

ENG 209 CREATIVE WRITING

In this course, students will study the techniques used by published poets and fiction writers and will learn to employ some of these techniques by writing original poetry and fiction. We will also learn the critical language for discussing these genres in a more precise and meaningful way and will have ample opportunity to develop our understanding of the formal characteristics of poems and stories by both published and student writers. Prerequisite: ENG 130 and any Introduction to Literature. (Fall)
Hodgen/*Three credits*

ENG 214 INTRODUCTION TO COMMUNICATION AND MEDIA

What is communication? Why do we communicate? What are media, and how are communication practices mediated? This course offers a wide-angle lens on the "problems" of communication and media. To examine communication and media together is ultimately to examine relationships between Self and Other, the personal and public, and the human-made world and the world out there. We will do this by exploring both communication and media on their own terms, and then again by considering them in cahoots as they appear in speech, writing, textuality, aurality, visuality, digital realms, and more. We will also grapple with matters of language, symbolic action, rhetoric, discourse, imagery, and the Internet. At each step of the way we will translate these grapples into thought pieces—or short written essays that develop critical ideas—that students will compose in order to evaluate and even rethink how communication and media are at the heart of meaning-making and message-making within the confines of the human condition. (Fall)

Gilbert/*Three credits*

ENG 217 INTRODUCTION TO FILM STUDIES

How does what is shown in a film prompt viewers to draw inferences about what is not shown?This course introduces the concepts and technical vocabulary central to filmmaking and film criticism, allowing students to discuss films with greater awareness and precision, both in conversation and in writing. One emphasis of the course will be form and narrative. We will ask questions about the composition of the individual frame, as well as about the structure of the sequence, of the scene, of the story. Other emphases include point of view, cinematography, editing, and sound. Likely candidates for inclusion in the course: *The Gold Rush* (1925), *Casablanca* (1942), *Roman Holiday* (1953), *To Catch a Thief* (1955), *The Sting* (1973), *Cinema Paradiso* (1988), *Twelve Years a Slave* (2013), *Carol* (2015). (Fall)

Thoreen/*Three Credits*

ENG 219 APPROACHES TO MEDIA ANALYSIS

Designed to give students the means and opportunities to understand and analyze types and functions of mass media, this is a course in media literacy. Students will critically examine the evolution of mass media through active participation in discussing, reading, viewing, and writing theory and practical application of issues, such as media and ethics, politics and media, and ways in which we are informed, entertained, persuaded, and manipulated by means of media. Prerequisite: Complete ENG 130. (Fall)

Gilbert/*Three credits*

ENG 220 APPROACHES TO READING AND INTERPRETATION

This course considers fundamental issues of textual interpretation, primarily but not exclusively in the print media. Representative readings, limited in number, will be chosen from a variety of genres and historical periods. In addition to adopting a critical vocabulary that will assist close reading of texts, the course also introduces the student to various interpretive strategies. Required for all English Majors. Prerequisite: ENG 130 and any Introduction to Literature. (Fall)

Shields/*Three credits*

ENG 223 SURVEY OF AMERICAN LITERATURE

Students in this course will read, discuss, and write about American literature from the 17th century to the present day. The focus of the course will be on literature as a form of rhetoric, that is, how literature contributes to the debate of key issues in American life. Prerequisites: ENG 130 and LTE 140. (Fall)

DiDomenico/*Three Credits*

ENG/SOC 225 LITERATURE OF SOCIAL RESPONSIBILITY

An interdisciplinary course that offers students a combination of academic classroom learning and experiential learning in the community. Students will read contemporary American fiction and sociological monographs and cultural analysis, using these ideas to think critically about political, economic, and social issues in the community. Same as SOC 225. (Fall))

Land/*Three credits*

ENG 231 INTRODUCTION TO POETRY

This course is designed to introduce students to poetry and poetics. While this is a literature course and not a creative writing course, it will help writers as well as students in English and other disciplines hone their close reading skills and their ability to draw meaning from complex verbal structures in general. Our primary task will be to learn to analyze (take apart) and interpret those complex little machines we call "poems." We will work to understand how elements such as diction, imagery, rhythm, form, and genre work together to produce poems as a substitute for embodied life experience. In addition to reading Mary Oliver's

excellent Rules for the Dance: A Handbook for Reading and Writing Metrical Verse, we will read a slate of contemporary poems from literary journals and two collections by individual poets. Prerequisites: ENG 130 and LTE 140. (Fall).
Thoreen/*Three Credits*

ENG 233 MODERN SHORT STORY

In *The Lonely Voice*, Frank O'Connor writes that the short story is the literary form best suited to dealing with "submerged population groups." We will go deep-sea diving in this course, encountering a wide variety of tramps, vamps, dreamers, drug-abusers, lovers, master manipulators, lonely idealists, and losers. Prerequisites: ENG 130 and Literature 140. (Spring)
Thoreen /*Three credits*

ENG 235 INTRODUCTION TO THEATRE

This course provides a survey of Western drama and theories of performance. Students will become familiar with significant playwrights and plays from the Greek, medieval, Renaissance, modern and contemporary time periods. Prerequisites: ENG 130 and LTE 140. (Spring)
Shields/*Three Credits*

ENG 263 CHILDREN'S LITERATURE

This course provides a general overview of the field of children's literature. Students read representative classic and contemporary works of children's literature from a variety of genres, including fairy and folk tales, picture books, modern fantasy, realism, and books of information. They evaluate text and illustration, as well as address current issues in the field. Further, through disciplined examination of the history and tradition of children's literature, students develop an appreciation for children's books and the authors and illustrators who create them. Prerequisites: ENG 130 and any Introduction to Literature. (Fall/Spring)
Walsh/*Three credits*

ENG 271 ILLNESS, DISABILITY, AND HEALTHCARE IN LITERATURE

This literature course is designed for students interested in issues related to illness, disability, and/or healthcare. Readings will include poems, essays, and narratives written by people living with illness or disability, their loved ones, healthcare professionals, and canonical authors. By practicing the techniques of close reading, participants will learn the arts of listening with attention, responding with empathy, and interpreting based on evidence rather than stereotypes. Topics include the difference between curing and healing, the difference between pain and suffering; the nature of empathy; the importance of connecting to others across genders, classes, races, and cultures; and the special challenges for patients, loved ones, and healthcare workers in facing mortality. Prerequisites: ENG 130 English Composition and LTE 140 Introduction to Literature. (Spring)
Knoles/*Three credits*

ENG 304 BUSINESS AND TECHNICAL WRITING

The course helps students learn techniques for composing various types of on-the-job writing tasks: memos, reports, letters, and proposals. It emphasizes clarity and functionality of language, and the need to suit format, style, and content to the purposes of the audience. It provides students opportunities for collaborative writing and for discussion of the ethical dimensions of writing on the job. Students are encouraged to learn the use of various technological tools for writing and research. Prerequisite: ENG 130. (Spring)
Land /*Three credits*

ENG 305 WRITING WORKSHOP: FICTION

Ideally suited for—but by no means limited to, students who have taken ENG 209 Creative Writing—this course will extend the discussion of craft begun there. Our goal will be to learn to tell a story in writing in such a way that the writer disappears, so that what is left, for the reader, is a shimmering, three-dimensional reality that in no way betrays itself as an illusion. Through the study of story structure, the discussion of published and student stories, and the writing of exercises and complete stories, we'll labor to produce fiction that has the look, texture, and flavor of professionals. Prerequisite: ENG 130 and LTE 140. (Spring)
Thoreen/*Three Credits*

ENG 306 WRITING WORKSHOP: POETRY

Ideally suited for, but by no means limited to, students who have completed ENG 209 Creative Writing, this course will extend the discussion of craft begun there. Our discussions will be informed by reading the work of established poets, but we will focus most insistently on the poems produced by members of the workshop. Through a variety of exercises, writers in this course will develop greater technical proficiency with image, metaphor, musical devices, grammar, enjambment, and metrical forms. Prerequisite: ENG 130 and any Introduction to Literature. (Spring)
Hodgen/*Three credits*

ENG 308 WRITING AND EDITING

In this course, students will learn how to address different audiences persuasively in several different genres of writing, including (but not limited to) academic writing, creative writing, and professional writing. We will focus especially on how they may deploy these skills effectively in the workplace, especially when seeking employment (which, given that this course is intended primarily for upper-level students, is likely imminent). Above all, this course will focus on the writing process, with a heavy emphasis on re-writing, revision, and peer-editing. Prerequisite: ENG130. (Fall)
Carella/*Three credits*

ENG 320 MEDIEVAL LITERATURE

This course will provide an introduction to medieval English literature, language, and culture between the years of 600 and 1500. While our primary focus will be on texts written in English, we will also read (in translation) selections from the other major literatures that flourished in Britain during this period, including Irish, Welsh, Norse, French, and Latin. We will examine a variety of genres ranging from heroes' tales, sagas, and lyric poetry to saints' lives, and medical/scientific treatises. Major themes will include multicultural influences on English literature during the Middle Ages and the evolving conceptualization of the medieval hero. Prerequisites: ENG 130 and LTE 140. (Fall)
Carella/*Three Credits*

ENG 328 MEDIEVAL AND RENAISSANCE TALES

This course introduces students to some of the narrative archetypes of English literature, focusing on the importance of the Romance tradition in the development of prose fiction. These tales display for modern readers the framework for modern literary and film genres, like the *Game of Thrones* series, and show the diversity of medieval and early modern societies. Highlights include selections from: *The Volsunga Saga*; *The Mabinogi*; *Morte D'Arthur*; *Sir Orfeo*; *The Canterbury Tales*; and *Tristan and Isolde*. Prerequisites: ENG 130 and LTE 140. (Spring)
DiBiasio/*Three credits*

ENG 358 SPECIAL TOPICS: THE BRONTES

We will read the most prominent novels published by the three Bronte sisters in the 1840s: Charlotte Bronte's *Jane Eyre*, Emily Bronte's *Wuthering Heights*, and Anne Bronte's *The Tenant of Wildfell Hall.* We will also read excerpts from some of the most influential and important biographies published about the Bronte sisters, as well as an overview of the literary criticism influencing the interpretation of the novels. Prerequisites: ENG 130 and LTE 140. (Fall)
Ramsey/*Three Credits*

ENG 387 SURVEY OF AFRICAN AMERICAN LITERATURE

This course introduces and explores the vibrant and entertaining work of AfricanAmerican authors throughout American literature. The authors to be surveyed are always creative, often filled with the fervor of revolutionary passions, and always important. Prerequisites: ENG 130 and LTE 140. (Spring)
Drew/*Three Credits*

ENG 388 SPECIAL TOPICS: DYSTOPIAN LITERATURE

What happens when societies go rogue and begin oppressing their people, for example, when artificial intelligence takes over, when everyone is surveilled 24/7, or when intolerant, anti-democratic, and violent religious extremists impose draconian "moral" laws on all citizens? These are questions imagined in dystopian literature, i.e., a genre typically set in a new-future world where emergent fears such as these have become reality. In this course, we will analyze a selection of these texts (including short stories, novels, and film) and consider what forces in contemporary American society have led dystopian literature to become one of the most popular genres, especially among young people. Prerequisites: ENG 130 and LTE 140. (Spring)
Carella/*Three Credits*

ENG 390 ART OF THE NOVEL: AFRICAN AMERICAN WOMEN WRITERS

This course examines how African American women writers have used the novel to wrestle with the themes of race, class, gender, and sexuality. The course does not assume a static definition of African American women's writing but examines how writers have challenged themselves and each other to think about what it means to be "American," "black," and "woman" at different historical moments. We will begin in the early twentieth century and end in the contemporary moment. Authors will likely include Nella Larsen, Zora Neale Hurston, Ann Petry, Alice Walker, Gayl Jones, Paule Marshall, Toni Morrison, Edwidge Danticat, and Chimamanda Ngozi Adichie. Prerequisites: ENG 130 and LTE 140. (Fall)
Drew/*Three Credits*

ENG 391 LITERARY THEORY

What is literature? How should one interpret a literary text? Is literature a kind of philosophy? This course provides a venue for students to discuss these and other questions. The course pays special attention to the usefulness of literary theory and its place and validity in the academy. Students will read works by a number of prominent literary and cultural theorists, such as Sigmund Freud, Jacques Derrida, Harold Bloom, Gilles Deleuze, Judith Butler, and Slavoj Zizek. Prerequisite: ENG 130 and any Introduction to Literature. (Spring)
Shields/*Three credits*

ENG 396 AMERICAN FILM

For many, American film is synonymous with the Hollywood studio production system that operated between the 1920s and the 1960s: the art and business of financing, creating, and marketing films that whether they were star vehicles, genre definers, or auteur statements shared a distinctive look and style that are still recognized and copied by a global cinematic community today. Successful films today may take years and massive budgets to make or can be recorded on a smartphone, edited on a laptop, and produced for under $100,000; still, every new film owes something to those early studio years in American film. This course introduces students to the analysis and history of American film in the age of the studio system and will compare and contrast a group of films from the studio system years with contemporary films that reflect the shift from film stock to digital production and streaming platforms. Students will screen and analyze twelve films, complete a small group research project, and read several screen plays. Quizzes, an exam, and weekly writing assignments will reinforce students' familiarity with the language and techniques used to analyze film. Netflix, Amazon Prime, or other streaming service required. Prerequisite: ENG 130. (Spring)
DiBiasio/*Three Credits*

ENG 399 INDEPENDENT STUDY

Open to highly qualified juniors and seniors with the recommendation of an English Department faculty member who will design and supervise the study. Permission of the Department Chairperson is required.
Staff/*Three credits*

ENG 411 SENIOR SEMINAR: VICTORIAN CRIME AND SENSATION FICTION

Edgar Allan Poe wrote the first English-language detective story, "Murders in the Rue Morgue," published in *Graham's Magazine* in 1841. For the next century, readers looked to sensation stories, penny dreadfuls, pulp magazines, and periodicals for serialized novels of detective fiction: Arthur Conan Doyle's Sherlock Holmes, Agatha Christie's Miss Marple, and Dorothy Sayers' Lord Peter Wimsey were all introduced to readers in the Christmas issues of popular British family magazines. The African American writer Chester Himes' disillusioned black detectives, Dashiell Hammett's Continental Op, and Raymond Chandler's Philip Marlowe appealed equally to teens, jazz babies, and WWI vets in the pulp magazines *Black Mask* and *Dime Detective*. As we near the end of the second century of detective fiction, we are still indebted to this first century of detective story types, themes, and characters. Students in this course will read a variety of British and American detective stories and short novels and complete a seminar research project. Prerequisites ENG 130 and LTE 140. (Fall)
Dibiasio/*Three Credits*

ENG 415 SEMINAR IN COMMUNICATION AND MEDIA

The goal of this course is to assist you in making the transition from life as a student of communications to life as a communications professional. Over the course of the semester, students will work with other members of the class to 1) interview professionals from a variety of communications fields; 2) assess professionally produced advertisements, brochures, websites, and e-portfolios; 3) master the use of software and hardware used by communications professionals; and 4) complete a series of projects based on professional models. Collaborating with a team, students will design and produce an advertisement, a brochure, and a website for outside clients. At the completion of each project students will submit an assessment evaluating the process, the product, the team, and their own performance. For their final projects, students will design and produce an e-portfolio for prospective employers showcasing their accomplishments in this and other courses. Prerequisites: ENG 130, ENG 202, and any Introduction to Literature. (Spring)

Gilbert /*Three credits*

ENG 420 COMMUNICATION AND MEDIA PRACTICUM

The Practicum consists of a seminar and an internship, taken in the same semester. The seminar provides interns with opportunities to reflect on the internship experience and to examine issues of the field of communications relevant to that experience. The purpose of the Internship that goes with the Practicum course is to provide Communication and Media majors with practical, hands-on experience in the field. A list of sites for internships is available at the Career Development and Internship Center in Alumni Hall, and in the English Department Office. Students must complete ENG 130, an application form (available also at the English Department Office), and set up an interview with the Department Chairperson before the deadlines set for fall and spring. NOTE: Internships and the Practicum course are to be taken the same semester. Requirement for taking the Practicum and Internship: 2.8 minimum GPA in the major. Those who do not fulfill this requirement must consult the Department Chairperson. (Fall)

Land/*Three credits*

TVP 295 VIDEO PRODUCTION I

Video Production I will introduce students to the basics of field and studio video production through demonstrations, in-class exercises and assignments. Emphasis will be placed on creative storytelling using camerawork, lighting, sound recording and non-linear editing techniques. We will be using HD field and studio video cameras and the latest professional Avid editing systems. Students will share the roles and responsibilities of a professional television production team, on location and using the studio facilities in the Assumption University Media Center. (Fall/Spring)

Burke/*Three credits*

TVP 390 VIDEO PRODUCTION II

Video Production II will build on skills acquired in Video Production I so students can produce their own high end video productions. We will create story ideas, storyboards, and develop pre-production approaches to ensure an engaging presentation. We will learn advanced camera, lighting and audio techniques as well as more elaborate editing. Projects will include documentaries, narrative fiction, sports reporting, and others based on what students want to create. Prerequisite: TVP 295. (Spring)

Burke/*Three credits*

Department of History

Professors: Leslie Choquette, Carl Robert Keyes (Chairperson); *Associate Professors:* Stuart Borsch, Irina Mukhina, Deborah Kisatsky, Lance Lazar, Thomas Wheatland; *Assistant Professor*: John Bell; *Lecturers:* Jonathon Awtrey, Nathan Lovejoy, Barry Knowlton.

MISSION STATEMENT

Students of history embark on disciplined journeys through the past. Through coursework in an array of subjects, students encounter diverse civilizations and cultures. They practice the historical method of interpreting human thought and action in varied contexts, and they improve their reading, writing, and oral communication skills. By developing historical empathy and learning to articulate informed judgments about the past, students acquire a more astute perspective on the present and future. They may be inspired to contemplate their own engagement with the wider world and to contribute more purposefully to the betterment of human society. The History Department's mission of fostering historical and self-awareness serves the University's mission of forming graduates known for critical intelligence, thoughtful citizenship, and compassionate service.

MAJOR IN HISTORY

A major in History provides students with the opportunity to understand life in the present by exploring the rich and varied experiences of people who lived in the past. It trains the mind to think both abstractly and concretely, using analytic skills required for balanced reflection. It also provides excellent training in the interpretation of evidence and contributes to the development of strong reading and writing skills. Majors are prepared to pursue careers in any field that draws upon the strong analytic and communication skills, deepened perspective, and breadth of vision that come from the study of the past. Many Assumption History majors go on to enjoy successful careers in business, journalism, law, education, and public service.

REQUIRED COURSES (11)

- HIS 400 Research Methods. Introduces the skills, theories, and methods of historical scholarship to acquaint students with the historian's craft and to prepare majors for the research seminar. HIS 400 is a prerequisite for the pro-seminar/seminar couplet.
- HIS 401 History Pro-Seminar. Provides background and context for the seminar topic. The pro-seminar is taken in the same semester as the seminar, usually during the junior or senior year.
- HIS 402 History Seminar. Is taken in conjunction with a linked pro-seminar, HIS 401. In rare instances, some research-intensive independent study courses might be approved to fulfill the history seminar requirement.
- Eight (8) additional HIS courses, six of which must be at the 200 level or above, with a minimum of one from each of the three groups below. Students are permitted to count no more than two 100-level courses towards the major.

Group I European History

HIS 202 Ancient Rome
HIS 222 Great Britain since 1688
HIS 230 Renaissance Europe
HIS 231 European Reformations
HIS 235 France since 1789
HIS 242 Russia since 1917
HIS 272 Germany since 1890
HIS 306 Rise and Decline of European Primacy
HIS 310 Diplomatic History of Europe in the 20th Century
HIS 312 Women in Europe
HIS 332 Baroque Europe, 1600-1789
HIS 337 Christian Mystics
HIS 338 Classics of Spiritual Direction
HIS 340 Hitler's Vienna

Group II North American History

HIS 257 History of Canada
HIS 258 Colonial America
HIS 267 American Foreign Relations since 1776
HIS 269 African American Dream
HIS270 Immigration and American History since 1815
HIS 285 Women's Studies I: Images
HIS 313 Women and the American Experience
HIS 359 Revolutionary America, 1763-1815
HIS 362 Civil War and Reconstruction in the United States
HIS 366 Vocations in Public History
HIS 368 The Cold War
HIS 369 September 11th in History and Memory

Group III World History

HIS 241 Russia: Pre-Revolutionary Period
HIS 251 Latin America since 1821
HIS 254 North American Indian
HIS 255 From Contact to Casinos: Interactions with Indians in North America
HIS 265 Peace Studies
HIS 280 Asia to 1800
HIS 281 Asia Since 1800
HIS 290 Islamic Middle East I (to 1800)
HIS 291 Islamic Middle East II (since 1800)
HIS 363 Vietnam War
HIS 393 From Jesus to Muhammad: The Near East in Transition
WMS 385 Women of the World

OTHER RECOMMENDATIONS

While History majors may take up to 14 courses in History, they are urged to take courses in related disciplines, such as Latin American and Latino Studies, Women's Studies, Peace and Conflict Studies, Political Science, Anthropology, Sociology, Economics, Geography, Literature, Philosophy, and Theology, in order to broaden their liberal arts backgrounds. Students intending to pursue graduate work should note that a reading knowledge of French, German, Spanish, or other foreign languages is often required of doctoral candidates and in some cases of master's candidates. Internships for credit are available for History majors.

The interdisciplinary American Studies Seminar of the American Antiquarian Society and five Worcester colleges is available on a competitive basis to outstanding Assumption students from across the disciplines every fall. This seminar fulfills the methods requirement for History majors and minors.

MINOR IN HISTORY

REQUIRED COURSES (6)

- HIS 400: Historical Methods
- At least one course from Group I (above).
- At least one course from Group II (above).
- At least one course from Group III (above).
- Two other courses from Departmental offerings

Minors in History may choose the option of taking the seminar/pro-seminar pairing, or of enrolling in the American Studies Seminar of the American Antiquarian Society, rather than taking the methods course. They should note that enrolling in the HIS 402 seminar entails taking its corresponding pro-seminar as well.

DOUBLE MAJOR IN HISTORY AND ELEMENTARY EDUCATION

For students interested in becoming history teachers at the elementary school level, Assumption University offers a special track towards a double major in History and Education. The Education Track in History consists of two core courses in World History (History 114 and 115 or HIS 116 and 117); one core course in US History (History 180 or 181); one Group I (European) course at the 200 level or higher; one Group III (World) course at the 200 level or higher; History 400 (Historical Methods); EDU 323 (History and Social Science in the Elementary Curriculum); and three additional History electives at the 200 level or above. Students who are interested in pursuing this opportunity should meet with the Education Program Coordinator by their second semester to acquire information about applying to the Education Major.

DOUBLE MAJOR IN HISTORY AND MIDDLE/SECONDARY EDUCATION

For students interested in becoming history teachers at the middle or high school level, Assumption University offers a state-approved teacher preparation program for history in grades 5–12. Such students should major in History with a major in middle/secondary education. Students who are interested in obtaining a teaching license in history should meet with the Education Program Coordinator by their second semester to acquire information about applying to the Education Major.

COURSE DESCRIPTIONS

HISTORY (HIS)

HIS 114 WORLD HISTORY I

This course explores important episodes and trends in the history of Europe, Asia, Africa, and the Americas from ancient times until the late eighteenth century. Participants study the origins and worldwide expansion of Christianity, the dramatic transformation of Western European societies during the Renaissance and after, and the collision and convergence of European, American, Asian, and African civilizations across the centuries. The course emphasizes the written analysis of primary and secondary documents. This course fulfills a Foundations Program requirement. (Fall)
Staff/*Three credits*

HIS 115 WORLD HISTORY II

This course explores the expansion of political participation in Europe from the Atlantic Revolutions of the late eighteenth and early nineteenth centuries to the present. Students study the commercial revolution in Europe and North America as well as other areas of the world. They examine the experiences of societies in Asia, Africa, and the Americas as global capitalism emerged and European and North American colonial empires expanded. The course also treats the two World Wars of the twentieth century and the emergence of powerful challenges to liberal democracy worldwide, including communism, fascism, and anti-colonial nationalism. It concludes with the study of particular episodes and trends in world history after 1945. At the instructor's discretion, these might include the Cold War, emergence of the United States as a superpower, the rise of mass consumer societies, decolonization, changes in gender and family relations, 9/11, the wars in Iraq and Afghanistan, and other themes. The course emphasizes the written analysis of primary and secondary documents. This course fulfills a Foundations Program requirement. HIS 114 is not a prerequisite. (Spring)
Staff/*Three credits*

HIS 116 EUROPEAN HISTORY I

This Honors course explores human ideas and experiences that have shaped the Western World from ancient times through the Middle Ages. The ages of classical Greece and Rome, the rise of Christianity, the emergence of medieval culture and thought, the slow evolution of national identities, and myriad political, religious, and social conflicts of the pre-modern eras are explored. The course emphasizes written analysis of primary and secondary sources. This course fulfills a Foundations Program requirement. (Fall)
Staff/*Three credits*

HIS 117 EUROPEAN HISTORY II

This course studies the rise of the modern state, the rise of scientific inquiry and modern science, the course and implications of industrialization, and the role of ideology as an agent of politics, revolution, and war. The course emphasizes written analysis of primary and secondary sources. This course fulfills a Foundations Program requirement. History 116 is not a prerequisite. (Spring)

Staff/*Three credits*

HIS 180 UNITED STATES TO 1877

The first semester of this two-semester survey of American history begins with a study of indigenous peoples. It then examines the colonial encounters among European settlers, aboriginal inhabitants, and Africans; the growth of the English colonies in the context of the Atlantic World; tensions between the colonies and England culminating in the Revolution; the emergence of the first American republic, 1783–1844; sectional rivalries and westward expansion; the collapse of the "second party system" (Democrats v. Whigs); Civil War and Reconstruction. The course emphasizes written analysis of primary and secondary sources. This course fulfills a Foundations Program requirement. (Fall)
Staff/*Three credits*

HIS 181 UNITED STATES SINCE 1877

The second semester of this two-semester survey of American history briefly reprises the story of the Civil War and Reconstruction, then focuses upon the rise of an urban, industrial, ethnically diverse America in the years before the Great Depression. The course next explores the re-inventing of the American republic during the New Deal, World War II, and Cold War years, and concludes with an examination of the roots of the current "culture wars." The course emphasizes written analysis of primary and secondary sources. This course fulfills a Foundations Program requirement. History 180 is not a prerequisite. (Spring)
Staff/*Three credits*

HIS 202 ANCIENT ROME, 509 B.C.–565 A.D.

From Rome's rejection of Etruscan supremacy to the death of Justinian. Emphasis on Rome's transition from Republic to Empire and on the subsequent transition from paganism to Christianity. This course fulfills a Foundations Program requirement.
Borsch/*Three credits*

HIS 222 GREAT BRITAIN SINCE 1688

This course surveys and investigates the history of Great Britain from the Gloriously Revolutionary settlement of its 17th century constitutional crises to the 20th century events and developments that have brought it from its "Finest Hour" to its "Brexit Moment." The course focuses primarily on the political history of Britain, and from that perspective looks at the social, cultural, and intellectual history of one of the modern world's most wealthy, powerful, and influential countries. This course fulfills a Foundations Program requirement.
Staff/ *Three credits*

HIS 230 RENAISSANCE EUROPE

Led by the humanists' rediscovery of the classical world, Renaissance writers, artists, political analysts, philosophers, and theorists opened new horizons of culture and learning. Europeans developed critical attitudes toward the past, explored the globe, established new methodologies for nearly every discipline, and created new modes of artistic and literary expression in ways that profoundly shape our world today. This course fulfills a Foundations Program requirement. (Fall alternate years)
Lazar/*Three credits*

HIS 235 FRANCE SINCE 1789

A study of France from the end of the Old Regime to the emergence of the Fifth Republic, emphasizing revolutionary traditions, church-state relations, and France's European and world position. This course fulfills a Foundations Program requirement. (Offered fall every third year)
Choquette/*Three credits*

HIS 241 RUSSIA: PRE-REVOLUTIONARY PERIOD

From the Kievan period (tenth century) to the Bolshevik Revolution with special attention to such topics as Byzantine influence, westernization, technological development, art and literature, and revolutionary tradition. This course fulfills a Foundations Program requirement. (Fall alternate years)
Mukhina/*Three credits*

HIS 242 RUSSIA SINCE 1917

Beginning with a summary study of traditional Russian political culture, the Russian revolutionary heritage, and the origin and early development of the Bolshevik wing of the Russian Social Democratic Labor Party, the course investigates the collapse of the

old order, the seizure of power by Lenin and his followers, and the history of the Soviet Union until its collapse in 1989. This course fulfills a Foundations Program requirement. (Spring alternate years)
Mukhina/*Three credits*

HIS 254 NORTH AMERICAN INDIAN
An interdisciplinary course that seeks to integrate the methodology and findings of anthropology, biology (genetics and nutrition), history, and linguistics in the study of representative Indian groups within select culture areas; for example, the Arctic, the Subarctic, the Eastern Woodlands, the Northwest Coast, the Southeast, the Southwest, and the Plains. This course fulfills a Foundations Program requirement. (Fall alternate years)
Choquette, Keyes/*Three credits*

HIS 255 FROM CONTACT TO CASINOS: INTERACTIONS WITH INDIANS IN NORTH AMERICA
An interdisciplinary course which allows a closer inquiry into a number of intriguing subjects which need to be more clearly understood if a better grasp of Indian culture is to be achieved. The topics have been selected on the basis of (a) the high priority usually given by scholars to certain Indian topics; (b) the continuing productive scholarship in, and even controversy on, certain subjects; and(c) the area of interest and expertise of the staff. Accordingly, new topics may be added as the interest and need warrant. This course fulfills a Foundations Program requirement. (Spring alternate years)
Choquette, Keyes/*Three credits*

HIS 257 HISTORY OF CANADA
A survey of Canada's history from pre-colonial times through the present. This course fulfills a Foundations Program requirement. (Spring every third year)
Choquette/*Three credits*

HIS 258 COLONIAL AMERICA
This course explores the development of European colonies in North America with emphasis on the English colonies that eventually formed a political union and became the United States. Rather than focusing solely on the experiences of European settlers, we analyze a series of encounters among Native Americans, Europeans, and Africans throughout the colonial period, placing these exchanges within the broader context of the emerging Atlantic World. We also use a comparative approach to examine the emergence of distinctive regional patterns among those colonies and their roles in the imperial contests of the era. Topics addressed include the organization of early American culture around the interactions of Africans, Europeans, and Native Americans in North America; the diverse origins of explorers, settlers, and migrants; the political, cultural, and economic development of English colonies; slavery and other labor systems; and the first rumblings of the American Revolution produced by tensions within and beyond colonial British America. This course fulfills a Foundations Program requirement. (Fall alternate years)
Keyes/*Three credits*

HIS 265 PEACE STUDIES
This course examines causes of global and personal conflict and allows students to discuss means of resolution within historical as well as sociological contexts. The lead professors will stimulate debate by personal example. Guest speakers will provide additional expertise in specific areas relevant to the weekly discussion. This course fulfills a Foundations Program requirement.
Staff/*Three credits*

HIS 267 AMERICAN FOREIGN RELATIONS SINCE 1776
An examination of U.S. interactions with the world from 1776 to the present. Topics include the diplomacy of the American Revolution, American westward expansion, the United States' emergence as a world power, both World Wars, the Cold War, 9/11, and aftermath. The cultural, economic, and political context and consequences of U.S. globalism at home and abroad are emphasized. This course fulfills a Foundations Program requirement. (Fall alternate years)
Kisatsky/*Three credits*

HIS 269 THE AFRICAN AMERICAN DREAM
This course examines how African Americans have resisted racial oppression by defining themselves as both part of and apart from American society. Beginning in the age of slavery and emancipation, it traces this tension in Black culture between integration and self-determination through Jim Crow and the Harlem Renaissance to the Civil Rights and Black Power Movements

and into the present, concluding with a discussion of Afrofuturism and the Obama era. This course fulfills a Foundations Program requirement.
Bell/*Three credits*

HIS 270 IMMIGRATION AND AMERICAN HISTORY SINCE 1815
A study of the role of the immigrant in American history, the impact on American society, and the process of assimilation and identification. The consequences of restriction since 1921 are also investigated. This course fulfills a Foundations Program requirement. (Spring alternate years)
Bell/*Three credits*

HIS 272 GERMANY SINCE 1890
A study of the development of Germany as a world power in the nineteenth century. Topics include Germany's experiences in war and peace; monarchy, democracy, and dictatorship from the era of Wilhelm II through the age of Hitler; democracy and reconstruction in West Germany since World War II; the Cold War; the reunification of Germany; and Germany's role in a new Europe. This course fulfills a Foundations Program requirement. (Spring alternate years)
Wheatland/*Three credits*

HIS 280 ASIA TO 1800
This course is designed to introduce students to some of the major themes of East Asian history focusing on China, Japan, and Korea, from the Neolithic period to roughly 1800. The course begins by defining the notion of East Asia, and subsequently explores continuity and change in the region as a whole and within its discrete cultural components. Major themes include the origins of cultural continuity, the rise of the bureaucratic state, the evolution of Confucian thought and social roles, and the development and spread of Buddhism. This course fulfills a Foundations Program requirement. (Fall alternate years)
Mukhina/*Three credits*

HIS 281 ASIAN HISTORY SINCE 1800
This course surveys the history of East Asia, mostly China, Japan and Korea, from the late seventeenth century to the present. Students will have an opportunity to learn about the diversity within East Asia by studying various voices of Asian people. It aims at deepening students' understanding of East Asian history and culture. In addition to studying the political, social, and cultural transformation of China, Japan and Korea, the course will also address various themes in East Asian history. How did these countries deal with Western imperialism and problems of modernization? How did they interact with each other in the modern world? This course fulfills a Foundations Program requirement. (Spring alternate years)
Mukhina/*Three credits*

HIS 285 WOMEN'S STUDIES I: IMAGES
This course is an introduction to the study of women. The course develops a coherent, integrated view of women and their roles; emphasizes the full range of contributions of and the limited opportunities for women; examines and appraises the experiences of women; and critically examines the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in North America from the 19th century to the present. (Fall)
Staff/*Three credits*

HIS 290 ISLAMIC MIDDLE EAST I (TO 1800)
This course examines the history of the pre-modern Middle East from the genesis of Islam in seventh century Arabia to the advent of Western power and dominance in the region. The course covers religious, cultural, and socio-economic developments in the Middle East. In addition to examining the origins of the Qur'an and Muhammud's proselytizing mission in the Arabian Peninsula, the course analyzes the reasons for Islam's rapid political takeover of territory stretching from Spain to Central Asia. It also examines how the conquered territories and peoples exerted a strong formative influence on the development of Islam. The Islam's numerous philosophic, scientific, and technological achievements which marked a period of progress in the European Middle Ages are stressed. This course fulfills a Foundations Program requirement. (Fall)
Borsch/*Three credits*

HIS 291 ISLAMIC MIDDLE EAST II SINCE 1800
This course examines the history of the modern Middle East. It covers the period in which the traditional societies of the Middle East were profoundly altered by their contacts with the Western world. It analyzes broad social issues such as the changing role

of the middle class, the transformation of traditional authority and the emergence of potent new symbols of power in the twentieth century, such as nationalism, modernization, and resurgent Muslim identities. This course fulfills a Foundations Program requirement. (Spring)
Borsch/*Three credits*

HIS 306 RISE AND DECLINE OF EUROPEAN PRIMACY 1870 TO THE PRESENT
An investigation of the emergence of Germany, France, and Great Britain as great world powers and their subsequent collapse after the First and Second World Wars. Special consideration given to the influence of imperialism, militarism, and power politics. This course fulfills a Foundations Program requirement. (Spring alternate years)
Wheatland/*Three credits*

HIS 310 DIPLOMATIC HISTORY OF EUROPE IN THE 20TH CENTURY
Diplomatic history of Europe since 1914 with an emphasis on the political collapse of Europe, the German problem in an age of international civil war, and the beginning of the Cold War. This course fulfills a Foundations Program requirement. (Fall alternate years)
Wheatland/*Three credits*

HIS 312 WOMEN IN EUROPE
An introduction to European women's history from the Middle Ages to the twentieth century. The course examines the economic, social, and political position of women with particular attention to Britain, France, and Germany. It spans the pre-industrial and industrial periods and focuses especially on women's work, women in the family, women in religion, and women's political activities. This course fulfills a Foundations Program requirement.
Choquette/*Three credits*

HIS 332 BAROQUE EUROPE, 1600–1789
This course explores the intersection of culture, politics, religion, and science in Europe from the seventeenth through the eighteenth centuries, a period of convulsive change in which the contours of the modern West were formed. The class introduces students to the richness and variety of creativity across many disciplines in a period typically designated as the "Golden Age" within the literary and artistic cultures of Spain, France, England, Italy, Holland, and Germany. This course fulfills a Foundations Program requirement. (Spring alternate years)
Lazar/*Three credits*

HIS 337 CHRISTIAN MYSTICS: WOMEN AND MEN IN MEDIEVAL AND EARLY MODERN EUROPE
While many people sense some dim consciousness of the beyond, some claim to be eyewitnesses to the ultimate truths, to have a direct pipeline to the divine. Mystics gained renown as prophets and living saints, but often came in conflict with ecclesiastical authorities. Their writings, drawings, and lives provide extraordinary testimony to beliefs about popular devotions, gender, attitudes toward the body, and psychological deviance. This course explores the rich variety and exquisite intimacy of mystical experience in the West from the fourth through the seventeenth century. We will approach speculative thought, prophecy, calls to action, as well as "transcendental" experiences through the classic works of Hildegard of Bingen, Bernard of Clairvaux, Bonaventure, Catherine of Siena, Joan of Arc, Thomas à Kempis, Julian of Norwich, Margery Kempe, Ignatius of Loyola, Teresa of Avila, and others. This course fulfills a Foundations Program requirement.
Lazar/*Three credits*

HIS 338 CLASSICS OF SPIRITUAL DIRECTION
Over the course of two millennia, the Christian tradition has developed an extensive and subtle literature of spiritual counsel. Spiritual guides in every century offered new frameworks for understanding the Christian condition and responding to the call of the heart. Some of these writings, as a result of their exquisite clarity and intimacy, have transcended their time as classics of the genre, offering the most profound insights into the yearnings, trials, and deepest consolations of the soul. (Typical authors include Teresa of Avila, John of the Cross, Catherine of Siena, Ignatius Loyola, François de Sales, Thomas à Kempis, and Thérèse of Lisieux, among others.) This course surveys this exceptional treasure-trove of spiritual literature in a way that both embeds it within its historical and cultural context, and captures its perennial validity and relevance, even (or especially) for the contemporary world. Counts for MEMS. This course fulfills a Foundations Program requirement. (Spring alternate years)
Lazar/*Three credits*

HIS 340 HITLER'S VIENNA

A study of the political, social, and cultural history of the Austrian Empire, and particularly its capital city, Vienna, during the nineteenth and early twentieth centuries. Topics include the rise and decline of the Austrian Empire, the emergence of political liberalism, the rise of the "new Conservatives," the crisis of traditional Austrian society and culture, and the crisis of Viennese modernism. The final third of the course takes a detailed look at the life and experiences of Adolf Hitler, who grew up amid all of these dramatic changes and crises -- crediting them with shaping his racist and reactionary worldview. The final goal of the course will be to evaluate the accuracy of Hitler's assessment regarding the impact of Vienna on the tragic course of the twentieth century. This course fulfills a Foundations Program requirement. (Fall alternate years)

Wheatland/*three credits*

HIS 359 REVOLUTIONARY AMERICA

This course explores cultural, political, and economic changes in America from the age of imperial crisis through the era of the Early Republic. In addition to tracing the political history of the founding, we examine the experiences of Americans from diverse backgrounds, including women, slaves, free blacks, Native Americans, merchants, farmers, common soldiers, abolitionists, artisans, loyalists, and others. We examine their multiple perspectives on the Revolution, the drafting and ratification of the Constitution, and the cultural and political turmoil that emerged amidst the ensuing rise of political parties. The course takes both a narrative and an analytical approach by focusing on major interpretive issues in a more-or-less chronological fashion. We also assess how well popular narratives of the Revolution and the Early Republic reflect scholarly understandings of the period. This course fulfills the "Founding Documents" requirement for Education concentrators. This course fulfills a Foundations Program requirement. (Spring alternate years)

Keyes/*Three credits*

HIS 362 CIVIL WAR AND RECONSTRUCTION IN THE UNITED STATES

This course examines the sectional conflict, the inability to resolve problems, issues leading to secession, the military, political, and social dimensions of the Civil War, and the era of Reconstruction. This course fulfills a Foundations Program requirement. (Spring alternate years)

Bell/*Three credit*s

HIS 363 THE VIETNAM WAR

An exploration of how Americans and Vietnamese on all sides of the conflict experienced the war (1945–1975) and sought to discern meaning from it. This course fulfills a Foundations Program requirement. (Spring alternate years)

Kisatsky/*Three credits*

HIS 366 VOCATIONS IN PUBLIC HISTORY

"What can I *do* with a degree in history?" This course introduces students to a variety of careers pursued by public history professionals, from archivists, curators, and editors to administrators, cultural resources managers, and policy advisors. In the process of examining the diverse manifestations of presenting the past beyond the classroom, we will analyze the professional issues and political problems that practitioners of public history encounter. This will include an exploration of the relationship between historians and communities engaged in conversations and debates about both the purpose of history education and the intersections of history, cultural memory, heritage, and commemoration. Students will also gain practical experience through participating in a Community Service Learning project or internship in collaboration with a local public history institution or organization. This course fulfills a Foundations Program requirement. (Spring alternate years)

Keyes/*Three credits*

HIS 368 THE COLD WAR

This course traces the history of the Cold War through the lens of American policy, politics, and culture. Students explore the causes, character, and consequences of the Cold War by considering the role that strategic, political, economic, cultural, and ideological forces play in shaping events and their outcomes. The effects of the Cold War on life and culture (economic relationships, gender and race relations, popular culture) in the United States and around the world are treated in depth. This course fulfills a Foundations Program requirement. (Fall alternate years)

Kisatsky/*Three credits*

HIS 369 SEPTEMBER 11TH IN HISTORY AND MEMORY

This course explores the history and meaning of September 11, 2001. We consider how and why the attacks on the World Trade Center and the Pentagon occurred. We also contemplate the significance of the attacks in the realms of American politics, culture, film, and public spaces. How is history made? How is it remembered? Who has the power to decide? By exploring these and related questions, we come to appreciate the complexity of the question "what happened?" on this day or any other. And we become attentive to the myriad ways in which the past is ever unfolding into the present—and the present into the past. This course fulfills a Foundations Program requirement.
Kisatsky/*Three credits*

WMS 385 WOMEN OF THE WORLD
This course uses the personal stories of women around the world as a lens into current global issues. Each week participants read accounts of women's lives in regions outside of the United States, along with readable texts that provide historical and contemporary background for personal experiences. Students encounter the powerful and the powerless; the rich and the poor; the courageous and the meek; and in learning their stories, also learn something about the world that they inhabit, and that we inhabit along with them. In this global age in which we live, what happens at the individual and the local level is intricately connected with what is happening around the world, including in our own homes and communities. In experiencing a "world of women," we learn about the human struggles that unite and divide people across cultures in the modern world. This course fulfills the Global Awareness requirement in the Core. (Spring)
Staff/*Three credits*

HIS 393 FROM JESUS TO MUHAMMAD: THE NEAR EAST IN TRANSITION
This course examines the history of the Near East from 50 BCE to 750 CE. The course addresses a very critical period of transition for the Near East, one in which a variety of religious experiences structured the life of people in classical times and late antiquity. It analyzes broad social issues such as the changing patterns of urban rural interaction, the growing power and influence of marginal societies such as the peasants of Mesopotamia and the Bedouin of Arabia, the transformation of traditional authority and the emergence of effective new symbols of power. The course ultimately traces the significant developments by which the Near Eastern societies were transformed from classical Roman and Imperial Persian paradigms into a unified caliphate under the new religion of Islam. This course fulfills a Foundations Program requirement. (Every third year)
Borsch/*Three credits*

HIS 397 PRACTICUM IN THE TEACHING OF HISTORY
On occasion, students with a special interest in teaching history may work as assistants in the planning, teaching, and evaluation of one of the department's introductory courses. Open only to juniors and seniors.
Staff/*Three credits*

HIS 389 SPECIAL TOPICS IN HISTORY
This course permits the study of selected topics in history. The topic normally changes each time the course is offered.
Staff/*Three credits*

HIS 390 INDEPENDENT STUDY
Open to highly qualified Junior and Senior history majors. Permission of the Chair is required.
Staff/*Three credits*

HIS 400 RESEARCH METHODS
This course introduces the historical method of research, writing, and analysis. It explores how historians construct and defend historical arguments and the many sources and implications of interpretive difference. (Spring)
Staff/*Three credits*

HIS 401 HISTORY PRO-SEMINAR
Designed primarily for history majors and minors in their junior or senior year, the Pro-seminar is formally linked to the History Seminar (HIS 402), taught by the same instructor in the same semester on a topic of the instructor's choice. The Pro-seminar offers a broad survey of an historical subject or period, while the Seminar provides an opportunity for in-depth study and independent research on a discrete topic. (Fall)
Staff/*Three credits*

HIS 402 HISTORY SEMINAR

A writing- and research-oriented course designed primarily for history majors and minors, the Seminar introduces students to the practice of historical scholarship. Students intensively study an historical problem or subject, and they conduct individual research on different aspects of the seminar topic. Previous seminars have treated the American Revolution, Slave Narratives, Renaissance Humanism, the Holocaust, Salem Village Witchcraft, the Dreyfus Affair, the Vietnam War, and World War II in the Pacific. The seminar is taken in conjunction with a Pro-seminar (History 391), a course providing background and context for the seminar topic. The Pro-seminar is taken in the same semester as the Seminar, usually in the junior or senior year. (Fall)
Staff/*Three credits*

AAS 350 AMERICAN ANTIQUARIAN SOCIETY AMERICAN STUDIES SEMINAR

Each fall, the American Antiquarian Society and five Worcester Universities sponsor an interdisciplinary research seminar focusing on a different aspect of early American history and culture. The seminar topic and research methods combine several disciplines, and students from a wide variety of majors have participated successfully in this unique undergraduate opportunity. Recent seminar topics have included "Puritan Captivity Narratives and Native Stories," "America's Environmental Histories," and "Sexualities in Early America." The seminar meets at the American Antiquarian Society and is conducted by a scholar familiar with the Society's collections. Selection is highly competitive. The participating students are chosen by a screening committee made up of representatives from the five participating institutions: Assumption University, Clark University, College of the Holy Cross, Worcester Polytechnic Institute, and Worcester State University. This seminar fulfills the methods requirement for History majors and minors. (Fall)
Staff/*Three credits*

GRADUATE SCHOOL PREPARATION

The History Department is strongly committed to preparing interested students for graduate-level work in History by fostering the critical skills necessary for success. Faculty mentor students who aspire to Master's or Ph.D.-level work and assist those students in selecting a graduate program, preparing graduate school applications, and narrowing a field of interest. Students seeking to advance their education beyond the Baccalaureate level may consult with the History Chair, the Undergraduate Research and Fellowship Coordinator (Professor Carl Keyes), or any faculty member in the History Department.

PRE-LAW PREPARATION

The legal profession is complex, rigorous, and entails the responsibility for strong ethical choices and critical thinking. It is a profession with effects in all facets of society. Moreover, it is diverse and always changing, making dull moments a rarity. For students considering a career in this profession, Assumption University offers a wide path to follow. Students are not restricted to a rigid course track, but have the freedom to choose the appropriate courses themselves, guided by the view that a challenging liberal arts education is the best preparation for a professional career. Whether it be History, Political Science, English, or even Natural Sciences, students have the ability to concentrate their studies in an area that both interests and challenges them. Law school admissions officers agree that intensive liberal arts classes in reading, writing, and speaking nourish precisely those intellectual virtues required in the study and practice of law, namely, the ability to analyze a given issue from differing perspectives and to draw accurate conclusions from it.

Though students do not enroll in a specific Pre-Law program at Assumption, the University recommends that students seek the advice of its Pre-Law Committee. The Committee offers individualized curricular advice to students in all majors, helping students tailor their course load in a manner most suitable to their particular circumstance. The Committee consists of two faculty members who hold informational meetings for students and arrange meetings with representatives from law schools and with Assumption University Alumni who are in law school and in the legal profession. The Committee sponsors tours of law schools, law class visitations, moot-court field trips, and legal internships and, above all, aids students in their preparation for the Law School Admissions Test (LSAT) while guiding them through the law school application process. Members of the Pre-Law Committee encourage students to seek their services early in the students' academic careers. Assumption graduates have gone on to matriculate at such law schools as Boston University, Brooklyn University of Law, Catholic University of America-Columbus School of Law, New England School of Law, Suffolk University School of Law, Florida State University and the University of Notre Dame, and have continued to succeed in the profession. For more information contact the pre-law advising coordinators, Prof. Michael Matraia, and Prof. Carl Robert Keyes.

Interdisciplinary Programs of Study

The University offers a variety of programs of study that are informed by more than one disciplinary field. They include the Honors Program and minors in Community Service Learning (CSL); Core Texts and Enduring Questions (CTEQ); Global Studies (GLS); Law, Ethics, and Constitutional Studies (LEX); Medieval and Early Modern Studies (MEMS); and Women's Studies (WMS).

MINOR IN COMMUNITY SERVICE LEARNING (CSL) (6)

Community Service Learning (CSL) utilizes community service as part of the academic inquiry in a wide variety of courses. Among other things, CSL courses allow students to test classroom learning against their off-campus experiences, as well as put their academic insights and practical skills to use serving the greater Worcester community. Some CSL courses involve students volunteering multiple times at local agencies; most courses, however, involve specific service projects students do together. For example, CSL students have explored management principles while working on a Habitat for Humanity construction site, explained biology concepts to elementary school students, and used graphic design skills to help real-life, non-profit community partners. For questions, contact Community Service Learning Director Mike Land, mland@assumption.edu.

The Community Service Learning Minor

Many students find themselves more than halfway to the CSL Minor without even realizing it; a few have even earned it as part of a triple-minor, with CSL courses double-counting for requirements in a major or minor. The minor gives students who like experiential learning an opportunity to take multiple courses in that educational format, but also allows students to reflect on the variety of kinds of service, and various ways different disciplines can contribute to the broader community. CSL minors are also asked to reflect on their service journey as a whole.

Requirements

The CSL Minor consists of five (5) elective courses that have been approved by the CSL director, plus a capstone independent study course. CSL students also must complete 125 hours of service during their time at Assumption.

The heart of the minor is the taking of CSL courses in at least three different disciplines. A fourth course – IDS 425, the CSL Minor Capstone independent study – also requires community service. The remaining two courses consists of (1) a theology course and (2) either a fifth CSL course or any course that engages social justice issues in some way. (Ask the director if a course counts.) CSL minors must also accumulate 125 hours of community service while at Assumption. Students often earn most of these hours through the CSL courses themselves, but the minor also requires at least some hours through some other form of service at Assumption, usually either volunteering locally through the Reach Out Center or going on a SEND mission trip through Campus Ministry.

Sample CSL Courses

Often a single academic course will be offered in a CSL format one semester, but not the next. Thus the list of CSL courses is always changing – and growing. As examples, here is a list of courses taught as CSL in 2015-2016. When registering in a particular semester, look for the CSL designation.

ARD 115 and 215, Graphic Design I and II
BIO 102 Human Biology, Health and Disease
BUS 330 Global Social Entrepreneurship
CRM 333 Prisoner Rehabilitation and Reentry
EDU 260 Teaching Students with Special Needs
EDU 302 Teaching English Language Learners
ENG 202 Introduction to Journalism.
ENG/SOC 225 Literature of Social Responsibility
ENG 309 Creative Nonfiction
ENG 415 Writing Mass Communication Capstone
HIS 181 U.S. History II
HIS 366 Vocations in Public History
HRS 340 Principles of Case Management

MGT 311 Diversity in the Work Force
PSY 290 Psychology of Development: Infancy and Childhood
SPA 400 Special Topics in Latin American Studies

COURSE DESCRIPTIONS

GLS 112 PERSPECTIVES ON GLOBAL HUMANITARIAN RELIEF

This course challenges students to develop critical judgment about complex global justice issues like migration and climate change. Students will take advantage of the expertise and resources of Catholic Relief Services (CRS) as they learn more generally about a challenging social problem, and then consider how Catholic social teaching can help individuals and organizations formulate and implement potential solutions. Course content will be drawn from the annual CRS Faculty Learning Commons core theme and associated resources and will require students to gain a deep understanding of that year's theme and the relevant humanitarian efforts of CRS. Students will work together on a major public advocacy project to education the campus and/or local community about the global issue and the work of Catholic Relief Services.
Crowley, Staff/ *One credit*

IDS 425 SEMINAR IN SERVICE LEARNING

Thee capstone course for CSL minors, IDS 425, an independent study course, combines interdisciplinary readings, critical thinking and analysis, and community service. Students are encouraged to explore the connections between text and experience, between ideas and lived events. Students are engaged in 45 hours of community service throughout the semester. They pursue a research project of their choice. The culmination of the seminar is a research paper and a formal presentation.
Land*/Three credits*

FORTIN AND GONTHIER
CORE TEXTS AND ENDURING QUESTIONS PROGRAM (CTEQ)

The Fortin and Gonthier Core Texts and Enduring Questions (CTEQ) Program is a unique program at Assumption University. This select Catholic liberal arts program offers an intellectually rich interdisciplinary minor that complements any pre-professional, natural science, mathematics, or humanities major. Students in this engaging program attend special lectures by nationally known speakers, compete in student essay contests, run the CTEQ Book Club, take part in intercollegiate student research conferences, and travel on CTEQ class-related trips to major cities in the United States and Europe (Athens, Krakow, London, and Paris).

MINOR IN CORE TEXTS AND ENDURING QUESTIONS (6)

Specifically designed for select students seeking an intense and integrated liberal arts education as they simultaneously pursue a specialized major, the minor in Core Texts and Enduring Questions brings faculty and students together to study great works of human thought not simply to learn something about them and their authors, but, more importantly, to learn something vital and enduring about ourselves as human beings. Believing that the dialogue between the best of ancient and modern thought gives us profound access to permanent truths about ourselves and our world, the CTEQ minor contributes to the integration of students' specialized education by allowing them to hone their reasoning, writing, and speaking skills as they engage in a substantive, ongoing dialogue about timeless human questions and perennial human goals. Compatible with any major, this six (6) course, integrated minor also fulfills twelve (12) credit hours in Assumption's Foundations Program. Students can thus pursue the CTEQ minor, which will appear on their official transcript, while they work their way through the Foundations Program, required of all students.

Inspired by Fr. Emmanuel d'Alzon's, the founder of the Augustinians of the Assumption, vision of a truly dialectical and liberal education, the CTEQ minor combines four academic departments—Art History, Theology, Philosophy, and Political Science—in one concentrated minor. Exploring enduring questions about the nature of justice, beauty, human nature, and God, students in this interdisciplinary minor enter into meaningful dialogue with great artists and thinkers like Plutarch, Plato, Augustine, Michelangelo, Descartes, Pascal, Baudelaire, Tocqueville, and Pope Benedict XVI. Rooted in the idea that Core Texts are not the

property of particular disciplines or particular periods or particular fields of study and drawing on the best aspects of Catholic liberal education, participants in the CTEQ minor form a distinctive learning community at Assumption University.

REQUIRED COURSES (6)

The Core Texts and Enduring Questions minor consists of six courses. Students are required to take all four (4) of the following courses:

- ARH 160 Art Ancient and Modern: The Question of Beauty
- THE 153 Revelation: Ancient and Modern
- PHI 245 Reason: Ancient and Modern
- POL 351 Republicanism: Ancient and Modern

Students must also elect to take two (2) of the following single book seminars:

- ARH 350 Nietzsche and the *Avant-Garde*
- PHI 351 Plato's *Republic*
- PHI 375 Nietzsche's *Beyond Good and Evil*
- POL 356 Machiavelli's *Discourse* and *Prince*
- POL 358 Tocqueville's *Democracy in America*
- THE 285 Augustine's *The City of God*

Students are encouraged to take ARH 160, THE 153, and POL 351 in their first two years of study and PHI 245 and two of the single book seminars in their second two years of study. For further information, contact Dr. Daniel Maher, Director of the Fortin and Gonthier Core Texts and Enduring Questions Minor.

MINOR IN GLOBAL STUDIES (GLS) (7)

A minor in Global Studies allows a student to add a global dimension to their program of study. By combining courses in anthropology with courses from across the University, students choosing to minor in Global Studies acquire an understanding of contemporary global issues that can complement many majors.

REQUIRED COURSES (2)

GLS 100 Introduction to Global Studies
ANT 131 Cultural Anthropology

GLOBAL STUDIES ELECTIVES (5)

Select five (5) courses from among these options:

Any language level V or higher
Any SPA course with Latin American content
BUS 330
ECO 252
ECO 264
EDU 302
GLS 112 (3 times)
HIS 114
HIS 241
HIS 250
HIS 251
HIS 252
SOC 108
THE 286
WMS 385
HIS 254
HIS 255
HIS 282
HIS 283
HIS 290
HIS 291
HIS 363
INB 318
MUS 125
MUS 126
PSY 218

COURSE DESCRIPTIONS

GLS 100 INTRODUCTION TO GLOBAL STUDIES

The course introduces students to several of today's most pressing global issues and demonstrates how they are interconnected. It explores, subject to various perspectives, the issues of ethnic violence, world water concerns, climate change, the spread of tropical diseases, development basics, and current international status of HIV/AIDS. Attention is devoted to the debate over globalization and the development of international institutions. Available to freshmen/sophomores or by permission.

ANT 131 CULTURAL ANTHROPOLOGY

This course will be an overview of the discipline of cultural anthropology, introducing the student to diverse cultures around the globe through reading and analysis of anthropologists' writings about their work. Readings will show that humans in different cultures have developed different solutions to the same problems. Emphasis will be placed on techniques for learning about other cultures, and the theories and concepts used to understand why humans behave as they do. This course fulfills a requirement in the Foundations Program.

Staff/*Three credits*

HONORS PROGRAM

Honors Council: Elizabeth Colby Davie (Director), Steven Farough, Christopher Klofft, Courtney Orelup-Fitzgerald, Rachel Ramsey, Anthony Sacino, Brian Volz.

Students in the Assumption University Honors Program are passionate about ideas and learning, eager to grow by taking on challenges, and committed to the common good of their communities. For that reason, Honors students take courses that aim for higher-level thinking and depth of understanding, collaborate with faculty members, and design independent projects that reflect their interests. Students selected for the Honors Program become members of a lively community that supports academic and co-curricular activities, the chance to build life-long relationships, and the opportunity to develop as persons. The Honors Program reflects the mission of the university by providing a curriculum that offers a high-quality liberal education, in-depth disciplinary and professional training, opportunities to contribute to the community, and a basis for a meaningful personal, professional, spiritual, family, and civic life. It presents opportunities for students to explore connections among their courses, and also between their courses and life. The program promotes intellectual friendship and discourse while providing a common, intensive learning experience inside and outside the classroom.

The program commences in the first year with a year-long Honors COMPASS linkage that continues into the spring semester: these are small, liberal arts courses, either in Literature, or in Philosophy, or in Theology, and linked with another discipline, such as art, politics, history, or biology. In the sophomore year, honors students take one Honors elective chosen from a range of courses, including, for example, the discussion-centered Honors Roundtable. Other Honors electives include Honors Physics I and II, Honors Calculus I and II, or any course in the Core Texts and Enduring Questions Program. In the junior year, students join a workshop, guided by a professor, as they identify a topic for their senior year thesis or capstone project, a significant piece of independent work usually in the student's major field of study. Going well beyond second-hand learning, students in the Honors Program experience a direct-engagement education by learning from primary texts, concrete experiences, faculty mentors, and personally driven scholarly projects.

HONORS PROGRAM GOALS

In the Honors Program students will:

- Cultivate independent thinking and learning
- Learn to interpret and evaluate information from a variety of perspectives
- Engage actively with various academic disciplines
- Develop and refine the qualities and responsibilities of honor, leadership, and service
- Carry out in-depth independent study in a self-designed project

REQUIRED COURSES (7)

First Year	Year-long Honors COMPASS linkage (2 courses in fall; 2 courses in spring*)
Sophomore Year	Honors Elective (any course with an Honors designation, including HON 299 Honors Roundtable**)
Junior Year	HON 300 Honors Workshop***
Senior Year	HON 444 Honors Capstone

*If the first-year linkage is not continued in spring semester, two other courses with an Honors designation.
** HON299, a one-credit course, may be taken repeatedly when topics differ, but may count only once toward the seven-course requirement of the Honors Certificate.
*** With approval of the Honors director and consultation with the instructor, NUR310 Evidence-Based Nursing Practice may substitute for HON300. In such a case, the student must still present and defend a capstone proposal with HON300.

HONORS PROGRAM CERTIFICATE REQUIREMENTS

To earn an Honors Program Certificate a student must complete seven courses as part of the Honors Program, one of which may be the one-credit HON 299 Honors Roundtable, totaling 19-21 Honors credits. Students are required to maintain a minimum GPA in those courses of 3.25 and a minimum cumulative GPA of 3.25. In addition, students are required to defend their honors thesis to a committee of at least three faculty members. First-year students earning a grade point average of 3.50 or higher in the fall semester are invited to apply to the Honors Program and may join the program during their sophomore year.

PROGRAM BENEFITS

Co-curricular Opportunities

To complement the academic experience offered in the Honors Program, Assumption University sponsors such co-curricular activities as weekend book discussions, trips to historic sites and cultural events, concerts, lectures, attendance at academic conferences, dinner discussions, and study abroad.

Honors Fellowships

Honors Students are encouraged to apply for summer fellowships provided by the Honors Program. These funds may be used for summer and independent research and to attend scholarly conferences.

Honors Housing

Honors housing is available for first-year students in Salisbury Hall. This alternate housing option provides students with a living and learning community that fully supports and understands the attainment of academic excellence. The mission of the Honors housing is to provide students with an educational environment in a smaller dorm setting. Programming in the Hanrahan lounge will create many opportunities for less formal interactions between students, faculty, and the administration. Honors housing is highly recommended for members of the University Honors Program, but is not required. Honors housing is also open to a limited number of students outside the Honors Program who are interested in being part of a friendly, relaxed, supportive, and intellectually stimulating living-learning community.

Honors Suite

An Honors Suite is available in Tsotsis 247 for members of the Honors community. This space is available for study, consultation, and conversation by all Honors Students. Receptions between faculty, students, and campus speakers and performers will be scheduled in the Honors Suite periodically throughout the semester. The space contains a reading room and lounge, computer facilities, meeting space, and advisory offices.

Recognition

Honors Capstone Projects are bound and archived in the d'Alzon Library. Recipients of Summer Fellowships are recognized campus-wide. Graduates of the Honors Program receive a certificate at commencement, are marked as such in the Commencement Program, and have Honors denoted on their official transcript.

HON 299 HONORS ROUNDTABLE
Dedicated to the spirit of open inquiry and civil disagreement, this one-credit course consists entirely of student-led conversations about important texts centered around a topic. Texts are chosen by the professor, who acts as a moderator. Learning objectives include fostering (1) openness to ideas and love of the intellectual life and (2) oral communication skills as virtues of citizenship. In their discussions, students should seek to demonstrate a spirit of open inquiry, thoughtful reading, careful listening, a high tolerance for divergent positions, attentiveness to reasons behind positions, and habits of civil disagreement. Grades will be based entirely on the quality of student discussion and on a final project or event during the exam period. (Fall and Spring)
Klofft, Cromarty/*One Credit*

HON 300 HONORS WORKSHOP
The Honors Workshop helps students identify a faculty mentor and propose a project for their Honors Capstone thesis (HON444). Each student will prepare a substantial description of the project, an annotated bibliography of relevant sources, and a plan with a timeline for completion of the project. As a workshop, this course requires substantial peer review in which students help each other develop and refine their proposals. During the final weeks of the semester, students will present and defend their proposals to an audience of their peers and faculty mentors. Prerequisites: 3.25 GPA, four previous honors courses, and membership in Honors Program. (Fall and Spring)
Colby Davie, Wheatland /*Three credits*

HON 444 HONORS CAPSTONE
In the Honors Capstone, each student will produce an independent research thesis or creative project under the supervision of a faculty mentor. (The project is proposed and approved during HON300 Honors Seminar.) Students will meet on a weekly basis with their faculty mentor for advice and guidance, but primarily will work independently on the project throughout the semester. A summary and defense of the capstone work will be organized by the faculty mentor and completed by the end of the spring semester. Prerequisites: HON 300 and Membership in Honors Program. (Fall and Spring)
Staff/*Three credits*

MINOR IN LAW, ETHICS, AND CONSTITUTIONAL STUDIES (LEX) (7)

The minor in Law, Ethics, and Constitutional Studies (LEX) helps students appreciate the nation's constitutional order and its roots in the Western political and philosophical traditions. Jointly sponsored by the Political Science and Philosophy Departments, LEX engages constitutionalism, ethics, and the law through thinkers ranging from Aristotle, St. Thomas Aquinas, and Immanuel Kant to James Madison and John Marshall. In coursework based upon The American Founding, Constitutional Law, Logic, and the Philosophy of Law, students become familiar with political and philosophical texts like the *Federalist Papers* and *The Treatise on Law*, and landmark legal documents like the Mayflower Compact, the Constitution of the United States, and *Marbury v. Madison*. Students will approach these not merely as technical works but as political and philosophical texts that reflect ethical judgments, texts that must continue to be interpreted through the deliberate reflection of a political community.

The reasoning, rhetorical, and writing capacities students develop in the Law, Ethics, and Constitutional Studies minor are ideally suited to graduate school, law school, and employment in a variety of fields, such as government, teaching, journalism, law, and business. Not a pre-professional program, LEX helps students, whatever their future careers, to develop into citizens ready to take their places in the philosophical and constitutional tradition of America and the West. Drawing on the unique strengths of Assumption University as a Catholic liberal arts institution, the LEX minor in Law, Ethics, and Constitutional Studies is designed for those who want to acquire the liberal arts skills essential to professional and personal excellence, as well as to all those who aspire to thoughtful citizenship.

The Law, Ethics, and Constitutional Studies Minor consists of seven courses: four specified courses, two courses selected from Electives List A, and one course selected from Electives List B.

REQUIRED COURSES (4)

PHI 210 Logic
PHI 270 Philosophy of Law

POL 312 The American Founding
POL 316 Constitutional Law

ELECTIVES LIST A (2)

PHI 225 Individual and Community
PHI 262 Biomedical Ethics
PHI 322 Advanced Topics in Ethics
POL 311 American Political Thought
POL 315 The Judiciary
POL 318 Problems in Civil Liberties
POL 345 Political Mass Murder
POL 373 International Law
POL 376 Terrorism in the Modern World
POL 377 Politics of Just Wars

ELECTIVES LIST B (1)

BUS 215 Business Law I
ECO 230 Law and Economics
ENG 201 Argument and Persuasion
ENG 211 Speech
HIS 202 Ancient Rome, 509 B.C. - A.D. 565
HIS 259 Revolutionary America
HIS 267 United States Foreign Relations Since 1776
LAT 101-202 Latin I-IV
PHI 151 Ethics and the Good Life
POL 110 Political Issues: The Quest for Justice
POL 201 American Government
SOC 242 Criminology
THE 343 Social Teachings of the Church

Other courses in political science and philosophy may count as electives in the minor, depending upon approval of the Law, Ethics, and Constitutional Studies Director. For further information, contact the LEX Director, Prof. Jeremy Geddert at j.geddert@assumption.edu.

MINOR IN MEDIEVAL AND EARLY MODERN STUDIES (MEMS) (6)

The Minor in Medieval and Early Modern Studies (MEMS) offers students the opportunity to explore the richness of Medieval and Early Modern culture within a coherent inter-disciplinary structure. Because pre-modern societies have so much to teach the modern world, students can combine history, literature, languages, the arts, philosophy, politics, and religion along with a range of interpretive methodologies. Students expand on their area of specialization within their primary discipline (their major) by incorporating perspectives from other disciplines that broaden their understanding of Medieval and Early Modern civilizations. Given that the mission of Assumption University is "grounded in the liberal arts," and "enlivened by the Catholic affirmation of the harmony of faith and reason," it is fitting to study the periods that defined the liberal arts and affirmed the harmony of faith and reason. Indeed, these periods provided us the concept of the "*Uomo Universale*," the "Renaissance Man or Woman," who combines expertise in many fields of human expression.

Beyond the intrinsic value of this course material, students will gain in instrumental ways from the MEMS minor at Assumption University. The MEMS minor perfectly complements participation in the Rome Program, or a study abroad program in Europe or Latin America. Furthermore, students graduating with a Medieval and Early Modern Studies Minor will enhance their competitiveness for many professional degrees. Students considering pursuing Medieval or Early Modern Studies as a specialty in graduate school are strongly encouraged to obtain proficiency in one or more foreign languages, especially Latin, and may wish to take part in regional and national conferences relating to Medieval and Early Modern Studies, such as the national undergraduate conference in Medieval and Early Modern Studies in Moravian College in Bethlehem, PA each December.

Students earning a MEMS minor may also be particularly well-suited candidates for internships and similar opportunities that become available on a regular basis at local institutions like the American Antiquarian Society and the Worcester Art Museum. MEMS affiliation can also increase students' competitiveness for selection for archaeological digs and other international study opportunities. Students graduating with a MEMS minor will further distinguish their applications to graduate school, whether or not they pursue a graduate specialization in MEMS. Specializations related to MEMS are found in the finest graduate programs in all the related disciplines (including Art, Music, English, History, Languages, Latin American Studies, Philosophy, Political Science, Theology/Religious Studies, etc.).

REQUIREMENTS

Students must complete a total of six courses, including an upper-level history course, from the following list:

Gateway Courses (at least one of the following):

HIS 208 Early Medieval Europe
HIS 209 Late Medieval Europe
HIS 231 European Reformations

The remaining five courses must come from at least two separate disciplines chosen from the following list, although no more than three courses from any one discipline can count in the MEMS minor. Versions of the following courses on the Rome Campus (usually designated with an 'R' following the course number), also count for MEMS.

Art and Architectural History

ARH 223 Renaissance Art and Architecture
ARH 224 Baroque Art
ARH 324 Michelangelo: Painting, Sculpture, Architecture, and Poetry
ARH 350 Special Topics in Art History (when appropriate)

English Literature

ENG 221 British Literature Survey I (beginnings to 1800)
ENG 237 Film and Literature (when appropriate)
ENG 252 The Mythic Imagination
ENG 253 Arthurian Literature
ENG 320 Medieval Literature
ENG 322 Beowulf
ENG 325 Chaucer
ENG 329 Special Topics in Medieval Literature
ENG 350 18th Century English Literature
ENG 351 Restoration and 18th Century Comic Drama
ENG 352 18th Century English Novel
ENG 359 Special Topics in 18th Century Literature
ENG 360 Romanticism
ENG 411 History Seminar (when appropriate)

History

HIS 208 Early Medieval Europe
HIS 209 Late Medieval Europe
HIS 230 Renaissance Europe
HIS 231 European Reformations
HIS 241 Russia: Pre-Revolutionary Period
HIS 254 North American Indians
HIS 255 From Contact to Casinos
HIS 258 Colonial America
HIS 280 Asia to 1800
HIS 290 The Islamic Middle East I (to 1800)
HIS 332 Baroque Europe
HIS 337 Women and Mysticism
HIS 338 Classics of Spiritual Direction
HIS 359 Revolutionary America, 1763–1815
HIS 389 Special Topics (when appropriate)
HIS 400 Historical Methods (when appropriate)
HIS 401 Pro-Seminar (when appropriate)
HIS 402 Seminar (when appropriate)
AAS 350 American Studies Seminar at the American Antiquarian Society (when appropriate)

Latin American and Latino Studies

LAS 200 Introduction to Latin American Studies (when appropriate)
LAS 395 Special Topics (when appropriate)
LAS 400 Latin American Studies Seminar (when appropriate)

Modern and Classical Languages

CLT 225 Dante's Comedy
SPA 310 Spanish Culture and Civilization I
SPA 312 Spanish American Culture and Civilization I
Also Special Topics Courses in Languages (when appropriate)

Music History

MUS 122 History of Music I
MUS 221 Music of the Middle Ages and Renaissance
MUS 223 Bach to Beethoven

MUS 231 History of Opera
MUS 400 Special Topics in Music (when appropriate)

Philosophy

PHI 355 Augustine and Aquinas
PHI 356 Augustine Seminar
PHI 357 Crossroads: Islamic, Jewish, and Christian Philosophy
PHI 359 Special Topics (when appropriate)
PHI 360 Early Modern Philosophy
PHI 390 Special Topics in the History of Philosophy (when appropriate)

Political Science

POL 352 Early Modern Political Philosophy
POL 353 Ideology and Revolution (when appropriate)
POL 354 Classical Utopias (when appropriate)
POL 377 The Politics of Just Wars (when appropriate)
POL 381 Shakespeare's Politics
POL 399 Special Topics (when appropriate)

Theology

THE 203 Early Church (when appropriate)
THE 285 Augustine's *City of God*
THE 362 The Church in the Middle Ages
THE 383 Asian Traditions
THE 391 Special Topics (when appropriate)

Students are encouraged, but not required, to mix their primary (major) discipline with their MEMS minor, although not more than three courses can be double-counted or combined with any other major or minor. Because no more than three courses can come from any one discipline, therefore, a minimum of two disciplines is also required. Students are also able to include up to two courses from another institution as a transfer student or during a Study Abroad program, subject to the approval of the chair of the relevant department at Assumption. Similarly, each respective department chair determines which special topics or other courses outside the above listing have a predominant focus on Medieval and Early Modern issues, thereby meriting inclusion in the minor. While there are no specific pre-requisites for the MEMS minor, students should be aware that many upper-level courses in many disciplines may require a 100-level introductory course or courses prior to enrollment in the upper-level course. Generally, only upper-level courses focusing on the Medieval or Early Modern periods within each discipline qualify for the MEMS minor. For further information, contact Dr. Lance Lazar, Director of the Medieval and Early Modern Studies Program, 508–767–7054; email: llazar@assumption.edu.

MINOR IN RACIAL AND ETHNIC STUDIES (RES) (6)

The minor in Racial and Ethnic Studies addresses how racial and ethnic categories are created, maintained, and transformed. The minor uses interdisciplinary and comparative frameworks to understand the underlying social, cultural, and historical circumstances that impact the formation of racial and ethnic categories. Students will learn about race and ethnicity from different scholarly perspectives to develop a deeper understanding of these phenomena--an expectation that is essential part of a Catholic liberal arts education at Assumption. As the United States becomes more racially and ethnically diverse the minor in Racial and Ethnic Studies pairs well with other majors and minors across Assumption, as employers in a wide range of fields appreciate graduates who understand these changes and work within increasingly diverse workforces.

Learning Goals and Outcomes:

The minor in Racial and Ethnic Studies will help students:

1. Learn about scholarship that explains the formation, representation, and transformation of racial and ethnic categories in specific social and historical contexts.

2. Explore research that addresses the historical origins of the modern idea of race and of ethnic identities in the United States and other nations.

3. Examine how race and ethnicity shape contemporary socio-economic opportunities and outcomes, and are represented in different cultural genres such as literature, art, music, and visual media.

4. Address how questions of race and ethnicity relate to justice and social change through social movements, activism, and other forms of civic engagement in the US and abroad.

5. Become familiar with different theories that explain the formation of race, racial identity, racism, and ethnocentrism.

Students must complete a total of six courses, three of which must be taken beyond the student's major requirements as specified in Assumption's policy on the "double counting" of courses. Of the six courses, students must fulfill the following requirements to complete the minor:

GATEWAY COURSE (1)

HIS 270 Immigration and American History Since 1815 **or** SOC 216 Racial and Ethnic Relations

ELECTIVES (5)

Literary and Artistic Perspectives on the Question of Race and Ethnicity (1)

ENG 287 Literature by American Women of Color
ENG 379 Postcolonial Literature
ENG 380 Images of Race in American Literature and Culture
ENG 387 Survey of African American Literature
CLT 256 Latino Voices
LAS 200 Introduction to Latin American Studies
MUS 125 World Music
MUS 126 Global Pop
SPA 231 Survey of Latin American Literature
SPA 380 Latin American Chronicles

Historical and Social Scientific Perspectives on the Question of Race and Ethnicity (1)

CRM 130 Introduction to the Criminal Justice System
GEO 108 World Population Issues
GLS 100 Introduction to Global Studies
HIS 254 North American Indian
HIS 255 From Contact To Casinos: Interactions With Indians In North America
HIS 258 Colonial America
HIS 269 The African American Dream
HIS 359 Revolutionary America 1763-1815
HIS 369 Civil War and Reconstruction in the US
PSY 218 Cultural Psychology
SOC 122 Social Problems
SOC 206 Sociology of Urban Life
SOC 232 Social Inequality in Society
SOC 218 Social Movements
WMS 385 Women of the World

Three (3) other electives, which may include the gateway course not initially selected.

MINOR IN WOMEN'S STUDIES (WMS) (6)

Throughout the greater part of the twentieth century, scholars in most academic disciplines considered the experiences of women to be peripheral. During the late 1960s, however, many researchers turned their attention to the study of women, attempting to correct what they viewed as distortions in scholarship. They discovered that the study of women opens new perspectives from which to view social reality.

At Assumption University, the Women's Studies program began with a grant from the National Endowment for the Humanities. This grant brought together professors from four disciplines to design an introductory interdisciplinary course entitled Women's Studies I: Images of Women in America (CLT/ENG/HIS/PSY/SOC/WMS 285). In 1993, a minor in Women's Studies was approved. The minor program requires students to take the introductory course along with five other courses, three of which must be taken beyond the student's major requirements as specified in Assumption's policy on the "double counting" of courses. A new course,

Women of the World (CLT/ENG/HIS/PSY/WMS 385), was recently added by Women's Studies to expand the scope of our program by including the experiences and challenges of women worldwide. Students may also pursue internships focused on women's issues in a variety of placements, including within educational or social service agencies. This minor is important for all students, but especially for those who intend to work in areas of policy making, urban planning, business, social service and counseling, or the law.

Students interested in Women's Studies have the option of constructing a special major within the discipline with the approval of the Associate Vice President of Academic Affairs for Undergraduate Studies. This generally encompasses WMS 285, WMS 385, eight Women's Studies electives, and an internship in a placement related to women and/or girls. In addition to the introductory Images course, students following the Women's Studies minor select from an array of courses approved as Women's Studies electives. These courses change from semester to semester, but often include many of the following:

ANT 131 Cultural Anthropology
ARD 217 Typography
BIO 380 Biology of Cancer
CLT 210 Classical Mythology
CRM 301 Victim Advocacy: Working with Survivors
CRM 325 Victimology
CRM 333 Prisoner Rehabilitation and Reentry
CRM 335 Family Violence
ECO 210 Economics of Women, Men, and Work
ECO 264 Comparative Economic Systems
EDU 101 Schools in American Society
ENG 219 Approaches to Media Analysis
ENG 228 Voices of Multitudes
ENG 263 Children's Literature
ENG/PHI 265 Introduction to Peace Studies
ENG 281 Women in Literature
ENG 287 Literature of American Women of Color
ENG 353 Novels of Jane Austen
ENG 363 Nineteenth-Century British Novel
ENG 371 The 1920s
ENG 396 American Film
ENG 387 Survey of Afro-American Literature
FRE 401 French Popular Culture Today
GEO/SOC 108 World Population Issues
HIS 313 Women and the American Experience
HIS 338 Classics of Spiritual Direction
HIS 359 Revolutionary America
HRS 301 Victim Advocacy: Working with Survivors
HRS 420 Family Aspects of Disability
HRS 421 Loss and Bereavement Across the Lifespan
IDS 250 Community Tax Assistance
LAS 200 Introduction to Latin American Studies
MGT 301 Business and Society
MGT 311 Diversity in the Work Force
MGT 330 Global Social Entrepreneurship
POL 376 Terrorism and the Modern World
PSY 217 Psychology of Women
PSY 220 Interpersonal Communication
PSY 410 Stereotypes and Prejudice
SOC 122 Social Problems
SOC 223 Family in Society
SOC 224 Gender Issues in Society
SPA 255 Sports in the Hispanic World
SOC 301 Victim Advocacy: Working with Survivors
SOC 315 Masculinities
SPA 316 Emerging Modernities in the Hispanic World
SPA 317 Border Identities in Spain
SPA 318 Rebellion and Reinvention in Mexico
SPA 370 Women Writers in Contemporary Spain
SPA 381 Contemporary Spanish American Drama
WMS 385 Women of the World

Field-based courses in Psychology, Sociology, and Human Services and other disciplines count for the Women's Studies minor if the field placement focuses on women and/or girls. An Independent Study with a focus on women and/or issues of significance to women may also count for the minor, as do courses with a focus on women offered in Continuing and Career Education, through the Worcester Consortium, or in Study Abroad. For further information, contact the Women's Studies Director Prof. Cinzia Pica at 508 767-7306 or cpicasmith@assumption.edu.

Students who complete the course HRS/SOC/CRM 301 Victim Advocacy: Working with Survivors of Violence will be eligible, at minimum, for the National Advocate Credentialing Program Provisional Credential, but potentially at a higher level of credentialing based upon their verifiable field experience. For more information, visit https://www.thenacp.org/.

CLT/ENG/HIS/PSY/SOC/WMS 285 WOMEN'S STUDIES I: IMAGES OF WOMEN IN AMERICA

This team-taught course is an introduction to the study of women. The course develops a coherent, integrated view of women and their roles; emphasizes the full range of contributions of and the limited opportunities for women; examines and appraises the experiences of women; and critically examines the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in the United States from the nineteenth century to the present. This course satisfies either one Social Science requirement or the second literature requirement in both Cores. In addition, the course can serve as an elective in the major or minor programs in Psychology, Sociology, or History. In Modern and Classical Languages, CLT 285 may count for the one course that French or Spanish majors may take from the Modern and Classical Languages offerings in English.

Choquette, Farough, Keyes, Leone, Loustaunau, Parmley/*Three credits*

CLT/ENG/HIS/PSY/WMS 385 WOMEN OF THE WORLD

This team-taught course helps students learn about the character and quality of women's lives across cultures in the contemporary period and to study the consequences of globalization by examining it through the prism of gender. Accounts of women's lives in regions outside the United States are presented along with readings that provide the historical, social, political, and economic background needed to fully understand these lives. In this course we encounter the powerful and the powerless; the rich and the poor; the courageous and the meek; and in learning their stories we also learn something about the world they inhabit and that we inhabit along with them. In experiencing this world of women, we learn about the human struggles that unite and divide people across cultures in the modern world. This course qualifies as an elective in the major and minor programs in History, Psychology, or Sociology. It also fulfills the Cultural Perspectives requirement in the Human Services and Rehabilitation Studies major.

Kisatsky, Mukhina, Rao/*Three credits*

Department of Mathematics and Computer Science

Associate Professors: Brooke M. Andersen, Jessica McCready (Chairperson); *Assistant Professors*: Joseph A. Alfano, Aleksandra Maalaoiu, Bang Tran; *Professors of Practice*: Raymond Albert, Suzanne L. Kozak, Selvan Snow; *Lecturers*: Rick Cehon, Kwabena Debrah, Abigail Kojoian, Dana James, Robert Kumar, Raul Laborde, Karen McGrail, Jun Thomas Ma, Gerald Taylor.

COMPUTER SCIENCE MISSION STATEMENT

The Computer Science program at Assumption University serves all students interested in computer science, computers, and their applications in a supportive and stimulating learning environment. As the science of computer technology, we support the liberal arts mission of the university. As a source of computing skills, we offer courses supporting the development of technical proficiency. For those students who become majors or minors in computer science, we seek to develop their programming skills, their knowledge of computer hardware and software, and an appreciation of the social and ethical implications of technology. The major provides a foundation for a variety of professional careers in the computer industry and for graduate study in computer science.

MAJOR IN COMPUTER SCIENCE (15)

REQUIRED COURSES (10)

CSC 117	Introduction to Programming (Fall)
CSC 250	Intermediate Programming (Spring)
CSC 305	Data Structures (Fall)
CSC 260	Command Line Interfaces (Spring)
MAT 117	Calculus I (Fall and Spring) **OR** MAT 131H Elementary Calculus I (Fall)
MAT 118	Calculus II (Fall and Spring) **OR** MAT 132H Elementary Calculus II (Spring)
MAT 202	Discrete Structures (Fall)
CSC/CYB 230	Networking and Data Communications (Fall)
CSC 231	Computer Architecture (Fall even numbered years)
CSC 321	Database Management Systems (Spring)

ELECTIVES (5)

Select five from among:

CSC 233	Large Data Sets (Spring)
CSC/CYB 235	Securing Wired and Wireless Networks (Spring)
CSC 261	Simulation (Spring even numbered years)
CSC 301	Systems Analysis and Design (Fall odd numbered years)
CSC 303	Operating Systems (Spring)
CSC 317	Java Programming (Spring odd numbered years)
CSC 327	Operations Research (Fall even numbered years)
CSC 333	Machine Learning (Fall)
MAT 356	Numerical Analysis (Spring even numbered years)
PHY 213	Intro to Engineering (Spring)

ADVISING TIPS FOR THE COMPUTER SCIENCE MAJOR

- Students interested in the computer science major should take CSC 117 in their first semester, because it is part of the major required sequence CSC 117, CSC 250, CSC 305.
- CSC majors are encouraged -- but not required -- to take MAT 203 Linear Algebra and MAT 208 Probability Theory.

RECOMMENDED FOUR YEAR PLAN FOR COMPUTER SCIENCE MAJOR

First Year Fall
CSC 117 Intro to Programming
MAT 117 Calculus I OR MAT 131H Honors Elementary Calculus I

First Year Spring
CSC 250 Intermediate Programming
MAT118 Calculus II OR MAT132H Elementary Calculus II

Second Year Fall
CSC 305 Data Structures
MAT 202 Discrete Structures
CSC 231 Computer Architecture (move to third year if odd year)

Second Year Spring
CSC 260 Command Line Interfaces

Third Year Fall
CSC/CYB 230 Networking and Data Communications
CSC Major Elective #1/5

Third Year Spring
CSC 321 Database Management Systems
CSC Major Elective #2/5

Fourth Year Fall
CSC Major Elective #3/5
CSC Major Elective #5/5

Fourth Year Spring
CSC Major Elective #4/5

Electives may be taken any semester.

MINOR IN COMPUTER SCIENCE (8)

REQUIRED COURSES (6)

CSC 117	Introduction to Programming (Fall)
CSC 250	Intermediate Programming (Spring)
CSC 305	Data Structures (Fall)
MAT 117	Calculus I (Fall and Spring) **OR** MAT 131H Elementary Calculus I (Fall)
MAT118	Calculus II (Fall and Spring) **OR** MAT 132H Elementary Calculus II (Spring)
MAT 202	Discrete Structures (Fall)

ELECTIVE COURSES (2)

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

SOFTWARE DEVELOPMENT

Students interested in software developer positions should consult with the Chairperson of the Department of Mathematics and Computer Science to plan a course of study. Suggested coursework includes a major in Computer Science taking the electives CSC 301 Systems Analysis and Design and CSC 317 Java Programming.

MINOR IN DATA ANALYTICS (7)

REQUIRED COURSES (5)

CSC 117	Introduction to Programming (Fall) **OR** CSC 120 Statistics Programming (Fall and Spring)
CSC 175	Databases and Spreadsheets (Fall) **OR** CSC 321 Database Management Systems (Spring)
Statistics	ECO 115 Statistics with Excel (Fall and Spring) **OR** SOC 300 (Fall) **OR** PSY 224 Statistics (Fall and Spring)
ECO 215	Econometrics I (Fall)
MAT 203	Linear Algebra (Spring) Note: MAT 202 must be completed before registering

ELECTIVES (2)

ACC 211	Accounting Information Systems (Fall and Spring)

ACC 331	Fraud Examination (Fall)
ACC 332	Forensic Accounting (Spring)
BIO 260	Bioinformatics (Spring even numbered years)
BUS 304	Business Research (Spring)
CSC 117	Introduction to Programming (Fall) **OR** CSC 120 Statistics Programming (Fall and Spring), if not already taken
CSC 130	Data Visualization (Spring)
CSC 233	Large Data Sets (Spring)
CSC 333	Machine Learning (Fall)
CSC 261	Simulation (Spring even numbered years)
CSC 327	Operations Research (Fall even numbered years)
ECO 216	Sports Data Analysis (alternating years)
GEO/SOC 108	World Population Issues (alternating years)
MAT 208	Probability Theory (Spring)
MGT 230	Decision Analytics for Managers
PSY 225	Research Methods in Psychology (Fall and Spring)
SOC 465	Sociological Research Methods (Spring)

RECOMMENDED BUT NOT REQUIRED

PHI 260 Business Ethics **OR** MGT 350 Professional and Ethical Responsibilities in the Sport Industry

CYBERSECURITY MISSION STATEMENT

The mission of the Bachelor of Science in Cybersecurity degree program is to educate the next generation of cybersecurity professionals and leaders. Cybersecurity students develop a strong foundation of professional ethics, critical thinking, and interpersonal communication, as well as acquire the knowledge and technical ability to prevent, detect, respond, and recover from cybersecurity attacks. The program prepares students for employment in cybersecurity and related fields or further graduate level studies. Cybersecurity graduates recognize their responsibility to perform their jobs ethically and with integrity, thereby helping to secure, develop, and sustain the cyberspace ecosystem.

LEARNING GOALS

Assumption University Cybersecurity program graduates will be able to:

- Apply knowledge of computing and information technologies and use software development and security analysis tools to produce effective designs and solutions for specific cybersecurity problems within a variety of computing platforms and employing an approved secure systems development process model;
- Identify, analyze, and synthesize scholarly and professional literature relating to the fields of cybersecurity, information security, or information assurance, to help solve specific problems and to stay abreast of the rapidly changing security context;
- Participate as an active and effective member of a project team engaged in achieving specific computer-based cybersecurity results or solutions;
- Communicate, both orally and in writing, and negotiate with colleagues and other stakeholders including employees, managers, and executives within and between organizations;
- Demonstrate sensitivity to and sound judgment on ethical issues as they arise in cybersecurity and will adhere to accepted norms of professional responsibility;
- Integrate their technical expertise with knowledge from other disciplines, such as computer science, data analytics, economics, management science, psychology and human factors, to arrive at practical cybersecurity solutions that are effective in real organizations; and
- Use appropriate tools to prevent, detect, respond, and recover from cyber-attacks.

MAJOR IN CYBERSECURITY (14)

Cyberspace is a dynamic and evolving ecosystem, with complex, multifaceted networks that connect individuals, organizations and national and international entities. However, cyberspace's expansion presents new weaknesses to exploit, making it vulnerable to intrusion and exploitation. Cyber threats and vulnerabilities have grown exponentially with the explosion of technology and connectedness, affecting individuals, organizations, and nations alike. And while cyber threats and vulnerabilities challenge our economic prosperity, organizational sustainability and individual identity and privacy, they have also emerged as a leading threat to national security.

The Assumption University Bachelor of Science in Cybersecurity offers a technology-based education, using methods in computing and information science, engineering, social science and technology management that also foster innovation and entrepreneurship in the digital information economy. The faculty, drawn from different areas of expertise in cybersecurity, will engage students in finding solutions to emerging global cyber threats. At Assumption, a Bachelor of Science in Cybersecurity will educate the next generation of leaders and architects in cybersecurity, who possess technological expertise and practical training to help secure, develop, and sustain the cyberspace ecosystem. The Bachelor of Science in Cybersecurity comprises 14 required courses: one course in Statistics, three courses in Computer Science; four Cybersecurity Core Courses; and six advanced courses in Cybersecurity including an Independent Cybersecurity Project or Internship.

REQUIRED COURSES (14)

Statistics	ECO115 (Fall and Spring) **OR** PSY 224 (Fall and Spring) **OR** SOC 300 (Fall)
CSC 117	Introduction to Programming (Fall) **OR** CSC 120 Statistics Programming (Fall and Spring)
CYB 115	Cybersecurity Fundamentals (Fall and Spring)
CSC/CYB 230	Networking and Data Communications (Fall)
CSC/CYB 235	Securing Wired and Wireless Networks (Spring)
CYB 265	Operating Systems Administration (Fall even numbered years)
CSC 303	Operating Systems (Spring odd numbered years)
CSC 321	Database Management Systems (Spring)
CYB 304	Cryptography (Spring even numbered years)
CYB 318	Software and Application Security (Fall)
CYB 328	Computer, Network Forensics and Digital Investigations (Fall)
CYB 338	Ethical Hacking (Fall)
CYB 401	Preparing for Cyber Disasters (Spring even numbered years)
CYB 438	Independent Cybersecurity Project or Internship (Fall and Spring)

ADVISING TIPS FOR THE MAJOR IN CYBERSECURITY

Students interested in the Cybersecurity major should take CYB 115 in their first year at Assumption because it is part of the major required sequence CYB 115, 230, 235.

RECOMMENDED FOUR YEAR PLAN FOR MAJOR IN CYBERSECURITY

First Year Fall
CYB 115 Cybersecurity Fundamentals
CSC 117 Intro to Programming or CSC 120 Statistics Programming

First Year Spring
Statistics (ECO 115, PSY 224, **OR** SOC 300)

Second Year Fall
CSC/CYB 230 Networking and Data Communications
CYB 265 Operating Systems Admin. (move to 3rd year if odd year)

Second Year Spring
CSC/CYB 235 Securing Wired and Wireless Networks
CSC 303 Operating Systems (move to 3rd year if odd year)
CSC 321 Database Management Systems

Third Year Fall
CYB 318 Software and Application Security
CYB 328 Computer, Network Forensics and Digital Investigations

Third Year Spring
CYB 304 Cryptography (move to 4th year if odd year)
CYB 401 Preparing for Cyber Disasters

(move to 4th year if odd year)

Fourth Year Fall
CYB 338 Ethical Hacking

Fourth Year Spring
CYB 438 Independent Cybersecurity Project

MINOR IN CYBERSECURITY (6)

A Cybersecurity minor would provide a natural complement of professional skills for students who are pursuing certain non-Cybersecurity majors, especially in Business and Criminology. At least one program of study, the Minor in Fraud Examination and Forensic Accounting, already requires a cybersecurity course.

REQUIRED COURSES (4)

CYB 115	Cybersecurity Fundamentals (Fall and Spring)
CSC/CYB 230	Networking and Data Communications (Fall)
CSC/CYB 235	Securing Wired and Wireless Networks (Spring)
CYB 265	Operating Systems Administration (Fall even numbered years)

ELECTIVES (2)

CSC 303	Operating Systems (Spring odd numbered years)
CYB 304	Cryptography (Spring even numbered years)
CYB 318	Software and Application Security (Fall)
CSC 321	Database Management Systems (Spring)
CYB 328	Computer, Network Forensics and Digital Investigations (Fall)
CYB 338	Ethical Hacking (Fall)
CYB 401	Preparing for Cyber Disasters (Spring even numbered year)
CYB 438	Independent Cybersecurity Project or Internship (Fall and Spring)

MATHEMATICS MISSION STATEMENT

The Mathematics program at Assumption University serves all students interested in mathematics and its applications in a supportive and stimulating learning environment. As mathematics is a founding discipline of the liberal arts, we support the mission of the university through our course offerings in the Foundations Program. As mathematics is the language of science and quantitative analysis, we offer courses for majors in the sciences and business studies. For those students who become majors or minors in mathematics, we seek to develop their problem-solving skills, their reasoning abilities, and their knowledge of the various fields of mathematics. The major provides a foundation for professional careers, especially the teaching profession, and for graduate study in mathematics.

MAJOR IN MATHEMATICS (12)

- Students interested in the mathematics major should follow your math placement, and take Calculus I as early as possible, because it is part of the major required sequence MAT117/MAT131H, 118/132H, 231,232.
- Students considering a major in mathematics are encouraged to take MAT131H/132H rather than MAT117/118 in their first year.
- Each mathematics major must pass a comprehensive examination administered at the end of the fall or the spring semester of the senior year. The exam is based on 8 topics covered in the required mathematics courses. Frequently included topics are Theory of Differentiation; Differentiation Techniques; Theory of Integration; Integration Techniques; Sequences and Series; Discrete Mathematics; Linear Algebra; and topics from the Mathematics Seminar

REQUIRED COURSES (8)

MAT 117	Calculus I (Fall and Spring) **OR** MAT131H Honors Calculus I (Fall)
MAT 118	Calculus II (Fall and Spring) **OR** MAT132H Honors Calculus II (Spring)
CSC 117	Introduction to Programming (Fall) **OR** CSC 120 Statistics Programming (Fall and Spring)
MAT 231	Calculus III (Fall)

MAT 232 Multivariable Calculus (Spring)
MAT 202 Discrete Structures (Fall)
MAT 203 Linear Algebra (Spring)
MAT 401 Mathematics Seminar (Fall)
Senior Mathematics Assessment (Comprehensive Exam, not a course - Fall and Spring)

ELECTIVES (4)

Take at least one of:

MAT 332 Real Analysis (Fall odd numbered years)
MAT 351 Modern Algebra (Fall even numbered years)
MAT 358 Topology (Spring even numbered years)

Take at least one of:

MAT 352 Modern Algebra II (Spring odd numbered years)
MAT 353 Adv. Euclidean Geometry (Fall odd numbered years)
MAT 355 Differential Equations (Spring odd numbered years)
MAT 356 Numerical Analysis (Spring even numbered years)
MAT 402 Mathematics Thesis (Fall and Spring)

Take at least two more 200+ level Math courses from above, or:

MAT 204 Number Theory (Spring even numbered years)
MAT 207 Actuarial Mathematics (Fall even numbered years)
MAT 208 Probability Theory (Spring)
PHY 213 Intro to Engineering (Spring)

RECOMMENDED FOUR YEAR PLAN FOR MATHEMATICS MAJOR

First Year Fall
MAT 117 Calculus I **OR** MAT131H Honors Calculus I
CSC 117 Intro. Programming **OR** CSC 120 Stats Programming

First Year Spring
MAT 118 Calculus II **OR** MAT132H Honors Calculus II

Second Year Fall
MAT 202 Discrete Structures
MAT 231 Calculus III

Second Year Spring
MAT 203 Linear Algebra
MAT 232 Multivariable Calculus

Third Year Fall
Math Major Elective #1/4

Third Year Spring
Math Major Elective #2/4

Fourth Year Fall
Math Major Elective #3/4
MAT 401 Mathematics Seminar

Fourth Year Spring
Math Major Elective #4/4
Senior Math Assessment Exam; not a course

MINOR IN MATHEMATICS (6)

REQUIRED COURSES (3)

MAT 117 Calculus I (Fall and Spring) **OR** MAT131H Honors Calculus I (Fall)
MAT 118 Calculus II (Fall and Spring) **OR** MAT132H Honors Calculus II (Spring)
MAT 202 Discrete Structures

ELECTIVES (3)

The remaining three courses may be chosen from the mathematics courses numbered above 200 with at least one course numbered above 300.

MAJOR IN MATHEMATICS, ELEMENTARY EDUCATION TRACK (10)

The Elementary Track applies only to those students who are pursuing a concurrent Major in Education with a licensure emphasis in Elementary (1–6). If a student withdraws from the Education Major, then the option to pursue the Elementary Track in the Mathematics Major no longer applies. Mathematics Majors who are pursuing licensure in Middle/Secondary Education (5–8; 8–12) would still take the standard 12 courses required Mathematics Major, as given above.

REQUIRED COURSES (6)

MAT 117 Calculus I (Fall and Spring) **OR** MAT131H Honors Calculus I (Fall)
MAT 118 Calculus II (Fall and Spring) **OR** MAT132H Honors Calculus II (Spring)
MAT 150 Numbers and Operations for Educators (Fall and Spring)
MAT 231 Calculus III (Fall)
MAT 202 Discrete Structures (Fall)
MAT 203 Linear Algebra (Spring)
Senior Mathematics Assessment (Comprehensive Exam, not a course - Fall and Spring)

ELECTIVES (4)

Take at least one of:

MAT 332 Real Analysis (Fall odd numbered years)
MAT 351 Modern Algebra (Fall even numbered years)*
MAT 358 Topology (Spring even numbered years)

Take at least one of:

MAT 352 Modern Algebra II (Spring odd numbered years)
MAT 353 Adv. Euclidean Geometry (Fall odd numbered years)*
MAT 355 Differential Equations (Spring odd numbered years)
MAT 356 Numerical Analysis (Spring even numbered years)
MAT 402 Mathematics Thesis (Fall and Spring)

Take at least two more 200+ level Math courses from above, or:

MAT 204 Number Theory (Spring even numbered years)*
MAT 207 Actuarial Mathematics (Fall even numbered years)
MAT 208 Probability Theory (Spring)*
PHY 213 Intro to Engineering (Spring)

* recommended elective for Elementary Education track

ADVISING TIPS FOR THE MAJOR IN MATHEMATICS ELEMENTARY EDUCATION TRACK

- Students interested in the mathematics major should follow their math placement and take Calculus I as early as possible, because it is part of the major required sequence MAT117/MAT131H, 118/MAT132H, 231, 232.
- Students considering a major in mathematics are encouraged to take MAT 131H/132H rather than MAT117/118 in their first year.

SUGGESTED FOUR YEAR SCHEDULE FOR MATHEMATICS MAJOR, ELEMENTARY EDUCATION TRACK

First Year Fall
MAT 117 Calculus I **OR** MAT131H Honors Calculus I

First Year Spring
MAT 118 Calculus II **OR** MAT132H Honors Calculus II

Second Year Fall
MAT 202 Discrete Structures
MAT 231 Calculus III

Second Year Spring
MAT 203 Linear Algebra
MAT 150 Numbers and Operations for Educators

Third Year Fall
Math Major Elective #1/4

Third Year Spring
Math Major Elective #2/4
Math Major Elective #3/4

Fourth Year Fall
Math Major Elective #4/4
Senior Math Assessment Exam; not a course.

Fourth Year Spring

TEACHER PREPARATION

Students interested in the Major in Education should consult with the Chairperson of the Mathematics Department and the Licensure Program Coordinator in the Education Department to plan a course of study. Middle school (5–8) and secondary school (8–12) teacher of mathematics programs require a Major in Mathematics. The required courses for the major and the following elective courses address the subject matter knowledge prescribed by the Massachusetts Department of Education for the field of licensure.

MAT 204 Number Theory (8–12)
MAT 208 Probability Theory (8–12)
MAT 351 Modern Algebra I (8–12)
MAT 353 Advanced Euclidean Geometry (5–8, 8–12)
ECO 115 Statistics with Excel **OR** PSY 224 Statistics (5–8, 8–12)

ACTUARIAL SCIENCE

Students interested in becoming an Actuary after graduation should major in Mathematics and take the following electives to prepare for the Actuary Exam:

MAT 207 Actuarial Mathematics
MAT 208 Probability Theory, followed by Exam P
MAT 332 Real Analysis
MAT 355 Differential Equations

Students may be interested in completing a minor in Finance and Data Analytics in addition to the math major to better prepare for their future career. There are many overlapping courses between the major and these minors. Mathematics majors with interest in Actuarial Science are encouraged – but not required – to take the first Actuarial Exam (Exam P, Probability, sponsored by Society of Actuaries) soon after taking MAT 208. Exam P is a minimum requirement for entry into a summer internship or full-time employment as an actuary in an insurance company program. Advanced students may also consider taking the second Actuarial Exam (Exam FM, Financial Mathematics) before graduation. More information about the Actuarial Exam is available at the Society of Actuaries web site: https://www.soa.org Professor Joe Alfano conducts review sessions for students interested in taking the Actuary Exam. Contact him, jalfano@assumption.edu.

THREE/TWO ENGINEERING PROGRAMS WITH THE UNIVERSITY OF NOTRE DAME AND WASHINGTON UNIVERSITY, ST. LOUIS

Students interested in pursuing one of the 3:2 engineering programs should take the technical courses listed below in their first year at Assumption. Careful planning is important to meet the prerequisites for admission to Notre Dame or Washington University. Interested students should meet with the dual degree engineering program director, Prof. Teresa Herd, to start planning their curriculum.

FIRST YEAR COURSES FOR 3:2 ENGINEERING, VARIOUS FIELDS

Assumption Major	NotreDame or Washington University Engineering Major	Fall	Spring
Biology	Biomedical Engineering	MAT 117 OR MAT 131H Calculus I CHE 131 Chemistry I BIO 160 Concepts in Biology	MAT 118 OR MAT 132H Calculus II CHE 132 Chemistry II BIO 210 Genetics PHY 213 Introduction to Engineering
Chemistry	Chemical Engineering	MAT 117 OR MAT 131H Calculus I CHE 131 Chemistry I BIO 160 Concepts in Biology	MAT 118 OR MAT 132H Calculus II CHE 132 Chemistry II PHY 213 Introduction to Engineering
Environmental Science	Environmental Engineering	MAT 117 OR MAT 131H Calculus I CHE 131 Chemistry I ENV 150 Introduction to Environmental Science	MAT 118 OR MAT 132H Calculus II CHE 132 Chemistry II PHY 213 Introduction to Engineering BIO 160 Concepts in Biology
Math	Aerospace Engineering Civil Engineering Electrical Engineering Mechanical Engineering	MAT 117 OR MAT 131H Calculus I PHY 201H Physics I CSC 120 Statistics Programming in Python	MAT 118 OR MAT 132H Calculus II PHY 202H Physics II PHY 213 Introduction to Engineering
	Systems Engineering	MAT 117 OR MAT131H Calculus I PHY 201H Physics I CSC 117 Introduction to Programming in C++	MAT 118 OR MAT132H Calculus II PHY 202H Physics II PHY 213 Introduction to Engineering CSC 250 Intermediate Programming
Computer Science	Computer Engineering	MAT 117 OR MAT131H Calculus I PHY 201H Physics I CSC 117 Introduction to Programming in C++	MAT 118 OR MAT132H Calculus II PHY 202H Physics II PHY 213 Introduction to Engineering CSC 250 Intermediate Programming

COURSE DESCRIPTIONS

COMPUTER SCIENCE (CSC)

CSC 113 INTRODUCTION TO COMPUTER SCIENCE

This course presents an overview of computers and their applications. Students are exposed to a variety of platforms (e.g. MAC, PC, etc.). Topics include popular applications as well as hardware, software, the Internet, social implications and multimedia. Not open to those who have taken CSC 117. (Spring)

Staff/*Three credits*

CSC 117 INTRODUCTION TO PROGRAMMING

This course is an introduction to the field of computer science and structured programming in C++. Topics include basic computer architecture, the algorithmic approach to problem solving, various number systems, and logic. The programming language constructs introduced include types of variables, arithmetic operations, input/output, decision statements, loops, and functions. (Fall)

Warren/*Three credits*

CSC 120 STATISTICS PROGRAMMING

This course introduces the Python programming language and the R programming language for statistical computing. Students will gain proficiency in writing computer programs to solve basic problems in data analysis. Applied problems will be chosen from a wide variety of subject areas. Prerequisite: Math placement at the level of MAT 114 or higher or completion of MAT 111. (Fall, Spring)

Staff/*Three credits*

CSC 130 DATA VISUALIZATION

This course introduces computer-based techniques for the visual display of quantitative information. Students will gain proficiency in the use of Excel, Tableau, and R to produce effective data visualizations and information graphics. Prerequisite: ECO 115, SOC 300 or PSY 224 Statistics. (Spring)

Staff/*Three credits*

CSC 175 DATABASES AND SPREADSHEETS

This course covers the establishment and effective use of a database using Access: design, screen forms and data-entry, queries, updating, linking related tables, report generation, and export/import to other programs. It also presents the design and application of spreadsheets using Excel: formatting, ranges, built-in functions, user-defined formulas, array formulas, table-lookups, summaries by pivot tables, graphing, linking, and macros. Some mathematical background is assumed. Prerequisite: CSC 113 or CSC 117. (Fall)

Staff/*Three credits*

CSC/CYB 230 NETWORKING AND DATA COMMUNICATIONS

This course expands upon the principles and current trends in computer networks as identified in Cybersecurity Fundamentals. Students will deepen their understanding of wide area networks (WANs), local area networks (LANs) and their architectures across which data travels and communicates. Subjects will include the open systems interconnection (OSI) model, transmissions control protocol / internet protocol (TCP/IP), open systems, topologies and internet connected devices. Through in-class projects, theoretical and practical approaches toward building and maintaining local area networks will be covered.

Prerequisites: CYB 115 or CSC 117 or CSC 120. (Fall)

Staff/*Three credits*

CSC 231 COMPUTER ARCHITECTURE

A course introducing the student to computer architecture and assembly language programming. Topics will include memory and addressing, data representation, real and integral arithmetic, instruction formats and sets, indexing, subroutines, and error correction. Prerequisite: CSC 117 or CSC 120 or equivalent. (Fall even numbered years)

Staff/*Three credits*

CSC 233 LARGE DATA SETS

This course gives the student a detailed introductory experience in skills required for performing data analytics. These skills may include, but are not limited to: data extraction and import; data tidying and transformation; data visualization for exploratory analysis; constructing statistical models from the data; assessing and improving the models; and communicating the results. The programming language, e.g. R or Python, is determined by the instructor. Prerequisite: CSC 120. (Spring)

Staff/*Three credits*

CSC/CYB 235 SECURING WIRED AND WIRELESS NETWORKS

This course provides students who have a basic understanding of computer networking and data communications with the methods and techniques used to secure networks. Students will be required to design and build a secure local area network, incorporating all elements of the seven layers of the OSI Model. Students will learn the capabilities, limitations and vulnerabilities of a cyber network that can be dynamic yet strong against aggressive hackers and virus outbreaks. Also the goal of this course is to provide students with both technical and theoretical approaches to the deployment, securing and defending of wireless networks. Topics will address network attacks, intrusion detection, malware, rogue wireless networks and wireless networking through the cloud. Students must already possess a basic knowledge of information security and networks. Team projects and presentations are required for completion. Prerequisites: CYB 115 and CSC/CYB 230. (Spring)

Staff/Three credits

CSC 250 INTERMEDIATE PROGRAMMING

This course extends the computer science and programming concepts introduced in CSC 117. The advanced topics include: objects, pointers, arrays, records, string types, and functions with output parameters. Prerequisite: CSC 117. (Spring)

Staff/*Three credits*

CSC 260 COMMAND LINE INTERFACES

This course introduces a command language computing environment, the bash shell interface to the Linux operating system. Topics covered include: an exploration of the bash shells, hierarchical file structure, file permissions, multiuser systems, utilities, shell scripts, I/O redirection, pipes, and programming in C++. Prerequisite: CSC 117. (Spring)

Staff/*Three credits*

CSC 261 SIMULATION

Exposition of basic ideas of digital computer simulation of stochastic processes, and the application of those ideas to practical problems such as inventory, queueing, shipping and manufacturing. Prerequisite: CSC 117. (Spring even numbered years)

Staff/*Three credits*

CSC 301 SYSTEMS ANALYSIS AND DESIGN

A course dealing with all aspects of system design and implementation. Problem definition, feasibility study, system design tools, system development control, and implementation and evaluation of systems will be covered. Prerequisite: CSC 117 or equivalent. (Fall odd numbered years)

Staff/*Three credits*

CSC 303 OPERATING SYSTEMS

This course introduces operating system design emphasizing process management for multiuser and networked systems. Topics covered include: process scheduling, interprocess communication, race conditions and solutions, memory, device and file management. Prerequisites: CSC 117 or CSC 120. (Spring)

Staff/*Three credits*

CSC 305 DATA STRUCTURES

This course introduces complex data structures such as trees, lists, stacks, and matrices. It also covers the classification of an algorithm by computing its order. The algorithms that will be analyzed include various sorting and searching methods. Prerequisite: CSC 250. (Fall)

Staff/*Three credits*

CSC 317 JAVA PROGRAMMING

Java is an object-oriented programming language with many interactive multimedia capabilities. This course covers the fundamentals of Java programming language, including how to write, debug, and execute Java programs. The course covers object-oriented programming techniques, as well as creating Java applets and applications. Prerequisite: CSC 305. (Spring even numbered years)

Staff/*Three credits*

CSC 321 DATABASE MANAGEMENT SYSTEMS

This course deals with both the operational and decision support environment of database systems. Topics include indexing, randomization, physical blocking, and relational and hierarchical structures. Previous experience at the level of CSC 175 or equivalent is recommended. Prerequisite: CSC 117 or CSC 120. (Spring)

Staff/*Three credits*

CSC 327 OPERATIONS RESEARCH

Concepts, methods, and introduction to the theory of optimization of linear systems. Topics to include simplex method, duality, sensitivity, formulation, and classic problems, e.g., maximal flow, travelling salesman, and assignment. Prerequisites: CSC 305 must be completed or taken concurrently. (Fall even numbered years)

Staff/*Three credits*

CSC 333 MACHINE LEARNING

This course studies the construction of computer algorithms that can learn from and make predictions on data sets. Methods for supervised learning (linear regression, logistic regression, regularization, support vector machines, decision trees, naïve Bayes, linear discriminant analysis) and unsupervised learning (k-means, principal component analysis, matrix factorization, singular value decomposition). Issues of feature selection, dimensionality reduction, bias-variance tradeoff, cross-validation. Prerequisite: CSC 233. (Fall)

Staff/*Three credits*

CYBERSECURITY (CYB)

CYB 115 CYBERSECURITY FUNDAMENTALS

This course provides a bird's eye view of the evolving cyberspace ecosystem, the interoperability of physical and social networks, and methods and techniques in securing that ecosystem. Students will explore the ethical, legal, and technical aspects of cybercrime and methods of prevention, detection, response and recovery. The value of strong moral character, integrity, and trust as prized attributes of cybersecurity practitioners will be highlighted. Students will be introduced to essential cybersecurity topics including operating system models and mechanisms for mandatory and discretionary controls, data models, basic cryptography and its applications, security in computer networks and distributed systems, inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses, an overview of the information security planning and staffing functions, data mining and data science, and policy and assurance issues. The advantages and inherent value of being prepared as a life-long learner with a strong liberal-arts background will be emphasized with the opportunity for students to complete a service-learning project tailored to their academic/career goals. No prior computer programming experience is required. Basic competency in computer operation is required. (Fall, Spring)

Staff/*Three credits*

CSC/CYB 230 NETWORKING AND DATA COMMUNICATIONS

This course expands upon the principles and current trends in computer networks as identified in Cybersecurity Fundamentals. Students will deepen their understanding of wide area networks (WANs), local area networks (LANs) and their architectures across which data travels and communicates. Subjects will include the open systems interconnection (OSI) model, transmissions control protocol / internet protocol (TCP/IP), open systems, topologies and internet connected devices. Through in-class projects, theoretical and practical approaches toward building and maintaining local area networks will be covered.

Prerequisites: CYB 115 or CSC 117 or CSC 120. (Fall)

Staff/*Three credits*

CSC/CYB 235 SECURING WIRED AND WIRELESS NETWORKS

This course provides students who have a basic understanding of computer networking and data communications with the methods and techniques used to secure networks. Students will be required to design and build a secure local area network, incorporating all elements of the seven layers of the OSI Model. Students will learn the capabilities, limitations and vulnerabilities of a cyber network that can be dynamic yet strong against aggressive hackers and virus outbreaks. Also the goal of this course is to provide students with both technical and theoretical approaches to the deployment, securing and defending of wireless networks. Topics will address network attacks, intrusion detection, malware, rogue wireless networks and wireless networking through the cloud. Students must already possess a basic knowledge of information security and networks. Team projects and presentations are required for completion. Prerequisites: CYB 115 and CSC/CYB 230. (Spring) Staff/*Three credits*

CYB 265 OPERATING SYSTEMS ADMINISTRATION

Learn how best to protect computers, the data they store, process and transmit, and the users who use them, from a wide array of cybersecurity threats. This course will introduce students to operating systems administration within the context of cybersecurity. Students will learn how best to perform basic system administration operations with an emphasis on methods (e.g., managing applications, services, and network ports) to fortify the security of the computer's operating system. The class will provide coverage of methods used in the Microsoft Windows® and Linux® operating systems. Prerequisites: CYB 115. (Fall even numbered years)

Staff/*Three credits*

CYB 304 CRYPTOGRAPHY

Cryptography is a key component in securing data while it is stored, processed, and transmitted. Cryptography components are found in computer applications and also utilized to secure network communications. This course will introduce students to the principles of cryptography, cryptographic number theory, including hash functions, symmetric and asymmetric cryptography, and their common applications in network security and corresponding susceptibility to attacks/failures. Students will learn how best to compare, select, and apply cryptographic approaches to fortify cybersecurity. Other topics include cryptographic algorithms and programming. Prerequisites: CYB 235 (can be taken concurrently). (Spring even numbered years)

Albert/*Three credits*

CYB 318 SOFTWARE AND APPLICATION SECURITY

Software security represents a key aspect in the field of cybersecurity. This course will ground students in the concepts of malware, malware analysis and preventive measures during software development that can mitigate malicious activity. Theoretical approaches to software security will be complemented by practical scenarios from which students can conduct future software design and investigations. Prerequisites: CYB 235. (Fall)

Albert/*Three credits*

CYB 328 COMPUTER NETWORK FORENSICS AND DIGITAL INVESTIGATIONS

This course studies the technology and practice of investigating the abuse of computing systems and digital devices. As criminal and adversarial activity becomes faster and less visible over networks, students must understand how to search for, and extract information from, cyberspace. This course will provide unparalleled insight into digital forensics methods and laws, complemented with practical lab work. This course also introduces students to the theory and practice of network traffic analysis and intrusion detection. Students will learn "traceback" techniques and information retrieval methods to identify different attacks. Topics covered will include network forensics, intrusion detection and response, case studies, and issues of cyber law and ethics. Students must have basic knowledge of networking, and operating systems. Team projects and presentations are required for completion. Prerequisites: CYB 235. (Fall)

Albert/*Three credits*

CYB 338 ETHICAL HACKING

This course will introduce students to ethical hacking and penetration testing methods, learning to think like a cyber-criminal and develop secure countermeasures. Students will learn the systematic approaches to planning, reconnaissance, vulnerability identification and exploitation methods used by hackers around the world to compromise the security of existing networks, systems, and applications. A variety of penetration-testing tools and techniques will be explored through hands-on activities. Identification of corresponding cybersecurity control recommendations will be highlighted. Prerequisites: CYB 235. (Fall)

Albert/*Three credits*

CYB 401 PREPARING FOR CYBER DISASTERS

This course will provide students a full picture of securing a firm from a cyberattack. Topics will include preparatory measures that continuously investigate network integrity, data security, and backup archives. Students will also develop Cyber Disaster Response Plans that consider the legal, economic, and physical requirements needed to recover from a cyberattack. Prerequisites: Prerequisites: CYB 235 (can be taken concurrently). (Spring even numbered years)

Staff/*Three credits*

CYB 438 INDEPENDENT CYBERSECURITY PROJECT OR INTERNSHIP

Students in the Cybersecurity program will have the option during one semester to conduct and present an independent cybersecurity project or intern part time with a cybersecurity employer in the business, government or nonprofit sectors. This course is designed to provide a culminating experience that avails students the opportunity to apply what they have learned to a contemporary cybersecurity project or internship experience that is framed by current cybersecurity industry trends and concerns. The course also helps students continue to improve skills critical to success in pursuit of their future academic and career aspirations. Prerequisites: Junior or Senior standing in Cybersecurity major. (Spring)

Albert/*Three credits*

MATHEMATICS (MAT)

MAT 111 INTRODUCTORY MATHEMATICS

An introductory course in basic algebra which covers the following topics: properties of real numbers, linear equations and inequalities, functions and graphs, polynomials, fractional algebra, radicals, and rational exponents. Not open to those who have completed any other mathematics course. (Fall, Spring)

Kozak/*Three credits*

MAT 114 ELEMENTARY FUNCTIONS

A survey of those topics in algebra, trigonometry, and analytic geometry which provide the background for the study of calculus. Topics to be covered include exponential and logarithmic functions, complex numbers and polynomial functions, trigonometry, plane analytic geometry, and systems of linear equations and inequalities. Not open to those who have completed MAT 117 or 131. Prerequisite: MAT 111 or departmental permission through placement. Fulfills a requirement in the Foundations Program. If only one Mathematics course is taken to fulfill the Foundations Program requirement in Mathematics, it must be at this level or higher. (Fall, Spring)

Staff/*Three credits*

MAT 117 CALCULUS I

An introductory course in differential calculus. Topics to be covered include limits and continuity, the derivative and applications, and an introduction to integration. Not open to those who complete MAT 131. Prerequisite: MAT 114 or department permission through placement. (Fall, Spring)

Staff/*Three credits*

MAT 118 CALCULUS II

The continuation of MAT 117. Topics to be covered include the definite integral and applications, elementary techniques of integration. Not open to those who complete MAT 131 or MAT 132. Prerequisite: MAT 117. (Fall, Spring)

Staff/*Three credits*

MAT 131H ELEMENTARY CALCULUS I (Honors)

A more rigorous introduction to calculus for entering students with good backgrounds in mathematics. Recommended for students considering a major in mathematics. Topics include the real numbers, functions, limits, the derivative and applications. Not open to those who complete MAT 117 or MAT 118. Prerequisite: Departmental permission through placement. (Fall)

Staff/*Three credits*

MAT 132H ELEMENTARY CALCULUS II (Honors)

A more rigorous introduction to calculus for entering students with good backgrounds in mathematics. Recommended for students considering a major in mathematics. Topics include the integral and applications, and techniques of integration. Not open to those who complete MAT 117 or MAT 118. Prerequisite: Departmental permission through placement. (Spring)

Staff/*Three credits*

MAT 150 NUMBERS AND OPERATIONS FOR EDUCATORS

In this course, students will investigate fundamental mathematics concepts associated with numbers, operations, and patterns. One of the major goals of the course is for students to develop deeper conceptual understandings of the mathematics concepts they will teach in the elementary and middle grades. Not only will students gain computational proficiency but also the ability to explain to students, in multiple ways, why mathematics concepts make sense. The course heavily emphasizes the use of open-ended problem-solving methods of teaching and learning to help students develop their own functional understanding of the major concepts. A significant focus of this course will be on problem solving, reasoning and proof, multiple representations, recognizing connections (across mathematics and other disciplines), and mathematical communication. The course is intended for students planning on pursuing a career in elementary or middle school education. As such, particular attention is given to understanding common misconceptions that children have when learning about specific mathematics concepts and considering the ramifications of these misconceptions for the development of effective classroom instruction. This course is a prerequisite for EDU 324: Mathematics Teaching in the Elementary Classroom. Prerequisite: MAT 114 or higher. (Fall, Spring)

De La Cruz/*Three credits*

MAT 151 ALGEBRA, GEOMETRY, AND DATA ANALYSIS FOR EDUCATORS

In this course, students will investigate fundamental mathematics concepts associated with algebra, geometry, and data analysis. One of the major goals of the course is for students to develop deeper conceptual understandings of the mathematics concepts they will teach in the elementary and middle grades. Not only will students gain computational proficiency but also the ability to explain to students, in multiple ways, why mathematics concepts make sense. The course heavily emphasizes the use of open-ended problem-solving methods of teaching and learning to help students develop their own functional understanding of the major concepts. A significant focus of this course will be on problem solving, reasoning and proof, multiple representations, recognizing connections (across content areas and disciplines), and mathematical communication. The course is intended for students planning on pursuing a career in elementary or middle school education. As such, particular attention is given to understanding common misconceptions that children have when learning about specific mathematics concepts and considering the ramifications of these misconceptions for the development of effective classroom instruction. Recommended for elementary education majors and middle/secondary mathematics education majors. Prerequisite: MAT 114 or higher. (Spring)
De L Cruz/*Three credits*

MAT 190 FACILITATING A MATH ACADEMY I

This course is part of a 2-course sequence intended to prepare students to be facilitators/leaders of the Assumption Institute of Mathematics (Camp AIM) in Summer 2024. Students will learn about basic teaching best practices to engage and motivate high school students, receive an introduction to examples of mathematics activities that could be used with high school students during Camp AIM, and develop ideas about the content of the Camp AIM program. This course will meet for 1-hour a week. The companion spring course is EDU 190 Facilitating a Math Academy II.
Staff/ *One credit*

MAT 202 DISCRETE STRUCTURES

This course is an introduction to mathematical logic and discrete systems. Topics include Boolean algebra, mathematical proof, sets, relations, functions, induction, combinatorics, graph theory, and applications. Prerequisite: MAT 118 or MAT 132 must be completed or taken concurrently. (Fall)
Staff/*Three credits*

MAT 203 LINEAR ALGEBRA

Linear systems of equations, matrix algebra, determinants, vector spaces, linear transformations, matrix representations of linear transformations, and applications. Prerequisite: MAT 202. (Spring)
Andersen/*Three credits*

MAT 204 NUMBER THEORY

Divisibility theory, prime factorization, congruences, Fermat's theorems, the phi-function, Euler's Theorem, and applications. Prerequisite: MAT 202. (Spring even numbered years)
Staff/*Three credits*

MAT 207 ACTUARIAL MATHEMATICS

Mathematical theory and practical application of compound interest, including the measurement of interest, annuity calculations, loan repayment, and security valuation. Stress laid on theoretical foundations, derivations, and proofs. Introduction to financial simulation. Prerequisite: MAT 202. (Fall even numbered years)
Alfano/*Three credits*

MAT 208 PROBABILITY THEORY

Combinatorial problems, conditional probability, dependence and independence, probability measures, distributions, and stochastic processes. Prerequisite: MAT 118 or MAT 132. (Spring)
Alfano/*Three credits*

MAT 231 CALCULUS III

A second-year course in calculus, designed to follow either MAT 118 or MAT 132. Topics to be covered include improper integrals, sequences and series, parametric curves, polar coordinates, and vector geometry. Prerequisite: MAT 118 or MAT 132. (Fall)
Andersen/*Three credits*

MAT 232 MULTIVARIABLE CALCULUS

A course in the calculus of functions of several variables. Topics to be covered include multivariable functions, partial derivatives, multiple integrals and the theorems of Green, Gauss, and Stokes. Prerequisite: MAT 231. (Spring)

Andersen/*Three credits*

MAT 332 REAL ANALYSIS

A course in classical real analysis. Topics to be covered include the real number system; convergence of sequences; limits and continuity of functions; differentiation; and integration. Prerequisite: MAT 202, and MAT 231 or permission of instructor. (Fall odd numbered years)

Staff/*Three credits*

MAT 351 MODERN ALGEBRA I

An introductory course in abstract algebra. This course will cover the theory of groups and the definitions of rings and fields. Prerequisite: MAT 202. (Fall even numbered years)

Andersen/*Three credits*

MAT 352 MODERN ALGEBRA II

The continuation of MAT 351. Topics include advanced group theory, and the theory of rings and fields. Prerequisite: MAT 351. (Spring odd numbered years)

Andersen/*Three credits*

MAT 353 ADVANCED EUCLIDEAN GEOMETRY

An axiomatic approach to geometry built on Euclid's work with an emphasis on theorems and proofs. Topics include congruence, constructions, area, angle measure, similar figures, circle measure, and perspective geometry. Prerequisite: MAT 202. (Fall odd numbered years)

Andersen/*Three credits*

MAT 355 DIFFERENTIAL EQUATIONS

First and second order differential equations. Linear differential equations and linear systems. Existence and uniqueness theorems. Applications. Prerequisite: MAT 231 must be completed or taken concurrently. (Spring odd numbered years)

Alfano/*Three credits*

MAT 356 NUMERICAL ANALYSIS

Roots of equations. Analysis of errors. Convergence. Interpolation and polynomial approximation. Numerical differentiation and integration. Solving linear systems, unstable matrices. The computer is used throughout the course. Prerequisite: MAT 118 or MAT 132. (Spring even numbered years)

Alfano/*Three credits*

MAT 358 TOPOLOGY

An introductory treatment of both point-set and combinatorial topology. Topics to be covered include topological spaces and metric spaces, classification of surfaces, homology (mod 2), and map-coloring theorems. Prerequisite: MAT 202, and MAT 231 or permission of instructor. (Spring even numbered years)

Staff/*Three credits*

MAT 401 MATHEMATICS SEMINAR

The topic is determined by the instructor. Emphasis is placed on student oral presentations. Required course for senior mathematics majors. (Fall)

Alfano/*Three credits*

MAT 402 MATHEMATICS THESIS

Available only to highly qualified students. Under the direction of an individual instructor, each student will complete a thesis (either expository or research) on some advanced topic in mathematics. (Spring)

Staff/*Three credits*

Department of Modern and Classical Languages and Cultures

Professors: Richard Bonanno, Juan Carlos Grijalva, Maryanne L. Leone (Chairperson), Esteban Loustaunau; *Associate Professors:* Arlene Guerrero-Watanabe; *Lecturers:* Lauren Taylor.

MISSION STATEMENT

The Department of Modern and Classical Languages and Cultures cultivates students' understanding of diversity and global perspectives by introducing them to the rich cultural traditions and literary expression of the civilizations we study. By engaging multiple cultures, we prepare our students to be thoughtful and compassionate citizens of a global community, thus supporting the mission of the University. In keeping with the liberal arts tradition, our programs ensure that students not only improve their ability to communicate in the target language—both orally and in writing—but also develop skills of critical thinking and content analysis. Our majors prepare students to use their linguistic, cultural, and critical skills in their careers, advanced studies, and other future endeavors. The Department embraces the central educational values of Assumption University and its pursuit of academic excellence.

LEARNING GOALS

- To develop good oral/aural communication skills in the target language
- To write effectively in the target language
- To think critically about literary and cultural texts using discipline-appropriate methods of analysis
- To better understand the cultures of our target languages

MAJOR IN SPANISH (10)

The Major in Spanish is an integral part of a traditional education in the liberal arts. The Spanish Major is designed to contribute to the cultural and intellectual formation of students, as well as to prepare them for teaching on the elementary or secondary level, and for work in social services, medical fields, law, criminology, and as interpreters, translators, or representatives in business or government, or for continued work on the graduate level. Spanish majors are expected to achieve proficiency and fluency in the spoken and written language, to become knowledgeable about Hispanic cultures, and to read with critical appreciation and enjoyment representative works of the principal authors of Spain and Latin America. The selection of courses in this major will be made in consultation with the advisor with a view to a complete formation in the language, literature, and cultures of the Spanish-speaking world. Spanish majors are strongly advised to spend a semester or an academic year in a Spanish-speaking country.

REQUIRED COURSES (10)

A total of 10 major-level courses (those numbered 202 or higher) is required for a major. Students are expected to include language skills, literature, and culture study in their program. The following are the minimum around which an individual program of study should be developed. These must include at least:

- a minimum of three courses numbered 210–299
- a minimum of three courses at the 300–level

Students who are considering a major in Spanish are advised to fulfill the Introduction to Literature requirement by taking SPA 204. All courses for the major must be in Spanish. Courses in the major also meet Foundations Program requirements.

SPANISH AND EDUCATION MAJORS

The Department of Modern and Classical Languages and Cultures works closely with Assumption's Department of Education to prepare students for the teaching of foreign languages. Such students should complete a major in Spanish and an Education Major. Elementary Education majors follow the Spanish Major: Elementary Track. Middle/Secondary Education majors complete the departmental major in Spanish, which provides students with 27–33 hours of coursework in the field of knowledge competency required for certification by the Commonwealth of Massachusetts. Students preparing to teach foreign languages at

the elementary or secondary level are strongly encouraged to consider these major program options. However, no classroom course of study can replace the actual affiliation and development of language and culture skills in the target culture. Consequently, Spanish/education students are advised to meet with a member of the foreign language department as soon as possible to build study abroad into their academic plans.

Application for the Education Major must be made to Assumption's Department of Education by the spring of the Sophomore year, and students should plan their courses of study working closely with a member of the Education Department Coordinator and a member of the Modern and Classical Languages and Cultures Department.

SPANISH MAJOR: ELEMENTARY TRACK (10)

REQUIRED COURSES (10)

A total of 10 major-level courses (those numbered 202 or higher) is required for a major. Students are expected to include language skills, literature, and culture study in their program. The following are the minimum around which an individual program of study should be developed for the track in Elementary Education:

- EDU 302: Teaching English Language Learners
- a minimum of 9 courses numbered level SPA 202+ (follow description of major in Spanish above).

Note: It is highly recommended that students meet with a member of the MCLC department to plan their courses.

SPANISH MAJOR: MIDDLE/SECONDARY TRACK (10)

See the course requirements for the Major in Spanish.

MINOR IN ITALIAN STUDIES (6)

The Italian Studies Minor is intended to offer students a greater knowledge of the language and an understanding of the Italian way of life as seen in the social structure, political institutions, economy, arts, and culture of Italy. A country with a rich artistic and literary history, contemporary Italy plays a prominent role in world affairs as a member of the European Union. Knowledge of Italian language and culture is an asset to students interested in all areas of the Humanities as well as International Business and Foreign Affairs.

A student may complete a Minor in Italian Studies with six one-semester courses (18 credits) including the following:

- Italian language at the level of Italian 201 or higher. Up to two additional language courses may be included.
- Italian literature in the original (i.e., ITA 204 Introduction to Literature: Italian Language or equivalent course).
- The remaining courses may be taken in other disciplines where the content deals substantively with Italian culture. These courses may include but are not limited to:
  - ARH 140 Art in Rome
  - ARH 223 Renaissance Art and Architecture
  - CLT 225 Dante's *Comedy*
  - CLT 266 Italian Cinema
  - HIS 150 Civilization in Rome
  - HIS 202 Ancient Rome
  - POL 338 Nationalism and Fascism
  - A fifth semester Italian language course

Depending on the interests of the individual student and the applicability of the course focus in a given term, other courses may be included (HIS 206, HIS 212). Students will be required to demonstrate that they will deal substantively with Italian studies in assignments that may include additional reading materials, special projects and research, or a final paper. These courses must be approved by the Department of Modern and Classical Languages and Cultures and the faculty member teaching one of these courses. Independent studies, consortium, and study abroad courses may be included. The minor must be planned with the departmental advisor.

MINOR IN ITALIAN LANGUAGE (6)

The Minor in Italian Language has the primary goal of developing advanced proficiency in Italian while also promoting a general appreciation of the scope of Italian culture, especially as it relates to other cultures. Aimed at building linguistic competence, all courses in the Minor must be taken in Italian.
Knowledge of Italian language and culture is an asset to students interested in all areas of the Humanities as well as Business and Foreign Affairs.

A student may complete a Minor in Italian Language with six one-semester courses (18 credits) including the following:
• Italian language beginning at the level of Italian 101 (or higher).
• One course (or more) in Italian dealing with any aspect of Italian culture (i.e., ITA 204 Introduction to Literature, ITA 210 Italian Civilization and Culture, ITA 295 Special Topics in Italian).

Equivalent culture courses may include those offered in Assumption's Rome Program that directly address the Italian language and culture, independent studies, courses offered through the Higher Education Consortium of Central Massachusetts (HECCMA), and study abroad courses. Such courses must be approved by the Department of Modern and Classical Languages and Cultures.

MINOR IN SPANISH (6)

A student completes a minor in Spanish by taking a total of six one-semester courses (18 credits) at level 201 or higher and completing it with courses acceptable for the Spanish major. At least one course must be taken at level 250–299. The program must be planned with a departmental advisor. All courses for the minor must be taught in Spanish.

MINOR IN LATIN AMERICAN AND LATINO STUDIES (6)

A student may complete the Minor in Latin American and Latino Studies with six one-semester courses (18 credits).

REQUIRED COURSES (2)

Spanish at the level of SPA 202 Spanish IV or higher, acceptable for the major (SPA 202, 203, 204, or 220)
LAS 200 Introduction to Latin American Studies

ELECTIVES (4)

A minimum of three (3) courses dealing with Latin American issues selected from at least two disciplines:

Art and Music (MUS 125)
Business (MGT 301, 311)
History (HIS 389, 401, 402)
Latin American Studies (LAS 390, 395, 399)
Latin American Studies Internship (LAS 390)
Latin American Studies Seminar (LAS 400)
Spanish-American Literatures and/or Cultures (SPA , 250, 252, 253, 256, 300, 316, 318, 381)

The remaining course (1) may be chosen from the following when the course deals substantively with Latin America:

ANT 131 Cultural Anthropology
ECO 252 Economic Development
ECO 353 International Trade
ECO 354 International Finance
SOC 216 Racial and Ethnic Relations

The minor must be planned in consultation with the Modern and Classical Languages Department.

STUDY ABROAD CREDIT FOR MAJORS AND MINORS

The Department of Modern and Classical Languages and Cultures accepts for credit from an approved study abroad program, three courses (9 credits) per semester towards a major, and two courses (6 credits) per semester towards a minor. The same policies regarding the language in which the course is taught apply for courses taken abroad. Students must have courses pre-approved by

the chair of Modern and Classical Languages and Cultures. Any exceptions to this policy will be reviewed and decided by the chair, in consultation with departmental faculty as the chair deems appropriate.

COURSE DESCRIPTIONS

COMPARATIVE LITERATURE (LTC/CLT)

LTC 140 INTRODUCTION TO LITERATURE, CLASSICAL EMPHASIS: THE BEGINNINGS OF WESTERN LITERATURE
The development of three genres of ancient literature (epic, drama, and lyric) and the differences in their means of expression. Through the literature, students will also be introduced to the culture, myths, ideas, and history of the Greek and Roman worlds. Readings in English translation from poets such as Homer, Vergil, Sophocles, Euripides, and Dante, with prose selections from Herodotus and Aristotle. This course fulfills a Foundations Program requirement. Taught in English. (Fall or Spring)
Staff/*Three credits*

LTC 140 INTRODUCTION TO LITERATURE
This course is designed to acquaint the student with the form and structure of various genres of literature. Readings are drawn mainly from world literature in English translation. Class discussion and writing assignments will make use of such critical concepts as points of view, imagery, and tone. This course fulfills a Foundations Program requirement. (Fall or Spring)
Staff/*Three credits*

CLT 205 LITERARY FOUNDATIONS OF THE WEST I
This course considers some of the great themes of the West as they are played out in literature. The course concentrates on questions raised by the texts about the role of heroes and their relationship with their communities, about honor, authority, obedience, rebellion, and the place of the gods or God in the lives of human beings. This course fulfills a Foundations Program requirement. (Fall)
Staff/*Three credits*

CLT 225 DANTE'S *COMEDY*
Close reading and discussion of Dante Alighieri's *Divine Comedy* in translation. Particular attention to Dante's life and times in relation to his writing of the *Comedy* and to significant historical, literary, philosophical, and theological references in the *Comedy*. Prerequisite: One of the following: LTC 140; LTE 140; ITA 204; SPA 204; or FRE 204. This course fulfills a Foundations Program requirement.
Bonanno/*Three Credits*

CLT 255 THE FIGURE OF THE SEEKER
This course has been especially designed as a common course in the SOPHIA Program. As such, this course is meant to introduce students to the language of purpose and vocation and to motivate and inspire them in their search for life meaning and callings. We will examine a series of cultural texts – fiction, poetry, autobiography, memoir, film, and photography – that explore the idea of vocation across cultures, world views, and spiritual traditions with special attention to how these relate to Catholic intellectual tradition and Catholic social teachings. Prerequisite: ENG 130 and any Introduction to Literature course. This course fulfills a Foundations Program requirement. Taught in English.
Loustaunau, Staff/*Three credits*

CLT 266 ITALIAN CINEMA
The course provides an introduction to Italian cinema. Students will explore the nature of neorealism, the hallmark of the Italian cinematic tradition, through an examination of the development of the film industry, the socio-historical situation, and the literary tradition within the Italian peninsula. The study of neorealism, which involves discussion of directed readings and screenings of classics by Rossellini, De Sica, and Visconti, provides a basis for the examination of ensuing movements and Italian "auteurs," such as Fellini, Antonioni, Bertolucci, Pasolini, and others. Films may be screened at times other than regular class meetings when running times are extended. Taught in English.
Bonanno/*Three credits*

CLT 285 WOMEN'S STUDIES I: IMAGES

This course is an introduction to the study of women. The course will develop a coherent, integrated view of women and their roles; emphasize the full range of contributions of and the limited opportunities for women; examine and appraise the experiences of women; and critically examine the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in North America from the 19th century to the present.

Staff/*Three credits*

CLT 299 INDEPENDENT STUDY

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

CLT 385 WOMEN OF THE WORLD

This course uses the personal stories of women around the world as a lens into current global issues. Each week participants read accounts of women's lives in regions outside of the United States, along with readable texts that provide historical and contemporary background for personal experiences. Students encounter the powerful and the powerless; the rich and the poor; the courageous and the meek; and in learning their stories, also learn something about the world that they inhabit, and that we inhabit along with them. In this global age in which we live, what happens at the individual and the local level is intricately connected with what is happening around the world, including in our own homes and communities. In experiencing a "world of women," we learn about the human struggles that unite and divide people across cultures in the modern world. Taught in English. (Spring)

Staff/*Three credits*

FRENCH (FRE)

FRE 101 FRENCH I

This beginning course offers students the opportunity acquire communicative skills in French and to develop an awareness and appreciation of Francophone cultures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. Basic thematic vocabulary and grammatical structures are covered. This course fulfills a Foundations Program requirement. The course is intended for students with no prior coursework in French. (Fall)

Taylor/*Three credits*

FRE 102 FRENCH II

This course is the second part of the beginning sequence offering students the opportunity to expand their knowledge of vocabulary and grammatical structures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. The course fosters awareness of Francophone cultures through short readings and a variety of oral and written activities. This course fulfills a Foundations Program requirement. Prerequisites: FRE 101 or placement (Spring).

Taylor/*Three credits*

FRE 201 FRENCH III

Continued development of communicative competency in the French language. The course will stress a review of French grammar, and correct pronunciation and comprehension of the spoken language. This course fulfills a Foundations Program requirement. Prerequisite: French 102 or placement. (Fall)

Taylor/*Three credits*

FRE 202 FRENCH IV

A continuation of French III with an introduction to more advanced aspects of French grammar, as well as readings, skits, videos, and conversation practice. French films will be used to promote discussion and as a basis for written assignments. This course fulfills a Foundations program requirement. Prerequisite: FRE 201 or placement. (Spring)

Taylor/*Three credits*

FRE 203 FRENCH V

This course is designed for students who wish to enhance their proficiency in French. It will develop students' oral skills while providing a review of grammatical structures. Literary and cultural texts and film will be used to promote discussion and as a basis for written assignments. This course fulfills a Foundations program requirement. Prerequisite: FRE 202 or placement. (Spring)
Taylor/*Three credits*

FRE 204 INTRODUCTION TO LITERATURE: FRENCH LANGUAGE

This course is designed to acquaint the student with the form and structure of the various genres of literature through the close reading and analysis of selections from French prose, poetry, and drama. Prerequisite: FRE 203 or placement. This course fulfills Foundations Program requirements.
Staff/*Three credits*

FRE 240 TECHNIQUES OF TRANSLATION

Readings, discussion, written exercises, and translation of selected texts designed to make the student aware of the major stylistic differences between the French and English languages. Includes a review of advanced grammatical structures. Prerequisite: FRE 204 or equivalent.
Staff/*Three credits*

FRE 302 ADVANCED FRENCH ORAL EXPRESSION

An advanced course for students who desire greater fluency while continuing to increase their proficiency in pronunciation and intonation. (Fall)
Staff /*Three credits*

FRE 310 FRENCH CULTURE AND CIVILIZATION

An analysis of what constitutes the French way of life as seen in the arts, the social structure, the philosophy, and the history of France from the French Revolution to the present.
Staff / *Three credits*

FRE 364 CONTEMPORARY FRENCH FICTION

Close reading and analysis of works representative of the most significant currents of modern and contemporary prose fiction in France from Gide and Proust to the "nouveau roman." This course fulfills a Foundations Program requirement. Staff/*Three credits*

FRE 366 TOPICS IN FRENCH CINEMA

The main aims of this course will be to use French cinema to improve students' knowledge of and interest in French culture and history; to discuss how films can portray historical events, and to think about the techniques and aesthetics of film-making. Films used in the course will illustrate different aspects of French culture and give a picture of contemporary life at the time in which they are set. Some may center on important social or historical moments. Topics may vary by semester. In addition to viewing seven or eight movies, students will read several short historical and literary texts concerning the periods covered by the films. The course will be conducted in French. Prerequisite: FRE 251 or 252. This course fulfills a Foundations Program requirement.
Staff/*Three credits*

FRE 200 SPECIAL TOPICS COURSE (LEVEL 230–299)

Staff/*Three credits*

FRE 300 SPECIAL TOPICS COURSE (LEVEL 300- 399)

Staff/*Three credits*

FRE 401–409 INDEPENDENT STUDY

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

ITALIAN (ITA)

ITA 101 ITALIAN I

This beginning course offers students the opportunity to acquire communicative skills in Italian and to develop an awareness and appreciation of Italian culture. The course provides an integrated approach in which listening, speaking, reading and writing are developed. Basic thematic vocabulary and grammatical structures are covered. This course is intended for students with no prior coursework in Italian. Can be taken through the Rome program. This course fulfills a Foundations Program requirement. (Fall)
Bonanno, Staff/*Three credits*

ITA 102 ITALIAN II

This course is the second part of the beginning sequence offering students the opportunity to expand their knowledge of vocabulary and grammatical structures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. The course fosters awareness of Italian cultures through short readings and a variety of oral and written activities. Prerequisites: ITA 101, or placement. Can be taken through the Rome program. This course fulfills a Foundations Program requirement. (Spring)
Bonanno, Staff/*Three credits*

ITA 201 ITALIAN III

Continued development of communicative competency in Italian language and culture including a variety of media. Prerequisite: ITA 102 or placement. Can be taken through the Rome program. This course fulfills a Foundations Program requirement. (Fall)
Bonanno, Staff/*Three credits*

ITA 202 ITALIAN IV

Integration of all skills. Reading skills using contemporary selections are developed through a process approach. Cultural topics present insights into the characteristics of Italian people, art, and literature. Prerequisite: ITA 201 or placement. Can be taken through the Rome program. This course fulfills a Foundations Program requirement. (Spring)
Bonanno, Staff/*Three credits*

ITA 203 ITALIAN V: CONVERSATIONAL ITALIAN AND GRAMMAR REVIEW

This course is designed for students who wish to enhance their proficiency in Italian. The main points of Italian grammar will be reviewed and expanded through traditional exercises and conversations on current topics. Italian news as well as magazine articles and literary excerpts will be used. This course fulfills a Foundations Program requirement. Prerequisite: ITA 202 or placement. (Fall)
Bonanno, Staff/*Three credits*

ITA 204 INTRODUCTION TO LITERATURE: ITALIAN LANGUAGE

This course is designed to introduce students to the form and structure of various genres of literature through the close reading and analysis of selections from Italian prose, poetry, and drama. Prerequisite: ITA 203 or placement. This course fulfills Foundations Program requirements..
Bonanno, Staff/*Three credits*

ITA 210 ITALIAN CIVILIZATION AND CULTURE

This course introduces students to various aspects of Italian culture, including geographical regions, politics, film, art, music, social issues, and other elements of Italian civilization. This course fulfills a Foundations Program requirement. Prerequisite: ITA 203 or equivalent.
Bonanno/*Three credits*

ITA 295 SPECIAL TOPICS

Bonanno, Staff/*Three credits*

ITA 299 INDEPENDENT STUDY

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

LATIN (LAT)

LAT 101 LATIN I

An introduction to Latin language, literature, and culture. Emphasis on the grammatical structures and vocabulary which will enable the student to read Latin texts with understanding and facility. This course fulfills a Foundations Program requirement. (Fall)

Staff/*Three credits*

LAT 102 LATIN II

A continuation of Latin I with increased reading of narrative passages and an introduction to cultural material. This course fulfills a Foundations Program requirement. Prerequisite: LAT 102 or placement (Spring)

Staff/*Three credits*

LAT 201 LATIN III

For the student who wishes to increase the facility and accuracy with which he/she reads classical Latin. The class will consist of review of grammar and readings which focus on the daily lives of Romans of the first centuries B.C. and A.D. Readings will be drawn from the prose letters of Cicero and Pliny, and the poetry of Catullus, Horace, and Martial. This course fulfills a Foundations Program requirement. Prerequisite: LAT 102, or placement. (Fall)

Staff/*Three credits*

LAT 202 LATIN IV

The class will read selections from the poetry of the Golden Period of Latin literature. Readings will be drawn primarily from the epics of Lucretius and Vergil, and will focus on the themes of creation and foundations. This course fulfills a Foundations Program requirement. Prerequisite: LAT 201 or by permission of the professor. (Spring)

Staff/*Three credits*

LAT 301 ADVANCED READINGS IN LATIN LITERATURE

Extensive reading from major authors drawn from the following categories: Roman drama, epic, historians, oratory, philosophy, satire, and elegiac, lyric, and pastoral poetry. Readings will change each semester in accordance with the interests of the students. Prerequisites: LAT 202, or by permission of the professor.

Staff/*Three credits*

LAT 310 INDEPENDENT STUDY

Subject and/or authors studied to be chosen with approval of professor.

Staff/*Three credits*

SPANISH (SPA)

SPA 101 SPANISH I

This beginning course offers students the opportunity to acquire communicative skills in Spanish and to develop an awareness and appreciation of Hispanic cultures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. Basic thematic vocabulary and grammatical structures are covered. This course is intended for students with no prior coursework in Spanish. This course fulfills a Foundations Program requirement. (Fall and Spring) Prerequisites: None.

Staff/*Three Credits*

SPA 102 SPANISH II

This course is the second part of the beginning sequence offering students the opportunity to expand their knowledge of vocabulary and grammatical structures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. The course fosters awareness of Hispanic cultures through short readings and a variety of oral and written activities. This course fulfills a Foundations Program requirement. (Fall and Spring) Prerequisites: SPA 101, or placement.

Staff/*Three Credits*

SPA 200 SPECIAL TOPICS COURSE
Staff /*Three credits*

SPA 201 SPANISH III
Continued development of communicative competency in Spanish language and Hispanic culture including a variety of media. This course fulfills a Foundations Program requirement. Prerequisite: SPA 102, or placement. (Fall and Spring)
Staff/*Three credits*

SPA 202 SPANISH IV
Integration of all skills. Reading skills using contemporary selections are developed through a process approach. Cultural topics present insights into the characteristics of Hispanic people, art, and literature. This course fulfills a Foundations Program requirement. Prerequisite: SPA 201 or placement. (Fall and Spring)
Staff/*Three credits*

SPA 203 SPANISH V
This course helps develop oral language competency in Spanish, while increasing vocabulary and reviewing grammatical structures. The main objective is to enable students to understand lectures in the language, converse on everyday topics, read material of average difficulty, and express points of view on current issues with acceptable correctness. This course fulfills a Foundations Program requirement. Prerequisite: SPA 202 or placement. (Fall and Spring)
Guerrero-Watanabe, Loustaunau, Staff/*Three credits*

SPA 204 INTRODUCTION TO LITERATURE: SPANISH LANGUAGE
Designed for students to become active readers of literature and develop skills. The students are introduced to the form and structure of various genres of literature through the close reading and analysis of selections from Spanish and Spanish-American prose fiction, poetry, and drama. Prerequisite: SPA 203 or placement. This course fulfills Foundations Program requirements. e. (Spring)
Staff/*Three credits*

SPA 220 SPANISH COMPOSITION
Designed to develop skills in descriptive, narrative, and expository writing in Spanish, this course emphasizes the process of writing. It deals with strategies for generating and organizing ideas through pre-writing, composing, writing, and editing. Writing activities help expand and refine grammatical structures, range of vocabulary, and rhetorical techniques. Not open to students who have completed SPA 301. This course fulfills a Foundations Program requirement. Prerequisite: SPA 204 or equivalent.
Grijalva, Loustaunau, Staff/*Three credits*

SPA 250 SPECIAL TOPICS COURSE (LEVEL 250–299)
Staff /*Three credits*

SPA 255 SPORTS IN THE HISPANIC WORLD
Understanding sport culture through literature, film and essays is one of the finest ways to gain insights into the Spanish-speaking world. Sports, like family, are considered “safe” topics with which to initiate conversation and contact in diverse settings. This course looks not only at soccer, but also at numerous other sports -- such as cliff diving, baseball, polo, wrestling, cycling, swimming, jai alai, tennis, and bullfighting. It explores sports which are unique to specific countries and those which are popular across the Spanish-speaking world. Prerequisite: SPA 204.
Staff/ *Three credits*

SPA 256 HOLIDAYS AND CELEBRATIONS IN THE HISPANIC WORLD
This course is intended as a gateway to the more advanced courses in the Spanish major. Thematically, it is designed to serve as an introduction to the cultural practices of the Hispanic world, while presenting students with the critical tools needed for analyzing a broad range of cultural texts. At the same time, there will be significant emphasis on oral communication and review of major grammatical structures. The course will vary in terms of its specific subject matter from year to year. Topics will all draw from popular culture. This iteration of the course will focus on major holidays celebrated in Spain and Latin America. Together, we will study celebratory practices throughout the Spanish-speaking world. Prerequisite: SPA 204.
Guerrero-Watanabe/*Three credits*

SPA 300 SPECIAL TOPICS COURSE (LEVEL 300)
Staff/*Three credits*

SPA 302 ADVANCED SPANISH ORAL EXPRESSION
A systematic study of various forms of public discourse through discussion and debate on controversial issues. Designed for students with a sophisticated command of Spanish who seek to increase their fluency and develop cultural awareness. Prerequisite: Spanish 210-299.
Guerrero-Watanabe/*Three credits*

SPA 316 EMERGING MODERNITIES IN THE HISPANIC WORLD
This course focuses on the social and political events, artistic production, literary texts and culture of modern Latin America. Course materials include readings, films, music and the internet in order to develop a more complete understanding of the complex modes of cultural production that arose during this time period. Prerequisite: Spanish 210-299.
Guerrero-Watanabe/*Three credits*

SPA 317 BORDER IDENTITIES IN SPAIN
This course focuses on the multiplicity of identity in contemporary Spain in the context of political and social changes of the twentieth- and twenty-first centuries. Reading theory and culture, understood as texts and practice, we will examine literature, films, and mass media to consider the identities of nation, class, gender, sexuality, and ethnicity. Prerequisite: Spanish 210-299.
Leone/ *Three credits*

SPA 370 WOMEN WRITERS IN CONTEMPORARY SPAIN
This course focuses women's contributions to literature and culture in twentieth- and twenty-first century Spain. The course takes a thematic approach to women's experiences in Spain. Students analyze textual and visual works by a variety of women authors from the post-civil war period and Franco dictatorship (1939-1975) and from the democratic period (1980s to the present) in order to explore how these authors represent cultural, social, and political identities in 20th and 21st century Spain. Prerequisite: Spanish 210-299.
Leone/*Three credits*

SPA 380 LATIN AMERICAN CHRONICLES
In this course students will learn about how urban life, violence, and modern cities have been represented by journalist-literary writers in Latin America. We will discuss the relationship between literature and journalism, and between chronicles and other literary genres. In addition, students will examine some works of the "New Journalism" in the United States and its influence over Latin American writers. Intensive Spanish writing will be a major requirement. Prerequisite: Spanish 210-299.
Grijalva/ *Three credits*

SPA 381 CONTEMPORARY SPANISH AMERICAN DRAMA
Close reading and analysis of representative playwrights from the second half of the 20th century to the present. The focus will be on significant movements in Spanish-American theater. The playwrights discussed will be those who have been responsive to world currents and to the cultural and social developments of their countries. Prerequisite: Spanish 210-299
Loustaunau/*Three credits*

SPA 410–419 INDEPENDENT STUDY IN SPANISH
Subject and/or authors studied to be chosen with approval of professor.
Staff/*Three credits*

Department of Philosophy

Professors: Christian Göbel, Daniel P. Maher (Director of the Core Texts and Enduring Questions Program), Molly Brigid McGrath (Director of D'Amour Center for Teaching Excellence); *Associate Professors*: J. Patrick Corrigan (Chairperson), Samuel A. Stoner (Director of Logos Incubator); *Assistant Professor*: Derek Duplessie; *Visiting Assistant Professor*: Brian Garcia; *Lecturers*: Paul Douillard (Professor Emeritus), Paul Gallagher, Kaplan Hasanoglu, Peter Marton, Thomas Miles, Bruce Paolozzi.

MISSION STATEMENT

Philosophy is a reasoned quest for truths fundamental to all areas of inquiry. Animated by a love of truth, philosophical inquiry attends to all that is of ultimate concern for human beings. Guided by the university's commitment to embody the complementarity of faith and reason and its broader mission, the Philosophy Department of Assumption University is founded on the ongoing engagement of its faculty and students with the Catholic intellectual tradition. We seek intellectual friendship among all who take seriously the life of the mind. Grappling with fundamental questions of human existence with an eye toward discerning the truth is an essential dimension of this tradition. Our mission is to engage students in the activity of philosophy strengthened by this tradition.

LEARNING OUTCOMES

- Reading texts closely and carefully in context
- Appreciating and evaluating positions in order to discern their fundamental principles
- Writing clearly, insightfully, and in a well-ordered manner
- Engaging respectfully and constructively in philosophical conversation
- Constructing and assessing arguments and evaluating their formal structures

MAJOR IN PHILOSOPHY (11)

Philosophy comes before other studies in that it takes up the general questions whose answers underlie the more particular parts of human knowledge. The philosophy major prepares students for graduate work in philosophy, law, and theology. It also gives the student a more intensive training in the liberal arts, and lays the foundations for special studies in the natural sciences, literature, languages, history, and the social sciences. The critical investigation of the major areas of human endeavor stresses the formation of the student's judgment.

REQUIRED COURSES (11)

- PHI 100 Socrates and the Search for Truth
- One intermediate course from the following list:
  - PHI 151 Ethics and the Good Life
  - PHI 152 The Human Difference
  - PHI 153 The Book of Nature
  - PHI 154 God and the Philosophers
- PHI 340 Metaphysics
- Three courses in the history of philosophy (from three eras):
  - Ancient Philosophy (PHI 350–354)
  - Medieval Philosophy (PHI 355–359)
  - Modern Philosophy (PHI 360–369)
  - Contemporary Philosophy (PHI 370–389)
- Three PHI courses (200 or higher)
- Two further PHI courses

Any student interested in graduate studies in philosophy should take PHI 210 Logic and should pursue a modern language (French or German).

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN PHILOSOPHY

The following plan describes one way to complete the Major in Philosophy. Students who double major or who have one or more minors may well follow a different path.

First Year

Fall	Spring
PHI 100 Socrates and the Search for Truth	Any intermediate PHI course (151–154) PHI 151 Ethics and the Good Life PHI 152 The Human Difference PHI 153 The Book of Nature PHI 154 God and the Philosophers

Sophomore Year

Fall	Spring
Philosophy Elective	History of Philosophy course (350-390)

Junior Year

Fall	Spring
History of Philosophy course (350-390)	Philosophy Elective (200 or higher)
Philosophy Elective (200 or higher)	PHI 340 Metaphysics

Senior Year

Fall	Spring
History of Philosophy course (350-390)	Philosophy Elective (200 or higher)
Philosophy Elective (200 or higher)	

ADVISING TIPS FOR THE MAJOR IN PHILOSOPHY

- Although 11 courses are required for the major, students may take up to 14 philosophy courses.
- The heart of the major is found in the three "history" courses from four periods, Ancient, Medieval, Modern, and Contemporary. There are several courses offered in each historical period, and majors must take one course from three different periods. Typically, courses in ancient and modern philosophy are offered in the fall semesters, and medieval and contemporary courses are offered in the spring. Although desirable, it is not always possible to offer all four courses each year, and so students must plan carefully and take appropriate courses when they are available. Students who plan to study abroad at some point should take particular care. Consult with the chairperson of the department to learn the anticipated schedule.
- It is possible and often desirable to take more than one course from the same historical period as an elective within the major.
- Metaphysics may not be offered every year, and so students must plan carefully to take this course when it is available. Consult with the chairperson of the department to learn the anticipated schedule.
- A maximum of three intermediate courses (151–154) count within the major.
- Generally speaking, courses numbered under 250 are general interest PHI courses, presupposing no more than PHI 100 and one intermediate course (151–154). Courses numbered above 250 are like those below 250, except they involve a somewhat specialized or narrowed interest.
- Courses numbered above 300 usually do not have extensive prerequisites, which means they could be taken at any time after the first two philosophy courses. Nevertheless, those courses are proper only for majors, minors, and other students with a serious interest in the course.
- Any student interested in graduate studies in philosophy should take PHI 210 Logic and should pursue a modern language (French or German) .
- PHI 210 Logic may be taken concurrently with the second core seminar.

- Students may combine the Philosophy Major with another major or with any of several minors, such as Core Texts and Enduring Questions, LEX, or the Honors Program.
- Students are encouraged to join the student-run Philosophy Club. For more information, contact the chairperson.
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.

TO WHAT CAREERS DOES A MAJOR IN PHILOSOPHY LEAD?

Philosophy leads to everything. In addition to obvious choices like law, medicine, publishing, teaching, and government, people who major in philosophy go on to careers in every imaginable field: https://www.apaonline.org/page/whostudiesphilosophy

See our department website for more information on the wide range of careers that have been and can be successfully pursued with a philosophy degree:
https://www.assumption.edu/academics/programs/philosophy
For a guide to careers outside of academia appropriate for people with degrees in philosophy, see:
https://www.apaonline.org/page/beyondacademia?
For an array of resources suitable for undergraduates, see:
https://www.apaonline.org/page/undergrad_resources
Learn about the American Philosophical Association:
www.apaononline.org
Learn about the American Catholic Philosophical Association:
www.acpaweb.org

PHILOSOPHY, ETHICS, AND BUSINESS: A 6-IN-5 BA/MBA PROGRAM

The Philosophy, Ethics, and Business 6-in-5 BA/MBA Program is designed to provide students with the best of a Catholic liberal arts education and advanced professional training in business. Grounded in a rigorous undergraduate liberal education, graduates of this program will receive highly relevant professional training and be poised to launch successful careers. This program consists of (a) the Major in Philosophy, Pre-Business Track and (b) the Accelerated MBA (Management Track). Students earn the BA and the MBA in five years instead of the six years these two degrees customarily require. During the first four years, students complete the 12-course Major in Philosophy, Pre-Business Track. A cumulative GPA of 3.0 in the undergraduate part of the program guarantees acceptance into the Accelerated MBA Program (Management Track), which begins in the summer following completion of the BA with the four Foundations courses and continues through a fifth year of courses. This one-year MBA includes a "professional practice" concentration in which students acquire experience working in local businesses while completing advanced courses that cover a range of key business disciplines.

MAJOR IN PHILOSOPHY, PRE-BUSINESS TRACK (12)

Today's businesses and today's world need citizens who can think with insight, communicate clearly, and exercise good judgment both in and out of the workplace. This version of the Major in Philosophy includes emphasis on ethics, business, and economic life, and it can readily be combined with a second major, such as Political Science or Economics. The first four courses listed below help prepare students to understand business activities in their ethical and civic context. The other eight courses are included to broaden and deepen students' understanding of philosophical reasoning as a formative influence in human life, one important part of which is economic activity. Students who complete this major with a cumulative GPA of at least 3.0 are guaranteed acceptance into Assumption University's Accelerated MBA Program (Management Track) for liberal arts majors.

REQUIRED COURSES (12)

- PHI 100 Socrates and the Search for Truth
- PHI 151 Ethics and the Good Life
- PHI 260 Business Ethics
- PHI 290 Property and Civic Life
- Three courses in the history of philosophy (from three eras):
  - Ancient Philosophy (PHI 350–354)
  - Medieval Philosophy (PHI 355–359)

Modern Philosophy (PHI 360–369)
Contemporary Philosophy (PHI 370–389)

- Three PHI electives (at least one numbered above 200)
- MGT 100 Introduction to Management
- ACC 125 Principles of Accounting I

Students should take PHI 100 and PHI 151 by the end of their second year, thereby fulfilling the prerequisite for all other philosophy courses (which may be taken in any order). MGT 100 and ACC 125 may be taken at any time, but doing so earlier will allow students to take more business courses and reduce the number of Foundations in Business courses required for their MBA. In addition, with permission from the Dean of the Grenon School of Business, students may take up to two MBA courses as undergraduates. Students should consult with Prof. Michael Lewis, the MBA Program Director, as early as their junior year in order to make clear their intent to apply to the MBA program and to take the Foundations in Businesses courses at the end of their senior year.

Students completing these major requirements but opting not to continue into the Accelerated MBA program will graduate with the BA major "Philosophy, Pre-Business Track," unless they take additional courses to qualify for the standard Philosophy Major.

ACCELERATED M.B.A.PROGRAM

Following completion of the above BA, students will complete the 12–14 month Accelerated MBA. For specific information about the Accelerated MBA Program (Management Track), students should consult the MBA Program. During the summer prior to their MBA year, students take the Foundations courses, consisting of four courses designed to prepare liberal arts majors for graduate-level business courses. Undergraduate students interested in an MBA should seriously consider taking the following courses as undergraduates, since earning a B- or better in these courses waives MBA requirements otherwise fulfilled by the Foundations courses:

MKT 101 Principles of Marketing (equivalent: MBA 562)
ACC 126 Principles of Accounting II (equivalent: MBA 565)
MGT 230 Decision Analytics for Managers (equivalent: MBA 564)
ECO 325 Corporate Finance (equivalent: MBA 563)
PHI 260 Business Ethics fulfills the MBA requirement for MBA 600 Business Ethics, thus enabling students to substitute an elective in the MBA segment of the program.

Each of the following undergraduate courses is also strongly recommended:

CSC 113 Introduction to Computer Science or CSC 117 Introduction to Programming
ENG 304 Business and Technical Writing
or ENG 201 Writing Workshop: Argument and Persuasion
or ENG 308 Writing and Editing
MAT 117 Calculus I
POL 322 Political Economy
SPA 225 Business Spanish: Management, SPA 226 Business Spanish: Marketing
THE 343 The Social Teachings of the Church

MINOR IN PHILOSOPHY (6)

The minor in Philosophy is designed to strengthen any major, broaden the student's background, and enable the student to see his/her subject in perspective.

REQUIRED COURSES

- PHI 100 Socrates and the Search for Truth
- One intermediate course (from the following list)
  - PHI 151 Ethics and the Good Life
  - PHI 152 The Human Difference
  - PHI 153 The Book of Nature
  - PHI 154 God and the Philosophers

- One course in the history of philosophy
  - Ancient Philosophy (PHI 350–354)
  - Medieval Philosophy (PHI 355–359)
  - Modern Philosophy (PHI 360–369)
  - Contemporary Philosophy (PHI 370–389)
- Three further PHI courses (at least one 200 or higher)

The minor program is planned in consultation with a member of the department, taking into consideration the student's major and interests, and subject to the approval of the Department Chairperson.

FORTIN AND GONTHIER

CORE TEXTS AND ENDURING QUESTIONS PROGRAM (CTEQ)

Designed for select students who want to combine their pursuit of a specialized major with a fully integrated, interdisciplinary minor, the CTEQ minor brings four separate departments—Art History, Philosophy, Theology, and Political Science—together in one unified minor. Our students explore perennial human questions (about the nature of justice, beauty, human nature, and God) with the help of the Great Books. CTEQ students and faculty form a distinctive and close-knit learning community. For more information, see the entry under "Interdisciplinary Programs" or contact us at CoreTexts@Assumption.edu.

MINOR IN LAW, ETHICS, AND CONSTITUTIONAL STUDIES (LEX)

Jointly sponsored by the Departments of Philosophy and Political Science, the LEX minor engages law, ethics, and constitutionalism through those thinkers and texts whose political, philosophical, and legal reflections have shaped the Western intellectual tradition. This minor is designed for those who want to acquire the liberal arts skills essential to professional and personal excellence, as well as to all those who aspire to thoughtful citizenship. For more information, please consult the entry for LEX in "Interdisciplinary Programs" or contact its director, Prof. Jeremy Geddert at j.geddert@assumption.edu .

A NOTE ON PRE-LAW The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact one of the pre-law advisors, Prof. Michael Matraia, mt.matraia@assumption.edu or Prof. Carl Robert Keyes, ckeyes@assumption.edu .

COURSE DESCRIPTIONS

PHILOSOPHY (PHI)

PHI 100 SOCRATES AND THE SEARCH FOR TRUTH

This course introduces students to the activity of philosophy, understood in the Socratic sense of living an examined life. Philosophy begins by questioning ordinary experience and the opinions one already holds, and it becomes a comprehensive, fundamental, and self-reflective search for the truth about the nature of human beings and the good life, the world, and God. Readings include Plato's *Apology of Socrates* and the Allegory of the Cave, as well as at least one medieval and one modern text. This course also introduces elementary principles of logical reasoning and basic distinctions of philosophic importance. It serves as the first philosophy in the Foundations Program, and each section includes some direct link with the content pursued in each of the intermediate Foundations courses in philosophy.
Staff/*Three credits*

PHI 151 ETHICS AND THE GOOD LIFE

Each person must confront the question, *how should I live?* In doing so, one may also wonder, *do the ends justify the means*? Are intentions all that count? Is God the source of right and wrong? How important are my desires? Many things seem good that later prove to be evil or merely incomplete goods for the human being. This course uses classic texts to investigate common opinions

about the human good in light of our need to distinguish apparent goods from true goods. Ultimately, what is it to live well? Texts include Aristotle's *Ethics* and readings from the utilitarian and the Kantian traditions. Prerequisite: PHI 100.
Staff/*Three credits*

PHI 152 THE HUMAN DIFFERENCE

Being human involves wondering what it means to be human. The human being has been understood variously to be a political animal, a rights-bearing individual, a pleasure-seeking ego, a self-conscious mind, a purely material being, and the image and likeness of God. Are we souls, bodies, selves, minds, persons, or something else? Do we share a common nature, or are we self-made individually? This course investigates contemporary views of what it means to be human in dialogue with Aristotle's interpretation of man as a rational animal at home in the cosmos and the Platonic/Augustinian view that human beings, loving and longing for something higher, are homeless and restless in the world. Prerequisite: PHI 100.
Staff/*Three credits*

PHI 153 THE BOOK OF NATURE

Is nature good, or is it indifferent to our well-being? Should we admire nature for its beauty and bounty, or should we master and transform it to serve our desires? Philosophy began with the discovery of nature, and modern natural science now enjoys unparalleled authority and power in the world. This course examines the modern understanding of nature as mathematical and lawful in relation to two older views it displaced: (1) Aristotle's natural kinds and their intrinsic causes; (2) nature as created by God. All living beings depend upon the order of nature, but only human beings try to understand it. Philosophical investigation of nature presupposes inquiry into human nature. Authors treated include Aristotle, Descartes, and Max Weber. Prerequisite: PHI 100.
Staff/*Three credits*

PHI 154 GOD AND THE PHILOSOPHERS

Is there a God? What could God be? What does God have to do with us? What is the role of reason in relation to faith? This course examines several ways that philosophers have thought about the divine: its existence and its relation to the world and to human beings. It considers classic arguments for the existence of God and various challenges to theism, such as those made in the name of science and the problem of evil. Included among the readings are the "Five Ways" of Thomas Aquinas, Anselm's "ontological argument," and Nietzsche's "Madman" parable. Prerequisite: PHI 100.
Staff/*Three credits*

PHI 210 LOGIC

This course examines the principles of formal and informal reasoning. Students examine validity, soundness, deduction, induction, and probabilistic reasoning, and the relation between logical form and truth. Topics may include classical syllogistic logic, propositional logic, predicate logic, modal logic, and fallacies. The course may also examine the relations between logic and ordinary language, science, mathematics, or metaphysics. This course is required for the LEX minor. Prerequisite: PHI 100 and any intermediate PHI course (151–154); may be taken concurrently with intermediate course.
Staff/*Three credits*

PHI 220 LOVE AND FRIENDSHIP

This course investigates the kinds of love, their causes and effects, as well as the necessity, nature, forms, and properties of friendship. Prerequisites: PHI 100 and any intermediate PHI course (151–154).
, Duplessie, Maher, /*Three credits*

PHI 230 PHILOSOPHY AND LITERATURE

Philosophical ideas are most often presented in the form of abstract, systematic, argumentative treatises. However, philosophical insight is not restricted to conventional philosophical discourse. Literature, with its keen discernment of the human condition and its probing of our moral situation, often presents significant philosophical insight. This course will either study a philosophical issue through a mixture of systematic, argumentative texts and literary texts or study the thought of a single author as presented in his or her argumentative and literary works. Prerequisites: PHI 100 and any intermediate PHI course (151–154).
Duplessie/*Three credits*

PHI 235 PHILOSOPHY AND FILM

This course examines the implications of cinematic representation for philosophy. How do moving images and sound change traditional conceptions of representation? How is knowledge transmitted through the medium of film? How is film related to culture, politics, and social life? Can film be a new mode of philosophical expression? Film theory will be read alongside works by such cinematic greats as Bergman, Truffaut, Lee, and others. Prerequisites: PHI 100 and any intermediate PHI course (151–154).
Göbel, McGrath/*Three credits*

PHI 239 TRIALS AND DEATHS OF SOCRATES AND JESUS

This course focuses on the very end of the lives of Socrates and Jesus as presented in the works of Xenophon, Plato, Matthew, Luke, and John. The differences in the details of the presentations of the deaths of Jesus and Socrates point to fundamentally different understandings of human beings: our situation, our deficiencies, and our salvation. Although this course attends to the differences between our authors, shared elements in the understanding of the human situation among the Evangelists can be discerned which ground the horror of Jesus' Passion and the beauty of the Socrates' death. Prerequisites: PHI 100 and any intermediate PHI course (151–154).
Corrigan/*Three credits*

PHI 240 EDUCATION AND LIBERATION

This is a seminar on the idea of liberal education–that is, an education that emancipates and that prepares a person for living freely. Why do people sometimes describe their educations as liberating? From what would education free us? And are some forms of education not emancipating, but subjugating? What type of activities must the freed person learn in order to live well in freedom? The tradition of liberal education is the history of an argument about what oppresses human beings and what we are meant to do with our freedom, and thus about what type of learning we need in order to live a fuller human life. This course will require extensive reading, writing, and discussion. Readings will include classic texts from the tradition of liberal education as well as more contemporary adaptations of that tradition. Prerequisites: PHI100 and any intermediate PHI course (151‑154).
McGrath/*Three credits*

PHI 245 REASON ANCIENT AND MODERN

Human intelligence takes many forms: common sense, mathematics, poetry, philosophy, science, engineering, and moral activity, to name a few. What, then, is our reason? What is the nature and proper use of this power at the origin of all our cultivated pursuits? The most universally acclaimed achievements of human reason have come through modern science, but this science itself gives no guidance for the use of its power. Does the contemporary critique of the modern form of reason (in the name of the environment, deconstruction, or religion) apply to reason simply? This course examines ancient and modern interpretations of human reason in core philosophical texts. Prerequisite: PHI100 and any intermediate PHI (151–154).
Corrigan, Maher, Stoner/ *Three credits*

PHI 260 BUSINESS ETHICS

This course is a review of the main theories of ethics and justice and the application of these theories to business. This will be done by examining case studies and legal decisions involving issues of the rights and responsibilities of business with regard to the employee, the consumer, and government. Business in modern society: social responsibility and environmental issues. Prerequisites: PHI 100 and PHI 151 or permission of instructor.
Hasanoglu/*Three credits*

PHI 262 BIOMEDICAL ETHICS

This course studies moral reasoning in relation to health by surveying a series of topics appropriate to biomedical ethics. Historical medical and legal cases provide the context for close examination of practical decisions and philosophical arguments in defense of those decisions. The emphasis in the course falls on the arguments that attempt to justify and to criticize various actions. The topics treated vary, and may include assisted suicide, fertility therapies, biotechnical enhancement, abortion and perinatal care, treatment of animal and human research subjects, genetic screening, and allocation of scarce resources. Prerequisites: PHI 100 and PHI 151 or permission of instructor.
Maher/*Three credits*

PHI 265 INTRODUCTION TO PEACE STUDIES

Regrettably, conflict and its violent resolution have marked human history. At the same time, however, human beings have consistently expressed their desire for peace and proposed strategies to eliminate or at least reduce violence. This interdisciplinary course is designed to acquaint students with a variety of reflections about the causes of and remedies for violent conflict. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Göbel/*Three credits*

PHI 267 PERSON, MIND, AND BRAIN

When I meet a human being, do I encounter a person who somehow transcends the body I can see, or do I encounter a neurochemical machine that can be understood completely through the operation of its physical parts? Is the person an immaterial mind or self? Is the mind rather an illusion, where the mental acts we experience as ours—memory, imagination, choice, and so on—are really nothing but operations of the brain? This course offers a philosophical examination of attempts to understand the human being in relation to neuroscience. We consider the phenomena of personal life and engage dialectically with diverse efforts to explain the phenomena by appeal to the neural conditions that make it possible. Prerequisites: PHI 100 and any intermediate PHI course (151–154); PHI 152 or 153 recommended.

Maher/*Three credits*

PHI 270 PHILOSOPHY OF LAW

A discussion of the classical and contemporary writings on the source of, authority, the nature and kinds of law, the interpretation of law, and theories of punishment. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Maher/*Three Credits*

PHI 290 PROPERTY AND CIVIC LIFE

What is wealth, and what is it for? Are human beings essentially greedy? We are all economic actors, but only because we are also human beings seeking the good life and citizens benefitting from and co-responsible for the shape of our communities. This course investigates what property, wealth, and business are and seeks a deeper understanding of ourselves as human beings involved in the production, exchange, distribution, and use of economic goods within our communities. Classical readings from Aristotle and Aquinas will be read in conjunction with texts from modern and contemporary thinkers (e.g., Locke, Smith, Marx, Hayek, Sen). Prerequisites: PHI 100 and any intermediate PHI course (151–154).

McGrath/*Three credits*

PHI 340 METAPHYSICS

The course examines the aim and subject of that wisdom which is the goal of all philosophical activity. It examines the kind of experience necessary for pursuing this wisdom. Topics include: the search for first causes, the before and after of what is, how the human being is towards truth and the principle for finding the road to follow in science. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Maher, McGrath/*Three credits*

PHI 345 SPECIAL TOPICS IN PHILOSOPHICAL ISSUES

This course offers a study at an advanced level of a philosophical issue not covered by other thematic courses. Topic changes according to the interest of the professor and needs of students. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/*Three credits*

PHI 350 PLATO

This course undertakes a detailed reading and discussion of several major dialogues of Plato with numerous references to selected parts in other dialogues. Plato's positions on the nature and purpose of philosophy, as well as his tentative answers to the central questions of philosophy, will be contrasted with those of some other philosophers. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/*Three credits*

PHI 351 PLATO'S *REPUBLIC*

What is justice? Treating others justly is good for them, but is it good for the just person? Would it be better to be unjust, provided one can get away with it? Plato's *Republic* begins with these vital questions and leads readers to examining, e.g., the nature of the soul, the city, the divine, knowledge, ethics, happiness, politics, poetry, and metaphysics in their interrelations. While some understand this book to depict an ideal city, others see it as a defense of despotism, and still others regard it as ironic or anti-political. This course helps students learn to read this inexhaustibly fertile text, to ponder the questions it raises, and to appreciate the power of a great book to enliven enduring questions. Prerequisites: PHI 100 and any intermediate PHI (151–154).
Duplessie/*Three credits*

PHI 354 SPECIAL TOPICS IN ANCIENT PHILOSOPHY

This course studies a figure or school of philosophy not treated by other history of philosophy courses covering the Ancient period. It fulfills the Area 1 History of Philosophy Requirement for Philosophy Majors and Minors. "Focus in the History of Philosophy" courses are foundational to the Philosophy major. Texts, issues and positions of the past are studied for more than merely their antiquarian interest. Philosophizing well requires coming to grips with the ideas and continued significance of major thinkers in the tradition. These courses are not "survey" courses; they focus upon key figures or philosophical issues characteristic of the period. With the help of the professor, students cultivate the art of independent philosophical research and writing, leading to the completion of a substantive essay characterized by a style appropriate to professional philosophical writing and argumentation. In keeping with the tradition of the Department, each year senior majors present a paper from one of their history of philosophy courses to their peers and the faculty in the Philosophy Department. Fall Semester. Prerequisites: PHI 100 and any intermediate PHI course (151–154).
Staff/*Three credits*

PHI 355 AUGUSTINE AND AQUINAS

The new intellectual environment of philosophy in medieval times will be investigated through a study of the writings of two of the greatest thinkers of the West. Of particular interest will be the union of and tension between the wisdom of the philosophers and the wisdom of the Scriptures present in each author's work. Prerequisites: PHI 100 and any intermediate PHI course (151–154). Göbel/*Three credits*

PHI 356 SEEK AND FIND: AUGUSTINE SEMINAR

The course offers an introduction to the life and thought of Augustine, whose philosophy resides at the heart of an Assumptionist education. Augustine was a constant seeker: his personal quest for truth and truthfulness did not end when he found God. The course offers a close reading of Augustine's own account of this spiritual journey in the *Confessions*, one of the most influential books in Western intellectual history. We will further explore important topics addressed in the *Confessions*—Augustine's analysis of the human condition (our "restless heart" and 'metaphysical nature'), self, freedom, evil, happiness, truth, love, God, faith and reason, education, social engagement, a Christian existence, etc.—through the study of other works by Augustine and authors in the 'Augustinian tradition'. We want to draw inspiration from these readings and find models of the philosophical quest for truth and a good life that we can relate to in our personal, professional, social, and spiritual development. Prerequisites: PHI 100 and any intermediate PHI course (151–154).
Göbel /*Three credits*

PHI 357 CROSSROADS: ISLAMIC, JEWISH, AND CHRISTIAN PHILOSOPHY

This course involves an investigation of the contributions of Islamic, Jewish, and Christian thinkers to the roots of modern philosophical issues and problems. Students will be introduced to important classical figures in each tradition discussing a set of common problems. Consideration will be given to the contemporary implications of classical views. Prerequisites: PHI 100 and any intermediate PHI course (151–154).
Maher/*Three credits*

PHI 359 SPECIAL TOPICS IN MEDIEVAL PHILOSOPHY

This course studies a figure or school of philosophy not treated by other history of philosophy courses covering the Medieval period. It fulfills the Area 2 History of Philosophy Requirement for Philosophy Majors and Minors. Content and pedagogical objectives of the course are similar to those described in PHI 354 above. Spring Semester. Prerequisites: PHI 100 and any intermediate PHI course (151–154).
Staff/*Three credits*

PHI 360 EARLY MODERN PHILOSOPHY

This course undertakes a study of the European thinkers, from Descartes and Hobbes to David Hume, who contributed to and wrestled with modern science and its revolutionary impact on Western civilization. Examination will focus on the respective roles of reason and experience in our understanding of ourselves and the universe, which culminates in the intellectual movement known as the Enlightenment. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Corrigan, Maher, Stoner/*Three credits*

PHI 365 LATE MODERN PHILOSOPHY

The course undertakes an investigation of the philosophical movement known as German Idealism, in its beginnings with Immanuel Kant, its maturity in thinkers such as Fichte, Schelling, and Hegel, and its self-overcoming in thinkers such as Feuerbach, Marx, and Schopenhauer. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Stoner/*Three credits*

PHI 369 SPECIAL TOPICS IN MODERN PHILOSOPHY

This course studies a figure or school of philosophy not treated by other history of philosophy courses covering the Modern period. It fulfills the Area 3 History of Philosophy Requirement for Philosophy Majors and Minors. Content and pedagogical objectives of the course are similar to those described in PHI 354 above. Fall Semester. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/*Three credits*

PHI 370 EXISTENTIALIST THOUGHT

This course is an examination of that human experience and philosophy which is perhaps most clearly representative of the contemporary West. The roots of existentialist thought in the writings of Kierkegaard and Nietzsche, and then a consideration of similarities and differences in the work of several existentialist writers. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Stoner/*Three credits*

PHI 380 20TH-CENTURY CONTINENTAL PHILOSOPHY

An examination of the French and German philosophical movements of the 20th century, topics in this course may include the phenomenology of Edmund Husserl and Maurice Merleau-Ponty, the ontological analyses of Martin Heidegger, the neo-Marxism of the Frankfurt School, the hermeneutics of Hans-Georg Gadamer and Paul Ricoeur, and the postmodernism of Jacques Derrida and Jean-Francois Lyotard. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

McGrath/*Three credits*

PHI 389 SPECIAL TOPICS IN CONTEMPORARY PHILOSOPHY

This course studies a figure or school of philosophy not treated by other history of philosophy courses covering the Contemporary period. It fulfills the Area 4 History of Philosophy Requirement for Philosophy Majors and Minors. Content and pedagogical objectives of the course are similar to those described in PHI 354 above. Spring Semester. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/*Three credits*

PHI 405 INDEPENDENT STUDY

Individually supervised study of a particular area of Philosophy. Offered only to highly qualified Juniors and Seniors. Prerequisites: PHI 100 and any intermediate PHI course (151–154). Permission of the Chairperson is required in all cases.

Staff/*Three credits*

PHI 444 HONORS THESIS IN PHILOSOPHY

In this course the student will conduct the research project that was proposed and approved during the Honors Seminar (HON 300). The research project will be an original research thesis or creative work under the supervision of a faculty mentor. A summary of the capstone work will be presented at the Honors Colloquium at the end of the semester. This course will count as an elective in the Philosophy major. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/*Three credit*

Department of Political Science

Professors: Geoffrey Vaughan (Chairperson), Bernard J. Dobski, Gregory Weiner (President); *Associate Professor*: Jeremy Geddert (Director of LEX minor); *Visiting Assistant Professor*: Matthew Cantirino.

MISSION STATEMENT

The major is designed to provide a comprehensive grounding in the fundamental principles and problems of a science whose relevance to contemporary life is immediate, yet whose tradition is venerable. Its concern is to help students become liberally educated men and women, rather than narrowly trained functionaries. Nevertheless, it prepares students in more than a general way for successful work in such fields as government service, international affairs, graduate study, journalism, law, teaching, publishing and business. The political science program consists of basic courses, open to all students, and advanced courses for all students except first-year students.

The basic Political Science courses are:

POL 110 Political Issues: The Quest for Justice
POL 201 American Government
POL 203 Modern States
POL 205 Political Philosophy
POL 207 Peace and War

Selections from these basic courses may be counted toward Foundations Program requirements as well as for credit in a Political Science major or minor. The courses cover the major fields in Political Science, namely:

- American National Government—the constitutional founding, institutions and parties, constitutional law, civil rights, and political thought in the U.S.
- American Public Policy and Administration—political economy, urban politics, and democratic leadership.
- Major Foreign States—the institutions, practices, and traditions of European, Latin American, Asian, and African States.
- Political Philosophy—reflection on political life from Plato and Aristotle to Machiavelli, Hobbes, Locke, Rousseau, Marx, and Nietzsche.
- International Politics—relations of peace and war among states, American foreign policy, and diplomacy.

Students are urged to plan a program of study by selecting from among major and elective courses those appropriate to their personal interests and objectives.

MAJOR IN POLITICAL SCIENCE (11)

REQUIRED COURSES

Four (4) intermediate courses, normally taken sophomore year

POL 201 American Government
POL 203 Modern States
POL 205 Political Philosophy
POL 207 Peace and War

One (1) course from three (3) of the following five (5) areas:

POL 310–319 American National Government
POL 320–329 American Public Policy
POL 330–349 Major Foreign States
POL 350–359 Political Philosophy
POL 370–379 International Politics

Three (3) courses from the rest of the departmental offerings at the introductory and upper levels

POL 409 Research Seminar. To be taken in the fall of senior year.

NOTE: All first-year students who think they may major in Political Science or who have an interest in politics are urged to take POL 110 Political Issues: The Quest for Justice or any of the required intermediate courses listed above.

MINOR IN POLITICAL SCIENCE (6)

Students majoring in other fields may minor in Political Science by planning their program with a departmental advisor.
Of the six required courses, at least three of the following must be taken:

POL 201 American Government
POL 203 Modern States
POL 205 Political Philosophy
POL 207 Peace and War

For the three additional courses, two must be numbered above POL 207, producing a total of 18 credits of Political Science. The student must earn at least a C average in the courses in Political Science.

MINOR IN LEX: LAW, ETHICS, AND CONSTITUTIONAL STUDIES (7)

Jointly sponsored by the Departments of Political Science and Philosophy, the LEX minor engages law, ethics, and constitutionalism through those thinkers and texts whose political, philosophical, and legal reflections have shaped the Western intellectual tradition. This minor is designed for those who want to acquire the liberal arts skills essential to professional and personal excellence, as well as to all those who aspire to thoughtful citizenship. For more information, please consult the entry in "Interdisciplinary Programs of Study" and contact the LEX Director, Prof. Jeremy Geddert at j.geddert@assumption.edu.

A NOTE ON PRE-LAW The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact one of the pre-law advisors, Prof. Michael Matraia, mt.matraia@assumption.edu or Prof. Carl Robert Keyes, ckeyes@assumption.edu .

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN POLITICAL SCIENCE

The following is a suggested plan for Political Science majors. For instance, students who are interested in the study of politics are encouraged to take our introductory course (POL 110: Quest for Justice) as early as they can. But that course need not be taken first. Nor is it required for the major. However, all students who plan to major in Political Science should take the intermediate 200-level courses either before or in conjunction with relevant upper division offerings. Both the major and its requirements are flexible enough to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year.

First Year

Fall	Spring
POL 110: Quest for Justice OR any of our intermediate offerings (POL 201: American Government, POL 203: Modern States, POL 205: Intro to Political Philosophy, and POL 207: Peace and War)	POL 110: Quest for Justice OR any of our intermediate offerings (POL 201: American Government, POL 203: Modern States, POL 205: Intro to Political Philosophy, and POL 207: Peace and War)

Sophomore Year

Fall	Spring
POL 110: Quest for Justice OR any of our intermediate offerings (POL 201: American Government, POL 203: Modern States, POL 205: Intro to Political Philosophy, and POL 207: Peace and War)	POL 110: Quest for Justice OR any of our intermediate offerings (POL 201: American Government, POL 203: Modern States, POL 205: Intro to Political Philosophy, and POL 207: Peace and War)

A student with sufficient experience in the major and relevant 200-level courses could consider 300-level offerings.	A student with sufficient experience in the major and relevant 200-level courses could consider 300-level offerings.

Junior Year

Fall	Spring
Students with sufficient experience in the major and relevant 200-level courses should look to our 300-level offerings.	Students with sufficient experience in the major and relevant 200-level courses should look to our 300-level offerings.
Elective 300-level (Fall or Spring)	Elective 300-level (Fall or Spring)

Senior Year

Fall	Spring
POL 409: Senior Seminar (Always in the Fall, Wednesdays 2:30-5:00)	Elective 300-level (Fall or Spring)

ADVISING TIPS FOR THE MAJOR IN POLITICAL SCIENCE

- Although 11 courses are required for the major, students may take up to 14 Political Science classes.
- Students are encouraged to explore the major by taking POL 110 as early as possible, though it is not a required class.
- 200-level courses (POL 201, 203, 205, 207) do not have prerequisites. Majors must take these 200-level intermediate courses before or in conjunction with relevant 300-level offerings and are thus usually taken during Freshman and Sophomore years. There is no prescribed order in which the 200-level offerings need to be taken.
- More than one 200-level course can be taken at the same time.
- As a general practice, all 200-level intermediate courses are offered every semester.
- POL 350 and POL 358 count towards the minor in Core Texts and Enduring Questions (CTEQ).
- The special topics course (POL 399ST) can, depending on its theme and content, fulfill any of our upper division course requirements. Students should consult with the Department chair.
- Students thinking about pursuing a career in the law may want to consider minoring in Law, Ethics, and Constitutional Studies (LEX), an interdisciplinary minor between Philosophy and Political Science. As a general practice, the four required courses of this seven-course minor are offered every other year.
- The Senior Seminar (POL 409) is only offered during the Fall and only on Wednesdays from 2:30-5:00.
- The Department typically does not accept on-line classes for credit.
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.

TO WHAT CAREERS DOES A MAJOR IN POLITICAL SCIENCE LEAD?

An education in Political Science affords students the skills, training, and intellectual disposition to effectively pursue a variety of fulfilling vocations. Recent Political Science graduates have begun their careers in the State Department, the FBI, and the White House, as well as in posts throughout our national, state, and local governments. In addition to public service, our graduates also pursue careers in international affairs, graduate study, journalism, media, law, teaching, publishing, and business. The Political Science program consists of basic courses, open to all students, and advanced courses for all students except first-year students.

COURSE DESCRIPTIONS

POLITICAL SCIENCE (POL)

POL 110 POLITICAL ISSUES: THE QUEST FOR JUSTICE

This beginner's course in political science provides an introduction to politics through a critical examination of a full range of political issues and of classic and contemporary texts that illuminate the ongoing human—and American— "quest for justice." Classic works of political reflection, political literature, speeches and writings by statesmen, as well as contemporary American political debates on domestic and foreign policy will be analyzed to put the "issues" of politics in a broader and deeper perspective. Counts towards Social Science in the Foundations Program. (Fall, Spring)
Staff/*Three credits*

POL 201 AMERICAN GOVERNMENT

This course is an introduction to the principles, institutions, and processes of American government. It focuses on our political principles, such as liberty, democracy, and equality, especially as reflected in our government institutions—Congress and the Executive and Judiciary branches—and in our extra-governmental institutions, such as political parties and interest groups. Consideration will also be given to major contemporary issues—free speech, racial and sexual equality, privacy—as expressions of debates over our principles. (Fall, Spring)
Weiner, Cantirino/*Three credits*

POL 203 MODERN STATES

A comparative analysis of major types of ancient and modern political systems, with an emphasis on the Western European liberal democracies of Great Britain and France and on the 20th century experience of totalitarian despotism. Open to all students, this course counts as a Social Science in the Foundations Program. (Fall, Spring)
Geddert/*Three credits*

POL 205 POLITICAL PHILOSOPHY

This course is an introduction to the nature and place of political philosophy in the political thought and life of Western Civilization. It examines the basic principles of political philosophy according to thinkers such as Plato, Aristotle, St. Augustine, Machiavelli, and Marx. (Fall, Spring)
Vaughan, Dobski/*Three credits*

POL 207 PEACE AND WAR

This course examines the role of war in human affairs, especially during the 20th century of "total war," and at the outset of the 21st century. It considers why no enduring peace was achieved after the two world wars, the characteristics of international politics since the end of the Cold War, and the instruments for maintaining or restoring peace. Major interpretations of world politics are evaluated. This course counts for a "Social Science" in the Foundations Program. (Fall, Spring)
Dobski, Geddert/*Three credits*

POL 312 THE AMERICAN FOUNDING

An investigation into the fundamental principles that informed the founding of the American political order and have subsequently oriented the American way of life. In seeking to understand those principles, we also examine the political and philosophical tradition that preceded the founding. (Fall)
Cantirino/*Three credits*

POL 315 THE JUDICIARY

This course explores the U.S. judiciary as an institutional force in American politics. Beginning with the foundations of the judiciary and continuing through its prominent position in the interpretation and sometimes formation of policy and law today, the course considers the place courts do and should occupy in the constitutional scheme, how effective they are in producing social change, why their role has changed and how other branches of government react to them. Students will consider major Supreme Court cases and political controversies that illustrate the effect of the federal judiciary on American government.
Cantirino /*Three credits*

POL 316 CONSTITUTIONAL LAW

The role of the Supreme Court in the American political system. Constitutional powers and limitations, with primary emphasis on judicial interpretations of the 1st and 14th amendments.
Cantirino /*Three credits*

POL 318 CIVIL LIBERTIES

This course will take up in detail some important problems in the field of civil liberties. These problems will include the meaning and scope of the freedoms of speech and religion, including such issues as seditious speech, obscenity, school prayer, parochial school aid, and free exercise of religion.

Cantirino/*Three credits*

POL 321 PUBLIC POLICY

This course examines selected major contemporary national problems of the U.S. and the federal policies designed to deal with them. Particular problems considered might include poverty, welfare, the economy, education, health, transportation, consumer protection, environmental protection, and energy. It considers the interaction between parts of the government and between government and interest groups, in formulating and executing public policy. It evaluates the thinking of those who have advocated and opposed the expansion of government responsibility for a large range of social action.

Geddert/*Three credits*

POL 322 POLITICAL ECONOMY

The purpose of this course is to clarify the tradition of political economy, to understand its foundations and historical permutations, and to study its relationship and pertinence to pressing public policy concerns of our time. The relationship between "political" and "economic" phenomena and analysis will be investigated. The course focuses on the origins of political economy in moral and political reflection rather than in abstract "scientific" considerations. Authors to be studied include Smith, Marx, Keynes, de Jouvenel, Hayek, and Berger. (Fall)

Geddert/*Three credits*

POL 337 POLITICS OF THE MIDDLE EAST

The Middle East stands at the crossroads of three continents and three major world religions. For millennia, it has been the source of both hope and conflict. This course will provide historical context on current issues such as religious sectarianism, colonialism, terrorism, ethnic rivalry, revolution, democratic development, and the political economy of oil. It will examine well-known Israeli-Palestinian and Saudi-Iranian conflicts, as well as lesser-known regional rivalries, such as the Russian-backed conflict in Syria. It will also explore intra-regional co-operation, from OPEC to Ba'athist Pan-Arabism and beyond.

Staff/*Three credits*

POL 338 NATIONALISM AND FASCISM

This course has as its focus the nation, as a unique form of political organization, and nationalism as the unique movement which gives that form its primary expression. Distinctions will be drawn between moderate and patriotic forms of nationalism and that extreme form known as fascism. It will analyze the rise of major manifestations of nationalism in the 19th and 20th centuries as well as the 21st century challenges posed to the sovereignty of the nation by multinational corporations, intergovernmental organizations, terrorism, transnational bodies (the EU), and even individuals.

Dobski/ *Three credits*

POL 345 POLITICAL MASS MURDER

Scholars who have studied the 20th century say that far more people were killed by their own governments during this time than by foreign enemies in wars. This course examines this phenomenon and compares selected major cases of political mass murder, including the Jewish holocaust, great state induced famines under Stalin and Mao, the killing fields of Cambodia, genocide in Rwanda and Sudan and ethnic cleansing in Bosnia. It considers how outside powers, especially the U.S. and U.N, have responded, when they intervene and how effectively; when and why they refrain from acting; and whether moral principles or international law permit or oblige states to intervene. (Fall)

Dobski/*Three credits*.

POL 350 REPUBLICANISM ANCIENT AND MODERN

Is it possible for a political community to combine the rule of wisdom and virtue with popular consent? Can such a regime satisfy the need for both stability and energy? To understand why and how republics ancient and modern answered these questions, as well as why some republics succeeded and others failed, students will explore the theoretical and historical texts that illustrate the evolution of this political form. Rising above any particular party, policy, or platform, this course will distinguish the ancient

effort to secure ordered liberty from its medieval and modern counterparts, throwing into specific relief the character of our own republican democracy and the challenges facing its success.
Dobski/*Three credits*

POL 351 CLASSICAL POLITICAL PHILOSOPHY
Study of the origin and principles of political philosophy in the works of Homer, Herodotus, Thucydides, Plato, Xenophon, and Aristotle. Relevant works by Roman-era philosophers and historians (Cicero, Plutarch, Seneca, Sallust, Tacitus and Livy) may also be studied.
Dobski/*Three credits*

POL 352 EARLY MODERN POLITICAL PHILOSOPHY: MAKING NATURAL RIGHTS
This course will explore the major philosophers of the period, from Machiavelli to Rousseau. These figures made the modern world through their claim that each individual is best positioned to know what is right for that person. This is the origin of natural rights.
Vaughan/*Three credits*

POL 353 IDEOLOGY AND REVOLUTION
A study of modern revolutions and their connection to "ideologies" which promise a fundamental transformation of political life. We examine the political history of the French and Soviet Revolutions to understand the originality of ideological revolution as distinct from traditional political revolutions which have had more limited aims. The course also compares totalitarian tyrannies with traditional forms of dictatorship. The anti-totalitarian Revolutions of 1989 in Eastern Europe are also considered.
Staff/*Three credits*

POL 356 MACHIAVELLI: TEACHER OF TYRANTS?
Is Machiavelli a teacher of tyrants, as so many today like to think? Or is he a benefactor of humanity, responsible for the freedoms that we have come to associate with the modern world? What if the answer to both questions is "yes"? To address these questions, we will engage Machiavelli's enormously influential *Discourses on Titus Livius,* a study that will shed light on his deeply complex presentation of princely politics and classical republicanism.
Dobski/*Three credits*

POL 358 TOCQUEVILLE'S DEMOCRACY IN AMERICA
Alexis de Tocqueville has been called the greatest observer of democracy and the greatest observer of America. In 1831, Tocqueville spent nine months in America, seeking to understand why democracy had succeeded in America when it had failed in his native France. But *Democracy in America* is more than a vivid, insightful and often humorous chronicle of American culture, one that remains highly relevant today. It is a journey through the possibilities and dangers of democracy. Can we enjoy political liberty without being dragged down to a lowest common denominator? Tocqueville shows us how.

POL 371 FOREIGN POLICY AND DIPLOMACY
This course examines the making and character of the foreign policies of major states in the world today. This study is made against a background consideration of Thucydides' interpretation of relations between states, the nature and development of diplomatic practice, and the impact of modern Western civilization on the contemporary world.
Staff/*Three credits*

POL 372 AMERICAN FOREIGN POLICY
A study of the policy of the United states regarding important areas and problems in the contemporary world, and the development of the American involvement in foreign affairs from the Roosevelt-Truman era of World War II to the present time. Legalist, moralist, realist and revisionist interpretations of American foreign policy are evaluated.
Dobski/*Three Credits*

POL 376 TERRORISM AND THE MODERN WORLD
An introduction to modern-day terrorism and the challenges it poses to contemporary political life. This course distinguishes three ways in which terrorism manifests itself in the modern world, capturing the difference between those who see terror as an end in itself, those who use terror as an instrument to achieve political goals, and those who understand terrorism to serve "otherworldly", or non-political, ends. Students will examine how these manifestations of modern terrorism vary from each other

in their origins, historical development, the justifications they employ, the goals they pursue, and the tactics, targets and technologies that they use.
Dobski/*Three credits*

POL 377 THE POLITICS OF JUST WARS
Are "just wars" possible? This class examines reflections on just war thinking at the core of the political, military, religious and philosophic traditions within Western civilization, and how they apply to contemporary reflections on human rights and international law. It begins with military justifications from classical antiquity, moving to the origins of just war theorizing in the early Church, Judaism and Islam. It then weighs the most serious criticisms of the moral and political teachings of the classical and Christian world posed by the "Catholic New Left," feminist political theory, Islamist terrorism, and the allure of a world without borders.
Dobski, Geddert/*Three credits*

POL 381 SHAKESPEARE'S POLITICS
Perhaps transcending the distinction between philosopher and poet, Shakespeare has given the world dramatic portrayals of the most enduring human problems. This course focuses on one of those problems through a careful reading of some of Shakespeare's British histories. To be more precise, it explores Shakespeare's portrait of Britain's development from a tribal kingship under the political and spiritual influence of "Rome" into a constitutional monarchy whose separation of church from state prepared the way for its modern republican character.
Dobski/*Three credits*

POL 399 SPECIAL TOPIC: CONSERVATISM AND LIBERALISM
American conservatism typically prizes individual liberty, both political and economic. Does such liberty protect or undermine conservative values of community, history, and duties to others? Does this emphasis on liberty conserve America's British inheritance, or undermine it? If the new world experience shaped a distinctive American conservatism, then why (and how) does Canadian conservatism differ from its American counterpart? Is American conservatism ultimately a form of liberalism? How and why is American conservatism changing in the age of Trump? Do Brexit or the Canadian trucker convoy offer lessons for America? *This course counts as a Comparative Politics course for the major.* (Spring)
Geddert/*Three Credits*

POL 400 INDEPENDENT STUDY
Open to highly qualified Junior and Senior Political Science majors. Permission of the chairperson is required.
Staff/*Three credits*

POL 409 RESEARCH SEMINAR: POPULISM, ANCIENT AND MODERN
Populism and democracy: what is the difference between populism and democracy? Where does republicanism come in? These questions and others will be explored through a variety of readings both contemporary and historical. (Fall)
Vaughan/*Three Credits*

Department of Psychology

Professors: Leonard A. Doerfler; *Associate Professors*: Leamarie Gordon (Chairperson), Maria Kalpidou, Regina Kuersten-Hogan, Karen Lionello-DeNolf, Maria Parmley, Adam Volungis, Fang Zhang; *Assistant Professors*: Amy Cirillo, Nicole Pantano, Xiaoqian Yu; *Visiting Assistant Professors:* Hannah Smith; *Lecturers:* Sheila Bessette, Jacleen Charbonneau, Jillian Crawley, Rachael Hickey, Johanna Sagarin,

MISSION STATEMENT

Psychology is a science concerned with mind and behavior. The psychology program introduces students to a variety of ways to understand cognition, emotion, and behavior. In addition, the program prepares students for various career paths within psychology human service jobs, graduate study, or in other professions (business, education, public service). The curriculum requires students to sample from diverse courses that provide the foundation for understanding the major concepts and theoretical perspectives of psychology. Students also develop skills for understanding and conducting psychological research. The curriculum promotes personal growth and development and challenges students to critically evaluate complex social issues. Students can explore opportunities for independent research and work in supervised fieldwork placements. The department apprises students of the many fields with which psychology shares borders of concern and inquiry in the pursuit of knowledge.

DESCRIPTION OF THE PROGRAM

The goal of our program is to introduce students to the breadth of the discipline and give them the opportunity to develop competence, both as scientists and practitioners. As a consequence, our curriculum requires students to sample from core courses like developmental psychology, social psychology, cognitive psychology, and abnormal psychology. Students are also required to complete courses to provide the foundation for conducting psychological research. In addition, students are given the opportunity to explore more specialized areas within the field like human neuroscience, child psychopathology, interpersonal communication, stereotypes and prejudice, or psychology of women. Students are encouraged to explore opportunities for independent research with faculty members and work in supervised fieldwork placements where psychological services are provided. Likewise, students are encouraged to work closely with a member of the psychology faculty to develop a program that will best satisfy their intellectual, vocational, and personal interests.

LEARNING OUTCOMES

We expect that our students will develop a strong psychological knowledge base, sharpen their critical thinking and communication skills, understand psychological applications and research methods, develop a socio-cultural awareness, and plan effectively for their career, academic, and personal futures.

MAJOR IN PSYCHOLOGY (12)

FOUNDATION COURSE (1)

PSY 101 General Psychology (normally taken in the first year)

RESEARCH SEQUENCE (3)

PSY 224 Statistics (normally taken the fall of sophomore year)
PSY 225 Research Methods in Psychology (normally taken in the spring of the sophomore year)
PSY 390 Research Seminar **OR** PSY 391/PSY 391L Experimental Techniques in Human Neuroscience with Lab (normally taken in the junior year)

CORNERSTONE COURSES (4)

Students must choose one 200-level course from each of the four cornerstones.

Social/Developmental Cornerstone (1)

PSY 210 Social Psychology

PSY 290 Psychology of Development: Infancy and Childhood

Biological Cornerstone (1)

PSY 250 Perception or
PSY 251 Introduction to Brain and Behavior

Mental Health Cornerstone (1)

PSY 216 Abnormal Psychology or
PSY 240 Psychology of Personality

Cognition and Learning Cornerstone (1)

PSY 252 Cognitive Psychology or
PSY 253 Psychology of Learning

CAPSTONE SEMINAR (1)

Students must complete one capstone seminar course from among:

PSY 409 Common Problems in Childhood
PSY 416 Abnormal Child and Adolescent Psychology
PSY 425 Clinical Psychology
PSY 403 Cognitive Neuroscience
ABA 450 Applied Behavior Analysis: Implications for Practice

Students are encouraged to choose a 400-level seminar course that builds off a cornerstone course they have previously taken. It is important to take the appropriate prerequisites before registering for a 400-level seminar.

ELECTIVE COURSES (3)

Students must take three additional courses from any area; at least one must be 300 level or higher, from among:

Any additional cornerstone or seminar course
PSY 212 Sports Psychology
PSY 217 Psychology of Women
PSY 218 Cultural Psychology
PSY 220 Interpersonal Communication
PSY 281 Psychology of Adolescence and Maturity
PSY 383 Introduction to Autism Spectrum Disorder
PSY 285 Women's Studies I: Images
PSY 286 Organization and Industrial Psychology
PSY 301 Internship in Psychology
PSY 335 Motivation and Emotion
PSY 385 Women of the World *
PSY 392 Raising Happy and Successful Children
PSY 396 Forensic Psychology
PSY 399 Independent Study
ABA 340 Introduction to Behavior Analysis and Therapy
ABA 350 Survey of Behavioral Interventions
*Counts as a 200-level Psychology elective

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN PSYCHOLOGY

The following plan is recommended for psychology majors. It prepares students for the workforce or for graduate school. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year and to discuss opportunities with faculty who teach courses in areas of interest.

First Year

Fall	Spring
PSY 101 General Psychology	One Social/Developmental Cornerstone (PSY 210, PSY 290) OR One Mental Health Cornerstone (PSY 216, PSY 240)

Sophomore Year

Fall	Spring
One Social/Developmental Cornerstone (PSY 210, PSY 290) OR one Mental Health Cornerstone (PSY 216, PSY 240) (Recommended or Spring sophomore year)	Biological Cornerstone (PSY 250, PSY 251) AND/OR Cognition and Learning Cornerstone (PSY 252, PSY 253)
PSY 224 Statistics (Recommended or Spring sophomore year)	PSY 225 Research Methods (Recommended or Fall junior year)
Psychology Elective 200-level (Fall or Spring)	

Junior Year

Fall	Spring
Biological Cornerstone (PSY 251) AND/OR Cognition and Learning Cornerstone (PSY 252, PSY 253) (Recommended or Spring junior year)	Psychology Elective 300+-level (Recommended or senior year)
PSY 390 Research Seminar **-OR-** PSY 391 Experimental Techniques in Human Neuroscience (+lab) (Fall or Spring)	Psychology Elective 200+-level (Fall or Spring)

Senior Year

Fall	Spring
Capstone Seminar (Fall or Spring)	

ADVISING TIPS FOR THE MAJOR IN PSYCHOLOGY

- Although 12 courses are required for the major, students may take up to 14 psychology courses.
- Students may begin to explore the major by taking PSY 101, which is a prerequisite to some research courses (PSY 225, PSY 390) and some cornerstone courses (PSY 250, PSY 251, PSY 252).
- If students have AP credit for PSY 101, should begin to explore the major by taking any cornerstone course without a prerequisite in the fall of their first year (PSY 210, PSY 290, PSY 216, PSY 240, PSY 253).
- Students must complete the research courses in the sequence of PSY 224, PSY 225, PSY 390. We recommend students take the courses in consecutive semesters, unless they study abroad.
- At least one course from each cornerstone is offered every semester. More than one cornerstone course can be taken at the same time.
- If students are thinking about the neuroscience of human behavior concentration, but are not sure yet, they should take PSY 251 Introduction to Brain and Behavior in their sophomore year and should take BIO 160 in their freshman or sophomore year.
- Capstone Seminar courses allow students to go into greater depth in various areas of psychology and have at least one cornerstone course prerequisite (most capstone seminars are offered either in the fall or the spring and students need to plan ahead).
- PSY 301 Internship in Psychology is only offered in the spring semester. Students are encouraged to take this course in the spring of the junior year, if possible, to help guide career planning for entering the workforce or graduate school. There

is mandatory internship planning that takes place in the Fall semester prior to the Internship course. Students in the Mental Health or Child and Adolescent Development concentrations are required to take PSY 301 Internship.

- In consultation with a faculty mentor, students may take independent study (PSY 399) to gain more research experience in the field.
- ABA courses count as elective courses (PSY 253 is a prerequisite to all ABA courses).
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.

WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY LEAD TO?

The websites of the American Psychological Association and the Association for Psychological Science offer a wealth of information about the current state of the field and career paths

Current topics:
http://www.apa.org/topics/index.aspx
https://www.psychologicalscience.org/topics/research-topics
Career paths:
http://www.apa.org/careers/resources/guides/index.aspx
Learn more about ABA:
https://www.abainternational.org/about-us/behavior-analysis.aspx
https://www.bacb.com/about-behavior-analysis/

Join the psychology club or follow us on Facebook and Twitter:
https://twitter.com/AssumptionUPsy
https://www.facebook.com/AssumptionUMAPsychology/

MAJOR IN PSYCHOLOGY
WITH A CONCENTRATION IN NEUROSCIENCE OF HUMAN BEHAVIOR (13)

This concentration focuses the psychology major on courses relevant to the interactions of brain function, cognition, and behavior. This concentration is ideal for students interested in applying to graduate programs in psychology, neuroscience, or certain clinical programs focused on the biological basis of psychopathology. The major can be combined with further study in the natural sciences, and with careful planning it is possible to pursue a second major or a minor in one of these disciplines. Students who choose this concentration are also encouraged to do internships or independent studies in laboratories studying psychophysiology, neurobiology, or the biological basis of behavior.

REQUIRED COURSES (13)

All of the below courses are required. It is highly recommended that interested students declare this major by the end of their sophomore year. Students are advised to take the required Biology courses in their sophomore and junior year. Students are further recommended to take PSY 251: Introduction to Brain and Behavior (offered in the fall and spring) in their sophomore year, and to complete the Neuroscience Capstone in their senior year.

FOUNDATION COURSES (7)

PSY 101 General Psychology
PSY 250 Perception
PSY 251 Introduction to Brain and Behavior
PSY 252 Cognitive Psychology
BIO 160 Concepts in Biology (+ lab; 4-credit)
BIO 280 Sensory Systems (+ lab; 4-credit)
PHI 267 Person, Mind, and Brain

RESEARCH SEQUENCE (3)

PSY 224 Statistics
PSY 225 Research Methods

PSY 391 Experimental Techniques in Human Neuroscience (+ lab; 4-credit)

PSYCHOLOGY CORNERSTONE COURSES (2)

Social Developmental Cornerstone (1)

PSY 210 Social Psychology

PSY 290 Psychology of Development: Infancy and Childhood

Mental Health Cornerstone (1)

PSY 216 Abnormal Psychology

PSY 240 Psychology of Personality

NEUROSCIENCE CAPSTONE (1)

PSY 402 Social and Affective Neuroscience

PSY 403 Cognitive Neuroscience

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN NEUROSCIENCE OF HUMAN BEHAVIOR

The following plan is recommended for psychology majors with a concentration in neuroscience of human behavior. It prepares students for the workforce or for graduate school, though to work within the field of neuroscience a graduate degree is almost always required. The concentration is designed so that students reap all of the benefits of a major in psychology while focusing their study on topics relevant to neuroscience, as well as gaining some interdisciplinary expertise through the biology requirements. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year.

First Year

Fall	Spring
PSY 101 General Psychology	PSY 250 Perception

Sophomore Year

Fall	Spring
PSY 224 Statistics	PSY 225 Research Methods
PSY 251 Introduction to Brain and Behavior	PHI 267 Person, Mind, and Brain
BIO 160 Concepts in Biology (+ lab)	

Junior Year

Fall	Spring
PSY 391 Experimental Techniques in Human Neuroscience (+ lab)	PSY 210 Social Psychology **-OR-** PSY 290 Psychology of Development
BIO 280 Sensory Systems (+ lab)	
PSY 216 Abnormal Psychology **-OR-** PSY 240 Psychology of Personality	
PSY 252 Cognitive Psychology	

Senior Year

Fall	Spring
	PSY 403 Cognitive Neuroscience **-OR-** PSY 402 Social and Affective Neuroscience

ADVISING TIPS FOR THE PSYCHOLOGY MAJOR WITH A CONCENTRATION IN NEUROSCIENCE OF HUMAN BEHAVIOR

- Although 13 psychology courses are required for the major, students can take up to 14 psychology courses.
- Please note: The Foundation courses are designed to build up to PSY 402 or PSY 403; thus, while some students do take these courses in their junior year, it is ideal to take them senior year.
- Students may begin to explore the major by taking PSY 101, which is a prerequisite to some research courses (PSY 225, PSY 391) and some cornerstone courses (PSY 250, PSY 251, PSY 252).
- Students may also begin to explore the major by taking any cornerstone course without a prerequisite (PSY 210, PSY 290, PSY 216, PSY 240).
- Students must complete the research courses in the sequence of PSY 224, PSY 225, PSY 391. We recommend students take the courses in consecutive semesters, unless they study abroad.
- In consultation with a faculty mentor, students may take independent study (PSY 399) to gain more research experience in the field.
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.
- Students pursuing this concentration are encouraged to explore the offerings of our Center for Neuroscience and to get involved in the new student-run neuroscience club.

WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN NEUROSCIENCE LEAD TO?

The websites of the American Psychological Association, the Association for Psychological Science, and the Society for Neuroscience offer a wealth of information about the current state of the field and career paths.

Current topics:

http://www.apa.org/topics/index.aspx

https://www.psychologicalscience.org/topics/research-topics

Career paths:

http://www.apa.org/careers/resources/guides/index.aspx

https://www.sfn.org/careers

https://www.cogneurosociety.org/newsletter/

https://socialaffectiveneuro.org/job-board/

Join the psychology club or follow us on Facebook and Twitter

https://twitter.com/AssumptionUPsy

https://www.facebook.com/AssumptionUMAPsychology/

Join the neuroscience club or follow us on Facebook and Twitter.

https://twitter.com/assumptionneuro

https://www.instagram.com/assumption_neuroscience/

MAJOR IN PSYCHOLOGY
WITH A CONCENTRATION IN CHILD AND ADOLESCENT DEVELOPMENT (13)

This Major in Psychology with a Concentration in Child and Adolescent Development trains students in the major areas of human development, including physical, cognitive, perceptual, social, personality, and emotional development, and exposes students to theory, research, and application of the developmental psychology field. In addition to a broad foundation in psychology across the lifespan, the coursework allows students to focus on the earlier developmental periods (e.g. childhood and adolescence). Students also have opportunities to take courses that focus on typical (e.g., common problems in childhood) and atypical development (e.g., abnormal child and adolescent development), as well as optimal functioning (e.g., raising happy and successful children, family psychology). This major is ideal for providing students with the background to pursue graduate degrees in a variety of areas such as Developmental Psychology, Human Development, Family Studies, Applied Behavior Analysis, School Psychology, Special Education, Counseling Psychology, Social Work, School Counseling, and Child Life programs. Many psychology-based graduate programs require a strong foundation in psychological theory and research and this major prepares students for such programs. The coursework also provides the research, conceptual, and applied background for students who

may seek employment in organizations (e.g., schools or agencies) that work with children and adolescents that may or may not have developmental psychopathology or impairments.

REQUIRED COURSES (13)

All of the below courses are required. In addition to these, students will need to take one additional Psychology elective in order to complete the Psychology major with this concentration. It is highly recommended that interested students declare this major by the beginning of their junior year. Please note that students in this concentration must take Internship in the Spring of junior or senior year, and this requires advance planning the prior fall.

FOUNDATION COURSE (1)

PSY 101 General Psychology

RESEARCH SEQUENCE (3)

PSY 224 Statistics

PSY 225 Research Methods

PSY 390 Research Seminar **-OR-** PSY 391/PSY 391L Experimental Techniques in Human Neuroscience/Experimental Techniques in Human Neuroscience Lab (normally taken in the junior year)

FOUNDATION IN PSYCHOLOGY AND CHILD AND ADOLESCENT DEVELOPMENT (6)

(Completing these foundation courses fulfills the cornerstone psychology major requirements)

PSY 216 Abnormal Psychology

PSY 281 Psychology of Adolescence and Maturity

PSY 250 Perception **-OR-** PSY 251 Introduction to Brain and Behavior

PSY 253 Psychology of Learning

PSY 290 Psychology of Development: Infancy and Childhood

PSY 301 Internship in Psychology (internship is offered in Spring. Internship placements must be approved by the course instructor during the preceding Fall semester)

CHILD AND ADOLESCENT DEVELOPMENT CAPSTONE SEMINAR (1)

PSY 409 Common Problems in Childhood

PSY 416 Abnormal Child and Adolescent Psychology

CHILD AND ADOLESCENT DEVELOPMENT ELECTIVE COURSES (1)

PSY 383 Introduction to Autism Spectrum Disorder

PSY 392 Raising Happy and Successful Children

PSY 399 Independent Study (topic approved by department chairperson)

PSY 408 Family Psychology (Unless taken as Capstone)

PSY 409 Common Problems in Childhood (Unless taken as Capstone)

PSY 416 Abnormal Child and Adolescent Psychology (Unless taken as Capstone)

ONE ADDITIONAL PSYCHOLOGY ELECTIVE (1)

May be from any area: elective, cornerstone in the Psychology major (Social/Developmental Cornerstone; Biological Cornerstone, Mental Health Cornerstone, and Cognition and Learning Cornerstone), or seminar

RECOMMENDED COURSES IN OTHER DISCIPLINES:

ABA 340 Introduction to Behavior Analysis and Therapy

ENG 263 Children's Literature

EDU 260 Teaching Students with Special Needs

EDU 265 Effective Classroom Management

HRS 235 Normal Speech and Language Development

HRS 241 Prevention and Intervention: Models and Approaches with Youth
HRS 321 Social Skill Development for Youth
HRS 421 Loss and Bereavement Across the Lifespan

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN CHILD AND ADOLESCENT DEVELOPMENT

The following plan is recommended for psychology majors with a concentration in child and adolescent development. It prepares students for the workforce or for graduate school in the field of child and adolescent development. The major with the concentration is designed so that students reap all the benefits of a major in psychology while focusing their study on topics relevant to child and adolescent development, as well as gaining some internship experience within the field. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year.

First Year

Fall	Spring
PSY 101 General Psychology	Psychology of Development: Infancy and Childhood (PSY290) OR Psychology of Adolescence and Maturity (PSY 281)

Sophomore Year

Fall	Spring
Psychology of Development: Infancy and Childhood (PSY290) OR Psychology of Adolescence and Maturity (PSY 281) (Fall or Spring)	Abnormal Psychology (PSY216) (Fall or Spring)
PSY 224 Statistics (Recommended or Spring sophomore year)	PSY 225 Research Methods (Recommended or Fall junior year)

Junior Year

Fall	Spring
Biological Cornerstone (PSY 251) AND/OR Psychology of Learning (PSY 253)	Biological Cornerstone (PSY 250, PSY251) AND/OR Psychology of Learning (PSY 253)
PSY 390 Research Seminar **-OR-** PSY 391 Experimental Techniques in Human Neuroscience (+lab) (Fall or Spring)	Internship in Psychology (PSY 301)

Senior Year

Fall	Spring
Child and Adolescent Development Capstone Seminar (Fall or Spring)	Biological Cornerstone (PSY 250, PSY251) AND/OR Psychology of Learning (PSY 253)
Child and Adolescent Development Elective (Fall or Spring)	Psychology Elective 200+-level (Fall or Spring)

ADVISING TIPS FOR THE MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN CHILD AND ADOLESCENT DEVELOPMENT

- Although 13 courses are required for the major, students can take up to 14 psychology courses.
- Students can begin to explore the major by taking any course that counts toward this major and concentration that does not have a prerequisite in the fall of their first year (PSY 101, PSY 210, PSY 281, PSY 290, PSY 216, PSY 240, PSY 253).Students entering with AP credit for PSY 101 should plan to take PSY 290 or PSY 281 in their first year.

- Students must complete the research courses in the sequence of PSY224, PSY 225, PSY390. We recommend students take the courses in consecutive semesters, unless they study abroad.
- At least one course from each cornerstone is offered every semester. More than one cornerstone course can be taken at the same time.
- Child and Adolescent Development Capstone Seminar courses allow students to go into greater depth in the field of child and adolescent development and have course prerequisite(s) (most capstone seminars are offered either in the fall *or* the spring and students need to plan ahead).
- PSY 301 Internship in Psychology is currently only offered in the spring semester. Students are encouraged to take this course in the spring of the junior year to help guide career planning for entering the workforce or graduate school. This course required planning in the prior fall and permission by the chair to enroll.
- Students may take an independent study (PSY399) to gain more research experience. If this course is used to fulfill the upper-level elective requirement, the topic and mentor must be approved by the department chair.
- ABA courses count as elective courses (PSY 253 is a prerequisite to all ABA courses).
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.

TO WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN CHILD AND ADOLESCENT DEVELOPMENT LEAD?

The websites of the American Psychological Association and the Association for Psychological Science offer a wealth of information about the current state of the field and career paths.

Current topics:
https://www.apa.org/action/science/developmental/index
http://www.apa.org/topics/index.aspx
https://www.psychologicalscience.org/topics/research-topics

Career paths:
https://careersinpsychology.org/what-is-developmental-psychology/
https://www.apa.org/action/science/developmental/education-training
https://www.apa.org/action/science/counseling
http://www.apa.org/careers/resources/guides/index.aspx

Learn more about ABA:
https://www.abainternational.org/about-us/behavior-analysis.aspx

Join the psychology club or follow us on Facebook and Twitter
https://twitter.com/AssumptionUPsy
https://www.facebook.com/AssumptionUMAPsychology

MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING (13)

The Major in Psychology with a Concentration in Mental Health and Pre-Clinical Counseling is designed for Psychology majors with a particular interest in clinical or counseling psychology or clinical social work. The concentration lays a solid foundation in coursework, research, and field experiences to help students decide if they wish to apply to a graduate program and obtain licensure to practice in a clinical field (e.g., Clinical Psychology, Counseling Psychology, Social Work, etc.). Students will pursue coursework, applied work, and research emphasizing clinical psychology as a science, and the best practices for diagnosis and treatment within the scientific paradigm. Students will be prepared for entry level positions related to the field of psychology, and also prepared for entry into graduate study in areas such as social work, counseling, school psychology and clinical psychology. Courses will include Abnormal Psychology, Internship in Psychology, and an advanced seminar in Clinical Psychology.

REQUIRED COURSES (13)

All of the below courses are required. In addition to these, concentrators will need to take one additional Psychology elective in order to complete the Psychology major. It is highly recommended that interested students declare this major by the beginning of their junior year.

FOUNDATION COURSE (1)

PSY 101 General Psychology

RESEARCH SEQUENCE (3)

PSY 224 Statistics

PSY 225 Research Methods

PSY 390 Research Seminar **-OR-** PSY 391/PSY 391L Experimental Techniques in Human Neuroscience/Experimental Techniques in Human Neuroscience Lab (normally taken in the junior year)

FOUNDATIONS IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING (6)

(Completing these foundation courses fulfills the cornerstone psychology requirements)

PSY 210 Social Psychology **-OR-** PSY 290 Psychology of Development: Infancy and Childhood

PSY 216 Abnormal Psychology

PSY 251 Introduction to Brain and Behavior

PSY 253 Psychology of Learning

PSY 301 Internship in Psychology (internship is offered in Spring. Internship placements must be approved by the course instructor during the preceding Fall semester) PSY 425 Clinical Psychology (Capstone)

SOCIAL, EMOTIONAL, AND CULTURAL INFLUENCES (1)

PSY 217 Psychology of Women

PSY 218 Cultural Psychology

PSY 220 Interpersonal Communication

PSY 240 Psychology of Personality

PSY 335 Motivation and Emotion

ADVANCED MENTAL HEALTH AND PRE-CLINICAL COUNSELING ELECTIVE (1)

PSY 383 Introduction to Autism Spectrum Disorder

PSY 396 Forensic Psychology

PSY 399 Independent Study (topic approved by department chair)

PSY 409 Common Problems in Childhood

PSY 416 Abnormal Child and Adolescent Psychology

ABA 340 Introduction to Behavior Analysis and Therapy

ABA 350 Survey of Behavioral Interventions

ONE ADDITIONAL PSYCHOLOGY ELECTIVE (1)

May be from any area: elective, cornerstone in the Psychology major (Social/Developmental Cornerstone; Biological Cornerstone, Mental Health Cornerstone, and Cognition and Learning Cornerstone), or seminar

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING

The following plan is recommended for psychology majors with a concentration in mental health and pre-clinical counseling. It prepares students for the workforce or for graduate school in the field of mental health and clinical counseling. The concentration is designed so that students reap all of the benefits of a major in psychology while focusing their study on topics relevant to mental health, as well as gaining some internship experience within the field. The major is flexible to accommodate study abroad

and students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year.

First Year

Fall	Spring
PSY 101 General Psychology	Abnormal Psychology (PSY 216) (Spring or Fall of Sophomore year)

Sophomore Year

Fall	Spring
Psychology of Development: Infancy and Childhood (PSY 290) **-OR-** Social Psychology (PSY 210) (Fall or Spring)	Intro to Brain and Behavior (PSY 251) AND/OR Psychology of Learning (PSY 253)
PSY 224 Statistics (Recommended or Spring sophomore year)	PSY 225 Research Methods (Recommended or Fall junior year)

Junior Year

Fall	Spring
Intro to Brain and Behavior (PSY 251) AND/OR Psychology of Learning (PSY 253)	Social, Emotional, and Cultural Influences Course (Fall or Spring)
PSY 390 Research Seminar **-OR-** PSY 391 Experimental Techniques in Human Neuroscience (+lab) (Fall or Spring)	Internship in Psychology (PSY 301)

Senior Year

Fall	Spring
Clinical Psychology (Fall or Spring)	Psychology Elective 200+-level (Fall or Spring)
Advanced Mental Health and Pre-Clinical Counseling Elective (Fall or Spring)	

ADVISING TIPS FOR THE MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING

- Although 13 courses are required for the major, students can take up to 14 psychology courses.
- Students may begin to explore the major by taking PSY 101, or any course that counts toward the major without a prerequisite (PSY 216, PSY 210, PSY 253, PSY 290). Students entering with AP credit for PSY 101 should plan to take PSY 216 in their first year.
- Students must complete the research courses in the sequence of PSY 224, PSY 225, PSY 390. We recommend students take the courses in consecutive semesters, unless they study abroad.
- At least one course from each cornerstone is offered every semester. More than one cornerstone course can be taken at the same time.
- Advanced courses (300+) allow students to go into greater depth in the field and may have course prerequisites (most 400 level capstone seminars are offered either in the fall or the spring and students need to plan ahead).
- PSY 301 Internship in Psychology is currently only offered in the spring semester. Students are encouraged to take this course in the spring of the junior year to help guide career planning for entering the workforce or graduate school. This course required planning in the prior fall and permission by the chair to enroll.
- Students may take an independent study (PSY399) to gain more research experience. If this course is used to fulfill the upper-level elective requirement, the topic and mentor must be approved by the department chair.
- ABA courses count as elective courses (PSY 253 is a prerequisite to all ABA courses).
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.

TO WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN MENTAL HEALTH AND PRE-CLINICAL COUNSELING LEAD?

The websites of the American Psychological Association and the Association for Psychological Science offer a wealth of information about the current state of the field and career paths.

Current topics:
https://www.apa.org/action/science/clinical/index
http://www.apa.org/topics/index.aspx
https://www.psychologicalscience.org/topics/research-topics

Career paths:
https://www.learnpsychology.org/clinical-psychology/
https://www.apa.org/action/science/counseling
http://www.apa.org/careers/resources/guides/index.aspx

Learn more about ABA:
https://www.abainternational.org/about-us/behavior-analysis.aspx

Join the psychology club or follow us on Facebook and Twitter
https://twitter.com/AssumptionUPsy
https://www.facebook.com/AssumptionUMAPsychology/

MAJOR IN NEUROSCIENCE WITH A PSYCHOLOGY PATH (16)

A Major in Neuroscience utilizes an interdisciplinary approach to empower students to: 1) develop and refine skills of inquiry with a focus on the brain and mind, 2) gain a strong understanding of classic and contemporary findings in neuroscience, 3) comprehend and appreciate the dynamic, multidisciplinary nature of this field, 4) ask thoughtful questions and strategically select approaches to answer questions, 5) develop informed hypotheses and design/execute experiments to test hypotheses, 6) critically analyze data and determine if data supports hypotheses, and 7) explore philosophical questions about the nature of human life, consciousness, and free will.

Neuroscience explores the complex interactions between the distinct aspects of brain, mind, and behavior. The Major in Neuroscience engages students through a holistic, interdisciplinary approach rooted in rigorous science and augmented by philosophical perspectives that address the brain, mind, and human nature.

In addition, students are encouraged to engage in activities offered by the Center for Neuroscience (CfN), which include research internships, an interdisciplinary lecture series, and community service. Students who major in neuroscience will be prepared to pursue careers in industry, health professions, and graduate studies within the field of neuroscience.

The Major in Neuroscience with a Psychology Path features curriculum that explores concepts related to human neuroscience, namely:

1. Neuroanatomy and function of the nervous system
2. Neural mechanisms of human perception, thought, and behavior
3. How context, environment, experience, and brain function interact to influence human behavior
4. Developmental, neurological, and psychiatric disorders
5. Familiarity and experience with experimental designs and tools used to study human neuroscience
6. Philosophical conversations about the relationship between brain and mind, free will and human consciousness.

REQUIRED COURSES (16)

All of the below courses are required. It is highly recommended that interested students declare this major by the end of their sophomore year. Students are advised to take the Biology courses in their sophomore and junior year. Students are further recommended to take PSY 251: Introduction to Brain and Behavior (offered in the fall and spring) in their sophomore year, and to complete the Neuroscience Capstone in their senior year.

FOUNDATIONS IN HUMAN NEUROSCIENCE COURSES (9)

PSY 101 General Psychology

PSY 250 Perception
PSY 251 Introduction to Brain and Behavior
PSY 252 Cognitive Psychology
PSY 335 Motivation and Emotion
BIO 160 Concepts in Biology (+ lab; 4-credit)
BIO 280 Sensory Systems (+ lab; 4-credit)
BIO 415 Principles of Neuroscience (+ lab; 4-credit)
PHI 267 Person, Mind, and Brain

It is strongly recommended that students take PHI 152 The Human Difference -OR- PHI 153 The Book of Nature as their second, intermediate PHI requirement in the Foundations Program, and that they take THE 151 Faith and Reason as their second, intermediate THE requirement in the Foundations Program.

ONE OF THE FOLLOWING BIO COURSES (1)

BIO 375 Milestones in Neuroscience (3-credit; no lab)
BIO 310 Animal Behavior (+ lab; 4 credit)

RESEARCH SEQUENCE (3)

PSY 224 Statistics
PSY 225 Research Methods
PSY 391 Experimental Techniques in Human Neuroscience (+ lab; 4-credit)

NEUROSCIENCE CAPSTONE (1)

PSY 402 Social and Affective Neuroscience
or
PSY 403 Cognitive Neuroscience

ELECTIVES (2)

Any PSY course (200-level or above)
Any BIO course (numbered 212 or higher)
MAT 117 Calculus I
CSC 117 Introduction to Programming

RECOMMENDED BUT NOT REQUIRED COURSES

MAT 117 Calculus I (if not taken as elective)
CSC 117 Introduction to Programming (if not taken as elective)
PHI 152 The Human Difference **-OR-** PHI 153 Book of Nature
THE 151 Faith and Reason

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN NEUROSCIENCE WITH A PSYCHOLOGY PATH

The following plan is recommended for neuroscience majors with a psychology path. It prepares students for the workforce or for graduate school, though to work within the field of neuroscience a graduate degree is almost always required. The major is designed so that students reap all of the benefits of interdisciplinary expertise. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. Students who intend to go to graduate school are encouraged to gain additional research experience in the junior and senior year.

First Year

Fall	Spring
PSY 101 General Psychology	PSY 250 Perception

BIO 160 Concepts in Biology (+ lab)	Strongly Recommended: PHI 152 The Human Difference **-OR-** PHI 153 The Book of Nature

Sophomore Year

Fall	Spring
PSY 224 Statistics	PSY 225 Research Methods
PSY 251 Introduction to Brain and Behavior	PHI 267 Person, Mind, and Brain
BIO 280 Sensory Systems (+ lab)	

Junior Year

Fall	Spring
PSY 391 Experimental Techniques in Human Neuroscience (+ lab)	PSY 335 Motivation and Emotion
BIO 310 Animal Behavior **-OR-** BIO 372 Milestones in Neuroscience (offered in the Spring)	BIO 372 Milestones in Neuroscience **-OR-** BIO 310 Animal Behavior (offered in the Fall)
PSY 252 Cognitive Psychology	

Senior Year

Fall	Spring
BIO 415 Principles of Neuroscience (+ lab)	PSY 403 Cognitive Neuroscience **-OR-** PSY 402 Social and Affective Neuroscience
Elective I	Elective II

ADVISING TIPS FOR THE PSYCHOLOGY NEUROSCIENCE MAJOR

- Please note: This is one example of a course sequence for this major. There are many possibilities.
- In preparation for PHI 267 Person, Mind, and Behavior, it is strongly recommended that students take PHI 152 The Human Difference or PHI 153 The Book of Nature.
- Students are advised to take no more than 2 laboratory courses in a given semester.
- If students elect to take three additional courses in BIO, then they will be able to add a BIO minor.
- Programming (learned in CSC 117) is a valuable skill in many graduate programs and careers that explore human neuroscience.
- Students may take Independent Study as an elective (PSY 399) to gain more research experience.
- Students may begin to explore the major by taking PSY 101 or BIO 160, which is a prerequisite to several research courses (PSY 225, PSY 391), PSY courses (PSY 250, PSY 251, PSY 252), and BIO courses (BIO 280).
- Students may also begin to explore the major by taking any cornerstone course without a prerequisite (PSY 210, PSY 290, PSY 216, PSY 240).
- Students must complete the research courses in the sequence of PSY 224, PSY 225, PSY 391. We recommend students take the courses in consecutive semesters, unless they study abroad.
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the department chair before registering for courses outside the day school of Assumption University.
- Majors are encouraged to explore the offerings of our Center for Neuroscience and to get involved in the new student-run neuroscience club.

TO WHAT CAREERS DOES A MAJOR IN PSYCHOLOGY NEUROSCIENCE LEAD?

The websites of the American Psychological Association, the Association for Psychological Science, and the Society for Neuroscience offer a wealth of information about the current state of the field and career paths.

Current topics:
http://www.apa.org/topics/index.aspx
https://www.psychologicalscience.org/topics/research-topics

Career paths:

http://www.apa.org/careers/resources/guides/index.aspx
https://www.sfn.org/careers
https://www.cogneurosociety.org/newsletter/
https://socialaffectiveneuro.org/job-board/

Join the psychology club or follow us on Facebook and Twitter
https://twitter.com/AssumptionUPsy
https://www.instagram.com/AssumptionUMAPsychology/
https://www.facebook.com/AssumptionUMAPsychology/

Join the neuroscience club or follow us on Facebook and Twitter
https://twitter.com/assumptionneuro

MINOR IN PSYCHOLOGY (6)

To complete a minor in Psychology students must complete six Psychology courses: PSY101, one course from each of the four cornerstones, and one elective.

REQUIRED COURSE (1)

PSY 101 General Psychology

CORNERSTONE COURSES (4)

Students must choose one 200-level course from each of the four cornerstones.

Social/Developmental Cornerstone (1)

PSY 210 Social Psychology
PSY 290 Psychology of Development Infancy and Childhood

Biological Cornerstone (1)

PSY 250 Perception
PSY 251 Introduction to Brain and Behavior

Mental Health Cornerstone (1)

PSY 216 Abnormal Psychology
PSY 240 Psychology of Personality

Cognition and Learning Cornerstone (1)

PSY 252 Cognitive Psychology
PSY 253 Psychology of Learning

ONE ELECTIVE (1)

Students must take one additional course from any area: elective, cornerstone, or seminar.

MINOR IN APPLIED BEHAVIOR ANALYSIS (6)

Applied behavior analysis (ABA) is the application of principles of learning and behavior used to solve socially significant problems (to influence changes in behavior that are meaningful to individuals and those around them). ABA is relevant to human behavior in a variety of contexts, including developmental and intellectual disabilities, autism spectrum disorder, general and special education, clinical psychology, medicine, counseling, job effectiveness, business, animal training, sports training, environmental protection, exercise and health, criminology, and other areas. The Minor in ABA provides an introduction to behavior-analytic theory and methods for assessment and intervention; it complements coursework in the Education, Human Services and Rehabilitation Studies, and Psychology majors. Given the prevalence of developmental and intellectual disabilities in society, the

minor may also be of interest to students in other majors, such as Business Studies, Biology, and Criminology. Students who complete undergraduate courses in ABA will learn how to effectively apply behavior-analytic procedures to solve behavioral problems that occur in their professional and personal lives.
Students interested in pursuing the Minor in ABA are encouraged to talk with the ABA Program Director as well as work with their academic advisor to plan their course of study.

REQUIRED COURSES (5)

PSY 253 Psychology of Learning

ABA 340 Introduction to Behavior Analysis and Therapy
ABA 350 Survey of Behavioral Interventions
ABA 450 Advanced Topics in Applied Behavior Analysis
PSY 301 Internship (Internship approved by ABA Program Director*)

*HRS 400 or HRS 490 may be substituted in some circumstances if the student's experience is focused on ABA and with approval by the ABA Program Director.

ELECTIVE (1)

Students are encouraged to choose an elective outside of their major field of study.

EDU 101 Schools in American Society
EDU 260 Teaching Students with Special Needs
EDU 265 Effective Classroom Management
HRS 119 Introduction to Human Services and Rehabilitation Studies
HRS 121 Human Development and Disability across the Lifespan
HRS 225 Introduction to Human Communication and Its Disorders
HRS 321 Social Skills Development Strategies for Youth
PSY 101 General Psychology
PSY 216 Abnormal Psychology
PSY 290 Psychology of Development: Infancy and Childhood
PSY 220 Interpersonal Communication
PSY 225 Research Methods in Psychology
PSY 383 Introduction to Autism Spectrum Disorder
PSY 409 Common Problems in Childhood
PSY 416 Abnormal Child and Adolescent Psychology

Recommended but not required: HRS 331

The recommended course sequence includes taking PSY 253 during the sophomore year, ABA 340 and ABA 350 during the junior year, PSY 301 in the junior or senior year, and ABA 450 in the senior year.

CONCENTRATION IN PRE-OCCUPATIONAL THERAPY (11)

The minimal entry-level degree for practice as an Occupational Therapist is a clinical master's degree in Occupational Therapy. The Concentration in Pre-Occupational Therapy is designed to prepare students for graduate study in Occupational Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Occupational Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology and many of the courses required for the concentration are also required for completion of these majors.

REQUIRED COURSES (10)

HRS 125 Professional Orientation to Physical and Occupational Therapy (Spring)
HRS 345 Occupational Therapy: Occupation, Theory, Intervention and Assessment Across the Lifespan (Fall)
BIO 160 Concepts in Biology (Fall/Spring)

BIO 240 Human Anatomy (Fall)
BIO 370 General Physiology (Spring)
PSY 101 General Psychology (Fall/Spring)
PSY 216 Abnormal Psychology (Fall/Spring)
HRS 121 Human Development and Disability (Fall/Spring)
SOC 121 Principles of Sociology **OR** ANT 131 Cultural Anthropology
PSY 224 Statistics (Fall/Spring)

HUMAN SERVICES COURSE (1)

HRS 490 Internship in Human Services and Rehabilitation Studies (if HSRS Major–12 Credits)

or

HRS 400 Human Services and Rehabilitation Studies (if Non HSRS Major–3 credits)

Recommended (but not required): Some programs may require a course in Neuroscience, Kinesiology and/or Neuroanatomy with a focus on the Central and Peripheral Nervous System.

First semester freshmen who wish to complete the concentration should enroll in BIO 160 and HRS 125. First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or members of the department of Human Services and Rehabilitation Studies. A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some OT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Occupational Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PRE-PHYSICAL THERAPY (16)

The minimal entry-level degree for practice as a Physical Therapist is a clinical doctoral degree in Physical Therapy. The Concentration in Pre-Physical Therapy is designed to prepare students for graduate study in Physical Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Physical Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors. The double counting rule applies. See “Undergraduate Academic Policies” above. Please note that a Biology minor requires three courses be distinct from this concentration.

REQUIRED COURSES (13)

HRS 125 Professional Orientation to Physical and Occupational Therapy (Spring)
BIO 160 Concepts in Biology (Fall/Spring)
BIO 240 Human Anatomy (Fall)
BIO 370 General Physiology (Spring)
CHE 131 General Chemistry I (Fall)
CHE 132 General Chemistry II (Spring)
PHY 201 General Physics (Fall)
PHY 202 General Physics (Spring)
BIO/HRS 390 Exercise Physiology (Fall)
PSY 101 General Psychology (Fall/Spring)
PSY 216 Abnormal Psychology (Fall/Spring)
PSY 290 Psychology of Development (Fall/Spring)
SOC 121 Principles of Sociology (Fall/Spring)

ONE OF THE FOLLOWING STATISTICS COURSES (1)

PSY 224 Statistics
ECO 115 Statistics with Excel

ONE OF THE FOLLOWING MATH COURSES (1)

MAT 114 Elementary Functions
MAT 117 Calculus I

ONE OF THE TWO HRS COURSES LISTED BELOW (1)

HRS 490 Internship in Human Services and Rehabilitation Studies (if HSRS Major–12 Credits)
HRS 400 Human Services and Rehabilitation Studies (if Non-HSRS Major–3 credits)

RECOMMENDED BUT NOT REQUIRED

BIO 415 Principles of Neuroscience
PSY 251 Introduction to Brain and Behavior

First semester first year students who want to complete the concentration should enroll in BIO 160, CHE 131, HRS 125, and the appropriate math course (i.e., MAT 114 or MAT 117). First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some PT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Physical Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

A NOTE ON HEALTH SCIENCE CONCENTRATIONS: The university offers five concentrations that pair with a variety of majors to prepare students for graduate study in the health sciences. They are: Patient Advocacy, Communication Sciences and Disorders, Pre-Occupational Therapy, Pre-Physical Therapy, and Pre-Clinical Health Professions. For more information, see the entries in the Biological and Physical Science and Human Services and Rehabilitation Studies sections of this catalog.

COURSE DESCRIPTIONS

PSYCHOLOGY (PSY)

PSY 101 GENERAL PSYCHOLOGY
In this introduction to psychology students learn the language, methods, theoretical perspectives, and research of the discipline. This course introduces students to a range of topics within psychology, such as the biological and social bases of behavior, as well as basic principles of perception, learning, and motivation. This course fulfills a Foundations Program requirement. (Fall, Spring)
Staff/*Three credits*

PSY 210 SOCIAL PSYCHOLOGY
This course will examine theoretical and empirical contributions in the field of social psychology. Specific topics to be covered include social perception; social cognition; attitudes; theories of self; interpersonal relations; group processes; aggression; pro-social behavior; and how social psychology can be applied to everyday life. This course fulfills a Foundations Program requirement. (Fall, Spring)
Parmley/*Three credits*

PSY 212 SPORTS PSYCHOLOGY

This course is a survey of the field of sports psychology and all emotional, cognitive, behavioral, and social phenomena related to the fields of performance, competition, exercise, and training. We seek in this class to understand the complexity of the psychological experience of an athlete in performance. Topics will be broken down into three general categories. First, an examination of the lived-experience of the athlete in performance will be considered. Second, we will explore therapeutic intervention techniques that can be deployed with athletes to reduce anxiety, increase motivation, conceptualize emotions, and energize the body in performance. Lastly, a bio-psycho-social examination of the athlete's career transition will be examined. Here we will look closely at the effects of head trauma, the loss of identity, the loss of interpersonal structures, and the experiential shifts that may occur as athletes navigate retirement. All of these topics will be examined by reviewing the scientific literature relevant to each phenomenon, supplemented at points with memoirs and non-fiction literature written by athletes or those with close involvement in sport. (Fall)

Staff/*Three credits*

PSY 216 ABNORMAL PSYCHOLOGY

This course provides students with a detailed description and analysis of the forms of behavior seen as abnormal in our contemporary culture. Research relevant to and theoretical perspectives on these disorders are presented. Throughout the course students are asked to consider the implications of being labeled abnormal and to apply their knowledge to individual cases. (Fall, Spring)

Cirillo, Volungis/*Three credits*

PSY 217 PSYCHOLOGY OF WOMEN

This course will acquaint students with the unique experiences and challenges faced by women and girls as they move through the complex process of psychological development. Questions of gender identity, socialization, sex-role stereotyping, and self-image will be among the topics discussed. In addition, many of the important roles filled by women throughout the lifespan will be addressed, along with circumstances, such as poverty and domestic violence that undermine the well-being of women in American society. Primary source material as well as textbook readings will be required along with class presentations, reflective essays, and a biography analysis project, among other assignments. (Spring)

Staff */ Three credits*

PSY 218 CULTURAL PSYCHOLOGY

This course explores the way in which cultural traditions and social practices regulate, express, transform, and permute the human psyche to shape human experience. We will explore constitution of culture, examine cultural similarities and, more importantly, cultural diversities in mind, self, and emotion, and investigate why cultures differ and ways in which culture interacts with human psyche to produce cultural effects. Students will be challenged to step outside of their own cultural framework, suspend their presumptions of human behavior to enter into the mind of other people from differing cultural backgrounds to see what is normal, beautiful, and true from their perspectives. Known principles of human behavior from mainstream psychology will be assessed in a cultural light and cross-cultural compassions will be made across a broad range of psychological phenomena, ranging from perception to psychopathology to social organization. It is the aim of this course that after taking this course students will become a more mindful citizen in today's interconnected, globalized world. (Spring)

Zhang/*Three credits*

PSY 220 INTERPERSONAL COMMUNICATION

This course introduces students to basic theoretical issues, research findings, and practical strategies in the field of interpersonal communication. The course examines the processes through which people collaboratively construct shared understandings in conversation, including discussion of how ideas about the self are shaped and expressed in dialogue with others. Through readings, discussion, and exercises, the class will work toward an understanding of how effective communication patterns, as well as problematic patterns, arise in the course of person-to-person interaction. (Fall, Spring)

Parmley/*Three credits*

PSY 224 STATISTICS

This course is an introduction to statistical methods used in behavioral research. The course will cover both inferential and descriptive statistics, with an emphasis on the conceptual understanding of how to use statistics to summarize and evaluate information. (Fall, Spring)

Parmley, Zhang/*Three credits*

PSY 225 RESEARCH METHODS

The purpose of this course is to explore the logic and methods used in psychological research (e.g., control, measurement, correlation, and experimental design) as well as the practical (e.g., developing hypotheses, presenting findings in a written format) and ethical concerns involved in conducting empirical studies. Prerequisite: PSY 101 and PSY224 Statistics. (Fall, Spring)
Gordon, Yu/*Three credits*

PSY 240 PSYCHOLOGY OF PERSONALITY

The course surveys several important theories of personality with the goal of helping students explain human behavior from a variety of perspectives. Historically significant theories, as well as recent interpretations of personality formation and dynamics, will be presented. This course fulfills a Foundations Program requirement. (Fall)
Zhang/*Three credits*

PSY 250 PERCEPTION

The main purpose of this course is to gain an appreciation of the importance of our sensory and perceptual systems in making us uniquely psychological beings. Throughout the semester, we will explore what it means to gain a scientific understanding of these systems. We will consider a number of different perspectives for addressing these issues regarding perceptual processes, as well as different methods and procedures for testing sensory responses and perceptual experiences. Students will actively be involved in participating in computer-based experiments, perceptual simulations, and internet assignments. In addition, time will be spent reading and discussing articles to illustrate the everyday importance of our perceptual systems. Sensory disorders and deficits such as hearing loss, loss of proprioception, phantom limbs, and visual agnosia will be discussed. Prerequisite: PSY 101. (Spring)
Yu/*Three credits*

PSY 251 INTRODUCTION TO BRAIN AND BEHAVIOR

This course examines central aims of human neuroscience by exploring structures and functions of the brain and neural communication. Discussion focuses on contemporary theories of bidirectional relationships between brain function and human experience, thought, and behavior. Topics considered include emotion, memory, sociality, sleep, and mental illness. Prerequisite: PSY 101. (Fall, Spring)
Yu/*Three* credits

PSY 252 COGNITIVE PSYCHOLOGY

Cognitive psychology is the study of how we gather, organize, and use information. Students in this course learn how the mind works (and sometimes fails to work) by exploring topics such as the neural bases for cognition, object recognition, attention, memory, decision making, and problem solving. An understanding of factors that influence how people think is fundamental to many careers within and outside of the cognitive sciences, including but not limited to education, law, business management, and marketing. Prerequisite: PSY 101. (Fall, Spring odd years)
Gordon/*Three credits*

PSY 253 PSYCHOLOGY OF LEARNING

The purpose of this course is to provide students with a grounding in important principles of learning, such as conditioning, extinction, generalization, and discrimination. The behavioral approach of B.F. Skinner is predominant throughout the course, although the concepts of important learning theorists such as Thorndike, Tolman, and Hull are also presented. In addition, the philosophical underpinnings of a learning-based model of human behavior and the complex questions of freedom and determinism raised by modern behaviorism are addressed in the course. This course fulfills a Foundations Program requirement. (Fall, Spring even years)
Lionello-DeNolf/*Three credits*

PSY 281 PSYCHOLOGY OF ADOLESCENCE AND MATURITY

The course will examine a wide range of issues in adolescence, such as historical perspectives on adolescence; biological changes; cognitive development; parenting styles and family dynamics; moral development; drug abuse; and psychological disorders of adolescence. The issues will be illustrated and further developed through the use of several case studies. (Fall, Spring)
Zhang/*Three credits*

PSY 285 WOMEN'S STUDIES I: IMAGES

This course is an introduction to the study of women. The course will develop a coherent, integrated view of women and their roles; emphasize the full range of contributions of and the limited opportunities for women; examine and appraise the experiences of women; and critically examine the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary, and the concentration of the course is on women in North America from the 19th century to the present. This is the same course as HIS 285, and SOC 285. (Fall, Spring)

Staff/*Three credits*

PSY 286 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY

This course undertakes a survey of current theory and practice in the field of industrial psychology. Topics covered include personnel issues, leadership, motivation and satisfaction, and communications. Emphasis will be placed on the person in the work environment at all levels. (Spring)

Parmley/*Three credits*

PSY 290 PSYCHOLOGY OF DEVELOPMENT: INFANCY AND CHILDHOOD

This course examines human growth and development during infancy and childhood. Emphasis is placed on the relationship between theory, research, and the application of knowledge in child development. Different theoretical perspectives (psychoanalytic, behavioral, cognitive-developmental); current research on selected topics (e.g., day care, cross-cultural differences in child rearing); and ways to encourage optimal growth in children at home, with friends, and at school are reviewed. This course fulfills a Foundations Program requirement. (Fall, Spring)

Kalpidou/*Three credits*

PSY 301 INTERNSHIP IN PSYCHOLOGY

This course is designed to give students exposure to the many roles psychologists currently play in the community. Students are expected to spend 8 to 10 hours per week working in a clinical or research setting off-campus for 13 weeks. This translates into 100 hours of placement time. It is important to have one full day or two half days available to complete the field-based component of the course. In addition, students are required to attend a weekly seminar. Students have to secure their own internships prior to the start of the semester. Prerequisites: Limited to Junior and Senior Psychology majors and minors, or Junior and Senior minors in Applied Behavior Analysis. Prerequisite: PSY 101 or PSY 253. (Spring)

Cirillo*/Three credits*

PSY 335 MOTIVATION AND EMOTION

This course will examine theoretical and empirical contributions to the understanding of human motivation and emotion. Specific topics to be covered include the psychological bases of motivation and emotion; the motivational-emotional bases of sex and aggression; the development of emotion regulation; the communication of emotion; and the social and cognitive influences on motivation and emotion. Prerequisite: PSY 101. (Spring)

Staff/*Three credits*

PSY 383 INTRODUCTION TO AUTISM SPECTRUM DISORDER

This course provides an introduction to autism spectrum disorder (ASD). Topics will include the history of autism; current diagnostic criteria; genetic, neurological, and environmental causes; assessment; interventions; and lifespan issues. Students will learn the criteria for determining whether an intervention is evidence-based versus pseudoscientific and will examine a range of interventions for ASD to determine whether they can be considered evidence-based. Finally, current controversies in autism will be explored. (Spring)

Lionello-DeNolf/*Three credits*

PSY 385 WOMEN OF THE WORLD

This course uses the personal stories of women around the world as a lens into current global issues. Each week participants read accounts of women's lives in regions outside of the United States, along with readable texts that provide historical and contemporary background for personal experiences. Students encounter the powerful and the powerless; the rich and the poor; the courageous and the meek; and in learning their stories, also learn something about the world that they inhabit, and that we inhabit along with them. In this global age in which we live, what happens at the individual and the local level is intricately

connected with what is happening around the world, including in our own homes and communities. In experiencing a "world of women," we learn about the human struggles that unite and divide people across cultures in the modern world. This course counts as a 200-level elective in the Psychology major. (Spring) Staff/Three credits

PSY 390 RESEARCH SEMINAR

This seminar is a continuation of PSY 225 focusing on more advanced problems of research design and analysis. Students are required to design and conduct a research project during the course of the semester. (Senior and Junior Psychology majors) Prerequisites: PSY 224, PSY 225. (Fall, Spring)
Gordon, Kalpidou, Parmley, Zhang/*Three credits*

PSY 391 EXPERIMENTAL TECHNIQUES IN HUMAN NEUROSCIENCE

This 4-credit laboratory course reviews the utility, strengths, and weaknesses of leading tools and techniques used to study human neuroscience. Specifically, the course examines electroencephalography (EEG), event related potentials (ERP), functional magnetic resonance imaging (fMRI), and measures of autonomic nervous system activity (heart rate variability and skin conductance). Students are encouraged - and challenged - to think about the implications of using these tools to understand human neuroscience. Is the activity recorded by these tools predictive or responsive to human thought and behavior? Do particular patterns of brain activity reliably predict atypical or abnormal outcomes? When are neuroscientific methodologies necessary? In the accompanying laboratory section of this course (PSY 391L), students acquire hands-on experience collecting and analyzing data obtained with many of these tools. Students apply the knowledge acquired in lecture and lab to develop and test research questions, collect and analyze data, and communicate results in written (APA-formatted research paper) and oral formats. Prerequisites: PSY 224 Statistics and PSY 225 Research Methods and PSY 251 Introduction to Brain and Behavior or permission of the instructor. Lab Fee: $470.00. (Fall, 2023)
Yu/*Four credits*

PSY 392 RAISING HAPPY AND SUCCESSFUL CHILDREN

The goal of this course is to discover the childhood roots of adult happiness and success. The students will identify the emotional, social, intellectual, moral, and spiritual needs of children and adolescents and discuss the things that parents, schools, and society can do to meet these needs. Among others, topics include the role of early social relationships, the influence of the material world, the effects of media and technology, the importance of character, and the significance of faith and spirituality. The students will read a collection of primary and secondary sources from experts in the science of success and happiness of children and adolescents. The students will also read and reflect on readings from other disciplines as well as biographies of successful people with focus on their childhood and adolescent years. (Fall)
Kalpidou/*Three credits*

PSY 396 FORENSIC PSYCHOLOGY

This course will provide students with an introduction to the field of forensic psychology. This course explores the clinical evaluation, psychopathology, and treatment modalities of criminal and severely mentally ill offenders in a variety of settings, including psychiatric and correctional facilities. A variety of readings, discussions, and real-life case studies of various types of offenders will be presented to give students a better understanding of the topic and related mental health and political issues. This class will include several in-depth discussions of various legal issues, such as not guilty by reason of insanity, risk and dangerousness, and competency to stand trial. Prerequisite: PSY 216 Abnormal Psychology. (Spring)
Smith/Three credits

PSY 399 INDEPENDENT STUDY

Open to qualified Junior and Senior Psychology majors with permission of the instructor, the Chairperson, and the Associate Vice President of Academic Affairs for Undergraduate Studies. (Fall, Spring)
Staff/*One to Three credits*

PSY 402 SOCIAL AND AFFECTIVE NEUROSCIENCE

This upper-level seminar course leads students to understand and critique contemporary peer-reviewed research in the fields of social and affective neuroscience. After a brief review of brain anatomy and technologies used to study the live human brain, we will critically examine a number of representative research articles in the aforementioned domains. Topics of interest will include

the neural substrates of consciousness, prejudice, affiliation, emotion, and psychopathology. Prerequisite: PSY 251 Introduction to Brain and Behavior, or permission of instructor. (Spring)
Staff/*Three credits*

PSY 403 COGNITIVE NEUROSCIENCE
This upper-level seminar course explores the neural processes that support cognitive capacities including, but not limited to, sensory inference, attention, learning and memory, decision making, and language. Throughout the course we survey current research in cognitive neuroscience by critically reading empirical journal articles. Students showcase their understanding and evaluation of this research using effective communication skills (written and oral). Prerequisites: PSY 251 Introduction to Brain and Behavior and PSY 252 Cognitive Psychology or permission of the instructor. (Spring)
Yu/*Three credits*

PSY 409 COMMON PROBLEMS IN CHILDHOOD
Parents and child practitioners often encounter children's problems that may not necessarily reflect psychopathology. This course is an in-depth study of the challenges that children face, the guidelines for determining when a behavior is a cause of concern, and how problems can be addressed. Students will explore the psychological, biological, and social roots of difficult phases of development such as difficulty to grow, bed-wetting, problems with sleeping and eating, common anxiety problems and fears, bad habits, and problems in self-regulation and social behavior. Prerequisite: PSY 290 (Spring, Even-numbered Years)
Kalpidou/*Three credits*

PSY 416 ABNORMAL CHILD AND ADOLESCENT PSYCHOLOGY
This course will provide an understanding of various forms of psychopathology in children and adolescents. It is intended as an overview of the taxonomy of childhood disorders with many videotaped examples of different disorders to help apply knowledge to actual cases. Different theoretical models used to explain how psychopathology develops in children will be presented and the role of home and school environment, child gender, ethnicity, culture, and socioeconomic status will be explored. In addition to learning about the characteristics of various psychological disorders in youngsters, a review of the research into the causes and outcomes of mental disorders in children and adolescents will be explored. Finally, special challenges in diagnosis, assessment, and treatment of psychological disorders in children are highlighted. This seminar-style course includes lectures but heavily emphasizes class discussions, student presentations, and case studies. Prerequisites: PSY 216, PSY 290 (Spring, Odd-Numbered Years)
Staff/*Three credits*

PSY 425 CLINICAL PSYCHOLOGY
This course is a consideration of the history, problems, and techniques of clinical psychology Research and theoretical issues related to clinical assessment and different methods of psychotherapy are examined. Prerequisite: PSY 101, PSY 216. (Fall)
Cirillo/*Three credits*

PSY 444 HONORS THESIS IN PSYCHOLOGY
In this course the student will conduct the research project that was proposed and approved during the Honors Seminar (HON 300). The research project will be an empirical investigation (either quantitative or qualitative) of a psychological issue under the supervision of a faculty mentor. The project will culminate in written thesis and oral defense of the capstone work at the end of the semester. Students are encouraged to present the thesis work Undergraduate Symposium in the spring. This course can be a substitute for PSY 390 Research Seminar in satisfaction of the requirements of the Psychology major. *Prerequisites*: HON 300, PSY 224, PSY 225 (Fall, Spring)
Staff/ *Three credits*

APPLIED BEHAVIOR ANALYSIS (ABA)

ABA 340 INTRODUCTION TO BEHAVIOR ANALYSIS AND THERAPY
This is an advanced course in applied behavior analysis for students interested in learning fundamental skill acquisition procedures. The course focuses on assessment of behavioral deficits and procedures for increasing a variety of self-care, communication, academic, and social skills. There will be a focus on identifying pivotal skills to teach and prioritizing teaching

goals. Students will learn to identify and implement behavioral interventions to promote positive behaviors related to reinforcement, motivation, and stimulus control. In addition, interventions based on token economies, behavioral contracts, and group contingencies will be examined. There will be an emphasis on application of behavioral interventions across multiple domains, including autism and other developmental disorders, intellectual disability, education, health, and other areas. Prerequisites: HRS 331 or PSY 253 or permission of the ABA Program Director. (Spring)
Staff/*Three credits*

ABA 350 SURVEY OF BEHAVIORAL INTERVENTIONS
This is an advanced course intended for students pursuing a minor in applied behavior analysis. The course focuses on the delivery of evidence-based behavior-analytic procedures. Students will explore what it means to say that an intervention is "behavior analytic" and "evidence based." There will be an emphasis on application of interventions based on behavioral principles across multiple domains, including autism and other developmental disorders, intellectual disability, education, health, and other areas. Students will learn to identify and implement behavioral interventions related to reinforcement, motivation, stimulus control, extinction, punishment, and verbal behavior. In addition, students will learn how to evaluate the effectiveness of an intervention based on visual data analysis and experimental design. Prerequisites: HRS 331 or PSY 253 or permission of the ABA Program Director. (Fall)
Pantano/*Three credits*

ABA 450 ADVANCED TOPICS IN APPLIED BEHAVIOR ANALYSIS
This is an advanced course intended for students pursuing a minor in applied behavior analysis and includes a required community service learning component. In this course, students will focus on the implementation, management, and supervision of behavioral services across a variety of settings. Students will learn methods of case management, monitoring program efficiency, and staff training. In addition, students will explore the Professional and Ethical Compliance Code for Behavior Analysts and will practice solving common ethical problems that occur during service delivery. Students will learn of current certification and licensure standards as well as graduate training and career options. Finally, students will gain real-world experience with behavior-analytic service delivery via the community service learning component. This experience will enable students to integrate knowledge learned across the applied behavior analysis curriculum and give them the opportunity to see first-hand the positive effect behavioral intervention can have in the lives of clients. Prerequisites: ABA 350 or permission of the ABA Program Director. (Spring)
Staff/*Three credits*

Department of Sociology and Criminology

Associate Professors: Steven Farough, Angela Kaufman-Parks (Chairperson); *Assistant Professors*: Dhruba Das, Andrew Garcia, Francis Prior.

MISSION STATEMENT

Department of Sociology and Criminology seeks to educate students by cultivating the development of sociological and criminological perspectives. These perspectives enable students to link the personal troubles of individuals to broader public issues grounded in history, society, and culture. Our department educates students through a variety of pedagogical practices both inside and outside of the classroom, enhancing critical intelligence (independent thinking), fostering compassionate service, and encouraging students to become informed, deliberative, and engaged citizens.

Drawing on the theoretical and analytical tools of sociology and criminology, students learn to use the results of empirical investigation to look under the surface of social phenomena and to probe the taken-for-granted social world in which they live. Developing the requisite skills to accomplish this also prepares students to compete successfully in the 21st century global economy where critical thinking, writing, and oral communication are at a premium.

The Department of Sociology and Criminology contributes to a liberal arts education within the context of Catholic intellectual traditions by encouraging self-discovery and promoting social justice. The department educates students to understand their world and encourages them to work for social change.

SOCIOLOGY MAJOR LEARNING GOALS

The Department of Sociology and Criminology has identified the following specific learning goals for our Sociology majors:

1) To develop an understanding of how the discipline of sociology can be taken out into the public for the greater good;
2) To better understand how social inequality is based upon divisions of class, race, ethnicity, gender, age, and sexual orientation;
3) To develop an understanding of sociological approaches to analyzing and addressing the complex interactions between individuals and societal, historical, and cultural forces;
4) To gain specific competencies in social science research as related to the field of sociology;
5) To acquire the essential skills necessary for successful careers and post-graduate education.

CRIMINOLOGY MAJOR LEARNING GOALS

The Department of Sociology and Criminology has identified the following specific learning goals for our Criminology majors:

1) To develop an understanding of and appreciation for how the criminal justice system operates;
2) To understand how the risks of criminal offending and victimization are based upon divisions in class, race, ethnicity, gender, age, and sexual orientation;
3) To develop an understanding of sociological and criminological approaches to analyzing and addressing the complex interactions between individuals and societal, historical, and cultural forces in defining law violating behaviors and our responses to them;
4) To gain specific competencies in social science research as related to the fields of criminology and sociology;
5) To acquire the essential skills necessary for successful careers and post-graduate education.

MAJOR IN SOCIOLOGY (12)

The Major in Sociology engages students in critical analyses of social structures, social interactions, and the linkages between the two. Through courses and extracurricular activities, department faculty provide students with ways to think critically about their world, their society, and themselves. Students acquire new and different ways of looking at the human community, including: an appreciation of the social patterning of behavior; an understanding of the development of communities; an awareness of the functions and dysfunctions of societal institutions; and a deeper comprehension of the diverse ways of being human. Building off of the foundations of the discipline, the Major emphasizes what is known as “public sociology,” the use of sociological analysis to contribute to the greater public good. The emphasis of public sociology links sociological analysis to change agents in society,

whether that be in social policy, social service organizations, or work in the nonprofit world and private enterprise. Public sociology demonstrates how sociology leads to meaningful careers and active participation in our social order.

The emphasis on public sociology seeks to contribute to the liberal arts experience by encouraging the discovery of one's self and one's relationship to others. The program is designed to allow students to explore sociological contributions to understanding social change and to solving social problems. A wide variety of internships opportunities are available to students. Through these internship placements and the department's course offerings, students may discover a variety of options for future careers. A major in Sociology prepares students for graduate study in the field of Sociology, as well as for graduate study in related fields such as social work, urban planning and policy analysis, gerontology, education, law, journalism, and criminal justice. The Sociology major also provides an important background for a wide range of occupations in which knowledge of human behavior, social relationships, and institutional practices is important.

In acquiring competencies in the methodological and theoretical approaches of Sociology, students have the opportunity to explore human relations in their most fundamental as well as their broadest scope, from the dynamic intimacy of small groups to the structures of entire societies.

REQUIRED COURSES (6)

SOC 121	Principles of Sociology
SOC 250	Public Sociology
SOC 300	Statistics
SOC 350	Sociological Theory
SOC 390	Sociological Research Methods
SOC 475	Senior Seminar

ELECTIVE COURSES (6)

Six elective courses in Sociology. These six courses must include three courses from the Structural and Cultural Factors area, two from the Deviance/Law and Society area, and one elective of the student's choosing from either content area. CRM 485 Internship Seminar I may count as one elective toward the Sociology major.

Structural and Cultural Factors

ANT 131	Cultural Anthropology
GEO 108	World Population Issues
CRM 485	Internship Seminar I
EDU 101	Schools in American Society
ENG 225	Literature of Social Responsibility
SOC 122	Social Problems
SOC 206	The Sociology of Urban Life
SOC 216	Racial and Ethnic Relations
SOC 218	Social Movements
SOC 224	Gender Issues in Society
SOC 232	Social Inequality in Society
SOC 234	Social Policy
SOC 255	Special Topics
SOC 315	Masculinities
WMS 285	Women's Studies I: Images
WMS 385	Women of the World

Deviance/Law and Society

CRM 130	Introduction to the Criminal Justice System
CRM 160	Criminology
CRM 215	Introduction to Gender-based Violence
CRM 243	Juvenile Delinquency
CRM 255	Special Topics

CRM 272	Deviant Behavior
CRM 275	Sociology of Law
CRM 280	Sociology of Punishment
CRM 301	Victim Advocacy: Working with Survivors of Violence
CRM 333	Prisoner Rehabilitation & Reentry
CRM 335	Family Violence

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN SOCIOLOGY

The following plan is suggested for Sociology majors. The major prepares students both for the workforce or for graduate study in a number of disciplines. The major is flexible to allow for study abroad, internships, and the addition of another major or minor(s). Students can successfully complete the major with spring of sophomore year being the latest point to start taking required courses.

First Year

Fall	Spring
SOC 121 Principles of Sociology	Elective or SOC 250 Public Sociology

Sophomore Year

Fall	Spring
Elective	SOC 250 Public Sociology or Elective

Junior Year

Fall	Spring
SOC 350 Sociological Theory	SOC 390 Sociological Research Methods
Elective	Elective
Elective	

Senior Year

Fall	Spring
SOC 300 Statistics	Elective
SOC 475 Senior Seminar	

Please note that additional courses taken as electives for the Sociology major may serve as additional double counts in Foundations. We recommend consulting with an advisor in the department.

ADVISING TIPS

- Students are strongly encouraged to switch to an advisor in the department upon declaring the major.
- Students may begin to explore the Sociology major through SOC 121, SOC 122, or any SOC elective course.
- At least one structural and cultural factors elective and at least one deviance/law and society elective is offered every semester.
- Other than SOC 121, SOC 122, CRM 130, and CRM 160, all other courses in the department are offered at most once per year (some electives are not offered in a given year).
- The major is designed for students to take SOC 350 Sociological Theory junior fall, SOC 390 Sociological Research Methods junior spring, and SOC 300 Statistics senior fall. This is the preferred order of the courses and allows for cohorts of majors to bond as a group.
- Many majors take advantage of the accelerated double major with Criminology, which requires only 18 courses to complete both majors.
- Few, if any, sociology courses are offered in the summer through Assumption, so Sociology majors should not plan to take courses in the major during the summer.

- To maintain the academic integrity of the major, it is expected that courses for the major will be completed through the Assumption University day school. Transfer courses will be reviewed under strict conditions and should be submitted to the department for review before registering for the course.

TO WHAT CAREERS DOES A MAJOR IN SOCIOLOGY LEAD?

The website of the American Sociological Association offers a wealth of information about what is going on in the field of Sociology, including career resources for undergraduates in the Career Center section.

American Sociological Association main web page http://www.asanet.org/

American Sociological Association Careers Page for Undergraduates
http://www.asanet.org/career-center/careers-sociology

Recent Sociology alums from Assumption are pursuing active careers in business, counseling, education, finance, higher education student affairs, law, sales, school counseling, social services; some own their own businesses. Others have or are still pursuing additional education, including degrees in business, education, law, public health, public policy, social work, and sociology. To keep up with the latest department happenings, follow us on Facebook: https://www.facebook.com/AssumptionSociology/

MAJOR IN CRIMINOLOGY (12 or 13)

The major in Criminology is anchored in the discipline of sociology. Consequently, it provides students with a theoretically sophisticated understanding of crime as a social phenomenon, both regarding its causes and its consequences for society. Coursework in the major encompasses the study of how laws are made (the sociology of law), why some people break those laws (theories of crime), and the societal reaction to law-breaking behavior by the criminal justice system. Students who major in Criminology gain both a broad and deep understanding of the history of the field of criminology as an academic discipline; exposure to the theories of legal creation; knowledge of the sociological, biological, and psychological theories that offer explanations for why people engage in criminal behavior; and an appreciation of how the criminal justice system operates — from the time of arrest by the police, through formal processing by the courts, and extending to sanctioning (incarceration and supervision) and reentry. As a social science with its roots in sociology, the Criminology major emphasizes the central importance of students gaining proficiency in social science research methods and sociological theories.

All students who major in Criminology engage in experiential learning opportunities in agencies and organizations within the criminal justice system or closely allied professions (e.g., victim services agencies). Completion of experiential learning may occur in one of two ways. First, students may complete a two-semester Internship Seminar during their senior year. In addition to completing 100 hours of required internship experience each semester, students design, execute, and present a research project relevant to their field experience. Second, students who wish to begin careers as law enforcement officers prior to completing their undergraduate degree may opt out of the traditional two-semester Internship Seminar requirement and instead complete a Police Academy Seminar under the supervision of a faculty supervisor in the Department of Sociology and Criminology. This pathway only applies to those students who have passed the civil service exam and have been accepted into an accredited police academy.

Students who complete the major in Criminology are prepared for graduate study in criminology, criminal justice, related social sciences, and the law. Should graduates aspire to more immediate employment opportunities, the Criminology major prepares them for careers in law enforcement, institutional corrections, probation and parole, in social and human service agencies that deal with crime victims, or in a number of diversion and treatment programs that are designed to provide alternatives to incarceration, especially for juvenile offenders.

REQUIRED COURSES FOR INTERNSHIP PATHWAY (7)

SOC 121	Principles of Sociology **OR** SOC 122 Social Problems
CRM 130	Introduction to the Criminal Justice System
CRM 160	Criminology
SOC 300	Statistics

SOC 390	Sociological Research Methods
CRM 485	Internship I
CRM 486	Internship II

REQUIRED COURSES FOR POLICE ACADEMY PATHWAY (6)

SOC 121	Principles of Sociology **OR** SOC 122 Social Problems
CRM 130	Introduction to the Criminal Justice System
CRM 160	Criminology
SOC 300	Statistics
SOC 390	Sociological Research Methods
CRM 495	Police Academy Seminar (note: this a 6-credit course)

ELECTIVE COURSES REQUIRED FOR BOTH INTERNSHIP AND POLICE ACADEMY PATHWAYS (6)

Choose three from Deviance/Law and Society, and three from Structural and Cultural Factors.

Deviance/Law and Society (3)

CRM 215	Introduction to Gender-based Violence
CRM 243	Juvenile Delinquency
CRM 255	Special Topics
CRM 272	Deviant Behavior
CRM 275	Sociology of Law
CRM 280	Sociology of Punishment
CRM 301	Victim Advocacy: Working with Survivors of Violence
CRM 333	Prisoner Rehabilitation & Reentry
CRM 335	Family Violence
POL 316	Constitutional Law

Structural and Cultural Factors (3)

SOC 206	The Sociology of Urban Life
SOC 216	Racial and Ethnic Relations
SOC 218	Social Movements
SOC 224	Gender Issues in Society
SOC 232	Social Inequality in Society
SOC 234	Social Policy
SOC 250	Public Sociology
SOC 315	Masculinities

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN CRIMINOLOGY, INTERNSHIP PATHWAY

The following plan is suggested for Criminology majors. The major prepares students both for the workforce or for graduate study in a number of disciplines. The major is flexible to allow for study abroad (including a semester in Washington, D.C.), additional internships beyond those required, and the addition of another major or minor(s). Students can successfully complete the major with spring of sophomore year being the latest point to start taking required courses.

First Year

Fall	Spring
CRM 130 Introduction to the Criminal Justice System	SOC 121 Principles of Sociology OR SOC 122 Social Problems

Sophomore Year

Fall	Spring

CRM 160 Criminology	Elective
	Elective

Junior Year

Fall	Spring
Elective	SOC 390 Sociological Research Methods
Elective	Elective

Senior Year

Fall	Spring
SOC 300 Statistics	CRM 486 Internship Seminar II
CRM 485 Internship Seminar I	Elective

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN CRIMINOLOGY, POLICE ACADEMY PATHWAY

The following plan is suggested for Criminology majors who wish to begin their careers as law enforcement officers prior to completing their undergraduate degree by attending the police academy during their senior year. As police academy training generally entails a 30-40 hour per week requirement, students taking this pathway should prepare to be enrolled only part-time at Assumption University while completing their training. This pathway may also thus require students to take a combination of summer or winter intercession courses to complete their degree within the traditional four-year timeframe.

First Year

Fall	Spring
CRM 130 Introduction to the Criminal Justice System	SOC 121 Principles of Sociology OR SOC 122 Social Problems CRM 160 Criminology

Sophomore Year

Fall	Spring
Elective	SOC 390 Sociological Research Methods
Elective	Elective

Junior Year

Fall	Spring
SOC 300 Statistics	Elective
Elective	Elective

Senior Year

Fall	Spring
CRM 495 Police Academy Seminar	CRM 495 Police Academy Seminar (if not taken in fall)

ADVISING TIPS

- Students are strongly encouraged to switch to an advisor in the department upon declaring the major.
- Students may begin to explore the Criminology major through CRM 130, CRM 160, or any CRM elective course they are eligible to take (first year students are not eligible to take CRM 333 Prisoner Rehabilitation and Reentry or CRM 335 Family Violence).
- At least one structural and cultural factors elective and at least one deviance/law and society elective is offered every semester.
- Other than SOC 121, SOC 122, CRM 130, and CRM 160, all other courses in the department are offered at most once per year (some electives are not offered in a given year).

- The major is designed for students to take SOC 390 Sociological Research Methods junior spring, SOC 300 Statistics and CRM 485 senior fall, and CRM 486 senior spring. This is the preferred order of the courses and allows for cohorts of majors to bond as a group.
- Many majors take advantage of the accelerated double major with Sociology, which requires only 18 courses to complete both majors.
- Students may take advantage of the special double major with Human Services and Rehabilitation Studies. Interested students must start the double major curriculum their freshman year. All Criminology and Human Services and Rehabilitation Studies double majors are advised by the chair of the Criminology department in consultation with the Clinical Coordinator in Human Services and Rehabilitation Studies.
- Few, if any, criminology courses are offered in the summer through Assumption, so Criminology majors should not plan to take courses in the major during the summer.
- To maintain the academic integrity of the major, it is expected that courses for the major will be completed through the Assumption University day school. Transfer courses will be reviewed under strict conditions and should be submitted to the department for review before registering for the course.

TO WHAT CAREERS DOES A MAJOR IN CRIMINOLOGY LEAD?

Recent Criminology major alumni are active in careers in business, education, institutional corrections, law, law enforcement, the military, parole, probation, sales, social services, and youth services. Others have or are still pursuing additional education, including degrees in business, counseling psychology, criminal justice, education, homeland security, public administration, school counseling, and social work. Although only a few of our graduates will seek federal employment, the U.S. Department of Justice's webpage on careers provides a nice overview of some of the federal opportunities in that agency: https://www.justice.gov/careers This page also has helpful information for a wide range of careers in criminal justice system and allied professors, such as victim services: http://www.cjstudents.com/careers.htm

MINOR IN SOCIOLOGY (6)

Students who wish to minor in Sociology will be required to take 18 credits in the field. These must include Principles of Sociology (SOC 121), Public Sociology (SOC 250) and Sociological Theory (SOC 350). The three elective courses may be selected from any of the required or elective courses that are a part of the Sociology major. Students majoring in Criminology, Data Analytics, Economics, History, Human Services and Rehabilitation Studies, Latin American and Latino Studies, Political Science, or Psychology, or intending to go to medical school may find such a minor particularly useful.

MINOR IN CRIMINOLOGY (6)

The minor in Criminology, anchored in the discipline of sociology, provides students with a sophisticated understanding of crime as a social phenomenon. Students must take three required courses and three elective courses. Students majoring in Accounting, Chemistry, Data Analytics, Human Services and Rehabilitation Studies, Political Science, Psychology, Sociology, and other disciplines may find the Criminology minor particularly useful.

REQUIRED COURSES (3)

SOC 121	Principles of Sociology OR SOC 122 Social Problems
CRM 130	Introduction to the Criminal Justice System
CRM 160	Criminology

ELECTIVE COURSES (3)

Choose two from Deviance/Law and Society, and one from Structural and Cultural Factors.

Deviance/Law and Society (2)

CRM 215	Introduction to Gender-based Violence
CRM 243	Juvenile Delinquency
CRM 272	Deviant Behavior
CRM 275	Sociology of Law
CRM 280	Sociology of Punishment
CRM 301	Victim Advocacy: Working with Survivors of Violence

CRM 333	Prisoner Rehabilitation & Reentry
CRM 335	Family Violence
POL 316	Constitutional Law

Structural and Cultural Factors (1)

SOC 206	The Sociology of Urban Life
SOC 216	Racial and Ethnic Relations
SOC 218	Social Movements
SOC 224	Gender Issues in Society
SOC 232	Social Inequality in Society
SOC 234	Social Policy
SOC 250	Public Sociology
SOC 315	Masculinities

A NOTE ON PRE-LAW The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact one of the pre-law advisors, Prof. Michael Matraia, mt.matraia@assumption.edu or Prof. Carl Robert Keyes, ckeyes@assumption.edu .

COURSE DESCRIPTIONS

CRIMINOLOGY (CRM)

CRM 130 INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM

This survey level course introduces students to the purpose, structure, and function of the criminal justice system, which represents the government's official response to crime. Students will learn about the role of the various aspects of the criminal justice system (i.e., law enforcement, courts, and corrections) in responding to and controlling crime. A significant focus of the class will be on critical analysis of criminal justice policy and programs, such as mandatory minimum sentences for drug offenses, New York City's stop and frisk campaign, sex offender residency restrictions, mandatory arrest laws for domestic violence, day reporting centers for probationers and parolees, and victimless prosecution of domestic violence cases. The course will also force students to consider the challenges facing the criminal justice system, including an aging prison population, the impact of incarceration on families and communities, the pressure to efficiently process high caseloads, and protecting personal liberties while keeping citizens safe. This course counts in the Foundations Program as a social science in the Social and Historical Pillar. (Fall, Spring)

Garcia, Kaufman-Parks, Staff/*Three credits*

CRM 160 CRIMINOLOGY

The course examines the patterns, causes, and consequences of crime, and the ways in which the criminal justice system attempts to deal with the crime problem in the United States. Specific substantive topics will include analyses of how laws are created; theories of crime causation; penology; the relationship between crime/criminal justice and social class, race/ethnicity and gender; fear of crime; the social construction of crime in the media; the growth of the prison system; and an assessment of the efficacy of alternative "crime-fighting" strategies, such as community policing. This course counts in the Foundations Program as a social science in the Social and Historical Pillar. (Fall, Spring)

Garcia, Staff/*Three credits*

CRM 215 INTRODUCTION TO GENDER-BASED VIOLENCE

This course will examine the problem of gender-based violence (GBV) from a theoretical, historical, sociopolitical, sociological, and psychological framework. We will delve into intimate partner violence, sexual assault and rape, stalking and other forms of gender-based violence. We will consider how social identities and experiences of intersectionality and discrimination impact GBV. We will consider whether and how survivors access support infrastructure and how social institutions may present barriers in help seeking. (Fall)

Staff/*Three credits*

CRM 243 JUVENILE DELINQUENCY

This course examines the history of "juvenile delinquency" as a societal category and as a social problem. While the main focus is on competing theories of delinquent behavior and the relative effectiveness of various policy responses to juvenile crime, the course will also focus extensively on media portrayals of juvenile criminals and the broader topic of the social construction of the juvenile crime problem. Specific topics include: decriminalization; deinstitutionalization; court diversion; radical nonintervention; community arbitration; and community-based corrections. (Spring)
Kaufman-Parks/*Three credits*

CRM 255 SELECTED TOPICS IN CRIMINOLOGY

This course will permit the study of a selected topic within Criminology. The topic may change each time the course is offered.
Staff/*Three credits*

CRM 272 DEVIANT BEHAVIOR

This course examines how particular acts, beliefs, and conditions come to be defined as deviant; who confers the label of "deviant" upon whom; and how a deviant identity is managed by those persons successfully labeled "deviant." The main theoretical approach employed in this course, social constructionism, argues that deviant behavior cannot be understood in isolation from differentials in social power that permit some groups in society to define their lifestyles, beliefs, and status as superior and preferred. Specific topics to be covered include crime and delinquency; mental illness; drug and alcohol addiction; "alternative" lifestyles; the social organization of deviant subcultures; and elite deviance (white-collar crime). (Fall)
Garcia, Staff/*Three credits*

CRM 275 SOCIOLOGY OF LAW

This course examines the interrelationship between law and society by focusing on the "law in action" versus the law "on the books." It will offer a broad introduction to the law as a social institution, and it will analyze how the law shapes the form and function of other key social institutions such as the family, the economy, and the state (politics). Specific substantive topics to be covered include theories of legal creation; types of legal systems; theories of social control and punishment; how laws are used to effect social change (the controversy over "judicial activism"); how racial and class inequalities in society affect the creation and administration of law; and how the work of key theorists in the discipline of sociology (primarily Marx, Weber, and Durkheim) have contributed to the field. There will be less emphasis on the content of law (i.e., legal doctrine and case law) than on the study of how laws represent and shape core societal values.
Garcia/Three credits

CRM 280 SOCIOLOGY OF PUNISHMENT

In liberal-democratic society, what does it mean for governments to use punishment in pursuit of justice? In this course, students will be given the opportunity to put punishment in historical and social context. In doing so, the course provides an inroad to understand not only bureaucratic mechanisms of social control, but also to understanding society and government more broadly. The way societies distribute punishment tells us a great deal about morality, group membership, social inequality, and the maintenance of political sovereignty. This course will draw on classical sociological theories of punishment, as well as contemporary debates on the use and character of punishment in the U.S. Students will also have the opportunity to explore classical theories of government, as well as contemporary social and political theory of punishment. (Spring)
Prior/*Three credits*

CRM 301 VICTIM ADVOCACY: WORKING WITH SURVIVORS OF VIOLENCE

This course is designed to prepare students with the knowledge, theory-driven skills, and understanding of community resources to support survivors of violence in community settings. Topics covered in class reflect credentialing standards for victim advocates. This course prepares students to work with survivors of violence by providing an understanding of the phenomenon of violence more broadly, as well as providing students with a knowledge base that is essential in working with survivors in future careers in fields such as the criminal justice system, human services, health care, education and more. This course will cover the sociopolitical context of violence, the complex and layered impact of victimization and violence on a survivor, the family and community, the role and responsibilities of victim advocates, understanding and applying ethical principles to victim advocacy work, understanding interventions and community services, community utilization processes as well as understanding and

demonstrating referral processes, as well as victims' rights, victims services and compensation and navigating the criminal justice system—all required content knowledge by the National Advocate Credentialing Program (NACP). (Spring)
Staff/*Three credits*

CRM 333 PRISONER REHABILITATION AND REENTRY
This course combines classroom and experiential community learning to examine prisoner rehabilitation and reentry programs in the United States. Students will gain an understanding of the reasons for and against prisoner rehabilitation, the various types of rehabilitation services which may be offered, and how rehabilitation and reentry programs have an effect on continuing crime rates in the country. This course also entails a critical analysis of how the availability of rehabilitation programs impacts families, communities, and the safety of society overall. Students should be at least sophomore standing.
Staff/Three credits

CRM 335 FAMILY VIOLENCE
This course combines classroom and experiential community learning to examine the phenomenon of family violence in the United States. Students will gain an understanding of the prevalence, risk factors and consequences of child maltreatment, intimate partner violence and elder abuse specifically. This course also entails a critical analysis of how definitions of and responses to family violence impacts individuals, families, communities, and the safety of society overall. Students should be at least sophomore standing. (Fall)
Kaufman-Parks/*Three credits*

CRM 485 INTERNSHIP SEMINAR I
This seminar provides interns with the opportunity to examine the internship experience along with other student interns. Students also examine related issues: social policy development; program planning, evaluation, and research; the social scientist's responsibilities for the use of her or his research; the political role of the social scientist; the "value-free" debate among social scientists; applied versus pure sociology; the role of the social scientist within private and public organizations; management of human service agencies; and career options for social scientists. Prerequisite: SOC 390 (Fall)
Prior/*Three credits*

CRM 486 INTERNSHIP SEMINAR II
This seminar provides interns with the opportunity to examine the internship experience along with other student interns. Students also examine related issues: social policy development; program planning, evaluation, and research; the social scientist's responsibilities for the use of her or his research; the political role of the social scientist; the "value-free" debate among social scientists; applied versus pure sociology; the role of the social scientist within private and public organizations; management of human service agencies; and career options for social scientists. Prerequisite: CRM 485. (Spring)
Prior/*Three credits*

CRM 495 POLICE ACADEMY SEMINAR
This course is a supervised field placement experience for students who have been accepted into an accredited police academy for training to become a city or state law enforcement officer. This course will provide students the opportunity to complete their police academy training while gaining course credit toward their Criminology degree. Students will meet weekly with a faculty supervisor from the Department of Sociology and Criminology to discuss progress toward police academy graduation. Students will likewise gain additional knowledge about the field of policing through assigned readings and written assignments created by the faculty supervisor. These additional faculty-assigned materials will allow students to contextualize the role of police officers in social, political, historical, and cultural terms. Coursework will also allow for the analysis of how the institution of policing and police officers' interactions with individuals are impacted by social inequality and division, and experiences of advantage and disadvantage based on varying social identities. This course may be taken to fulfill the Criminology major degree requirements in place of CRM 485: Internship Seminar I and CRM 486: Internship Seminar II. Pre-requisites: CRM 130: Introduction to the Criminal Justice System and permission of the Department Chair required to register for this course.
Kaufman-Parks/*Six credits*

SOCIOLOGY (SOC)

SOC 121 PRINCIPLES OF SOCIOLOGY

This course consists of an introduction to how the academic discipline of sociology studies the social world and how it can be used outside of higher education to raise awareness about public issues, inform social policy, and be used in a range of occupations. The student will become acquainted with the approaches, methods, and findings of contemporary sociology and the ongoing process of understanding social interaction, groups, problems, and sociocultural systems. Topics covered may include socialization, social inequality, deviance, the corporation and occupational roles, the community, interrelationships, change of institutions, and other related subjects. This course counts in the Foundations Program as a social science in the Social and Historical Pillar. (Fall, Spring)

Das, Farough, Staff/*Three credits*

SOC 122 SOCIAL PROBLEMS

This course is an introduction to the discipline of sociology, the study of social interaction and institutions as it relates to contemporary American social problems. The course will focus on several sociological perspectives that are used to analyze such problems as poverty, homelessness, racism, sexism, addiction, crime, delinquency, ageism, and health care. This course counts in the Foundations Program as a social science in the Social and Historical Pillar. (Fall, Spring)

Das ,Prior, Staff/*Three credits*

SOC 206 THE SOCIOLOGY OF URBAN LIFE

This course examines the patterns, causes, and consequences of urbanization and suburbanization. While the major focus will be on the development of cities, metropolitan areas, and megalopolitan regions within the United States, a major goal of the course is to understand the increasingly critical role that economic globalization plays in creating uneven development and decline within and among cities and metropolitan regions throughout the world. Specific topics to be investigated include: urban renewal and redevelopment; residential segregation; gentrification; conflicts over land use; urban planning; and the problems of concentrated poverty and crime in central cities.

Prior/*Three credits*

SOC 216 RACIAL AND ETHNIC RELATIONS

This course explores how race and ethnicity structure social relations and identities in the United States. Students will become familiar with the history of race and ethnicity in the U.S. and why it continues to be a central aspect of social life. The course will also focus on a variety of debates regarding the persistence of institutionalized racism and white privilege in the post-Civil Rights era. The process of how class, gender, and sexuality structure various racial and ethnic groups will be explored as well. Current issues on race and ethnicity addressed in this class include: racial profiling, immigration, increasing diversity in the U.S., affirmative action, Ebonics, reverse discrimination, post-September 11th forms of discrimination, and unequal access to employment, housing, and mortgages by race.

Farough/*Three credits*

SOC 218 SOCIAL MOVEMENTS

The course will analyze the internal dynamics and external environments of social movements as mechanisms of social change. It will examine several case studies of American social movements, focusing on their rise and fall and their impact on institutions.

Das/*Three credits*

SOC 224 GENDER ISSUES IN SOCIETY

This course addresses gender inequalities, practices, and identities from a sociological perspective. This means that gender differences and inequalities are socially produced and vary across history and cultures. In this course, students will become familiar with more recent sociological research that argues gender is a central institution in social life, organizing “men” and “women” into specific social practices and positions within the social structure. This course will also explore how gender inequality and differences interact with race, class, and sexuality. Specific areas of study include the changing roles of masculinity and femininity in work, family, sexuality, health, religion, education, and marriage.

Farough/*Three credits*

SOC 232 SOCIAL INEQUALITY IN SOCIETY

The purpose of this course is to focus on social inequality in the United States. Topics to be covered include the dimensions of stratification, theories of social stratification, social class, social mobility, occupational prestige, status attainment, poverty, wealth, and racial and sexual inequality in the United States.

Das/*Three credits*

SOC 234 SOCIAL POLICY

This course examines the nature, purposes, and effectiveness of social policy in America. It looks at the relationship of society and politics, as well as the processes of creation and implementation of social reforms. The role of government, the corporate sector, social science, the media, and the public in shaping social policy is examined. The course presents an assessment of the successes and failures of American social programs having to do with children and their families, income support, the elderly, health care, education, energy, and the environment. The skills and topics provided centrally address one of the major tenets of public sociology: how it informs the public about social policy outcomes and how the discipline can shape social policy for the greater good.

Staff/*Three credits*

SOC 250 PUBLIC SOCIOLOGY

This course introduces students to how the discipline of sociology can be used in the real world for the purpose of contributing to the greater good. Public Sociology therefore links the formal study of sociological phenomena conducted in higher education and professional social science research to various audiences in the public. Student will learn (1) how sociologists raise awareness about sociological research; (2) how sociological studies can help people engage in social activism and responsible citizenship; (3) how sociological analysis can inform social and public policy; and (4) how sociology can be used in nonprofit, social service, and private enterprise work. Public sociology demonstrates how sociology leads to meaningful careers and participation in our social order. All work will take place on campus. (Spring)

Farough/*Three credits*

SOC 255 SELECTED TOPICS IN SOCIOLOGY

This course will permit the study of a selected topic within Sociology. The topic may change each time the course is offered.

Staff/*Three credits*

SOC 300 STATISTICS

An introduction to the logic and techniques of statistical analysis in sociology. The focus of the course is on exploratory analysis, including measures of central tendency, dispersion, and hypothesis testing using linear regression including both bivariate and multivariate. The Statistical Package for the Social Sciences (SPSS) will be used. *(Fall)*

Kaufman-Parks/*Three credits*

SOC 315 MASCULINITIES

This course explores the lives of men in the United States from a broader social and historical context. It also examines the extent to which masculinity is rooted in biology and culture. Masculinities will also survey contemporary issues facing men such as the relationship between masculinity and the Great Recession; the significant change of gender roles in family and work; the influences of class, race and sexuality on masculinity; the development of social movements centered on men's issues; the relationship between masculinity and major social institutions such as education, government, and military; the interdependent connection between masculinities and femininities; the question of power, privilege and masculinity; and violence against women and bullying.

Farough/*Three credits*

SOC 350 SOCIOLOGICAL THEORY

This course will examine the works of the three major classical theorists in sociology (i.e., Durkheim, Marx, and Weber), the theoretical contributions of symbolic interactionists such as Goffman and Geertz, and several major contemporary social theories, including post-structuralism and feminism. Prerequisite: SOC 121. (Fall)

Das /*Three credits*

SOC 385 INDEPENDENT STUDY

Individually supervised study of a sociologically relevant topic. Offered only to Senior Sociology majors who have demonstrated an ability for independent research.

Staff/*Three credits*

SOC 390 SOCIOLOGICAL RESEARCH METHODS

This course is designed to introduce students to the analysis of sociological and criminological data using the three main methods in the discipline: qualitative, comparative-historical, and quantitative. Specific topics will include: how to select research methods appropriate to the problem under investigation; the relationship between theory and research; how to conduct a literature review; ethical issues involved in conducting social research. Students will get "hands-on" experience using each of the three main research methods by designing and conducting small-scale research projects. Prerequisite: SOC 121 or SOC 122. (Spring)

Garcia/*Three credits*

SOC 475 SENIOR SEMINAR

In this seminar, students will work closely with the instructor – and with each other – to review and synthesize the content of their previous sociology courses to create a major research paper in the tradition of public sociology: taking the disciplinary skills of sociology outside of higher education into the public for the purpose of contributing to the greater good. The course will also incorporate professional development skills, such as resume building, recommended interview etiquette, and how students might present their sociological research to potential employers or graduate programs. This course is a capstone for and required for sociology majors. Prerequisites: SOC 121 and SOC 390. (Fall)

Farough/*Three credits*

Department of Theology

Associate Professors: Christopher Klofft, Ty Monroe (Chairperson); *Assistant Professors*: Rachel Coleman, Douglas Finn; *Visiting Assistant Professors*: Fr. Roger Corriveau, A.A.; Timothy Troutner.

MISSION STATEMENT

Theology is the intellectual exercise of faith seeking understanding. As an academic discipline, theology seeks to understand God and God's relation to human beings and the world human beings inhabit. Informed by an understanding of theology that traces its roots back to St. Augustine, the Department of Theology invites students and faculty to engage in a dialectical investigation of the Catholic theological tradition and to reflect on this tradition's ongoing engagement with other theological traditions and other disciplines' distinctive claims to human knowledge. As part of its mission, the Department of Theology is deeply committed to bringing contemporary theological reflections into genuine dialogue with the various intellectual, political, and spiritual currents of thought that have shaped, and continue to shape, our modern world.

LEARNING OUTCOMES

- Recognize Catholic theology's distinctive claim about the fundamental relation of Christian faith and human reason
- Appreciate Catholic theology's intellectual and spiritual relation to other theological traditions
- Read theological texts closely and carefully in context
- Write clearly, insightfully, and in a well-ordered manner
- Engage thoughtfully and respectfully in theological debate

MAJOR IN THEOLOGY (11)

The Major in Theology introduces students to the rich, variegated, and continuing tradition of Christian and Catholic theological reflection. Examining the enduring and irreducible theological questions that human beings are inescapably led to ask about their origins and end, the Major in Theology systematically introduces students to the Biblical and theoretical foundations of theology's distinctive exercise in faith seeking understanding. The Theology Major prepares students for graduate work in theology and philosophy and provides the educational background needed by directors of religious education, elementary/high school teachers of religion, and those working in Catholic media and publishing.

REQUIRED COURSES (11)

THE 100 Introduction to Theology. This course is required of all students as the first theology course in the Foundations Program.

One 150-level Theology course.

Two of the following 200-level theology courses:

- THE 202 Moral Theology
- THE 203 The Early Church
- THE 204 Catholicism Today
- THE 207 Christ, Yesterday and Today

Seven courses selected from the Department's offerings from THE 210 to THE 499

Four of the aforementioned courses from 210-499 must be numbered from THE 300-499

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN THEOLOGY

The Theology Department recommends the following semester-by-semester course plan to its majors. The major is structured to accommodate those students who are simultaneously pursuing another major along with a Theology major and those students who plan on studying abroad. Students can, with some ease, start to pursue a major in theology as late as the spring semester of their sophomore year. Students who intend to go to graduate school are strongly encouraged to study a foreign language along with their theology courses, most especially, Latin.

First Year

Fall	Spring
THE 100	One from: THE 150, 151, 153

Sophomore Year

Fall	Spring
One from: THE 202, 203, 204, 207	One from: THE 202, 203, 204,207
	One from: THE 265, 285, 286, 333, 334, 341, 342, 343, 352, 355, 362, 371, 372, 374, 391, 499

Junior Year

Fall	Spring
Two from: THE 265, 285, 286, 333, 334, 341, 342, 343, 352, 355, 362, 371, 372, 374, 391, 499	One from: THE 265, 285, 286, 333, 334, 341, 342, 343, 352, 355, 362, 371, 372, 374, 391, 499

Senior Year

Fall	Spring
Two from: THE 265, 285, 286, 333, 334, 341, 342, 343, 352, 355, 362, 371, 372, 374, 391, 499	One from: THE 265, 285, 286, 333, 341, 342, 343, 352, 355, 362, 371, 372, 374, 391, 499

ADVISING TIPS FOR THE MAJOR IN THEOLOGY

- Although 11 courses are required for the major, students may take up to 14 Theology courses.
- With the Chairperson's approval, majors may take an independent study (THE 499) to gain specific research experience in areas of personal interest.
- To maintain the academic integrity of the major, transfer courses are approved under strict conditions. Students should consult with the Department Chairperson before registering for courses outside of Assumption University's day school.

MINOR IN THEOLOGY (6)

The Minor in Theology is designed to broaden the student's educational and theoretical background and enable a student to see how his/her major field of study relates to the universal claims made by reason and revelation.

REQUIRED COURSES (6)

The requirements for the minor consist of six courses, distributed as follows from among the offerings of the Theology Department:

- THE 100 Introduction to Theology. This course is required of all students as the first theology course in the Foundations Program.
- One 150-level theology course.
- Two of the following second-level theology courses:
  - THE 202 Moral Theology
  - THE 203 The Early Church
  - THE 204 Catholicism Today
  - THE 207 Christ, Yesterday and Today
- Two courses selected from the Department's upper-level course offerings, THE 210 or higher

COURSE DESCRIPTIONS

THEOLOGY (THE)

THE 100 INTRODUCTION TO THEOLOGY

This course introduces students to the intellectual challenge posed by the academic study of Catholic theology. Through the study of selected classic and contemporary texts, the course familiarizes students with the nature, foundations, history, methods, and ends of Catholic theology. Students will become familiar with some of the distinctive movements and thinkers of the Catholic theological tradition, as well as the dialogue between Catholicism and other theological traditions. Each section of this course examines a book from the Old and a book from the New Testament, St. Augustine's *Confessions*, the thought of a medieval and the thought of a modern Catholic theologian, and the thought of a non-Catholic theologian. This course fulfills the first theology requirement in the Foundations Program. (Fall, Spring)
Staff/*Three credits*

THE 150 THE PROBLEM OF GOD
This course uses a variety of theological, philosophical, and literary works, including Augustine's The City of God, to examine what the twentieth-century American theologian John Courtney Murray called "the problem of God." That problem focuses on the challenge that the idea of God, in general, and the Christian understanding of God, in particular, poses to the human mind. Prerequisite: THE 100. This course fulfills a Foundations Program requirement. (Fall, Spring)
Staff/*Three credits*

THE 151 FAITH AND REASON
Catholic theology both presupposes the compatibility of faith and reason and argues in defense of this compatibility. This course introduces students to Catholic theology's traditional understanding of: 1) the nature of faith and reason; 2) their basic relation to each other; and 3) some of the various ways that theologians have historically approached the question of faith and reason. The course also introduces students to some contemporary debates involving the question of faith and reason. Each section of this course includes some readings taken from Augustine's The City of God. Prerequisite: THE 100. This course fulfills a Foundations Program requirement. (Fall, Spring)
Staff/*Three credits*

THE 153 REVELATION ANCIENT AND MODERN
This course introduces students to the major distinctions that typically differentiate ancient and modern theological understandings of the nature, status, and import of divine revelation. Through close readings of a series of classic, primary texts written by Jewish, Catholic, Islamic, and Protestant thinkers, this course familiarizes students with the fundamental questions and concerns that have traditionally animated the theological debates that modern religious thinkers have carried out with pre-modern religious thinkers. Prerequisite: THE 100. This course fulfills a Foundations Program requirement and is a requirement in the Core Texts and Enduring Questions Program. (Fall, Spring)
Monroe/*Three credits*

THE 202 MORAL THEOLOGY
No one can live a genuinely human life without asking the question "How should I live and what kind of life will make me happy?" This course introduces students to the unique way in which theology goes about answering the question of human flourishing. Moral theology is not so much preoccupied with drafting ethical and legal codes, but rather with shedding light on those actions that respond to the deepest aspirations of the human heart. Beginning with the premise that human beings need to be related to God if they are to be truly happy, this class invites students to think about what it would mean to live a morally serious human life. Prerequisite: THE 100. This course fulfills a Foundations Program requirement. (Fall, Spring)
Klofft/*Three credits*

THE 203 THE EARLY CHURCH
We examine how the Christians of the first five centuries worked out the implications of their original profession of faith in Jesus Christ. What was the relationship between Christian discipleship and Judaism? How did the early Christians envision their role within their social, cultural, and political surroundings? We look back to the earliest Christian writings in order to see how the Christian Church came into existence and to grapple with issues that continue to be important today: the nature of God and Christ, grace and salvation, the use and interpretation of the Bible, and the practice of faith and the sacraments. Prerequisite: THE 100. This course fulfills a Foundations Program requirement. (Fall, Spring)
Corriveau, Finn, Monroe/*Three credits*

THE 204 CATHOLICISM TODAY

Catholics do not live their lives within a Catholic bubble, a hermetically sealed world in which everyone and everything is shaped by the teachings of Catholicism. Christ himself said this would not be the case, informing his disciples that in this world they would have to render to Caesar the things that are Caesar's and to God that things that are God's. As a result, the Catholic Church has always had to find some way of engaging the world in which it currently finds itself. This course introduces students to Catholicism's ongoing engagement with the world today, paying particular attention to both the main currents in contemporary thought and the representative social movements that shape the modern world. Prerequisite: THE 100. This course fulfills a Foundations Program requirement. (Fall, Spring)

Staff /*Three credits*

THE 207 CHRIST, YESTERDAY AND TODAY

We study the different theological interpretations of Jesus of Nazareth. The course focuses on the significance of Jesus, the Christ, asking such questions as: whether he is only a man, only God, or both; what the original experiences of men and women were in the presence of Jesus, before his Resurrection and afterward; what the subsequent experience of his presence is within the Church; and what difference the identity of Jesus makes for the idea of salvation. Prerequisite: THE 100. This course fulfills a Foundations Program requirement. (Fall, Spring)

Corriveau, Monroe/*Three credits*

THE 285 SAINT AUGUSTINE'S *CITY OF GOD*

Christians have long struggled with Christ's injunction to "render to Caesar the things that are Caesar's, and to God the things that are God's." For it is not immediately clear what things legitimately are Caesar's and what things legitimately are God's. It is also not clear what Christians are supposed to do when Caesar's things come into conflict with God's things. St. Augustine's *The City of God* takes these kinds of problems as its point of departure, as it goes on to outline the origins, natures, and ends of what Augustine calls the earthly city and the City of God. This course helps students learn to read Augustine's rich text, engage critically the enduring questions and tensions it raises, and reflect on the ways that Augustine's classic work can still speak to us today. Prerequisite: THE 100. This course fulfills a Foundations Program requirement and a requirement in the Core Texts and Enduring Questions Program. (Fall, Alternating Years/Even Years)

Finn, Monroe/*Three credits*

THE 286 CATHOLICISM AND THE WORLD'S RELIGIONS

This course explores the theology, practice, and current status of interreligious dialogue between Catholicism and the world's major religions. It examines the Church's response to religious diversity and its teachings about Judaism, Islam, Hinduism, and Buddhism. Using the methods of comparative theology, students examine the Church's participation in interfaith dialogue on fundamental theological questions and its work with other religions on problems of global peace and social justice. Prerequisite: THE 100. This course fulfills a Foundations Program requirement. (Spring, Alternating Years/Odd Years)

Finn /*Three credits*

THE 333 THE MYSTERY OF THE CHURCH

This course examines Catholics' understanding of themselves as the Church and the difference that makes in their fundamental interpretation of human existence. Is the Church more than a social phenomenon? How is its mission part of God's plan for humanity? How is it the channel of God's relationship to humanity? In addition to exploring such questions, this course will examine Vatican Council II's concept of the Church as "the universal sacrament of salvation." Prerequisite: THE 100. This course fulfills a Foundations Program requirement. (Fall, Alternating Years/Odd Years)

Corriveau, Monroe/*Three credits*

THE 341 MORAL ISSUES IN MEDICINE

An introduction to medical and health care ethics. Assisted by the writings of health care professionals, moral thinkers, and theologians, and in the distinctive light of Catholic morality, the course includes a study of the significance of conscience, prudence, and moral character, as well as competence in the health care professions, and an exploration of the many biomedical issues that have arisen as a result of the impact of modern science and technology. Prerequisites: THE 100 and one second Cornerstone THE course in the Foundations Program. (Spring, Alternating Years/Even Years)

Coleman/*Three credits*

THE 342 A THEOLOGY OF HUMAN SEXUALITY

This course seeks to clarify what God has revealed about the nature and the purposes of human sexuality. Beginning with a study of Christian moral principles and moving to an examination of biblical teachings on the subject of sexuality, the course will then address the topics of masturbation, pre-marital sex, homosexuality, and birth control from the perspective of a theology of marriage. Prerequisites: THE 100 and one second Cornerstone Theology course in the Foundations Program. (Fall, Alternating Years/Even Years)
Klofft/*Three credits*

THE 343 THE SOCIAL TEACHINGS OF THE CHURCH

A study of the social teachings of the Church, based on the writings of early Christian, medieval, and modern authors. The aim of the course is to discover and understand the distinctive principles of Catholic social teaching and to reflect on current critical issues in the light of those principles. Prerequisite: THE 100. This course fulfills a Foundations Program requirement. (Spring, Alternating Years/Odd Years)
Klofft/*Three credits*

THE 371 THE CHURCH IN THE MIDDLE AGES

This course examines a number of theological disputes and controversies that animated the Church in the Middle Ages. Students are introduced to the heated theological debates that medieval thinkers carried out on topics such as the status of proofs of God's existence, the nature of Providence, the role of philosophy in theological reflection, the mode of the Incarnation, and the relation of papal and secular powers. Prerequisites: THE 100 and one second Cornerstone THE course in the Foundations Program. (Fall, Alternating Years/Odd Years)
Monroe / *Three credits*

THE 391 SPECIAL TOPICS IN THEOLOGY

This course offers a study at an advanced level of theological issues, themes, and/or theologians not covered by other thematic courses. The subject matter changes according to the interests of the professor and the needs of students. Prerequisites: THE 100 and one second Cornerstone THE course in the Foundations Program. (Rotating)
Staff/*Three credits*

THE 499 INDEPENDENT STUDY

Available only to highly qualified students who wish to develop a special interest but cannot find a suitable course among the regular offerings. Prerequisites: THE 100 and one second Cornerstone THE course in the Foundations Program. (Offered when warranted.)
Staff/*Three credits*

Grenon School of Business

Department of Management and International Business

Associate Professors: Michael Lewis (Chairperson), J. Bart Morrison; *Assistant Professors:* Cary LeBlanc (sabbatical 2023-24), Youstina Masoud, Tyler Wasson; *Lecturers:* David Hoyle, Maria Salvatore.

MISSION STATEMENT

The Department of Management and International Business offers undergraduate majors in management and international business. The mission of the Department is to create a challenging learning environment that prepares students for professional employment in the private, public, and nonprofit sectors and/or graduate study. Assumption University has a strong liberal arts tradition, and the Management and International Business programs build on the foundation of liberal arts by developing students who:

- gain fundamental knowledge, concepts, and theory of the disciplines we teach;
- are proficient in technical and professional skills related to the disciplines we teach;
- understand and can perform in a professional environment that is multi-cultural and global;
- possess the knowledge and ability to understand ethical reasoning and act in a socially responsible manner;
- can exercise critical thinking and creative problem-solving skills and know how to make decisions;
- are able to communicate effectively;
- can relate well to others and to perform well as an individual or as part of a team.

MAJOR IN MANAGEMENT (17)

The major in Management is structured to develop the student's ability to identify, analyze, and contribute to the development of organizations through an understanding of how they function. Management students are ready for positions in professional management of profit or non-profit organizations, for corporate management training programs, and for graduate studies in business disciplines, the law, and related areas. The curriculum seeks to develop and sharpen knowledge, skills, and abilities in the following areas:

- Principal management activities of planning, organizing, staffing, leading, and controlling
- Communication (oral, written, and electronic)
- Quantitative and qualitative analysis methods
- Analytical and strategic thinking abilities
- Strategy development and implementation
- Interpersonal relations, group decision-making, diversity, and leadership

The following courses (both the management courses and those from other disciplines) comprise the Management major. Please note that two of these courses, ECO 110 and ECO 115, also fulfill Foundations Program requirements.

REQUIRED COURSES (14)

ACC 125	Principles of Accounting I
ACC 126	Principles of Accounting II
BUS 215	Business Law
ECO 110	Microeconomics
ECO 111	Macroeconomics
ECO 115	Statistics with Excel
FIN 325	Financial Management I (Formerly ECO 325 Corporate Finance)
MKT 101	Principles of Marketing
MGT 100	Introduction to Management
MGT 102	Introduction to Organizational Behavior

MGT 230	Decision Analytics for Managers
MGT 300	Human Resource Management
MGT 330	Organizational Innovation
MGT 400	Business Strategy

ELECTIVES (3)

BUS 330	Global Social Entrepreneurship
BUS 399	Internship in Business
BUS 444	Honors Capstone in Business
INB 307	International Management
INB 318	Asian Business Practices **OR** INB 320 European Business Practices
MGT 301	Business and Society
MGT 302	Management Information Systems
MGT 303	Purchasing and Supply Management
MGT 305	Strategic Leadership
MGT 311	Diversity in the Workplace
MGT 315	Services Management
MGT 325	Small Business and Entrepreneurship
MGT 331	Fraud Examination
MGT 342	Sport Management
MGT 350	Professional and Ethical Responsibilities in the Sport Industry
MKT 405	Strategic Marketing

First Year

Fall	Spring
MGT 100 Introduction to Management ACC 125 Principles of Accounting I	MGT 102 Introduction to Organizational Behavior ACC 126 Principles of Accounting II MKT 101 Principles of Marketing

If not taken during the First year, the above courses should be taken during the Sophomore year.

Sophomore Year

Fall	Spring
ECO 110 Microeconomics	ECO 111 Macroeconomics ECO 115 Statistics with Excel

Note: ECO115 requires students to have taken MAT114 prior to or at the same time.

Junior Year – students may take the courses below during either Fall or Spring

Note: MGT 230 and ECO 325 should be taken during Junior year – all other courses can be taken as a Senior.

MGT 230 Decision Analytics for Managers	Management Elective #1 – see list below
MGT 300 Human Resources Management	BUS 215 Business Law I
MGT 330 Organizational Innovation	FIN 325 Financial Management I

Note: If intending to apply to the Accelerated M.B.A. – Management Track, complete the application during the Spring of Junior year in order to take two M.B.A. classes during Senior year.

Senior Year – students may take the courses below during either Fall or Spring

Management Elective #2 – see list below	MGT 400 Strategy
Management Elective #3 – see list below	

The order suggested above is intended as a guide in planning the major, not an inflexible sequence. For example, many students have successfully completed the major by taking some of the First Year/Sophomore courses in their Junior or even Senior years.

MINOR IN MANAGEMENT (7)

REQUIRED COURSES (4)

MGT 100	Introduction to Management
MGT 102	Introduction to Organizational Behavior
MKT 101	Principles of Marketing
ACC 125	Principles of Accounting I

ELECTIVES (3)

BUS 330	Global Social Entrepreneurship
INB 307	International Management
MGT 230	Decision Analytics for Managers
MGT 300	Human Resources Management
MGT 301	Business and Society
MGT 302	Management Information Systems
MGT 305	Strategic Leadership
MGT 311	Diversity in the Workplace
MGT 315	Services Management
MGT 325	Small Business and Entrepreneurship
MGT 330	Organizational Innovation
MGT 331	Fraud Examination
MGT 342	Sport Management
INB 318	Asian Business Practices **OR** INB 320 European Business Practices

MINOR IN SPORT MANAGEMENT (7)

REQUIRED COURSES (5)

MGT100	Introduction to Management
MKT101	Principles of Marketing
ACC 125	Principles of Accounting I
MGT 342	Sport Management
MKT 344	Sports Marketing

ELECTIVES (2)

BUS 340	Sport Internship
MKT 346	Sport Media and Communication
MGT 350	Professional and Ethical Responsibilities in the Sport Industry
ECO216	Sports Data Analysis
ECO 340	Economics of Sports
ENG 302	Special Topics in Journalism: Sports Writing (when offered)
PSY 212	Sports Psychology

ACCELERATED M.B.A. – MANAGEMENT TRACK

The Accelerated M.B.A. Management Track is open to all undergraduate students regardless of their declared major. Today's businesses and today's world need citizens who can think with insight, communicate clearly, and exercise good judgment both in and out of the workplace. This program is designed to provide students with the best of a Catholic liberal arts education and advanced professional development in business. Graduates of this program will be poised to launch successful careers in a variety of fields. Students interested in the Accelerated M.B.A. – Management Track should seek advice from the Director of the M.B.A. Program early in their junior year in order to plan their course of study.

MAJOR IN INTERNATIONAL BUSINESS (17 or 18 and language)

The International Business major is designed to provide students with a particularly wide variety of learning experiences designed to prepare them to function successfully in global environments. International Business students need to understand the history, language, and practices of other cultures. Along with a strong foundation of business courses, this major draws upon the strengths of related liberal arts disciplines such as foreign language, literature, history, geography, philosophy, political science, and theology. Upon graduation, students are prepared to enter a global organization in the functional areas of marketing, management and manufacturing or to seek government employment with agencies such as the Foreign Service, Department of Commerce, and the many other agencies that have international involvement, or to enter a corporate management training program, or to proceed to graduate studies.

REQUIRED COURSES (13)

ACC 125 Principles of Accounting I
ACC 126 Principles of Accounting II
MGT 100 Introduction to Management
MGT 102 Introduction to Organizational Behavior
MKT 101 Principles of Marketing
ECO 110 Microeconomics
ECO 111 Macroeconomics
ECO 115 Statistics with Excel
MGT 230 Decision Analytics for Managers
INB 306 International Marketing
FIN 325 Financial Management I (Formerly, ECO 325 Corporate Finance)
INB 307 International Management
MGT 400 Business Strategy (Capstone)

ELECTIVES (1 or 2)

Choose 1 course or 2 if Foreign Language competency satisfied by AP credits

INB 334 International Communication: Organizational Perspectives
BUS 330 Global Social Entrepreneurship
BUS 399 Internship in Business (internship should address international aspects of business)
BUS 444 Honors Capstone in Business (thesis should address international aspects of business)

ECO 353 International Trade
OR
ECO 354 International Finance

FOREIGN LANGUAGE (varies based on placement)

Language at Level 3 or higher

CULTURAL LITERACY DEPTH (3)

The focus of this area is to build knowledge of other cultures. Additional courses which clearly support this learning goal will be approved by the department chair.

HISTORY

HIS 235 France since 1789
HIS 242 Russia since 1917
HIS 251 Latin America since 1821
HIS 265 Peace Studies
HIS 267 United States Foreign Relations since 1776
HIS 272 Germany since 1890

HIS 282	Japan From 1868 to Present	
HIS 283	Modern China: War and Revolution	
HIS 291	Islamic Middle East II	
HIS 306	European Primacy, 1870 to the present	
HIS 310	Diplomatic History of Europe in the 20th Century	
HIS 363	The Vietnam War	
HIS 368	The Cold War	
PHILOSOPHY	PHI 365	Late Modern Philosophy

POLITICAL SCIENCE

POL 207	Peace and War
POL 371	Foreign Policy and Diplomacy

ANTHROPOLOGY	ANT 131	Cultural Anthropology

First Year

Fall	Spring
MGT 100 Introduction to Management ACC 125 Principles of Accounting I Foreign Language at Level 3 or higher *	MGT 102 Introduction to Organizational Behavior ACC 126 Principles of Accounting II MKT 101 Principles of Marketing

* Language competency may be satisfied through Advanced Placement Exam at Level 4. If foreign language competency is satisfied through AP credits, then 2 International Business Core Electives must be taken instead of 1 – see list below.
If not taken during the First year, the above courses should be taken during the Sophomore year.

Sophomore Year

Fall	Spring
ECO 110 Microeconomics	ECO 111 Macroeconomics ECO 115 Statistics with Excel

Note: ECO 115 Statistics with Excel requires students to have taken MAT 114 prior to or at the same time.

Junior Year – students may take the courses below during either Fall or Spring
Note: MGT 230 and ECO 325 should be taken during Junior year – all other courses can be taken as a Senior.

MGT 230 Decision Analytics for Managers	Cultural Literacy Depth #1 – see list below
INB 306 International Marketing	FIN 325 Financial Management I (Formerly, ECO 325)
	INB 307 International Management

Note: If intending to apply to the Accelerated M.B.A. – Management Track, complete the application during the Spring of Junior year in order to take two M.B.A. classes during Senior year.

Senior Year – students may take the courses below during either Fall or Spring

International Business Core Elective – see list below	Cultural Literacy Depth #3 – see list below
Cultural Literacy Depth #2 – see list below	MGT 400 Strategy

MINOR IN INTERNATIONAL BUSINESS (7)

REQUIRED COURSES (3)

ACC 125	Principles of Accounting I
MGT 100	Introduction to Management
MKT 101	Principles of Marketing

ELECTIVES (4)

BUS 330	Global Social Entrepreneurship
INB 306	International Marketing
INB 307	International Management

INB 334	International Communication: Organizational Perspectives
MGT 311	Diversity in the Workforce
ECO 353	International Trade **OR** ECO 354 International Finance

One non-business course with an international dimension chosen in consultation with the Chair of the department may be substituted for one of the above electives.

COURSE DESCRIPTIONS

MANAGEMENT (MGT)

MGT 100 INTRODUCTION TO MANAGEMENT

This course introduces a systems approach to managing organizations and focuses on the planning, organizing, leading, and controlling tasks and functions of managers. Students are given the opportunity to development key managerial skills such as self-management, team management and organizational management that support effective performance. The course includes an introduction to basic Microsoft Excel, Word, and presentation software for business communication. Ideally, MGT 100 should not be taken in same semester as MKT 101.

Staff/*Three credits*

MGT 102 INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

This course focuses on developing an understanding of individual characteristics and interpersonal and organizational processes and how they influence organizational outcomes such as performance, creativity, citizenship behavior, stress, deviance and ethical behavior. Students will have an opportunity to develop their managerial/leadership style through experiential learning. Topics include: personality theory, learning, motivation, power and justice, conflict/negotiation skills, decision making, leadership and team dynamics, communication, and organizational culture. Prerequisite: MGT 100.

Staff/*Three credits*

MGT 230 DECISION ANALYTICS FOR MANAGERS

In an increasingly complex world, decision analysis has a major role to play helping produce insight and promote creativity to help decision-makers make better decisions. Business analytics are becoming a critical capability for enterprises of all types, for profit or non-profit, domestic or international. Solving organizational problems requires understanding of many functional areas, including marketing and sales, human resources, accounting, operations, engineering and others. In this course students will gain knowledge of theory and practical applications of decision analysis. Using cases, students will identify pertinent information, perform analysis using key tools including analytical software, and develop effective solutions supported by data. Concepts we will explore include, decision trees, probability, risk assessments, group decision-making, resource allocation and scenario planning. Prerequisites: MGT 100, ECO 115 or PSY 224 or SOC 300.

Masoud/*Three credits*

MGT 300 HUMAN RESOURCE MANAGEMENT

This course examines the pivotal role of the Human Resource (HR) department in all types of organizations, especially medium to large enterprises. Increasingly HR has emerged as a key function in the overall strategy and success of organizations. HR functions that we will explore include organization and work design, workforce planning, job descriptions and evaluations, recruitment and selection, compensation and benefits, employee relations, safety and health, and corporate social responsibility. The course features a 10-week long HR simulation, whereby students in teams utilize course knowledge to make decisions for the effective running of a simulated company. Prerequisites: MGT 100, and Junior/Senior standing.

Staff/*Three credits*

MGT 301 BUSINESS AND SOCIETY

Provides a conceptual framework, analysis and discussion of the issues surrounding the business and society relationship at a macro level. Identifies and engages the major topics involved in developing a robust understanding of business in society. The course takes up a managerial perspective that investigates, identifies and integrates current and relevant practice, thought and topics. The managerial perspective is embedded in the course's major themes of business ethics, sustainability and stakeholder

management. Each of these three themes is essential today. Each theme builds upon its own perspective but is consistent with and overlaps the others. Taken together, they provide a lens through which to comprehend the challenges of the past and master frameworks for thinking about the current and future role of business in society. Prerequisites: MGT 100 and Junior/Senior standing. (Fall)
Morrison/*Three credits*

MGT 305 STRATEGIC LEADERSHIP
Leadership is the process of transforming organizations from what they are to what the leader would have them become. This course builds upon the basic knowledge of leadership theory and practice provided in introduction to management and organizational behavior courses, and can help prepare the student for a capstone course in business strategy by: 1) expanding the scope and depth of the student's knowledge of leadership theories in the context of creating strategy in a globalized world, 2) building the student's capacity to apply leadership theory to situations arising from the economic, social, political and environmental conditions that are transforming our world, and 3) developing the student's self-knowledge of his or her actual as well as desired leadership style. Prerequisite: MGT 100.
Morrison/*Three credits*

MGT 311 DIVERSITY IN THE WORKPLACE
The purpose of this seminar is to explore the issues and the challenges of understanding and managing an increasingly diverse workplace. The course focuses on preparing students to work and to manage in multicultural organizations. Special emphasis is placed on topics related to the impact of gender, race, and ethnicity, and other differences as they affect interpersonal relations and group behavior within a managerial organizational context. Prerequisite: MGT100 or permission of instructor.
Staff/*Three credits*

MGT 315 SERVICES MANAGEMENT
This course provides students with the concepts and tools necessary to manage service operations effectively. The strategic focus should also provide entrepreneurially inclined students with the foundation to start their own service business. The course explores the dimensions of successful service firms, prepares students for enlightened management, and suggests creative entrepreneurial opportunities. Beginning with the service encounter, service managers must blend marketing, technology, people, and information to achieve a distinctive competitive advantage. This course looks at service management from an integrated viewpoint. The material integrates marketing, strategy, technology, and organizational issues. Prerequisites: MGT 100, MKT 101.
Staff/*Three credits*

MGT 325 SMALL BUSINESS AND ENTREPRENEURSHIP
The course is designed to provide a comprehensive and integrated introduction to the challenges of starting and managing a small business. In this course, students will build on an interdisciplinary foundation of accounting, management, and marketing to address the problems and decisions of starting, growing, and managing a small business. Prerequisites: MGT 100, MKT 101, ACC 125, ACC 126.
Staff/*Three credits*

MGT 330 ORGANIZATIONAL INNOVATION
How do organizations become better innovators? How do managers foster a culture of innovation within teams and organizations? This course will help students understand the relationship between creativity and innovation, and how individuals, teams, and organizations can increase their capacity for innovative thinking and creativity. Using case studies, students will explore and analyze innovation of various organizations and industries. Students will be introduced to product, process, and business model innovation and experience using tools and approaches such as brainstorming, design thinking, how-why laddering, and various mapping techniques. Prerequisites: MGT 100, MGT 102, MKT 101.
Lewis/*Three credits*

MGT 331 FRAUD EXAMINATION
This course examines the subject of fraud from both management and accounting perspectives. Utilizing a variety of techniques including text, lecture, case studies, and occasional training videos, the course seeks to familiarize students with the conditions which facilitate fraud, the profile of the fraud perpetrator, common types of fraud, and methods of prevention, detection, and resolution. Numerous historical cases of fraud are examined. Prerequisites: ACC 125 and 126, MGT100.

Benvenuti/*Three credits*

MGT 342 SPORT MANAGEMENT

Sport has become a multibillion-dollar industry, and as such, requires increasingly sophisticated and innovative management. This course introduces students to the business of sport. Students will learn the concepts, principles, and practices of managing sport organizations and sporting events as well as gaining an overview of the sport industry. This course builds on the skills and knowledge from an introductory management and organization course as students learn to apply organizational, management, and leadership principles to sport organizations. Students will also study change and innovation in both sport organizations as well as the sport industry. Prerequisite: MGT 100.

O'Hara/*Three Credits*

MGT 350 PROFESSIONAL AND ETHICAL RESPONSIBILITIES IN THE SPORT INDUSTRY

The culture of winning reflects a set of longstanding American values. During contemporary times, issues in sport such as performance enhancing drugs, cheating, and violence have become important topics for sport managers. This course examines the professional and ethical responsibility of the sport manager, as well as ethical issues confronted by sport managers. Students will be asked to not only identify these issues within the sport industry environment, but also to analyze, discuss, and debate the sport manager's professional and ethical responsibility in addressing these issues through ethical decision making. Students will also explore principle-centered leadership in sport. Prerequisite: MGT 342.

O'Hara/*Three credits*

MGT 400 BUSINESS STRATEGY (CAPSTONE)

This course serves to integrate prior studies in management, marketing, human resources, organizational behavior, production, finance, and accounting. The primary objective is to develop the student's ability to think strategically by using case studies to analyze industry and competitive situations facing organizations. Prerequisites: restricted to seniors declared as majors in Management, Marketing, and International Business who have completed FIN 325. This is a capstone courseand as such may not be transferred in from elsewhere.

Lewis, Morrison/*Three credits*

BUSINESS (BUS)

BUS 215 BUSINESS LAW I

An analysis of the legal environment of business. Emphasis is on the basic structure of legal rights and obligations and their impact on business decisions. Prerequisites: Not open to Freshmen, preference to Junior and Senior business majors.

Fitzpatrick, Kingsley/*Three credits*

BUS 250 PERSONAL FINANCE

This course will examine personal choices and the realization of an individual's financial objectives. Creating an overall personal financial plan is the focus of the course. Money management, investment selection, consumer credit, housing, inflation, income taxes, transportation, insurance, retirement and estate planning are included in the discussion. Students will strive to develop a solid grounding in personal financial management principles. The department encourages enrollment of non-accounting and non-business majors. Prerequisite: Senior standing or instructor's permission. (Spring)

Staff/*Three Credits*

BUS 320 ISSUES IN CORPORATE GOVERNANCE AND WHITE COLLAR CRIME

This course covers the subject of corporate governance focusing on the roles of top management and the board of directors. Recent changes initiated by the Sarbanes Oxley Act are discussed. The importance of ethical leadership is stressed. The course also covers the subject of white collar crime, defining and discussing the major types of this criminal activity. The roles of top management and the board of directors in both the commission and the prevention of white collar crime are covered at length. Various resources such as recent cases of white collar crime, and websites such as those of the FBI and the National White Collar Crime Center are incorporated into the course. Prerequisites: MGT 100 and ACC 125 and 126. (Fall)

Matraia/*Three credits*

BUS 330 GLOBAL SOCIAL ENTREPRENEURSHIP

This course explores the emerging and rapidly developing business field of social entrepreneurship, both as an individual driving change to solve social problems, as well as the social enterprises that may emerge. These organizations are highly regarded for being mission driven as a significant focus of their business is aimed at solving social problems, while also achieving financial sustainability. Throughout the course students will gain in-depth insights into how these organizations achieve dual objectives of economic and social value. We will explore social ventures across a wide variety of sectors, such as environmental, energy, health, education, micro finance, and other areas. Social enterprises look to fill the void at the nexus of government, private, and non-profit enterprises that have not sustainably addressed social problems. Throughout the course students will encounter issues related to inequities in gender, race, ethnicity, and culture, which all play a role in the establishment and effectiveness of the social enterprise. A key outcome of the course will be social problem identification and assessment, and the development of a social venture business plan. Prerequisites: MGT 100, MKT 101, ACC 125. Staff/*Three credits*

BUS 399 INTERNSHIP IN BUSINESS

This course is open to junior/senior students approved by the instructor who meet the University-wide internship standard of a minimum GPA of 2.8. It provides the interning student with a valuable experiential learning opportunity, and includes field-based training experience in either the private, industrial, not-for-profit, or governmental sectors. Students must attend weekly seminar meetings to complete regular academic assignments and process observations about the internship experience. Students complete a major paper that links theory in the field to the internship experience.
Staff/*Three credits*

BUS 444 HONORS CAPSTONE IN BUSINESS

In this course, each student will produce an independent research thesis in business. The capstone work will entail a faculty-student research project directed by a Business Studies faculty member. (The project was proposed and approved during the Honors Seminar.) A summary of the capstone work will be presented at the Honors Colloquium at the end of the semester.
Prerequisites: HON 300 and membership in the Honors Program.
Staff/*Three credits*

INTERNATIONAL BUSINESS (INB)

INB 306 INTERNATIONAL MARKETING

This course explores marketing across national boundaries and within foreign countries, as well as the coordination of marketing in multiple international markets. It examines plans, strategies, and tactics that are developed to cope with the problems and opportunities presented in the international arena. Specific topics will include cultural differences, marketing intelligence, foreign market entry, product policy, distribution, advertising/promotion, pricing, planning, and controlling the international marketing organization. The student will be exposed to the unique challenges and the decision-making processes that are integral to marketing on a global basis. An appreciation will be developed for the ever-changing environmental factors and risks (economic, cultural, and political/legal) that impact the international marketing field. The course will include readings, lectures, discussions, cases, reports, and presentations. Prerequisites: MGT 100, MKT 101, and Junior/Senior standing or permission of instructor. (Fall)
Staff/*Three credits*

INB 307 INTERNATIONAL MANAGEMENT

This course provides an in-depth examination of the managerial issues confronting managers as they plan, organize, staff, and control global/transnational operations. The basic premise is that management in a global environment differs in many ways from management of a firm doing business within national boundaries. Specific topics include the cultural context of international business, planning, implementation, personnel selection, labor relations, communication, motivation, control, and ethics/social responsibility. The course includes readings, lectures, cases, experiential exercises, and discussions. Prerequisites: MGT 100, MKT 101, and Junior/Senior standing or permission of instructor. (Spring)
Staff/*Three credits*

INB 334 INTERNATIONAL COMMUNICATION: ORGANIZATIONAL PERSPECTIVES

This course is an introduction to the major theories and concepts of intercultural communication as they apply to business organizations. It emphasizes a process approach to the study of written, oral and non-verbal communication between persons of

different cultures as they communicate with each other, work together on teams, and conduct business negotiations. Prerequisite: MGT 100. (Spring)
Chetro Szivos/*Three credits*

Department of Marketing and Organizational Communication

Assistant Professors: Bridget Leonard (Chairperson), Elizabeth O'Hara, Nadeesha Bandara, Dongeun Kim; *Professors of Practice:* Zachary Daniels; *Visiting Assistant Professors*: Paul Bailey, John Chetro-Szivos, Melanie Downey; *Lecturers:* Thomas L. Fitzpatrick, Mary Kingsley, David Nordman.

The Department of Marketing and Organizational Communication offers majors and minors that, when combined with substantial background in the liberal arts disciplines, provide our students with the knowledge and skills valued by the business world. Our majors also focus on helping students build socially responsible lives with ethical cores.

MISSION STATEMENT

The Department of Marketing and Organizational Communication offers undergraduate programs of study in marketing and organizational communication. These programs are part of the University's professional studies. The department's mission is to create a challenging learning environment that prepares students for professional employment in the private, public, and nonprofit sectors and/or graduate study. Assumption University has a strong liberal arts tradition, and these programs augment the liberal arts courses by developing business students who:

- gain fundamental knowledge, concepts, and theory of the disciplines we teach
- are proficient in technical and professional skills related to the disciplines we teach
- understand and can perform in a professional environment that is multi-cultural and global
- possess the knowledge and ability to understand ethical reasoning and act in a socially responsible manner
- can exercise critical thinking and creative problem solving skills and know how to make decisions
- are able to communicate effectively
- are able to relate well to others and to perform well as an individual or as part of a team

MAJOR IN MARKETING (17)

The major in Marketing is designed to provide the student with the educational background necessary to function successfully in sales, advertising, public relations, merchandising, product and brand management, and other marketing occupations. The student will develop an understanding of the risks, rewards and challenges inherent in the marketing profession while developing the ability to identify, analyze, and respond to these challenges.

REQUIRED COURSES (13)

ACC 125	Principles of Accounting I
ACC 126	Principles of Accounting II
MGT 100	Introduction to Management
ECO 110	Microeconomics
ECO 111	Macroeconomics
ECO 115	Statistics with Excel
FIN 325	Financial Management I
MKT 101	Principles of Marketing
MGT 230	Decision Analytics for Managers
MKT 250	Marketing Research
MKT 308	Consumer Behavior
MGT 400	Business Strategy
MKT 405	Strategic Marketing

ELECTIVES (4)

BUS 444	Honors Capstone in Business
INB 306	International Marketing
MKT 310	Advertising
MKT 312	Sales Management

MKT 314	Services Marketing
MKT 316	Public Relations
MKT 322	Business-to-Business Marketing
MKT 326	Digital Marketing Strategies
MKT 327	Social Media Marketing
MKT 328	Digital Analytics for Marketing
MKT 329	Mobile Marketing
MKT 330	Professional Selling
MKT 344	Sports Marketing
MKT 346	Sport Media and Communication

Students may fill one (1) of their four (4) electives from these courses:

BUS 330	Global Social Entrepreneurship
MGT 301	Business and Society
MGT 305	Strategic Leadership
MGT 325	Small Business and Entrepreneurship
MGT 330	Organizational Innovation

RECOMMENDED FOUR YEAR PLAN FOR THE MAJOR IN MARKETING

First Year

Fall	Spring
MKT 101 Principles of Marketing ACC 125 Principles of Accounting I	MGT 100 Introduction to Management ACC 126 Principles of Accounting II

If not taken during the First year, the above courses should be taken during the Sophomore year.

Sophomore Year

Fall	Spring
ECO 110 Microeconomics ECO 115 Statistics with Excel	ECO 111 Macroeconomics MKT 250 Marketing Research

Note: ECO 115 requires students to have taken MAT 114 prior to or at the same time.

Note: ECO 115 must be taken prior to or at the same time as MKT 250.

Junior Year – students may take the courses below during either Fall or Spring

MGT 230 Decision Analytics for Managers	FIN 325 Financial Management I
MKT 308 Consumer Behavior	Marketing Elective #1
	Marketing Elective #2

Note: MKT 250 must be taken prior to MKT 308.

Note: If intending to apply to the Accelerated M.B.A. – Management Track, complete the application during the Spring of Junior year in order to take two M.B.A. classes during Senior year.

Senior Year – students may take the courses below during either Fall or Spring

Marketing Elective #3	Marketing Elective #4
MKT 405 Strategic Marketing	MGT 400 Business Strategy

Note: MKT 250 must be taken prior to MKT 405.

MAJOR IN MARKETING WITH A CONCENTRATION IN DIGITAL MARKETING (17)

REQUIRED COURSES (17)

MGT 100	Introduction to Management
MKT 101	Principles of Marketing
ACC 125	Principles of Accounting I
ACC 126	Principles of Accounting II

ECO 110	Microeconomics
ECO 111	Macroeconomics
ECO 115	Statistics with Excel
FIN 325	Financial Management I
MGT 230	Decision Analytics for Managers
MGT 400	Business Strategy
MKT 250	Marketing Research
MKT 308	Consumer Behavior
MKT 326	Digital Marketing Strategies
MKT 327	Social Media Marketing
MKT 328	Digital Analytics for Marketing
MKT 329	Mobile Marketing
MKT 405	Strategic Marketing

RECOMMENDED FOUR YEAR PLAN FOR THE MAJOR IN MARKETING WITH A CONCENTRATION IN DIGITAL MARKETING

First Year

Fall	Spring
MKT 101 Principles of Marketing ACC 125 Principles of Accounting I	MGT 100 Introduction to Management ACC 126 Principles of Accounting II

If not taken during the First year, the above courses should be taken during the Sophomore year.

Sophomore Year

Fall	Spring
ECO 110 Microeconomics ECO 115 Statistics with Excel	ECO 111 Macroeconomics MKT 250 Marketing Research

Note: ECO115 requires students to have taken MAT114 prior to or at the same time.
Note: ECO 115 must be taken prior to or at the same time as MKT 250.

Junior Year – students may take the courses below during either Fall or Spring

MGT 230 Decision Analytics for Managers MKT 308 Consumer Behavior	FIN 325 Financial Management I MKT 326 Digital Marketing Strategies MKT 327 Social Media Marketing

Note: MKT 250 must be taken prior to MKT 308.
Note: If intending to apply to the Accelerated M.B.A. – Management Track, complete the application during the Spring of Junior year in order to take two M.B.A. classes during Senior year.

Senior Year – students may take the courses below during either Fall or Spring

MKT 328 Digital Analytics for Marketing MKT 329 Mobile Marketing	MGT 400 Business Strategy MKT 405 Strategic Marketing

Note: MKT 250 must be taken prior to MKT 405.

MAJOR IN MARKETING WITH A CONCENTRATION IN SALES (17)

REQUIRED COURSES (17)

ACC 125 Principles of Accounting I
ACC 126 Principles of Accounting II
MGT 100 Introduction to Management
ECO 110 Microeconomics
ECO 111 Macroeconomics
ECO 115 Statistics with Excel
FIN 325 Financial Management I
MKT 101 Principles of Marketing

MGT 230 Decision Analytics for Managers
MKT 250 Marketing Research
MKT 308 Consumer Behavior
MKT 312 Sales Management
MKT 322 Business-to-Business Marketing
MKT 330 Professional Selling
MKT 331 Digital Sales
MGT 400 Business Strategy
MKT 405 Strategic Marketing

RECOMMENDED FOUR YEAR PLAN FOR THE MAJOR IN MARKETING WITH A CONCENTRATION IN SALES

First Year

Fall	Spring
MKT 101 Principles of Marketing ACC 125 Principles of Accounting I	MGT 100 Introduction to Management ACC 126 Principles of Accounting II

If not taken during the First year, the above courses should be taken during the Sophomore year.

Sophomore Year

Fall	Spring
ECO 110 Microeconomics ECO 115 Statistics with Excel	ECO 111 Macroeconomics MKT 250 Marketing Research

Note: ECO115 requires students to have taken MAT 114 prior to or at the same time.
Note: ECO 115 must be taken prior to or at the same time as MKT 250.

Junior Year – students may take the courses below during either Fall or Spring

MGT 230 Decision Analytics for Managers MKT 308 Consumer Behavior	FIN 325 Financial Management I MKT 312 Sales Management MKT 322 Business to Business Marketing

Note: MKT 250 must be taken prior to MKT 308.
Note: If intending to apply to the Accelerated M.B.A. – Management Track, complete the application during the Spring of Junior year in order to take two M.B.A. classes during Senior year.

Senior Year – students may take the courses below during either Fall or Spring

MKT 330 Professional Selling MKT 331 Digital Sales	MGT 400 Business Strategy MKT 405 Strategic Marketing

Note: MKT 250 must be taken prior to MKT 405.

MAJOR IN ORGANIZATIONAL COMMUNICATION (15)

Effective communication, a widely recognized goal of a liberal arts education, is a key element in the successful practice of management. The Organizational Communication major builds on the strengths of a liberal arts curriculum to produce a set of competencies valued in the business environment and transferable across many sectors. Students who major in Organizational Communication will be prepared to enter the world of management, including profit, non-profit, government and entrepreneurial organizations, and will be strong candidates for corporate management development programs.

REQUIRED COURSES (6)

MKT 101	Principles of Marketing
MGT 100	Introduction to Management
MGT 102	Introduction to Organizational Behavior
ACC 125	Principles of Accounting I
ECO 110	Microeconomics
ECO 115	Statistics with Excel

WRITING COURSE (1)

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

CORE COMMUNICATION COURSES (3)

OCM 200	Communication Theory (fall only)
OCM 333	Strategic Managerial Communication (spring only)
INB 334	International Communication: Organizational Perspectives **OR** PSY 220 Interpersonal Communication

CAPSTONE COURSE (1)

OCM 399	Internship in Business (requires 2.8 GPA) **OR** OCM 398 Portfolio Management

ELECTIVES (4)

BUS 250	Personal Finance
BUS 444	Honors Capstone in Business
INB 306	International Marketing
INB 307	International Management
MKT 308	Consumer Behavior
MKT 310	Advertising
MGT 311	Diversity in the Workplace
MKT 312	Sales Management
MKT 314	Services Marketing
MKT 316	Public Relations
MKT 326	Digital Marketing Strategies
MKT 327	Social Media Marketing
MKT330	Professional Selling
INB 334	International Communication (if not taken to meet Area III requirement above)
MKT 344	Sports Marketing
MKT 346	Sport Media and Communication
MKT 405	Strategic Marketing
ENG 201*	Writing Workshop: Argument and Persuasion
ENG 304*	Business and Technical Writing
ENG 308*	Writing and Editing

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

Students may petition the department chair for approval of other non-departmental courses that support the Organizational Communication major.

RECOMMENDED FOUR YEAR PLAN FOR THE MAJOR IN ORGANIZATIONAL COMMUNICATION

First Year

Fall	Spring
MKT 101 Principles of Marketing ACC 125 Principles of Accounting I	MGT 100 Introduction to Management ECO 110 Microeconomics

If not taken during the First year, the above courses should be taken during the Sophomore year.

Sophomore Year

Fall	Spring

MGT 102 Introduction to Organizational Behavior	Writing course – see list below ECO 115 Statistics with Excel

Note: ECO 115 requires students to have taken MAT 114 prior to or at the same time.

Junior Year

Fall	Spring
OCM 200 Communication Theory Elective #1	INB 334 International Communication or PSY 220 Interpersonal Communication Elective #2

Senior Year

Fall	Spring
OCM 399 Internship in Business (either semester) Elective #3	OCM 333 Strategic Managerial Communication Elective #4

MINOR IN MARKETING (7)

REQUIRED COURSES (3)

MGT 100	Introduction to Management
MKT 101	Principles of Marketing
ACC 125	Principles of Accounting I

ELECTIVES (4)

MKT250	Marketing Research
BUS 330	Global Social Entrepreneurship
INB 306	International Marketing
MKT 308	Consumer Behavior
MKT 310	Advertising
MKT 312	Sales Management
MKT 314	Services Marketing
MKT 316	Public Relations
MKT 322	Business-to-Business Marketing
MGT 325	Small Business and Entrepreneurship
MKT 326	Digital Marketing Strategies
MKT 327	Social Media Marketing
MKT 328	Digital Analytics for Marketing
MKT 329	Mobile Marketing
MKT330	Professional Selling
MKT 344	Sports Marketing
MKT 346	Sport Media and Communication
MKT 405	Strategic Marketing

ACCELERATED M.B.A. – MANAGEMENT TRACK

The Accelerated M.B.A. Management Track is open to all undergraduate students regardless of their declared major. Today's businesses and today's world need citizens who can think with insight, communicate clearly, and exercise good judgment both in and out of the workplace. This program is designed to provide students with the best of a Catholic liberal arts education and advanced professional development in business. Graduates of this program will be poised to launch successful careers in a variety of fields. Students interested in the Accelerated M.B.A. – Management Track should seek advice from the Director of the M.B.A. Program early in their junior year in order to plan their course of study.

COURSE DESCRIPTIONS

BUSINESS (BUS)

BUS 215 BUSINESS LAW

An analysis of the legal environment of business. Emphasis is on the basic structure of legal rights and obligations and their impact on business decisions. Prerequisites: Not open to first year students, preference to Junior and Senior business majors.
Fitzpatrick, Kingsley/*Three credits*

BUS 250 PERSONAL FINANCE

This course will examine personal choices and the realization of an individual's financial objectives. Creating an overall personal financial plan is the focus of the course. Money management, investment selection, consumer credit, housing, inflation, income taxes, transportation, insurance, retirement and estate planning are included in the discussion. Students will strive to develop a solid grounding in personal financial management principles. The department encourages enrollment of non-accounting and non-business majors. Prerequisite: Senior standing or permission of instructor. (Spring)
Staff/*Three Credits*

BUS 320 ISSUES IN CORPORATE GOVERNANCE AND WHITE COLLAR CRIME

This course covers the subject of corporate governance focusing on the roles of top management and the board of directors. Recent changes initiated by the Sarbanes Oxley Act are discussed. The importance of ethical leadership is stressed. The course also covers the subject of white collar crime, defining and discussing the major types of this criminal activity. The roles of top management and the board of directors in both the commission and the prevention of white collar crime are covered at length. Various resources such as recent cases of white collar crime, and websites such as those of the FBI and the National White Collar Crime Center are incorporated into the course. Prerequisites: MGT 100 and ACC 125 and 126. (Fall)
Matraia/*Three credits*

BUS 330 GLOBAL SOCIAL ENTREPRENEURSHIP

This course explores the emerging and rapidly developing business field of social entrepreneurship, both as an individual driving change to solve social problems, as well as the social enterprises that may emerge. These organizations are highly regarded for being mission driven as a significant focus of their business is aimed at solving social problems, while also achieving financial sustainability. Throughout the course students will gain in-depth insights into how these organizations achieve dual objectives of economic and social value. We will explore social ventures across a wide variety of sectors, such as environmental, energy, health, education, micro finance, and other areas. Social enterprises look to fill the void at the nexus of government, private, and non-profit enterprises that have not sustainably addressed social problems. Throughout the course students will encounter issues related to inequities in gender, race, ethnicity, and culture, which all play a role in the establishment and effectiveness of the social enterprise. A key outcome of the course will be social problem identification and assessment, and the development of a social venture business plan. Prerequisites: MGT 100, MKT 101, ACC 125.
Staff/*Three credits*

BUS 340 SPORT INTERNSHIP

This course is designed to expand the student's current knowledge in the field of sport management. Students will gain experience in leading and planning sport activities through an internship in professional/amateur sports organizations, sports commissions, and sports agencies (i.e., 'sport-related' sites) and work a minimum of 120 hours for the semester. This is a valuable opportunity for students to gain practical work experience, apply concepts and skills learned in the classroom, and develop professional contacts within the sports community. The course is open to junior/senior students approved by the instructor who meet the University-wide internship standard of a minimum GPA of 2.8. Prerequisites: MGT 342, MKT 344. (Spring)
O'Hara/*Three credits*

BUS 385 INDEPENDENT STUDY IN MANAGEMENT, MARKETING, OR ORGANIZATIONAL COMMUNICATION

Open to highly qualified junior and senior majors. Permission of the department chair is required.
Staff/*Three credits*

BUS 395 SPECIAL TOPICS IN MANAGEMENT, MARKETING OR ORGANIZATIONAL COMMUNICATION
This course permits the study of selected topics as designated by the instructor. Topics will change each time the course is offered.
Staff/*Three credits*

BUS 399 INTERNSHIP IN BUSINESS
This course is open to junior/senior students approved by the instructor who meet the University-wide internship standard of a minimum GPA of 2.8. It provides the interning student with a valuable experiential learning opportunity, and includes field-based training experience in either the private, industrial, not-for-profit, or governmental sectors. Students must attend weekly seminar meetings to complete regular academic assignments and process observations about the internship experience. Students complete a major paper that links theory in the field to the internship experience.
O'Hara/*Three credits*

BUS 444 HONORS CAPSTONE IN BUSINESS
In this course, each student will produce an independent research thesis in business. The capstone work will entail a faculty-student research project directed by a Business Studies faculty member. (The project was proposed and approved during the Honors Seminar.) A summary of the capstone work will be presented at the Honors Colloquium at the end of the semester.
Prerequisites: HON 300 and membership in the Honors Program.
Staff/*Three credits*

MARKETING (MKT)

MKT 101 PRINCIPLES OF MARKETING
This introductory course assesses the impact of environmental forces on the practice of marketing. Students will learn the fundamentals of the marketing mix. The course covers the following: target market identification, market research, consumer behavior, product positioning, distribution, communications (personal selling, advertising, sales promotion, and public relations), and pricing decisions. Ideally, should not be taken in same semester as MGT 100.
Bailey, Bandara, Daniels, Kim, Leonard, O'Hara/*Three credits*

MKT 250 MARKETING RESEARCH
This course provides a fundamental understanding of how leading businesses use marketing research to develop deeper marketing insights. Marketing is an intensely data-driven field, and a good marketing manager must be comfortable directing, using, and interpreting marketing research studies. Marketing research is often used to investigate the consumer experience, develop deeper insight into the needs of the consumers, and to aid marketing managers in making decisions around new advertising campaigns, new product development, finding new markets, and adapting to the changing business environment. In this course, students will learn to design, conduct, analyze, interpret and present marketing research studies using the most common marketing research techniques including interviews, focus groups, observations, surveys, and field experiments. Prerequisite: MKT 101. Co-requisite: ECO 115 Statistics with Excel (or any other statistics course).
Bandara, Kim, Leonard/*Three credits*

MKT 308 CONSUMER BEHAVIOR
This course is an in-depth examination of the processes involved when individuals or groups select, purchase, use, and dispose of products, services, and ideas to satisfy their needs and wants. Understanding consumer behavior from the complex perspectives of environmental, individual, and psychological influences provides a foundation for the formulation of effective marketing strategies. Prerequisite: MKT 101, MKT 250.
Bandara, Leonard/*Three credits*

MKT 310 ADVERTISING
This course is an in-depth treatment of all of the activities involved in presenting a non-personal, sponsor-identified message about a product, service, or organization to the consumer. Topics included are advertising campaign objective-setting, message creativity and development, optimal media mix selections, and advertising agency coordination. Prerequisite: MKT 101, MKT 250.
Kim/*Three credits*

MKT 312 SALES MANAGEMENT
This course examines all facets of the personal communication process used to persuade a prospective customer to purchase a

good, service, or idea. This is accomplished from both the perspective of the salesperson and the Sales Manager. Included in this in-depth examination are topics, such as outbound and inbound (800 and 900) telemarketing, types of sales organizations, the personal selling process, sales force recruitment and selection, sales force motivation, and compensation. Prerequisite: MKT 101 and Junior/Senior standing.
Bailey/*Three credits*

MKT 314 SERVICES MARKETING
This course examines the marketing of services from the perspective of managers responsible for the day-to-day execution of business plans and strategies. Topics include: the Nature of Services, the Service Consumer, Service Delivery Systems, Services Management, Services Marketing Communications, and Services Pricing Strategies. Prerequisite: MKT 101.
Staff/*Three credits*

MKT 316 PUBLIC RELATIONS
This is a practitioner-level course which melds business goals and the writing process to deliver a set of skills which bridges the information gap between organizations and their publics. Topics include: Basics of Style, Media Relations, Press Releases, Brochures, Newsletters, Magazines, Annual Reports, Media Copy Writing, Speech Writing, and the use of Web Pages. Prerequisite: MKT 101 and Junior/Senior standing.
Downey/*Three credits*

MKT 322 BUSINESS-TO-BUSINESS MARKETING
The purpose of this course is to introduce you to business-to-business marketing by identifying the distinctive characteristics of the business market, exploring the way in which organizations make buying decisions, and isolating the requirements for marketing strategy success. The course also provides a perfect vehicle for profiling leading business marketing firms such as IBM, Cardinal Health, Cisco Systems, Dell Computer, and others that demonstrate best practices in marketing strategy. Because more than half of all business school graduates are employed by firms that compete in the business market this is a relevant and useful field of study. Prerequisites: MGT 100, MKT 101, and Junior/Senior standing.
Bailey/*Three credits*

MKT 326 DIGITAL MARKETING STRATEGIES
This course is designed to teach students how to integrate the Internet into marketing and business communication functions. The objective of this course is to increase students' understanding of the complexity of marketing goods and services on the Internet. This will be accomplished through an analysis of the technology from a marketing/communication perspective. Students will study the concepts and business models of electronic commerce as these relate to the development and implementation of successful Internet strategies. Prerequisite: MKT 101, MKT 250.
Bandara, Daniels/*Three credits*

MKT 327 SOCIAL MEDIA MARKETING
This course will cover one of the fastest growth areas within the marketing discipline—social media marketing. Over the last half dozen years, organizations have shifted more of their marketing expenditures from traditional to digital marketing campaigns. Within digital marketing, expenditures for campaigns that involve social media tactics have grown exponentially. Although specific social media platforms or channels such as Facebook, Instagram or Twitter may come and go, the underlying principles behind social media, of engaging present and potential customers with content that they want to share with others, are here to stay. Prerequisite: MKT 101.
Daniels/*Three credits*

MKT 328 DIGITAL ANALYTICS FOR MARKETING
This course is designed to teach students how to measure digital activity and implement best practices for using data to inform marketing strategy decisions. Students will work with web analytics, social media analytics, marketing analytics, and dashboards, helping students to make sense of business measurement challenges, extract marketing tactics, and take effective actions. Prerequisite: MKT 326.
Daniels/*Three credits*

MKT 329 MOBILE MARKETING
This course introduces students to mobile marketing and its role in the overall marketing strategy. Students will learn how to use various techniques such as text messaging, responsive web design, and QR codes as a way to create consumer interaction

through mobile devices. In addition, students will develop an understanding of the laws and ethics surrounding mobile marketing. Prerequisite: MKT 326.
Daniels/*Three credits*

MKT 330 PROFESSIONAL SELLING
This course presents, analyzes and evaluates Sales as a profession. As such, the emphasis will be on a career in sales, building relationship, and a strong ethical foundation. In addition, it addresses direct selling skills as they are employed within the realm of the sales cycle. In today's dynamic environment, it is important to have a complete understanding of sales as a profession from the initial contact with a prospect through closing the sale. This is essential for a company to achieve its revenue goals. In addition, this course includes the topics or relationship selling, ethics, sales communications, and purchasing behaviors. The format of this course, is lecture, case studies and role plays. Prerequisite: MKT 101, and Junior/Senior standing.
Bailey/*Three credits*

MKT 331 DIGITAL SALES
In this course, students will learn to use current digital sales tools and techniques, as well as the latest digital sales and marketing techniques. Converting prospects to sales is an important element of selling, and this course will teach students how to do this in a digital environment. Cybersecurity is also an important element of digital sales, and students will learn how to keep confidential and other sensitive data secure. Finally, students will learn how to develop and design functional project-based websites. Prerequisite: MKT 101.
Daniels/*Three credits*.

MKT 344 SPORTS MARKETING
Students electing this course explore the various segments of the sports business in the United States and around the world. The course utilizes the basic elements of strategic marketing (consumer, product, price, place, and promotion) and relates them to the business of sports. Topics include the consumer as a sports participant and spectator, the fan cost index, sponsorships, endorsements, event marketing, sports advertisements, sports media, sporting goods, lifestyle marketing, and more. Prerequisite: MKT 101.
O'Hara/*Three credits*

MKT 346 SPORT MEDIA AND COMMUNICATION
This course introduces students to the role of communications in sports as well as the growing usage of new media technology. Students will explore the various channels for communication within the sport industry and how sport organizations communicate with their target markets and other stakeholders. Areas of focus will include the use of public relations, television, radio, print media, as well as digital technologies. Special attention will be paid to how sport organizations leverage new technologies such as the internet, mobile technology, social networking, streaming video, and user-enhanced content. Prerequisite: MKT 344
Staff/*Three credits*

MKT 405 STRATEGIC MARKETING
Relying on real world cases, students will learn to apply marketing concepts. This course will develop the application of specific analytic techniques, the ability to distinguish opinion from fact, and the articulation of decisions that can be defended on economic and practical grounds. Cases will cover a wide range of marketing topics, including target market and segmentation, consumer behavior, product strategy and positioning, pricing, promotion, strategy formulation, and optimum use of the marketing mix. Prerequisites: MKT 101, MKT 250, and Senior standing.
Leonard/*Three credits*

ORGANIZATIONAL COMMUNICATION (OCM)

OCM 200 COMMUNICATION THEORY
An introduction to the study of communication, required of all Organizational Communication majors. This course includes a survey of basic theories of the human communication process, and an examination of communication theory in five business related contexts: (1) group communication; (2) persuasion and cultural communication; (3) intra/interpersonal communication; (4) mass communication; and (5) organizational communication. This is a prerequisite course for OCM 333. (Fall)
Szivos/*Three credits*

OCM 333 STRATEGIC MANAGERIAL COMMUNICATION

Strategic Managerial Communication investigates the role of managerial communication within the organization as a key component of strategy implementation. This course investigates the vital role of communication as a mode of strategy implementation through an understanding of strategy-related management behavior and communication formats. The course examines corporate communication theory, structure and functions that are within the context of organizations' communicating to internal and external constituencies. Topics include: identity, image, reputation, corporate responsibility, corporate advertising, media relations, internal communications, government relations, investor relations and crisis communication. It is an upper level seminar and capstone course for the major in Organizational Communication. Prerequisites: ENG 130, MGT 100, MKT 101, OCM 200. (Spring)

Downey/*Three credits*

OCM 398 PORTFOLIO MANAGEMENT

Professional communicators must possess sound knowledge of their current skills and abilities as well as an understanding of the expectations of professional employment. In order to remain competitive in today's changing work environment, professional communicators collect and showcase their skills, abilities, knowledge, and experience in a portfolio. The portfolio development process will assist the student to recognize and document the transferable skills they have already acquired through formal education and informal learning experiences. Students will analyze their prior learning within the context of the communication profession. They will document prior learning (knowledge and skills) and identify skills that they may need or want to develop in the future. The portfolio they develop will include a resume and cover letter, along with a variety of business communication writing samples. The portfolio will help the student develop a learning plan and action plan to enhance his/her competitiveness in the workplace and within the communication profession. Prerequisite: MKT 101. (Spring)

Szivos/*Three credits*

OCM 399 INTERNSHIP IN BUSINESS

This course is designed to provide student interns with a valuable experiential learning opportunity, and includes a field-based internship experience of a minimum of 120 hours for the semester in the private, non-profit, entrepreneurial or governmental sector. Students attend a weekly seminar to discuss organizational behavior and management concepts and to share observations about their internship experiences. Students assess their career competencies, organizational culture preferences, risk tolerances and supervision/feedback requirements to determine their optimal career paths. They also conduct informational interviews with professionals in their career field or industry of interest. All students complete an observation/reflection paper which documents and analyzes organizational theory and applies it to experiential consequences and behavior. Prerequisites: Juniors/Seniors, 2.8 GPA, permission of instructor.

O'Hara/*Three credits*

Department of Economics, Finance, and Accounting

Professors: Colleen Fahy, Demetrius Kantarelis, Smriti Rao (Chairperson), Thomas White; *Associate Professor*: Brian Volz (sabbatical Spring 2024); *Assistant Professosr*: Deanna Foster, Weixiao (Olivia) Wu; Professors of Practice: Michael Matraia, Kristen Quinn; *Lecturers*: Philip Benvenuti, Michael McKay, Thomas Wehrle.

MISSION STATEMENT

The Department of Economics, Finance, and Accounting offers programs which emphasize the development of critical intelligence and an appreciation for diverse, evidence-based perspectives in order to prepare students for a lifetime of engaged citizenship. Through exposure to the theoretical and empirical methods, students develop a greater understanding of the complex world in which they live, and are able to critically evaluate options available for improving that world. Upon graduation, our students are prepared for careers in a wide array of fields in the private sector (such as banking and other financial services, business administration, marketing, sales, journalism, consulting, or entrepreneurship) or the public sector (government or non-profit analyst/researcher, etc.). In addition, our graduates are prepared to succeed in graduate school in a variety of disciplines, including economics, finance, and business.

MAJOR IN ACCOUNTING (16)

The Accounting program is designed to enable the student to establish a basic professional competence that will encourage intelligent and effective employment in both profit and nonprofit institutions. The Accounting major is structured to provide students with the basic educational background to sit for various professional examinations. The undergraduate Accounting program leading to the Bachelor's degree continues to provide excellent preparation for careers in the corporate, governmental, and not-for-profit sectors as well as entrance into law school and graduate business school.

Certified Public Accountant (CPA) candidates should note that all states have adopted some version of what has come to be called the 150 hours rule. This rule requires 150 semester hours of university education as a condition either to take the Uniform C.P.A. Examination, or to become certified as a CPA In Massachusetts, the requirement to take the CPA exam is 120 semester hours of university education, and then 150 hours of education are required to obtain certification (the CPA license). While the requirement does not specifically call for a graduate degree, 30 additional semester hours (150 hours less the 120 hours required in our undergraduate Accounting program) does represent a full year of study after the Bachelor's degree. Assumption has designed an Accelerated CPA Track M.B.A. program to enable our CPA candidate majors to begin their graduate studies during their senior year, satisfy the additional credit hour requirement, and receive both a B.A. and M.B.A. degree in five years instead of the six years these two degrees customarily require. Students planning to sit for the Uniform CPA Examination should consult with the Accounting faculty no later than fall of their junior year. This will allow the student to devise a strategy for meeting the educational requirements.

Additional information about the Accelerated CPA Track M.B.A. program can be found in the catalog section titled Accelerated CPA Track M.B.A. Program below. Complete details of the Accelerated CPA Track M.B.A. program can be obtained from Prof. Michael Lewis, M.B.A. Director, and are explained in depth in the graduate school catalog.

The following courses, both the accounting courses and those from other disciplines, comprise the accounting major. Please note that two of these courses, ECO 110 and ECO 115, also fulfill a Foundations Program requirement.

REQUIRED COURSES (16)

ACC 125 Principles of Accounting I
ACC 126 Principles of Accounting II
MGT 100 Introduction to Management
MKT 101 Principles of Marketing
ACC 200 Intermediate Accounting I (fall only)
ACC 201 Intermediate Accounting II (spring only)

ECO 110 Microeconomics
ECO 111 Macroeconomics
ECO 115 Statistics with Excel (MAT 114 is a pre- or co-requisite)
ACC 210 Cost Accounting
ACC 211 Accounting Information Systems
BUS 215 Business Law I
FIN 325 Managerial Finance I
ACC 310 Federal Income Taxes (fall only)
ACC 420 Auditing (fall only)
ACC 320 Advanced Accounting (spring only)

RECOMMENDED FOUR-YEAR PLAN FOR THE MAJOR IN ACCOUNTING

First Year

Fall	Spring
ACC 125 Principles of Accounting I MGT 100 Introduction to Management	ACC 126 Principles of Accounting II MKT 101 Principles of Marketing

If not taken during the First year, the above courses should be taken during the Sophomore year.

Sophomore Year

Fall	Spring
ACC 200 Intermediate Accounting I (fall only) ECO 110 Microeconomics	ACC 201 Intermediate Accounting II (spring only) ECO 111 Macroeconomics ECO 115 Statistics with Excel

Note: ECO 115 requires students to have taken MAT 114 prior to or at the same time. If the Principles of Accounting sequence was not completed during the First year, then Intermediate Accounting I and II can be taken during the Junior year.

Junior Year

Fall	Spring
ACC 210 Cost Accounting OR ACC 211 Accounting Information Systems BUS 215 Business Law I OR FIN 325 Managerial Finance I	ACC 210 Cost Accounting OR ACC 211 Accounting Information Systems BUS 215 Business Law I OR FIN 325 Managerial Finance I

Note: If intending to apply to the Accelerated CPA Track M.B.A. program, complete the application during the Spring of Junior year in order to take two M.B.A. classes during Senior year.

Senior Year

Fall	Spring
ACC 310 Federal Income Taxes (fall only) ACC 420 Auditing (fall only)	ACC 320 Advanced Accounting (spring only)

The following electives are available to supplement the major requirements listed above. None of these courses is required to meet the undergraduate degree requirements, but will assist in fulfilling the educational requirements for certification (see Requirements for Uniform CPA Examination and Certification below).

ACC 250	Personal Finance
ACC 331	Fraud Examination
ACC 332	Forensic Accounting
BUS 320	Issues in Corporate Governance and White Collar Crime
BUS 399	Internship in Business
IDS 250	Community Tax Assistance

The order suggested above is intended as a guide, not intended as an inflexible sequence. For example, many students have successfully completed the major by taking some of the First Year/Sophomore courses in their Junior or even Senior year.

MINOR IN ACCOUNTING (7)

REQUIRED COURSES (3)

ACC 125 Principles of Accounting I
ACC 126 Principles of Accounting II
MGT 100 Introduction to Management **OR** MKT 101 Principles of Marketing

ELECTIVES (4)

ACC 200	Intermediate Accounting I
ACC 201	Intermediate Accounting II
ACC 210	Cost Accounting
ACC 211	Accounting Info Systems
ACC 250	Personal Finance
IDS 250	Community Tax Assistance
ACC 310	Federal Income Taxes
ACC 320	Advanced Accounting
ACC 331	Fraud Examination
ACC 332	Forensic Accounting
ACC 420	Auditing

MINOR IN FRAUD EXAMINATION AND FORENSIC ACCOUNTING (7)

REQUIRED COURSES

ACC 125	Principles of Accounting I
ACC 126	Principles of Accounting II
MGT 100	Introduction to Management
ACC/MGT 331	Fraud Examination
ACC 332	Forensic Accounting
BUS 320	Issues in Corporate Governance and White Collar Crime
CYB 115	Cybersecurity Fundamentals

REQUIREMENTS FOR UNIFORM C.P.A. EXAMINATION AND CERTIFICATION

There are specific requirements to take the C.P.A .Examination in Massachusetts; the requirements may differ in other states. Students should check with the Board of Accountancy in the state where they intend to sit for the examination and apply for certification. The undergraduate accounting curriculum qualifies a student to sit for the examination in Massachusetts. Students who wish to apply for certification in Massachusetts after successful completion of the C.P.A. Examination should take the following courses to fulfill the specific requirements for certification:

At least one course in each area:

Area 1: ACC 331 Fraud Examination
ACC 332 Forensic Accounting
IDS 250 Community Tax Assistance

Area 2: BUS 320 Issues in Corporate Governance and White Collar Crime
ACC 250 Personal Finance
PHI 260 Business Ethics
Any business or economics course not required for the accounting major

ACCELERATED C.P.A. TRACK M.B.A. PROGRAM

The Accelerated C.P.A. Track M.B.A. program is offered to students who hold an undergraduate degree in Accounting. This program is specifically designed to provide recent graduates the academic and practical experience needed to sit for the CPA exam and pursue careers in public accounting. Students interested in the Accelerated M.B.A. should consult with Prof. Michael Lewis, Director of the M.B.A. program, early in their junior year to plan their course of study and job search activities.

MAJOR IN ECONOMICS (11)

A major in economics provides students with tools that are helpful in understanding the complex economic forces at work in society. In part, this understanding comes from learning factual information about economic events and institutions. However, economic facts are best viewed through the lens of economic theory, while economic data should be evaluated using careful statistical analysis. The undergraduate major in economics emphasizes applications of economic theory and analysis to a wide variety of real-world events and arrangements in both the private and public sectors. An economics major is excellent preparation for direct entry into a career or for graduate work in economics, business, law, public administration, or international affairs. Students considering graduate school in economics are strongly encouraged to complete a minor or second major in mathematics as a strong background in mathematics is required for admittance to such programs. Please consult with the economics faculty for suggestions on which mathematics electives would be most appropriate. Within economics, there are two possible majors: Economics, and Economics with Business Concentration. Students in both majors are required to complete the seven courses that make up the economics core, plus four to eight additional courses.

ECONOMICS CORE (7)

ECO 110 Principles of Microeconomics
ECO 111 Principles of Macroeconomics
ECO 115 Statistics with Excel
ECO 215 Econometrics I
ECO 310 Microeconomic Theory
ECO 311 Macroeconomic Theory
ECO 499 Senior Research Seminar

ECONOMICS ELECTIVES (4) Any four additional economics courses

Note: Calculus I (MAT 117 or 131) is a prerequisite for ECO 310: Microeconomic Theory. Additional mathematics courses beyond calculus are especially important for students considering graduate school in economics or business. A student who chooses to major in Economics while minoring in finance will need to take a total of 14 courses.

RECOMMENDED FOUR-YEAR PLAN FOR THE ECONOMICS MAJOR

The following plan is recommended for economic majors. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. While not a complete necessity, students should try to complete the first and sophomore year courses by the end of sophomore year.

First Year

Fall	Spring
ECO 110 Principles of Microeconomics	ECO 111 Principles of Macroeconomics MAT 117 or MAT 131 Calculus

Sophomore Year

Fall	Spring
ECO 115 Statistics with Excel	Economics Elective ECO 311 possible if ECO 110-111 complete

Junior Year

Fall	Spring
ECO 215 Econometrics	ECO 311 Macroeconomic Theory
ECO 310 Microeconomic Theory	Economics Elective

Senior Year

Fall	Spring
Economics Elective	ECO 499 Research Seminar
Economics Elective	

ADVISING TIPS FOR THE MAJOR IN ECONOMICS

- Although 11 courses are required for the major, students may take up to 14 economics courses.
- ECO 115 is a prerequisite for ECO 215. ECO 115 is offered every semester while ECO 215 is only in the fall.
- Students considering graduate school in economics should take a number of mathematics courses. Please see the economics department chair for details.
- Students who plan to major in economics and minor in finance must take 3 courses in the minor that do not count toward major requirements. Please see the department chair to outline a course plan.
- While there is not a course devoted to internships, students may complete an internship for credit that may count as an economics elective
- Study abroad coursework may count as economic electives with advanced permission.

Honors students should consider taking electives as early as possible as this will help the thesis topic.

MAJOR IN ECONOMICS WITH BUSINESS CONCENTRATION (14)

ECONOMICS CORE (7)

ECO 110 Principles of Microeconomics
ECO 111 Principles of Macroeconomics
ECO 115 Statistics with Excel
ECO 215 Econometrics I
ECO 310 Microeconomic Theory
ECO 311 Macroeconomic Theory
ECO 499 Senior Research Seminar

BUSINESS CONCENTRATION (4)

FIN 325 Financial Management I (Formerly ECO 325 Corporate Finance)
ACC 125 Principles of Accounting I
ACC 126 Principles of Accounting II

MGT 100 Introduction to Management **OR** MKT 101 Principles of Marketing

ELECTIVES (3)

Any 3 additional ECO courses numbered 200 or higher

Note: Calculus (MAT 117 or 131) is a prerequisite for ECO 310 Microeconomic Theory. Additional mathematics courses beyond calculus are especially important for students considering graduate school in economics or business.

RECOMMENDED PLAN FOR THE MAJOR IN ECONOMICS WITH A BUSINESS CONCENTRATION

The following plan is recommended for Economics with a Business Concentration majors. The major is flexible to accommodate study abroad and students can successfully complete the major with the latest starting point being spring of sophomore year. While not a complete necessity, students should try to complete the first and sophomore year courses by the end of sophomore year.

First Year

Fall	Spring
ECO 110 Principles of Microeconomics	ECO 111 Principles of Macroeconomics MAT 117 or MAT 131 Calculus

Sophomore Year

Fall	Spring
ACC 125 Principles of Accounting I Economics elective for Business Concentration ECO 115 Statistics with Excel	ACC 126 Principles of Accounting II MGT 100 or MKT 100

Junior Year

Fall	Spring
ECO 215 Econometrics	ECO 311 Macroeconomic Theory
ECO 310 Microeconomic Theory FIN 325 Financial Management I	Economics elective for Business Concentration

Senior Year

Fall	Spring
Economics elective for Business Concentration	ECO 499 Research Seminar

ADVISING TIPS FOR THE MAJOR IN ECONOMICS WITH A BUSINESS CONCENTRATION

- Although 10 economics courses are required for the major, students can take up to 14 economics courses.
- Students considering graduate school in economics should take a number of mathematics courses. Please see the chair for details.
- While there is not a course devoted to internships, students may complete an internship for credit that may count as an economics elective.
- Study abroad coursework may count as economic electives with pre-approval by the chair of the department.

MAJOR IN FINANCE (15)

A major in finance aims to expose students to financial theory while developing practical skills desired by employers. Through a curriculum that provides students with the decision making tools used by professionals in the corporate and investment sectors, students develop an understanding of the structure of the financial system and its impact on society.

FUNDAMENTALS (5)

ACC 125 Principles of Accounting I
ACC 126 Principles of Accounting II
ECO 110 Principles of Microeconomics
ECO 111 Principles of Macroeconomics
MGT 100 Introduction to Management

QUANTITATIVE SKILLS (3)

MAT 117 or 131 Calculus
ECO 115 Statistics with Excel
FIN 330 Financial Modelling

UPPER LEVEL (4)

FIN 325 Financial Management I (Formerly ECO 325 Corporate Finance)
FIN 326 Financial Management II
FIN 357 Investment Theory
FIN 358 Investment and Securities Valuation

ELECTIVES (3)

At least one (1) must be at the 400 level

ECO 215 Econometrics
ECO 329 Monetary and Financial Institutions
ECO 311 Macroeconomic Theory
ECO 354 International Finance
ACC 200 Intermediate Accounting I
ACC 201 Intermediate Accounting II
FIN 410 Cases in Financial Management
FIN 420 Applied Security and Portfolio Analysis
FIN 430 Financial Econometrics

RECOMMENDED FOUR-YEAR PLAN FOR THE FINANCE MAJOR

The following plan is recommended for finance majors. The sequence is slightly flexible. Students should do their best to take ECO 110, ECO 111, ACC 125, ACC 126, MAT 117 and ECO 115 by the middle of their second year. Many courses have prerequisites and will be offered only once a year so planning should be done carefully.

First Year

Fall	Spring
ECO 110 Principles of Microeconomics ACC 125 Principles of Accounting I Mat 114 or 117 or 131	ECO 111 Principles of Macroeconomics ACC 126 Principles of Accounting II MAT 117 or MAT 131 Calculus (if not taken in the fall)

Sophomore Year

Fall	Spring
ECO 115 Statistics with Excel MGT 100 Introduction to Management	FIN 325 Financial Management I (Formerly ECO325)

Junior Year

Fall	Spring
FIN 326 Financial Management II FIN 357 Investment Theory FIN Elective (can be taken senior year instead)	FIN 330 Financial Modelling FIN 358 Investment and Securities Valuation FIN Elective (can be taken senior year instead)

Senior Year

400 level FIN (Fall or Spring) FIN Electives if not taken junior year

ADVISING TIPS FOR THE MAJOR IN FINANCE

- Many courses in the major have prerequisites. Careful planning is needed for the major, especially if a student would like to study abroad.
- The major can be tailored somewhat to a student's interest. Those interested in corporate finance should consider taking accounting courses as finance electives and FIN 410 as the capstone; those interested in investments should consider FIN420 as the capstone; and those interested in quantitative analysis should consider taking ECO215 and FIN430.
- Students can double major in Economics and Finance or double major in Accounting and Finance by taking 6 courses in the second major that don't count in the first. See the relevant department chair for details.

COURSE DESCRIPTIONS

ACCOUNTING (ACC)

ACC 125 PRINCIPLES OF ACCOUNTING I

An introduction to accounting concepts for financial reporting. Accounting theories and principles relative to asset valuation, liability reporting, and income determination will be examined. The uses and limitations of external financial reports will be emphasized. (Fall, Spring)

Matraia, , Quinn/*Three credits*

ACC 126 PRINCIPLES OF ACCOUNTING II

A consideration of some of the more complex areas of financial accounting and an introduction to managerial accounting and its role in the planning and control of business operations. Changes in financial position, analysis of financial statements, cost accounting, and budgeting will be examined. The impact of accounting information on internal decision making will be emphasized. Prerequisite: ACC 125.

Matraia, , Quinn/*Three credits*

ACC 200 INTERMEDIATE ACCOUNTING I

An intensive study of financial accounting and reporting problems. The class will discuss generally accepted accounting principles as applied to income determination, cash, receivables, investments, inventories, and productive resources. Emphasis is on the theory and practice of providing useful information to external financial statement users. The course will include coverage of the primary differences between U.S. GAAP and International Financial Reporting Standards (IFRS). Prerequisites: ACC 125 and ACC 126. (Fall)

Staff/*Three credits*

ACC 201 INTERMEDIATE ACCOUNTING II

A continuation of ACC 200. Discussion focuses on debt and equity capital issues, leases, pensions, earnings per share, income taxes, and cash flow. The course will include coverage of the primary differences between U.S. GAAP and International Financial Reporting Standards (IFRS). Prerequisite: ACC 200. (Spring)

Staff/*Three credits*

ACC 210 COST ACCOUNTING

Deals with the processing, reporting, and use of accounting data for managerial decision making. Focuses on the use of cost accounting as a highly developed quantitative device for the selection and achievement of objectives. Emphasis on cost/volume/profit relationships, job-order costing, process costing, activity-based costing, standard costs, budgeting, capital budgeting, and performance evaluation. Prerequisite: ACC 125 and ACC 126.

Staff/*Three credits*

ACC 211 ACCOUNTING INFORMATION SYSTEMS

The overall objective of the course is to develop a framework for the analysis and design of accounting information systems. Based on this framework, the objective is then to show the student how to analyze accounting information systems that satisfy the transaction processing, reporting, decision making, and internal control requirements. Prerequisite: ACC 125 and ACC 126.

Staff/*Three credits*

ACC 250 PERSONAL FINANCE

This course will examine personal choices and the realization of an individual's financial objectives. Creating an overall personal financial plan is the focus of the course. Money management, investment selection, consumer credit, housing, inflation, income taxes, transportation, insurance, retirement and estate planning are included in the discussion. Students will strive to develop a solid grounding in personal financial management principles. The department encourages enrollment of non-accounting and non-business majors. Prerequisite: Senior standing or instructor's permission. (Spring)

Staff/*Three Credits*

ACC 310 FEDERAL INCOME TAXES

The course will focus on the Federal Internal Revenue Code, its origins, organizations, principles, and application. The emphasis will be on the tax consequences of decisions made by both individuals and corporations. Specific practical problems will be used to illustrate the application of many of the basic principles of taxation. Consideration will be given to the historic, economic, and social causes and effects of tax law. Prerequisite: ACC 201 or permission of instructor. (Fall)

Staff/*Three credits*

ACC 320 ADVANCED ACCOUNTING

This course concentrates on advanced applications of financial accounting concepts not considered in depth in previous courses. Topics covered may include partnership organization, operation, and liquidation; business combinations; special financial reporting issues, governmental and non-profit accounting; Securities and Exchange Commission requirements; and financial reporting by multinational companies. The objective of the course is to expand and refine the problem-solving techniques introduced in ACC 200–201. Prerequisite: ACC 200 and ACC 201. (Spring)

Matraia/*Three credits*

ACC 331 FRAUD EXAMINATION

This course examines the subject of fraud from both management and accounting perspectives. Utilizing a variety of techniques including text, lecture, case studies, and occasional training videos, the course seeks to familiarize students with the conditions which facilitate fraud, the profile of the fraud perpetrator, common types of fraud, and methods of prevention, detection, and resolution. Numerous historical cases of fraud are examined. Prerequisites: ACC125 and ACC 126, MGT100. (Fall)

Staff/*Three credits*

ACC 332 FORENSIC ACCOUNTING

This course serves as a follow-on to Fraud Examination, ACC/MGT 331, and builds upon the concepts learned in that course. The course covers the role of the forensic accountant including common types of engagements performed. It includes discussion of specific types of occupational and management fraud in depth with emphasis on detection techniques. There is coverage of the structure of forensic financial investigations, including those related to business frauds, business valuations, and matrimonial settlements. Cases from the text and other sources are used to illustrate key concepts. Prerequisite: ACC/MGT 331. (Spring)

Staff/*Three credits*

ACC 385 INDEPENDENT STUDY IN ACCOUNTING

Open to highly qualified junior and senior majors. Permission of the department chair is required.

Staff/*Three credits*

ACC 395 SPECIAL TOPICS IN ACCOUNTING

This course permits the study of selected topics as designate by the instructor. Topics will change each time the course is offered.

Staff/*Three credits*

ACC 420 AUDITING

An examination of the theory and practice of auditing. Emphasis is on generally accepted auditing standards, professional liability of auditors, ethics of the accounting profession, the structure and conduct of the audit, and the preparation of the auditor's report. Prerequisites: Senior standing and ACC 200 and ACC 201. (Fall)

Matraia/*May be taken without Lab for three credits or with Lab for four credits*

IDS 250 (CSL) COMMUNITY TAX ASSISTANCE

This course combines the study of low-income taxpayers with community service learning. Students examine sociological issues,

such as social class, in addition to researching individual tax credits targeted at low-income taxpayers. They will also become proficient with tax software. Students will apply their learning through the electronic preparation of tax returns for low-income Worcester residents. (Spring)
Staff/*Three credits*

ECONOMICS (ECO)

ECO 110 PRINCIPLES OF MICROECONOMICS
An examination of the basic theory and performance of the household, business, and government in determining the nature of the output of the economy and its distribution among the members of the society. Policy issues considered may include public control of business, labor unions, agriculture, the environment, income distribution and poverty, and international trade. This course fulfills a Foundations Program requirement. Prerequisite: MAT 111 or placement at MAT114 or higher. (Fall, Spring)
Staff/*Three credits*

ECO 111 PRINCIPLES OF MACROECONOMICS
An analysis of the basic theory of aggregate economic activity and the application of the theory to current policy problems. Topics include national income accounting, the determinants of the level of income and employment, money and banking, fiscal and monetary policies, and economic growth and stability. Prerequisite: ECO 110. (Fall, Spring)
Staff/*Three credits*

ECO 115 STATISTICS WITH EXCEL
The purpose of this course is to develop an understanding of how statistical inferences are made in the face of uncertainty, using Excel as a tool. The underlying role of probability is stressed. A secondary purpose is the application of various test designs to formulate research questions. These designs include: t tests, analysis of variance, chi square analysis, and linear regression. An asynchronous, online laboratory component covers the basic tools of Microsoft Excel. Students will learn to create worksheets, enter and move data, format cells and worksheets, apply functions, write formulas, and create effective charts and graphs. MAT 114 must be taken prior to or at the same time as ECO 115. (Fall, Spring)
Fahy, Kantarelis, Volz, Wu/*Four credits*

ECO 210 ECONOMICS OF WOMEN, MEN, AND WORK
This course examines the work of women and men in the home and in the labor market. Economic decisions within the family are examined including the division of labor and the decision to engage in market work. Topics include: a historical perspective on women's emergence in the workplace; comparative advantage within families; the effects of consumerism; and international comparisons. This is followed by an investigation into the underlying causes of the gender wage gap and the degree of poverty among women. The effects of government and business policies such as family leave, social security, affirmative action and social programs are discussed throughout. Prerequisite: ECO 110. (Alternate years)
Fahy/*Three Credits*

ECO 212 ECONOMICS OF THE PUBLIC SECTOR
Micro-economic and macro-economic theory is applied in an analysis of the role of the public sector in the United States economy. Following a consideration of the institutional arrangements that determine the magnitude of local, state, and federal taxes and expenditures, micro-theory is applied to the analysis of the impact of public finance on private sector behavior. Prerequisites: ECO 110 and ECO 111. (Alternate years)
Fahy, Volz/*Three credits*

ECO 215 ECONOMETRICS I
This course is about the construction of hypotheses and the specification of statistical methodology for testing those hypotheses. Students will learn estimation of parameters and inferential analysis, and how to apply these concepts to forecasting and policy. The course starts with the multiple linear regression model, after the properties of the ordinary least-squares estimator are studied in detail and a number of tests developed, it continues with specification, multicollinearity, autocorellation, heteroskedasticity, and dummy variables. Prerequisites: ECO 115 or SOC 300 or PSY 224; and MAT 117 or MAT 131; (Fall)
Fahy, Kantarelis, Volz/*Three credits*

ECO 216 SPORTS DATA ANALYSIS

The primary purpose of this course is to provide students with hands on experience analyzing large data sets from the sports industry. In addition to applying econometric analysis to sports data, students will also be introduced to measures of productivity and value currently being utilized within the sports industry. Students will use appropriate data analysis software to calculate traditional and emerging sports statistics and to analyze relationships between variables using regression analysis. Additionally, students will be introduced to data envelopment analysis as a measure of efficiency. Prerequisite: ECO 215. (Spring, alternate years)

Volz/*Three credits*

ECO 230 LAW AND ECONOMICS

The objective of the course is to show how economic thinking may facilitate legal thinking in its attempt to "create" efficient legal rules. After an overview of micro-economics and legal institutions, the course turns to the economics of the principal areas of the common and criminal laws. More specifically, it deals with the existing economic theories of property, contracts, torts, crime, and their applications. Prerequisites: ECO 110 and ECO 111. (Alternate Years)

Kantarelis/*Three credits*

ECO 235 ENVIRONMENTAL ECONOMICS

The course examines the relationship between the environment, markets, and business organizations. After an overview of the economics of the environment, it focuses on (among other topics) property rights; externalities; human population problems; the allocation of depletable, renewable, and other resources; cost-benefit analysis; regulation and taxation; and the trading of pollution rights. Prerequisite: ECO 110. (Alternate Years)

Kantarelis, White/*Three credits*

ECO 250 SPECIAL TOPICS IN ECONOMICS

Special topics in Economics are offered occasionally. These courses expand our current offerings and respond to changing student concerns, interests or more general worldwide topics of importance. These courses can be interdisciplinary in nature. They will be taught at the intermediate level. Some may require prerequisites or could be restrictive in some other manner.

Staff/*Three credits*

ECO 252 ECONOMIC DEVELOPMENT

Problems encountered by less developed countries. Theories of development are presented, followed by problems of capital accumulation; resource and population issues; strategies for agricultural and industrial development; government's role; and relationships between developing and developed economies. Prerequisites: ECO 110. (Alternate Years)

Rao/*Three credits*

ECO 264 COMPARATIVE ECONOMIC SYSTEMS

This course is an in-depth, comparative study of the rising economic powers of Asia and/or Central and Eastern Europe. Countries selected for study may include, among others, China, India, Russia and Poland. It examines such areas as transfer of firm ownership from the state to private investors, removal of price controls, macroeconomic stabilization, and the international economic relations of these countries, particularly their relationship with and impact upon the United States economy. Prerequisites: ECO 110. (Alternate Years)

Rao/*Three credits*

ECO 310 MICROECONOMIC THEORY

The primary purpose of this course is to develop the ability to analyze the economic behavior of individuals, businesses, and government, in the light of economic principles. Topics include consumer theory, production and costs, various market structures and related models, and welfare considerations. Should be taken before senior year. Prerequisites: ECO 110–111, MAT 117 or 131. (Fall)

Fahy, Kantarelis, Rao/*Three credits*

ECO 311 MACROECONOMIC THEORY

The modern theory of aggregate economic behavior is considered through development of comparative static models that include the principal aggregate variables associated with determination of output, employment and prices. The problems of

economic growth are introduced by using a limited number of the basic dynamic models. Should be taken before senior year. Prerequisites: ECO 110 and ECO 111. (Spring)
White/*Three credits*

ECO 323 LABOR ECONOMICS
This course applies economic theory to labor market issues. It makes use of the analytical tools of micro- and macro-economics in an examination of productivity, pricing, and allocation of labor resources. Public policy issues are covered including discrimination, manpower development, income maintenance programs, collective bargaining, and unemployment. Prerequisites: ECO 110 and ECO 111. (Alternate Years)
Volz/*Three credits*

ECO 329 MONETARY AND FINANCIAL INSTITUTIONS
A study of the role of money and monetary institutions in the economy. A parallel development of the monetary theory and institutions that determine public monetary policy and its influence on domestic and international economic activity. Prerequisites: ECO 110–111. (Alternate Years)
White/*Three credits*

ECO 331 INDUSTRIAL ORGANIZATION
The course is concerned with the organization of industries in a market environment. It focuses on the market structure, conduct, and performance of industries in the USA. In addition, attention is given to antitrust policy regarding price-fixing agreements, control of market structures, and restrictions on conduct. Prerequisites: ECO 110 and ECO 111. (Alternate Years)
Fahy, Kantarelis, Volz/*Three credits*

ECO 340 THE ECONOMICS OF SPORTS
This course applies economic modeling to a number of issues surrounding professional and University sports in the United States. Market structure and game theory will be used to analyze the decision making process for the owners of professional sports teams. Public financing issues are addressed in the context of the funding of stadiums and arenas. A number of labor market topics will be examined including monopsony, labor unions and the economics of discrimination. Finally, collusion, game theory and human capital investment are examined in the context of University sports. Prerequisites: ECO 110 and ECO 115. (May be taken with ECO 115) (Alternate Years)
Fahy, Volz/*Three credits*

ECO 353 INTERNATIONAL TRADE
An examination of the theory of international trade and policies followed by governments with respect to trade of goods and services among countries. Theory examines the gains from trade under classical and modern assumptions, and the impact of various measures used by governments to either restrict or promote trade. Policy analysis focuses on U.S. trade policies and the role of the World Trade Organization. Current topics include trade and the environment, NAFTA, U.S.-China trade, and others as appropriate. Prerequisites: ECO 110 and Junior/Senior standing. (Alternate Years) Kantarelis, Rao/*Three credits*

ECO 354 INTERNATIONAL FINANCE
This course covers open economy macroeconomics. Topics include: balance of payments accounting, exchange rate determination, monetary and fiscal policy, and macroeconomic modeling. After examining standard theories and models, the course will explore case studies from recent history in numerous countries. The case studies will focus on: debt and balance of payments crises, speculative currency attacks, European monetary union, International Monetary Fund policy, and the value of the U.S. dollar. Students will engage in research projects. Prerequisites: ECO 110 and ECO 111 and Junior/Senior standing. (Alternate Years)
Kantarelis, Rao/*Three credits*

ECO 399 INDEPENDENT STUDY IN ECONOMICS
Individually supervised study with one or more professors on an advanced topic. Open to qualified juniors and seniors with the permission of the Chair. (Fall/Spring)
Staff/*Three credits*

ECO 499 RESEARCH SEMINAR

Required of all Economics majors in their final semester. Course theme is chosen by the instructor. Research projects will be planned and carried out by students under faculty guidance. Seminar meetings provide the opportunity for discussions of students' research and what it means to be an economist in today's world. Useful for seniors in other social sciences and business studies. (Spring)
Staff/*Three credit*

FINANCE (FIN)

FIN 325 FINANCIAL MANAGEMENT I
Introduction to the principles and techniques utilized in the financial management of business. Topics to be covered include: interpretation of financial statements, time value of money, stock and bond valuation, ratio analysis, risk and return, capital budgeting, cost of capital, leverage, and capital structure. Prerequisites: ECO 110 and ECO 111, ACC 125. (Fall, Spring)
Fahy, Volz, White/*Three credits*

FIN 326 FINANCIAL MANAGEMENT II
A continuation of FIN 325 with a focus on both long-term and short-term financial planning and management. Topics will include cost of capital, financial leverage, capital structure, dividend policy, working capital management, and international corporate finance. Prerequisite: FIN 325. (Fall)
Wu/ *Three credits.*

FIN 330 FINANCIAL MODELLING
In this course students develop the ability to construct financial models in order to answer complex financial questions. Students will learn how to access financial data and how to use that data to complete analyses using a variety of tools. Microsoft Excel will be utilized to format data, perform numerical analysis, and generate graphical presentations of data. Financial topics that will be addressed include discounted cash-flow analysis, capital budgeting, the cost of capital, risk, and financial planning and forecasting. Prerequisites: FIN 325 and ECO 115. (Spring)
Staff/ *Three credits*

FIN 357 INVESTMENT THEORY
An examination of investment decision making using economic analysis. Topics include types of investments; investment objectives; investment return and risk; security analysis; portfolio theory; the efficient market hypothesis; fundamental analysis; technical analysis; the capital asset pricing model; and other topics to be chosen by the instructor. Prerequisites: ECO 110 and ECO 111, ECO 115, MAT 117 or MAT 131 (Fall)
Kantarelis, White/*Three credits*

FIN 358 INVESTMENTS AND SECURITY VALUATION
This course examines the various techniques used by investment professionals to value debt and equity securities of public and private companies. Stock valuation methods that will be covered include the dividend discount model, the price-earnings ratio, and financial statement analysis. Bond valuation will focus on pricing, risk, and portfolio management. Measuring the value of derivative securities such as options and futures will also be discussed. Prerequisites: FIN 325 and FIN 357. (Spring)
Wu/ *Three credits*

FIN 410 CASES IN FINANCIAL MANAGEMENT
This course focuses on financial concepts, tools and techniques and their impact on the firm through an examination of case studies. Students utilize material from previous finance courses to assess options and offer recommendations for a variety of realistic case-based problems involving financial decision-making. Topics covered include ethical decision making in finance, financial analysis, forecasting, estimating cost of capital, capital budgeting and resource allocation, management of the firm's equity through dividends and share repurchases, assessment of corporate capital structure, and working capital management. Emphasis is on identifying problems, developing solutions, and presenting cases in an effective and professional manner. Prerequisites: FIN 325, FIN 326. (Spring)
Wu/ *Three credits*

FIN 420 APPLIED SECURITY AND PORTFOLIO ANALYISIS

The course builds on the knowledge gained from the core course FIN 358: Investment and Securities Valuation. It will help students develop a broad knowledge and understanding of issues relevant to portfolio management practice. Through the combination of theory and practical cases, students will learn Investment Policy Statement for individual and institution investors, process and strategies of portfolio optimization, portfolio performance evaluation, and portfolio rebalancing. Prerequisites: FIN 357 and FIN 358. (Fall)
Wu/ *Three credits*

FIN 430 FINANCIAL ECONOMETRICS

The course is about analyzing prices of financial assets traded in competitive markets through econometric methods; it utilizes concepts from microeconomics, finance, mathematical optimization, data analysis, probability models and statistical analysis. After an overview of multiple regression, dummy variables and panel data, the course focuses on methodologies in modeling and testing time series data (analysis of data sets that change over a time period): Cointegration, Autoregressive Integrated Moving Average (ARIMA) models, Generalized Autoregressive Conditional Heteroskedasticity (GARCH), Granger Causality, Event Study, and Monte Carlo analysis. The last portion of the course is spent on studying classic applications found in literature and on applied work undertaken by students on various topics of their choice. Familiarity with econometric software will be essential as assignments will have to be carried out using standard packages such as Excel and STATA. Prerequisite: ECO 215. (Spring)
Kantarelis/ *Three credits*

Froelich School of Nursing

Associate Professor: Caitlin Stover (Dean); *Professor of Practice:* Joanna Bachour, Zareen Barry, Heather Briere, Lindsay Guertin, Stefanie Haynes (Chairperson), Marcela Jimenez, Allison Mamishian-Rajotte, Courtney Orelup-Fitzgerald, Julia Patrick.

MISSION STATEMENT

The mission of the Froelich School of Nursing is to cultivate an intellectual community committed to preparing leaders in the delivery of safe, high-quality, compassionate professional nursing practice. Graduates are prepared, in accordance with the principles of Catholic healthcare ethics, to care for, serve, and promote the health of society.

LEARNING OUTCOMES

The graduate from Froelich School of Nursing is prepared as a nurse generalist who functions within an inter-professional healthcare team to provide professional, compassionate, patient-centered care to individuals across the lifespan, families, and populations, in a variety of healthcare settings. Health promotion, including the use of patient teaching, is a refined skill of the graduate. Through reflection and the pursuit of a life of inquiry, the student nurse will transition into practice and continue evolving as a member of the nursing profession. The student will

- Synthesize concepts and theories from the liberal arts and science education rooted in the Catholic intellectual tradition and Catholic health care ethics to guide professional nursing practice.
- Integrate concepts of safety and quality improvement in the practice of professional nursing within a healthcare system.
- Appraise evidence to support clinical decisions throughout the nursing process.
- Incorporate information systems and healthcare technologies throughout the nursing process.
- Examine the impact of socio-economic, cultural, spiritual, legal, ethical, and political factors influencing healthcare and professional nursing practice.
- Collaborate with patients, families, populations, and the inter-professional healthcare team by selecting appropriate communication strategies.
- Select evidence-based health promotion and health maintenance strategies to maximize health and minimize risk to patients, families, and populations.
- Examine a variety of health determinants when planning, implementing, and evaluating nursing care of patients, families, and populations.
- Demonstrate characteristics and behaviors consistent with the professional standards of moral, ethical, and legal practice in professional nursing.

APPLICATION TO THE PROGRAM

A complete application includes:

1. A completed Common Application, including the additional essay specific to the Froelich School of Nursing.
2. A letter of recommendation from a high school counselor or teacher.
3. An official high school transcript including senior grades submitted directly from the high school or its equivalent. All applicants must meet the minimum criteria outlined by the University.

4. Minimum QPA in Core Math and Science Courses of 3.0. Core math courses include Algebra, Geometry, Pre-calculus, Calculus, and Statistics; and Core Science Courses include Biology, Chemistry, Physics, Anatomy, and Physiology.
5. A high school transcript documenting the completion of three years of Core science courses (as defined above).

Information about transfer/change of major into the Froelich School of Nursing is found on the program's website.

HEALTH, IMMUNIZATION, AND CLINICAL CREDENTIALING REQUIREMENTS

In addition to the health and immunization requirements required of all Assumption University students, nursing students are required to provide additional documentation prior to beginning the clinical course sequence in the fall of their junior year.

1. MMR (measles, mumps, rubella) 2 doses; first dose must be given on or after the 1st birthday and the 2nd dose must be given ≥28 days after dose 1; laboratory evidence of immunity acceptable.*
2. *Tdap 1 dose; and history of a DTaP primary series or age appropriate catch-up vaccination. Tdap given at ≥7 years may be counted, but a dose at age 11-12 is recommended if Tdap was given earlier as part of a catchup schedule. Td should be given if it has been ≥10 years since Tdap.
3. *Varicella (chicken pox) 2 doses; first dose must be given on or after the 1st birthday and 2nd dose must be given ≥28 days after dose 1; laboratory evidence of immunity is acceptable.
4. * Hepatitis B 3 doses; laboratory evidence of immunity acceptable. *
5. Meningococcal Meningitis (required for any student living on campus) – 1 dose of MenACWY (formaly MCV4) given at age 16 or older. Doses received at younger ages do not count towards this requirement. Students may decline MenACWY vaccine after they have read and signed the MDPH Meningococcal Information and Waiver Form provided by their institution. Meningococcal B vaccine is not required and does not meet this requirement.
6. Current physical exam (conducted within the last 12 months). Documentation MUST include a statement of "NO LIMITATIONS."
7. Initial tuberculin skin test with an annual TB test thereafter.
   a. Initial tuberculin test can be the 2-step skin test, the QuantiFERON Gold blood test or the T-SPOT.
   b. For students who cannot undergo skin testing (history of positive reaction of previous BCG immunization) evidence of a negative chest x-ray within five years and annual assessment of signs and symptoms from a medical provider is required.
8. Annual seasonal influenza vaccine by September 20.
9. COVID-19 vaccine – 2 doses plus booster five (5) months after second dose for Pfizer or Moderna vaccine OR 1 dose plus booster five (5) months for Johnson and Johnson's Janssen vaccine.
10. Background searches per agency protocol including Certified Nursing Assistant Registry background check.
11. Comprehensive 12-panel urine drug screen.
12. Fingerprinting (if applicable to the assigned clinical agency).
13. *American Heart Association BLS for Healthcare Provider Certification* (including pediatric patient and AED).
14. Centralized Clinical Placement Modules.

*Designates immunizations required by Assumption University.

A NOTE ON CLINICAL ROTATIONS

Clinical placements are made at the discretion of the faculty based upon the learning objectives, availability of experiences, and the student's previous assignments and experiences. Specific assignments and responsibilities will be provided by the faculty. The assignments will not necessarily be based on the choice of the student. Clinical hours may be at any time during a 24-hour period that patient care or other experiences are available. The hours of the clinical experience are not limited to business hours Monday through Friday. Students must make appropriate arrangements to allow for completion of their clinical assignments regardless of the time of the assignment. The locations of the clinical assignment may require travel, and transportation is the responsibility of the student. Students must have a stethoscope that will effectively detect both high- and low-pitched sounds, a manual blood pressure cuff in a solid color (no prints allowed), a watch that keeps time in seconds using a sweep hand, bandage scissors, and a penlight. Other specific equipment needed in each clinical course will be outlined in the course syllabi.

Clinical facilities may stipulate additional requirements for which documentation must be provided. If this information is not disclosed, the student will not be allowed to attend clinical and may be dismissed from the School of Nursing. Clinical agencies are not required to accept students who have an unsatisfactory background check. Students need to notify the Dean of Nursing of any criminal offenses, open cases, or pending convictions. Students who are unable to obtain clinical placement due to unsatisfactory background checks will be dismissed from the program. Students have an obligation to inform the Dean of Nursing if a legal issue arises during enrollment which is reportable on a background check.

STANDARDS OF CONDUCT AND GOOD MORAL CHARACTER

In addition to abiding by the Assumption University Student Code of Conduct, nursing students, as part of their learning process, will interact with patients and faculty. As a result, they have the obligation to behave in a way consistent with the standards of professional nursing practice. These ethical standards include the following professional standards:

- American Nurses Association Code of Ethics with Interpretive Guidelines

- 244 CMR 9.00 Board of Registration in Nursing: Standards of Conduct
- Massachusetts General Law (MGL) Chapter 112 Sections 74, 74A, 76 Good Moral Character
  To be eligible for Licensure by the Massachusetts Board of Registration in Nursing (BORN), students must be in compliance with the Massachusetts BORN Good Moral Character (GMC) licensure requirement found on the MA BORN website: https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure

To graduate with a Bachelor of Science in Nursing degree, a student must earn a minimum of 127 credits. Students must meet all the requirements of Assumption University and attain a B- (2.7) or higher cumulative GPA in nursing courses.

MAJOR IN NURSING (30)

REQUIRED LIBERAL ARTS AND SCIENCES COURSES (10)

BIO 105 Human Heredity
BIO 110 Nutrition
BIO 160 Concepts in Biology with Lab
BIO 240 Anatomy with Lab
BIO 250 Microbiology with Lab
BIO 370 Physiology with Lab
HSC 100 Systems Approach to Delivering Healthcare in America
PHI 262 Biomedical Ethics OR THE 341 Moral Issues in Medicine
HRS 121 Human Development and Disability Across the Lifespan
ECO 115 or PSY 224 or SOC 300 Statistics

REQUIRED NURSING COURSES (20)

NUR 100 Introduction to Professional Nursing Practice
NUR 200 Fundamentals of Professional Nursing
NUR 201 Fundamentals of Professional Nursing Clinical
NUR 204 Pathopharmacological Processes
NUR 210 Professional Nursing Concepts
NUR 300 Professional Nursing
NUR 301 Professional Nursing Clinical
NUR 304 Pathopharmacological Therapeutics
NUR 310 Evidence-Based Nursing Practice
NUR 312 Professional Nursing: Promoting Mental Health
NUR 313 Professional Nursing: Promoting Mental Health Clinical
NUR 400 Complexities of Professional Nursing
NUR 401 Complexities of Professional Nursing Clinical
NUR 410 Clinical Judgment Seminar
NUR 412 Professional Nursing: Promoting Global Health
NUR 413 Professional Nursing: Promoting Global Health Clinical
NUR 420 Professional Nursing: Promoting Family Health
NUR 421 Professional Nursing: Promoting Family Health Clinical
NUR 490 Transition to Professional Nursing Practice
NUR 491 Transition to Professional Nursing Practice Clinical

PROGRESSION THROUGH THE NURSING CURRICULUM

The following plan provides the student with an example of how the Foundations Program, required liberal arts and science courses, and Nursing courses are completed in four years. Several of the courses in the program of study have strict pre-requisite requirements which are not waived, and therefore may inhibit progression. The student will work closely with their faculty advisor to ensure an eight-semester program completion.

FALL	SPRING
SEMESTER 1	**SEMESTER 2**
BIO 105 Human Heredity Cornerstone ENG 130 Cornerstone THE 100 HSC 100 Systems Approach to Delivering Healthcare in America Pillar Foreign Language	Pillar BIO 160 Concepts in Biology w/Lab Cornerstone LIT 140 Cornerstone 2nd THE Pillar HRS 121 Human Development and Disability Pillar MAT 114 or higher
SEMESTER 3	**SEMESTER 4**
BIO 240 Anatomy w/Lab BIO 250 Microbiology w/Lab Cornerstone PHI 100 Pillar Fine Art or Music Pillar History	BIO 370 Physiology w/lab Cornerstone PHI 151 Elective Statistics NUR 100 Introduction to Professional Nursing
SEMESTER 5	**SEMESTER 6**
NUR 200 Fundamentals of Professional Nursing NUR 201 Fundamentals of Professional Nursing Clinical NUR 204 Pathopharmacological Processes NUR 210 Professional Nursing Concepts BIO 110 Nutrition	NUR 300 Professional Nursing NUR 301 Professional Nursing Clinical NUR 304 Pathopharmacological Therapeutics NUR 310 Evidence Based Nursing Practice NUR 312 Professional Nursing: Promoting Mental Health NUR 313 Professional Nursing: Promoting Mental Health Clinical
SEMESTER 7	**SEMESTER 8**
NUR 400 Complexities in Professional Nursing NUR 401 Complexities in Professional Nursing Clinical NUR 420 Professional Nursing: Promoting Family Health NUR 421 Professional Nursing: Promoting Family Health Clinical Forum PHI 262 Biomedical Ethics **OR** THE 341 Moral Issues in Medicine	NUR 410 Clinical Judgment Seminar NUR 412 Professional Nursing: Promoting Global Health NUR 413 Professional Nursing: Promoting Global Health Clinical NUR 490 Transition to Professional Nursing Practice NUR 491 Transition to Professional Nursing Practice Clinical Elective

NUR 410, 412, 413, 420, and 421 revisions in Semester 7 and 8 is pending approval of the Assumption University Institutional Wide Curriculum Committee in Fall 2023.

The following courses must be completed with a grade of B- or higher. The student may repeat the course once to achieve the minimum standard. Students are made aware that a withdrawal (W) in one of these courses is considered an attempt and only two attempts at a course are permitted.

- BIO 105
- BIO 110
- BIO 160 w/lab
- BIO 240 w/lab
- BIO 250 w/lab
- BIO 370 w/lab
- HSC 100
- HRS 121

All Nursing courses must be completed with a minimum grade of B-. Withdrawal (W) from a NUR course is considered an attempt and the student may only attempt a Nursing course twice. The student may repeat the course based on seat availability, which is determined by the Dean of Nursing. The student is made aware that NUR courses are taught once a year, therefore, an unsuccessful attempt means that the student will have to wait one full year for the course to be offered again.

DISMISSAL FROM THE FROELICH SCHOOL OF NURSING

A nursing student who accumulates eight (8) or more credits of unsuccessful attempts in all courses (either course failure [F] or not meeting a minimum grade of B-) over the course of the program plan will be dismissed from the Froelich School of Nursing and will be directed to select a different major at Assumption.

A nursing student who does not achieve B- or higher in two different NUR designated courses will be dismissed from the School of Nursing and will be directed to select a different major from among those offered by Assumption.

A student found in violation of the (a) Assumption University School of Nursing *Student Professional and Civil Code of Conduct*, (b) Massachusetts State Board in Nursing *Good Moral Character (GMC)*, or (c) American Nurses Association *Nursing Code of Ethics,* and/or (d*)* Massachusetts State Board in Nursing *Standards of Conduct*, may require remediation that impedes progression and/or leads to dismissal from the School of Nursing.

FROELICH SCHOOL OF NURSING POLICIES

The Froelich School of Nursing maintains a set of school-based policies that the student will read and attest understanding. The most current version of the policy is provided to the student in an electronic format and any revision is communicated to the student via email with a timeline for implementation.

FROELICH SCHOOL OF NURSING AFFILIATIONS

The Assumption University Froelich School of Nursing has Initial Approval Status from the Massachusetts Board of Registration in Nursing (MABoRN).

The Assumption University School of Nursing is accredited by the New England Commission of Higher Education (NECHE).

The Assumption University School of Nursing is a member of the American Association of Colleges of Nursing (AACN), the National League for Nursing (NLN), the Massachusetts Association of Colleges of Nursing (MACN), and the Iota Phi-at-Large Chapter of Sigma Theta Tau International Honor Society of Nursing.

COURSE DESCRIPTIONS

NURSING (NUR)

NUR 100 INTRODUCTION TO PROFESSIONAL NURSING PRACTICE

Introduction to the evolution of the roles of the professional nurse as a member of the inter-professional healthcare team within a healthcare system. The student will refine skills in basic math principles as a foundation for medication administration while beginning to build communication skills that are used throughout the profession. Learners will examine their values and beliefs in relation to basic concepts and behaviors that define the nursing profession. Critical thinking skills, moral and legal matters, and standards of practice are explored as the basis for clinical decision making throughout the nursing process. Pre-requisites: HSC 100 Systems Approach to Delivering Healthcare in America, MAT 114 or higher. (Spring)
Staff/*Three credits*

NUR 200 FUNDAMENTALS OF PROFESSIONAL NURSING

Foundational nursing knowledge, skills, and attitudes are cultivated in the student in preparation for delivering safe, patient-centered care. The focus on health and physical assessment techniques and evidence-based nursing intervention provides the framework for student nurses to begin providing quality and compassionate nursing care. Pre-requisites: BIO 370 Physiology, HRS 121 Human Development and Disability Across the Lifespan, NUR100 Introduction to Professional Nursing Practice. Co-requisite: NUR 201 Fundamentals of Professional Nursing Clinical. (Fall)
Staff/*Four credits*

NUR 201 FUNDAMENTALS OF PROFESSIONAL NURSING CLINICAL

Student nurses will apply theoretical nursing knowledge when using the nursing process to care for a patient. Assessment and fundamental nursing interventions comprise the student nurse-patient relationship. The student will begin to develop the clinical decision-making skills needed to deliver safe, patient-centered care. Clinical experiences will be conducted in a variety of settings including, but not limited to, the clinical skills laboratory, clinical and virtual simulation laboratory, and healthcare agencies. Pre-requisites: BIO 370 Physiology, HRS 121 Human Development and Disability Across the Lifespan, NUR100 Introduction to Professional Nursing Practice. Co-requisite: NUR 200 Fundamentals of Professional Nursing. (Fall)

Staff/*Three credits*

NUR 204 PATHOPHARMACOLOGICAL PROCESSES

The pathology of disease, severity of body symptoms, and the impact on patient function across the lifespan will be explored. Concepts of pharmacology and principles of pharmacodynamics and pharmacokinetics will be integrated across the course. The learner will build a foundation of knowledge used to assess the patient's health condition and provide health promotion strategies that include patient teaching. Prerequisites: BIO 370 Physiology, NUR 100 Introduction to Professional Nursing Practice. (Fall)

Staff/*Three credits*

NUR 210 PROFESSIONAL NURSING CONCEPTS

This course will address professional role development, integrating concepts of multidimensional care and skills of inquiry and analysis to inform clinical decision-making, professional practice, and lifelong learning. Concepts and theories basic to the art and science of nursing will be examined to support the broad context in which professional nursing care is provided. Pre-requisites: NUR 100 Introduction to Professional Nursing Practice, HRS 121 Human Development and Disability Across the Lifespan, and HSC 100 Systems Approach to Delivering Healthcare in America. (Fall)

Staff/*Three credits*

NUR 300 PROFESSIONAL NURSING

This course will introduce the conceptual and theoretical frameworks used to assess the determinants of health and provide safe and compassionate care for patients with acute medical and surgical conditions and chronic health conditions throughout the lifespan. Course content is delivered within the context of maximizing patient health and minimizing risk. Prerequisites: BIO 110, NUR 200 Fundamentals of Professional Nursing, NUR 201 Fundamentals of Professional Nursing Clinical, NUR 204 Pathopharmacological Processes, NUR 210 Professional Nursing Concepts. Co-Requisite: NUR 301 Professional Nursing Clinical. (Spring)

Staff/*Three credits*

NUR 301 PROFESSIONAL NURSING CLINICAL

Learners will conduct the nursing process when caring for patients with acute and chronic health conditions. The student nurse will assess, plan, deliver, and evaluate safe and quality patient-centered care using therapeutic communication and evidence-based nursing interventions. Collaboration with social support systems and the inter-professional team will be expected. Principles of patient teaching will be applied to various clinical situations. Clinical experiences support the development of clinical judgment. Clinical experiences may be conducted in a variety of clinical settings including, but not limited to, the clinical skills laboratory, clinical simulation laboratory, virtual simulation, and healthcare agencies. Pre-requisites: BIO 110, NUR200 Fundamentals of Professional Nursing, NUR 201 Fundamentals of Professional Nursing Clinical, NUR 204 Pathopharmacological Processes. Co-requisite: NUR 300 Professional Nursing. (Spring)

Staff/*Three credits*

NUR 304 PATHOPHARMACOLOGICAL THERAPEUTICS

Building on the knowledge of disease processes within the human system, comorbid symptomatology and the additive effects of polypharmacy will be explored. Conducting the nursing process within a complex, multisystem presentation of symptoms will frame course content. Pre-requisites: NUR 204 Pathopharmacological Processes. (Spring)

Staff/*Three credits*

NUR 310 EVIDENCE-BASED NURSING PRACTICE

This course will expose learners to be consumers and users of health-related evidence and best nursing practice guidelines. The connection between theory and nursing practice and the components of the research process support evidence-based nursing

interventions and clinical judgement. Professional writing is emphasized. Pre-requisite: Statistics, either ECO 115 or PSY 224 or SOC 300. (Spring)
Staff/*Two credits*

NUR 312 PROFESSIONAL NURSING: PROMOTING MENTAL HEALTH
Conceptual and theoretical frameworks guide the nursing process in providing compassionate care for patients, families, and populations experiencing alteration in mental health and substance use disorders. Nursing care is explored within the context of current healthcare policy and evidence, including legal regulations and best practice guidelines. The emphasis on effective and therapeutic communication strategies throughout the nursing process is emphasized to minimize risk maximize mental health. Prerequisites: NUR 200 Fundamentals of Professional Nursing, NUR 201 Fundamentals of Professional Nursing Clinical, NUR 204 Pathopharmacological Processes, NUR 210 Professional Nursing Concepts. Co-requisite NUR 313 Professional Nursing: Promoting Mental Health Clinical. (Spring)
Staff/*Three credits*

NUR 313 PROFESSIONAL NURSING: PROMOTING MENTAL HEALTH CLINICAL
Conceptual and theoretical frameworks guide the safe and compassionate nursing care for patients, families, and populations experiencing alteration in mental health and substance use disorders. Learners will begin to apply nursing knowledge in various clinical situations. Appropriate communication strategies, including patient teaching, and development of therapeutic relationships with patients as well as their social support network and the inter-professional team in a variety of healthcare systems are emphasized. Clinical experiences support the evolution of clinical judgement. Clinical experiences may be conducted in a variety of clinical settings including, but not limited to, the clinical skills laboratory, clinical simulation laboratory, virtual simulation, and healthcare agencies. Prerequisites: NUR 200 Fundamentals of Professional Nursing, NUR 201 Fundamentals of Professional Nursing Clinical, NUR 204 Pathopharmacological Processes, NUR 210 Professional Nursing Concepts. Co-requisite NUR 312 Professional Nursing: Promoting Mental Health. (Spring)
Staff/*One Credit*

NUR 400 COMPLEXITIES OF PROFESSIONAL NURSING
Building on an established nursing knowledge base, the safe, quality, and compassionate care for patients with complex health conditions within a complex healthcare system will be presented. The learner will select and adapt nursing interventions and patient teaching strategies based on the complexity of the patient's health condition. Course content will be delivered within the context of current healthcare policy and the availability of evidence and resources with the goal of maximizing health and minimizing risk. Pre-requisites: NUR 300 Professional Nursing, NUR 301 Professional Nursing Clinical, NUR 304 Pathopharmacological Therapeutics, NUR 312 Professional Nursing: Promoting Mental Health, and NUR 313 Promoting Mental Health Clinical. Co-requisite: NUR 401 Complexities of Professional Nursing Clinical. (Fall)
Staff/*Three credits*

NUR 401 COMPLEXITIES OF PROFESSIONAL NURSING CLINICAL
Learners will conduct the nursing process when caring for patients with complex health conditions and comorbidities in complex healthcare systems. The student nurse will assess, plan, deliver, and evaluate safe and quality patient-centered care using therapeutic communication and evidence-based nursing interventions. Collaboration with social support systems and the interprofessional team will be expected. Clinical experiences support further evolution of clinical judgement. Clinical experiences may be conducted in a variety of clinical settings including, but not limited to, the clinical skills laboratory, clinical simulation laboratory, virtual simulation, and healthcare agencies. Pre-requisites: NUR 300 Professional Nursing, NUR 301 Professional Nursing Clinical and NUR 304 Pathopharmocological Therapeutics, NUR 312 Professional Nursing: Promoting Mental Health, and NUR 313 Promoting Mental Health Clinical. Co-requisite: NUR 400 Complexities of Professional Nursing. (Fall)
Staff/*Two credits*

NUR 410 CLINICAL JUDGEMENT SEMINAR
This seminar will engage the learner in the multi-layered process of executing safe clinical judgement. Patient problems require the learner to recognize and analyze cues, prioritize hypotheses, and generate and evaluate evidence-based solutions for safe patient-centered care. Pre-Requisites: NUR 400 Complexities of Professional Nursing and NUR 401 Complexities of Professional Nursing Clinical, NUR 412 Professional Nursing: Promoting Global Health, NUR 413 Professional Nursing: Promoting Global Health Clinical. (Spring)
Staff/*Two credits*

NUR 412 PROFESSIONAL NURSING: PROMOTING GLOBAL HEALTH

Conceptual and theoretical frameworks will prepare students to promote health and provide care for individuals, families, and aggregates in the global community. The evolution of global healthcare will be outlined. Multiple determinants of population health will be explored and incorporated in the safe, ethical, and compassionate care of healthy and vulnerable populations in the community setting. Course content will be delivered within the context of current socio-political environment, social justice principles, and availability of evidence with the goal of maximizing health and minimizing risk to the population. Pre-requisites: NUR 400 Complexities of Professional Nursing and NUR 401 Complexities of Professional Nursing Clinical, NUR 412 Professional Nursing: Promoting Global Health, NUR 413 Professional Nursing: Promoting Global Health Clinical. Co-requisite: NUR 413 Professional Nursing: Promoting Global Health Clinical. (Spring)

Staff/*Three credits*

NUR 413 PROFESSIONAL NURSING: PROMOTING GLOBAL HEALTH CLINICAL

The student nurse will demonstrate clinical judgement in the role of global health nurse by prioritizing care for individuals, families, and/or aggregates in the community. Under the direct supervision of a community partner and the indirect supervision of the clinical faculty, the student will identify a priority health need in the community; plan, develop, implement, and evaluate an evidence-based health promotion project, noting the community's strength(s) and resources. Clinical experiences may be conducted in a variety of clinical settings including, but not limited to, the clinical skills laboratory, clinical simulation laboratory, virtual simulation, and healthcare agencies. Pre-requisites: NUR 400 Complexities of Professional Nursing and NUR 401 Complexities of Professional Nursing Clinical, NUR 412 Professional Nursing: Promoting Global Health, NUR 413 Professional Nursing: Promoting Global Health Clinical. Co-requisite: NUR 412 Professional Nursing: Promoting Global Health. (Spring)

Staff/*Two credits*

NUR 420 PROFESSIONAL NURSING: PROMOTING FAMILY HEALTH

Conceptual and theoretical frameworks are used to assess the determinants of family health and guide the safe and compassionate care for the family unit. Course content will be delivered within the context of current healthcare policy, best practice guidelines, and growth and development principles. Maximizing family health and minimizing risk is achieved through evidence-based nursing interventions implemented across the family unit and throughout the continuum of care. Pre-requisite: NUR 300 Professional Nursing, NUR 301 Professional Nursing Clinical, NUR 312 Professional Nursing: Promoting Mental Health, and NUR 313 Promoting Mental Health Clinical. Co-requisite: NUR 421. (Fall)

Staff/Four credits

NUR 421 PROFESSIONAL NURSING: PROMOTING FAMILY HEALTH CLINICAL

The learner will conduct the nursing process when caring for the family unit, with special consideration of age and principles of developmental stage. The student nurse will assess, plan, deliver, and evaluate safe and quality patient-centered care using therapeutic communication and evidence-based nursing interventions. Collaboration with social support systems and the inter-professional team will be expected. Clinical experiences provide the student nurse an opportunity to execute clinical judgement. Clinical experiences may be conducted in a variety of clinical settings including, but not limited to, the clinical skills laboratory, clinical simulation laboratory, virtual simulation, and healthcare agencies. Pre-requisites: NUR 300, Professional Nursing NUR 301 Professional Nursing Clinical, NUR 312 Professional Nursing: Promoting Mental Health, NUR 313 Professional Nursing: Promoting Mental Health Clinical. Co-requisite: NUR 420 Professional Nursing: Promoting Family Health. (Spring)

Staff/*Three credits*

NUR 490 TRANSITION TO PROFESSIONAL NURSING PRACTICE

Socialization of the student to contemporary issues in professional nursing practice will be emphasized. The roles of the nurse as a leader and manager in the structure of the healthcare system will be explored. System-based practice and specific work unit environments will be examined to ensure quality and safety in the delivery of patient-centered care. Specific concepts of leadership, change, conflict, workplace violence, performance evaluation, delegation, self-care, and life of inquiry will be examined. The student will be prepared for role transition from student nurse to registered nurse. Prerequisite NUR 400 Complexities of Professional Nursing, NUR 401 Complexities of Professional Nursing Clinical and NUR 412 Professional Nursing: Promoting Global Health, NUR 413 Professional Nursing: Promoting Global Health Clinical. Co-requisite: NUR 491 Transition to Professional Nursing Practice Clinical. (Spring)

Staff/*Three credits*

NUR 491 TRANSITION TO PROFESSIONAL NURSING PRACTICE CLINICAL

The synthesis of liberal arts, science, and nursing knowledge will guide clinical judgement and professional practice. The student will begin to perform nurse roles such as delegator, leader, and manager within the work unit while performing the nursing process to promote safe, compassionate, patient-centered care. Clinical experiences may be conducted in a variety of clinical settings including, but not limited to, the clinical skills laboratory, clinical simulation laboratory, virtual simulation, and healthcare agencies. Prerequisite NUR 400 Complexities of Professional Nursing, NUR 401 Complexities of Professional Nursing Clinical, NUR 412 Professional Nursing: Promoting Global Health, and NUR 413 Professional Nursing: Promoting Global Health Clinical. Co-requisite: NUR 490 Transition to Professional Nursing Practice. (Spring)

Staff/*Three credits*

School of Health Professions

Department of Human Services and Rehabilitation Studies

Professor: Cinzia Pica; *Assistant Professors*: Gary Senecal, Christian Williams (Coordinator, Working with Children and Adolescents in Community Settings Concentration); *Associate Professors of Practice:* Alison Myette (Coordinator, Communication Sciences and Disorders Concentration); *Lecturers*: Elizabeth Cassella; Barbara Colombo-Adams, Ashley DeRosa-Thompson, Mark Leary, Philip McCue, Katie Moss, Tammy Murray, Alexandria Vassallo, Elisa Velez, Michael Wood; *Clinical Coordinator for HSRS*: Susan Sabelli; *Clinical Coordinator for HSC:* Katelyn Stevens.

MISSON STATEMENT

The Human Services and Rehabilitation Studies Department is based upon the philosophy that all humans have worth and potential. The undergraduate programs offered in the Human Services and Rehabilitation Studies Department are committed to preparing students to maximize the participation, inclusion, and functioning of all individuals in the community. The Human Services and Rehabilitation Studies curriculum incorporates a humanistic, strengths-based, social justice perspective to working with all individuals including individuals representing diversity. It is within this context that the liberal arts are integrated with the study of health, human disability, and rehabilitation services.

The Department of Human Services and Rehabilitation Studies encompasses two majors: Human Services and Rehabilitation Studies, and Health Sciences. The degree in Human Services and Rehabilitation Studies may focus in four different areas: HSRS major with concentration in School Settings, HSRS major with a concentration in Healthcare Settings, HSRS major with a concentration in Community Rehabilitation Settings, and HSRS major with a concentration in Addiction and Recovery. Additionally, we offer a minor in Human Services and a number of other concentrations that may be paired with either the major in Human Services and Rehabilitation Studies as well as the major in Health Sciences. Concentrations in our department include Communication Sciences and Disorders, Healthcare Management, Pre-Physical Therapy, Pre-Occupational Therapy, Patient Advocacy, and Working with Children and Adolescents in Community Settings. Finally, we offer a Six-in-Five Graduate Program in Rehabilitation Counseling that begins in the final year of undergraduate studies.

MAJOR IN HEALTH SCIENCES (14)

A major in Health Sciences prepares students for a broad range of career opportunities in the growing fields of health care with applications to administration, clinical practice, policy development, and research. The Health Sciences major is an interdisciplinary program with coursework in disease and disability, health care delivery and care models, and the natural sciences, as well as the economics, ethics, and policies that drive our global health care systems. Students are encouraged to customize their education by adding a concentration to their major, in close consultation with their advisor, which may help direct them toward the graduate program of their choice. Typical concentrations for the Health Sciences major include Communication Sciences and Disorders, Patient Advocacy, Pre-Clinical Health Professions, Pre-Occupational Therapy, and Pre-Physical Therapy. Graduate school is not necessary for employment after earning a bachelor's degree in Health Sciences. Entry-level positions in health care administration, health insurance, medical billing, patient advocacy and patient experience, and the pharmaceutical and medical device industries are all possible outcomes for undergraduates who don't wish to pursue graduate studies.

A significant component of the Health Sciences curriculum is a 6-credit internship that enables students to explore their professional interests and develop essential skill sets by working in a variety of health care settings. This experiential learning component of the major is critical to connect the concepts learned in the classroom to the practice of health care in the community. This internship should typically be completed in a student's junior or senior year. The specific setting will be determined in close consultation with a clinical coordinator within the Human Services and Rehabilitation Studies Department.

REQUIRED COURSES (12)

BIO 160	Concepts in Biology with Lab (4 credits) (Fall/Spring)
HRS 119	Introduction to Health, Human, and Rehabilitation Services (Fall/Spring)
HRS 121	Human Development and Disability Across the Lifespan (Fall/Spring)
HRS 210	Medical Aspects of Chronic Illness and Disability (Fall/Spring)
HRS/HSC 220	Psychosocial Aspects of Chronic Illness and Disability (Fall/Spring)
HRS 330	Applied Interviewing and Helping Skills for Health and Human Service Practitioners (Fall/Spring)

HSC 100	Systems Approach to Delivering Health Care in America (Fall/Spring)
HSC 150	Introduction to Public Health (Fall/Spring)
HSC 310	Evidence-Based Health Care (Fall/Spring)
HSC 360	Legal and Ethical Aspects of Health Care (Fall/Spring)
HSC 450	Internship in Health Sciences (6 credits) (Fall/Spring)
	Note: Please see the department's Policy on Major/Minor/Concentration Internship Requirements.
PSY 224	Statistics (Fall/Spring) (SOC 300 or ECO 115 are also accepted. Consult with advisor.)

BIOLOGY ELECTIVES (2)

BIO 102	Human Biology in Health Disease (4 credits) (Fall/Spring)
BIO 105	Human Heredity (Fall/Spring)
BIO 110	Nutrition (Fall/Spring)
BIO 210	Genetics with Lab (4 credits) (Fall/Spring)
BIO 240	Human Anatomy with Lab (4 credits) (Fall) (Prerequisite: BIO 160 or equivalent)
BIO 250	Microbiology with Lab (4 credits) (Fall) (Prerequisite: BIO 210)
BIO 340	Molecular and Cellular Biology with Lab (4 credits) (Spring) (Prerequisite: BIO 210)
BIO 370	General Physiology with Lab (4 credits) (Fall/Spring) (Prerequisites: BIO 240; CHE 102 or CHE 132)

The particular sequence of courses is highly dependent upon other programs of study (such as concentrations or minors) the student may wish to pursue. Some courses have prerequisites; therefore, it is highly recommended that the student work closely with an advisor in selecting electives and the sequence of courses. Communication Sciences and Disorders concentrators can substitute HRS 335 Anatomy and Physiology of Speech and Hearing Mechanisms (Fall) for one Biology elective in the Health Sciences major.

MAJOR IN HUMAN SERVICES AND REHABILITATION STUDIES (13)

The major in Human Services and Rehabilitation Studies is committed to preparing students to achieve the following:

- Thorough understanding of the social, psychological, economic, physical, medical, cultural, and other environmental factors faced by individuals who are to be helped through their involvement in the human and rehabilitation services.
- Thorough understanding of the history, philosophy, and legislation that comprises the underpinnings of the human and rehabilitation service professions.
- Understanding of the history, treatment, and education of people with disabilities and special needs.
- Thorough understanding of human development across the lifespan.
- Knowledge in developmental, physical, cognitive, sensory, and psychiatric disabilities.
- Thorough understanding of the roles and functions of human and rehabilitation service practitioners in a wide variety of professional settings.
- Skills in effective verbal communication through intense study and practice of interviewing and basic counseling skill training.
- Skills in effective written communication through intense study and practice of research report writing, client report writing, and the standards of case documentation.
- Skills in utilizing information and assessment in an effort to assist people in solving problems and reaching life goals.
- Skills in locating and utilizing community resources in an effort to assist people to solve problems and reach life goals.
- Knowledge of interventions and strategies employed to assist children and adults in a variety of human service and rehabilitation settings.
- Thorough understanding of and developed skills in the case management process.
- Thorough understanding of the ethical principles and standards that affect the delivery of human and rehabilitation services.
- Thorough understanding of the importance of career development and employment and the subsequent development of these skills to assist people in reaching vocational goals.
- Successful demonstration of the integration of theory, strategies and interventions learned in the classroom into professional practice by completing a semester long supervised internship in a human service setting.

The major in Human Services and Rehabilitation Studies provides a strong undergraduate foundation for graduate professional education in a variety of health and human service-related fields, including adjustment counseling, counseling psychology,

nursing, occupational therapy, physical therapy, rehabilitation counseling, school counseling, school psychology, social work, special education, and speech-language pathology.

HRS COURSES (10)

HRS 119	Introduction to Health, Human, and Rehabilitation Services (Fall/Spring)
HRS 121	Human Development and Disability Across the Lifespan (Fall/Spring)
HRS 200	Addiction: Etiology, Assessment, Treatment, and Rehabilitation (Fall/Spring)
HRS 210	Medical Aspects of Disability (Fall/Spring)
HRS 219	Rehabilitation Strategies and Interventions (Fall/Spring)
HRS 305	Client Information and Assessment (Fall)
HRS 320	Psychiatric Rehabilitation (Fall/Spring)
HRS 330	Applied Interviewing and Helping Skills for Health and Human Service Practitioners (Fall/Spring)
HRS 340	Principles of Case Management (Fall/Spring)
HRS 490	Internship in Human Services and Rehabilitation Studies (twelve credits) (Fall/Spring)

PERSPECTIVE COURSES (3)

Psychological Perspective (Choose One):

HRS/HSC 220	Psychosocial Aspects of Chronic Illness and Disability (Fall/Spring)
HRS 435	Crisis Intervention (Consult department chair)
PSY 210	Social Psychology (Fall/Spring)
PSY 216	Abnormal Psychology (Fall/Spring)
PSY 240	Psychology of Personality (Fall)
PSY 253	Psychology of Learning (Fall/Spring)
PSY 281	Psychology of Adolescence and Maturity (Fall/Spring)
PSY 290	Psychology of Development: Infancy and Childhood (Fall/Spring)

Cultural Perspective (Choose One):

ANT 131	Cultural Anthropology (Fall/Spring)
HIS 254	North American Indian (Fall of even-numbered years)
HIS 269	African American Dream (Fall of even-numbered years)
HRS 215	Introduction to Gender-Based Violence (Consult department chair) (Note: This course may also be taken as CRM/SOC/WMS 215)
PSY 217	Psychology of Women (Spring)
PSY 218	Cultural Psychology (Fall alternate years)
SOC 216	Racial and Ethnic Relations (Spring)
SOC 224	Gender Issues in Society (Consult department chair)
WMS 285	Women's Studies I: Images of Women in American Popular Culture (Fall) (Note: This course may also be taken as CLT/ENG/HIS/PSY 285)
WMS 385	Women of the World (Spring) (Note: This course may also be taken as CLT/ENG/HIS/PSY 385)

Societal, Family Perspective (Choose One):

CRM 242	Criminology (Fall/Spring)
CRM 335	Family Violence (Fall)
HRS 241	Prevention and Intervention: Models and Approaches with Youth (Fall)
HRS 420	Family Systems: Theory, Interventions and Practice (Spring)
HRS 421	Loss and Bereavement across the Lifespan (Fall)
SOC 122	Social Problems (Fall/Spring)
SOC 122	Social Problems (Fall/Spring)

Recommended But Not Required:

ASL 101	Introduction to Sign Language (Fall/Spring)
ASL 102	Sign Language II (Fall/Spring)
HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
HRS 225	Introduction to Human Communication and its Disorders (Spring)
HRS 241	Prevention and Intervention: Models and Approaches with Youth (Fall)
HRS 321	Social Skill Development for Youth (Spring)
HRS 325	Clinically Based Phonetics of American English (Spring)
HRS 331	Basic Concepts and Principles in Applied Behavior Analysis (Spring)
HRS 335	Anatomy and Physiology of Speech and Hearing Mechanisms (Fall)
HRS 420	Family Aspects of Disability (Spring)
HRS 421	Grief and Loss (Fall)
HRS 431	Treatment Strategies and Interventions for Substance Use Disorders (Consult department chair)
HRS 485	Special Topics in Human Services and Rehabilitation Studies
HRS 499	Directed Study in Human Services and Rehabilitation Studies
HSC 100	Systems Approach to Delivering Health Care in America (Fall/Spring)
HSC 150	Introduction to Public Health (Fall/Spring)
HSC 310	Evidence-Based Health Care (Spring)
HSC 360	Legal and Ethical Aspects of Health Care (Fall)
HSC 370	Principles of Health Education and Promotion (Spring only, odd years)
PSY 224	Statistics (Fall/Spring)
PSY 225	Research Methods (Fall/Spring)
SOC 206	The Sociology of Urban Life (Consult department chair)
SOC 232	Social Inequality in Society (Fall)
SOC 234	Social Policy (Spring)
SOC 300	Statistics (Fall)

A significant component of the HSRS curriculum is its culmination in a semester-long internship that enables students to develop and refine the attitudes, knowledge, and skills necessary for working as human service professionals in a variety of service settings. A specific emphasis in the HSRS curriculum focuses on developing competencies for working with children and adults with disabilities in human service and rehabilitation settings. After completion of the undergraduate program in Human Services and Rehabilitation Studies, students are prepared to work in a wide range of human service professions serving children and adults with disabilities and other challenging life circumstances.

CREDENTIALING

Students graduating with a major in Human Services and Rehabilitation Studies and who have completed 350 hours of related work experience post-graduation are eligible to sit for the examination that leads to achievement of the Human Services-Board Certified Practitioner (HS-BCP) credential. With increased competition in the growing field of human services, practitioners are finding that board certification in human services demonstrates attainment of high standards and a commitment to maintaining their knowledge and skills to remain effective in the helping professions. The independent HS-BCP credential allows human services practitioners to stand out as a part of a distinguished group known for their commitment to the field. More information on the HS-BCP can be found at http://www.cce-global.org/Credentialing/HSBCP.

Students majoring in HSRS and interested in working in the field of alcohol and substance abuse treatment may take HRS 431: Treatment Strategies and Interventions for Substance Use Disorders and complete an internship in a substance use treatment agency. If students wish to pursue a credential as a Certified Alcohol/Drug Counselor (CADC) in Massachusetts they may find more information regarding the work experience and exam requirements at https://mbsacc.com. Students interested in working beyond Massachusetts should examine requirements in other states. The International Certification and Reciprocity Consortium provides information and an examination that has reciprocity in multiple states. See https://internationalcredentialing.org. All students should work with an academic advisor to plan an appropriate program of study.

MAJOR IN HUMAN SERVICES
WITH A CONCENTRATION IN ADDICTION AND RECOVERY (13)

The major in human services with a concentration in Addiction and Recovery will provide students with basic competencies to help individuals recover from substance use and other addictive disorders including theories, approaches, strategies, and interventions currently utilized for the effective treatment of alcohol and substance use disorders. Students will gain an understanding of the assessment, treatment planning, case management skills, and education for patients and families related to addiction recovery. This concentration will also explore prevention methods and risk factors associated with the development of addiction preparing students to engage in prevention-oriented educational activities, rehabilitation with recovering clients, community-based programming, and collaboration.

REQUIRED COURSES (13)

HRS 119	Introduction to Health, Human, and Rehabilitation Services (Fall/Spring)
HRS 121	Human Development and Disability Across the Lifespan (Fall/Spring)
HRS 200	Addiction: Etiology, Assessment, Treatment, and Rehabilitation (Fall/Spring)
HRS 210	Medical Aspects of Disability (Fall/Spring)
HRS 219	Rehabilitation Strategies and Interventions (Fall/Spring)
HRS 305	Client Information and Assessment (Fall)
HRS 320	Psychiatric Rehabilitation (Fall/Spring)
HRS 330	Applied Interviewing and Helping Skills for Health and Human Service Practitioners (Fall/Spring)
HRS 340	Principles of Case Management (Fall/Spring)
HRS 490	Internship in Human Services and Rehabilitation Studies (twelve credits) (Fall/Spring)
	Note: Please see the department's Policy on Major/Minor/Concentration Internship Requirements.

To ensure that students have the requisite qualifications for the CADC (Certificate in Alcohol and Drug Counseling) students must complete one of these courses:

HRS 431	Treatment Strategies and Interventions for Substance Use Disorder (Consult department chair)
*RCP 501	Substance Use and Addictive Disorders in Rehabilitation (Spring)

Students are also required to complete two additional courses from this list:

HRS 420	Family Systems: Theory, Interventions and Practice (Spring)
HRS 421	Grief and Loss (Fall)
HRS 435	Crisis Intervention (Consult department chair, prerequisites: HRS 119, 121, 200, 305, 320, 330, 340)

***** Graduate courses are available to seniors only. Students who wish to enroll in a graduate course must obtain the permission of the department chair and the graduate program director before enrolling. The graduate program director will need to notify the Registrar, as undergraduates cannot directly enroll in graduate courses.

Graduate courses taken as part of an undergraduate program may be transferred into the respective graduate programs (School Counseling or Rehabilitation Counseling) at Assumption University provided the student earns a B- or better in the course and gains approval by the respective program director. Successful completion of graduate coursework by an undergraduate student does not guarantee admission into any graduate program at Assumption University.

MAJOR IN HUMAN SERVICES
WITH A CONCENTRATION IN COMMUNITY REHABILITATION SETTINGS (13)

The major in human services in human services with a concentration in community rehabilitation settings is designed to prepare students to assist individuals with disabilities to choose, prepare for, and obtain and maintain employment. Students will gain knowledge about services such as vocational assessment and evaluation, on-the-job training, career services, employment searches, and consulting with potential or existing employers for job accommodations and modification. Students will acquire the needed knowledge, competencies, values, and professional identity to provide individuals with significant disabilities the assistance and opportunities they need to achieve high quality employment. This will include understanding the experiences of

individuals with disability and the role of advocacy in patient care. Students pursuing this concentration may be seeking careers in a variety of federal, state and community rehabilitation agencies, facilities and organizations that provide services to individuals with disabilities or may be pursuing graduate work in rehabilitation counseling.

REQUIRED COURSES (13)

HRS 119	Introduction to Health, Human, and Rehabilitation Services (Fall/Spring)
HRS 121	Human Development and Disability Across the Lifespan (Fall/Spring)
HRS 200	Addiction: Etiology, Assessment, Treatment, and Rehabilitation (Fall/Spring)
HRS 210	Medical Aspects of Disability (Fall/Spring)
HRS 219	Rehabilitation Strategies and Interventions (Fall/Spring)
HRS 305	Client Information and Assessment (Fall)
HRS 320	Psychiatric Rehabilitation (Fall/Spring)
HRS 330	Applied Interviewing and Helping Skills for Health and Human Servcie Practitioners (Fall/Spring)
HRS 340	Principles of Case Management (Fall/Spring)
HRS 490	Internship in Human Services and Rehabilitation Studies (twelve credits) (Fall/Spring)
	Note: Please see the department's Policy on Major/Minor/Concentration Internship Requirements.

Students are also required to complete three (3) additional courses from this list:

HRS 220	Psychosocial Aspects of Chronic Illness and Disability (Fall)
HRS 420	Family Systems: Theory, Interventions and Practice (Spring)
HRS 435	Crisis Intervention (Consult department chair, prerequisites: HRS 119, 121, 200, 305, 320, 330, 340)
HSC 222	Advocacy for Patient-Centered Care (Fall)
* RCP 503	Foundations of the Rehabilitation Counseling Profession (Fall)
* RCP 512	Occupational Analysis, Career Development Theory and Job Placement (Spring)
* RCP 619	The Effective Use of Technology in Rehabilitation Counseling Practice (Spring)

***** Graduate courses are available to seniors only. Students who wish to enroll in a graduate course must obtain the permission of the department chair and the graduate program director before enrolling. The graduate program director will need to notify the Registrar, as undergraduates cannot directly enroll in graduate courses.

Graduate courses taken as part of an undergraduate program may be transferred into the respective graduate programs (School Counseling or Rehabilitation Counseling) at Assumption University provided the student earns a B- or better in the course and gains approval by the respective program director. Successful completion of graduate coursework by an undergraduate student does not guarantee admission into any graduate program at Assumption University.

MAJOR IN HUMAN SERVICES
WITH A CONCENTRATION IN HEALTH CARE SETTINGS (13)

The major in human services with a concentration in health care settings will provide students with an understanding of the needs of individuals and their families who are accessing the health care system. Students will gain knowledge and skills to support individuals and families coping with acute and chronic medical conditions, identify the needs of individuals with acute and chronic illness across the lifespan, and develop strategies for promoting health and assisting individuals to access healthcare. This concentration also bolsters awareness of community resources, evidenced based support, and identifies the critical role of advocacy in the mitigation of health disparities thus improving access to and the quality of health care. Students pursuing this concentration may be seeking careers in patient advocacy, medical case management, and discharge planning or may be pursuing graduate programs in rehabilitation counseling, medical social work or other allied health professions.

REQUIRED COURSES (13)

HRS 119	Introduction to Health, Human, and Rehabilitation Services (Fall/Spring)
HRS 121	Human Development and Disability Across the Lifespan (Fall/Spring)

HRS 200 Addiction: Etiology, Assessment, Treatment, and Rehabilitation (Fall/Spring)
HRS 210 Medical Aspects of Disability (Fall/Spring)
HRS 219 Rehabilitation Strategies and Interventions (Fall/Spring)
HRS 305 Client Information and Assessment (Fall)
HRS 320 Psychiatric Rehabilitation (Fall/Spring)
HRS 330 Applied Interviewing and Helping Skills for Health and Human Service Practitioners (Fall/Spring)
HRS 340 Principles of Case Management (Fall/Spring)
HRS 490 Internship in Human Services and Rehabilitation Studies (twelve credits) (Fall/Spring)
Note: Please see the department's Policy on Major/Minor/Concentration Internship Requirements.

Students are also required to complete three additional courses from this list:

HRS 220 Psychosocial Aspects of Chronic Illness and Disability (Fall)
HRS 420 Family Systems: Theory, Interventions and Practice (Spring)
HRS 421 Grief and Loss (Fall)
HSC 222 Advocacy for Patient-Centered Care (Fall)
* RCP 503 Foundations of Rehabilitation Counseling Profession (Fall)
* RCP 510 Introduction to Medical Rehabilitation (Fall, Anatomy and Physiology recommended but not required)

***** Graduate courses are available to seniors only. Students who wish to enroll in a graduate course must obtain the permission of the department chair and the graduate program director before enrolling. The graduate program director will need to notify the Registrar, as undergraduates cannot directly enroll in graduate courses.

Graduate courses taken as part of an undergraduate program may be transferred into the respective graduate programs (School Counseling or Rehabilitation Counseling) at Assumption University provided the student earns a B- or better in the course and gains approval by the respective program director. Successful completion of graduate coursework by an undergraduate student does not guarantee admission into any graduate program at Assumption University.

MAJOR IN HUMAN SERVICES
WITH A CONCENTRATION IN SCHOOL SETTINGS (13)

The major in human services with a concentration in school settings will provide students with an understanding of current theories and practices within educational settings including social foundations of education, psychology of learning, and the influence of contextual factors on student's success, with a particular emphasis on issues of equity and access. Students will explore the provision of support services in school systems to enhance the emotional well-being of youth, identify factors in the home, school and community that influence student's academic and social success, and ways to maximize student success through services such as case management, providing referrals to appropriate community resources, and collaboration with other professionals. Students pursing this concentration may be seeking employment in schools or as educators in community organizations or may be pursing graduate programs in school counseling, school psychology, or school social work.

REQUIRED COURSES (13)

HRS 119 Introduction to Health, Human, and Rehabilitation Services (Fall/Spring)
HRS 121 Human Development and Disability Across the Lifespan (Fall/Spring)
HRS 200 Addiction: Etiology, Assessment, Treatment, and Rehabilitation (Fall/Spring)
HRS 210 Medical Aspects of Disability (Fall/Spring)
HRS 219 Rehabilitation Strategies and Interventions (Fall/Spring)
HRS 305 Client Information and Assessment (Fall)
HRS 320 Psychiatric Rehabilitation (Fall/Spring)
HRS 330 Applied Interviewing and Helping Skills for Health and Human Service Practitioners (Fall/Spring)
HRS 340 Principles of Case Management (Fall/Spring)
HRS 490 Internship in Human Services and Rehabilitation Studies (twelve credits) (Fall/Spring)
Note: Please see the department's Policy on Major/Minor/Concentration Internship Requirements.

Students are also required to complete three (3) additional courses from this list:

HRS 241	Prevention and Intervention: Models and Approaches youth (Fall)
HRS 321	Social Skill Development Strategies for youth (Spring)
HRS 420	Family Systems: Theory, Interventions and Practice (Spring)
HRS 421	Grief and Loss (Fall)
HRS 435	Crisis Intervention (Consult department chair, prerequisites: HRS 119, 121, 200, 305, 320, 330, 340)
* SCP 505	Fundamentals of School Counseling (Fall/Spring)
* SCP 510	Professional Orientation to Counseling (Fall/Spring)
* SCP 520	Psychology of Learning and Motivation (Fall/Spring)
* SCP 545	Human Growth and Development through the Life Span (Fall/Spring)

***** Graduate courses are available to seniors only. Students who wish to enroll in a graduate course must obtain the permission of the department chair and the graduate program director before enrolling. The graduate program director will need to notify the Registrar, as undergraduates cannot directly enroll in graduate courses.

Graduate courses taken as part of an undergraduate program may be transferred into the respective graduate programs (School Counseling or Rehabilitation Counseling) at Assumption University provided the student earns a B- or better in the course and gains approval by the respective program director. Successful completion of graduate coursework by an undergraduate student does not guarantee admission into any graduate program at Assumption University.

MINOR IN APPLIED BEHAVIOR ANALYSIS (8)

Applied behavior analysis (ABA) is the science of learning and behavior used in order to solve socially significant problems (to influence changes in behavior that are meaningful to individuals and those around them). ABA has been applied in a variety of settings, including developmental and intellectual disabilities, autism spectrum disorder, regular and special education, clinical psychology medicine, counseling, job effectiveness, business, animal training, sports training, environmental protection, exercise and health, criminology, and other areas. The Minor in ABA is a multi-disciplinary program that complements coursework in the Education, Human Services and Rehabilitation Studies, and Psychology majors. Given the prevalence of developmental and intellectual disabilities in society, the minor may also be of interest to students in other majors, such Business Studies, Biology, and Criminology. Students who complete undergraduate courses in ABA will learn how to effectively apply behavior-analytic procedures to solve behavioral problems that occur in their professional and personal lives. Students who complete the minor will also meet the coursework requirements to sit for the Board Certified Assistant Behavior Analyst exam and to become licensed as an Assistant Applied Behavior Analyst in Massachusetts (students will need to meet other requirements to qualify). Students interested in pursuing a Minor in ABA are encouraged to take PSY 253, HRS 331, and ABA 340 during their Sophomore and Junior years, ABA 350, ABA 360, and PSY 301 during their Junior and Senior years, and ABA 450 during their Senior year.

Students interested in pursuing the Minor in ABA are encouraged to talk with the ABA Program Director as well as work with their academic advisor to plan their course of study.

REQUIRED COURSES (7)

PSY 253 Psychology of Learning
HRS 331 Basic Concepts and Principles in Applied Behavior Analysis
ABA 340 Applied Behavior Analysis: Skill Acquisition
ABA 350 Applied Behavior Analysis: Evidence-based Interventions
ABA 360 Applied Behavior Analysis: The Professional Compliance Code (1 credit*)
ABA 450 Applied Behavior Analysis: Implications for Practice
PSY 301 Internship (Internship approved by ABA Program Director**)

*ABA 360 is a 1-credit course. Completion of this course is required for the Minor in ABA but ABA 360 does not count as one of the 38 courses required for graduation.

**HRS 400 or HRS 490 may be substituted in some circumstances if the student's experience is focused on ABA and with approval by the ABA Program Director.

ELECTIVE (1)

Students are encouraged to choose an elective outside of their major field of study.

EDU 101 Schools in American Society
EDU 260 Teaching Students with Special Needs
EDU 265 Effective Classroom Management
HRS 119 Introduction to Human Services and Rehabilitation Studies
HRS 121 Human Development and Disability across the Lifespan
HRS 225 Introduction to Human Communication and Its Disorders
HRS 321 Social Skills Development Strategies for Youth
PSY 101 General Psychology
PSY 216 Abnormal Psychology
PSY 290 Psychology of Development: Infancy and Childhood
PSY 220 Interpersonal Communication
PSY 225 Research Methods in Psychology
PSY 283 Introduction to Autism Spectrum Disorder
PSY 409 Common Problems in Childhood
PSY 416 Abnormal Child and Adolescent Psychology

MINOR IN HUMAN SERVICES AND REHABILITATION STUDIES (6)

Students interested in supplementing another major by developing knowledge and skills in the areas of human services and rehabilitation studies may wish to pursue a minor. The minor consists of six courses, four of which are required. The four required courses are designed to provide students with a firm understanding of the range and diversity of human and rehabilitation service settings. The minor is also geared toward providing students with some core skills required of a human service professional. The minor also provides students with the opportunity to apply these fundamental skills by completing a 100-hour field placement experience. In addition to the four required courses, students are encouraged to choose two other HRS courses that suit their individual interests and career objectives. The minor program of study should be developed with a faculty member from the Human Services and Rehabilitation Studies Department.

REQUIRED COURSES (4)

HRS 119	Introduction to Health, Human, and Rehabilitation Services (Fall/Spring)
HRS 330	Applied Interviewing and Helping Skills for Health and Human Services Practitioners(Fall)
HRS 340	Principles of Case Management (Spring)
HRS 400	Field Experience in Human Services and Rehabilitation Studies (Fall/Spring)

Note: Please see the department's Policy on Major/Minor/ Concentration Internship Requirements.

ELECTIVES (2)

ASL 101	Introduction to Sign Language (Fall/Spring)
ASL 102	Sign Language II (Fall/Spring)
HRS 121	Human Development and Disability Across the Lifespan (Fall/Spring)
HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
HRS 200	Addiction: Etiology, Assessment, Treatment, and Rehabilitation (Fall/Spring)
HRS 210	Medical Aspects of Disability (Fall/Spring)
HRS 219	Rehabilitation Strategies and Interventions (Fall/Spring)
HRS 225	Introduction to Human Communication and its Disorders (Spring)
HRS 241	Prevention and Intervention: Models and Approaches with Youth (Fall)
HRS 305	Client Information and Assessment (Fall)
HRS 320	Psychiatric Rehabilitation (Fall/Spring)
HRS 321	Social Skill Development Strategies for Youth (Spring)
HRS 325	Clinically-Based Phonetics of American English (Spring)
HRS 331	Basic Concepts and Principles in Applied Behavior Analysis (Spring)
HRS 335	Anatomy and Physiology of Speech and Hearing Mechanisms (Fall)

HRS 420 Family Systems: Theory, Interventions and Practice (Spring)
HRS 421 Grief and Loss (Fall)
HRS 431 Treatment Strategies and Interventions for Substance Use Disorders (Consult department chair)
HRS 435 Crisis Intervention (Consult department chair)
HRS 485 Special Topics in Human Services and Rehabilitation Studies
HRS 499 Directed Study in Human Services and Rehabilitation Studies
HSC 100 Systems Approach to Delivering Health Care in American (Fall/Spring)
HSC 150 Introduction to Public Health (Fall/Spring)
HSC 310 Evidence-Based Health Care (Spring)
HSC 360 Legal and Ethical Aspects of Health Care (Fall)
HSC 370 Principles of Health Education and Promotion (Spring odd years)

CONCENTRATION IN COMMUNICATION SCIENCES AND DISORDERS (13)

For students interested in pursuing graduate studies in the fields of Audiology or Speech-Language Pathology, the Department of Human Services and Rehabilitation Studies offers a concentration in Communication Sciences and Disorders. In accordance with the standards set forth by the American Speech-Language-Hearing Association (ASHA), undergraduate preparation in human communication sciences and disorders should include "broad educational experiences in areas traditionally recognized as liberal arts with a strong foundation in oral and written communication skills." The concentration in Communication Sciences and Disorders builds on Assumption University's strong liberal arts foundation with courses specifically focused on human communication, social and behavioral sciences, and mathematics, as well as biological and physical sciences.

For those students who have completed all required courses in the CSD concentration AND 20 hours of clinical observation under a licensed Speech-Language Pathologist, it is possible to secure a license as a Speech-Language Pathology Assistant in the state of Massachusetts. Other states have different licensing requirements. Students who are interested in becoming Assistants outside of Massachusetts should look into licensing requirements for the state they plan to work in.

Students interested in the Concentration in Communication Sciences and Disorders should contact Prof. Alison Myette, the concentration coordinator.

REQUIRED COURSES (13)

HRS 225 Introduction to Human Communication and its Disorders (Spring)
HRS 235 Normal Speech and Language Development (Fall)
HRS 325 Clinically-Based Phonetics of American English (Spring)
HRS 335 Anatomy and Physiology of Speech and Hearing Mechanisms (Fall)
HRS 405 Introduction to Audiology (Fall) Prerequisite: HRS 415
HRS 415 Hearing Science (Spring) Prerequisite: HRS 335
HRS 425 Speech Science (Spring) Prerequisites: HRS 325 and HRS 335
PSY 290 Psychology of Development: Infancy and Childhood (Fall/Spring)

1 additional course in the behavioral sciences (HSRS, Psychology, Sociology)
1 Biology course
1 Chemistry or Physics course
1 Mathematics course (Note: MAT 114 completed with a C- or higher is required for Worcester State University courses.)
1 Statistics course (PSY 224 Statistics)

Note: One natural science course must be taken with a separate lab.

CONCENTRATION IN HEALTHCARE MANAGEMENT (8)

This healthcare management concentration is an interdisciplinary program that combines health sciences and management courses to prepare students for a business career in the twenty-first-century healthcare industry. This concentration enhances a major in Health Sciences or a major in Management, but it is open to students from any major. Students should consult their advisors about how enrolling in this concentration complements their course of study and prepares them to achieve their academic and professional goals.

Learning Objectives

- Healthcare Systems: Describe the roles of healthcare systems, public policy, and governments in influencing public and private health systems within the U.S. and other countries.
- Analysis and Decision Making: Apply an ethical framework to legally, systematically, and methodologically analyze organizational dilemmas to make recommendations that improve outcomes.
- Leadership: Identify stakeholders and their strengths and perspectives to build interagency relationships using organizational frameworks.
- Communication: Demonstrate transparent information sharing with relevant justification and analysis within the appropriate context, purpose, and audience to maintain the healthcare organization's quality and efficiency standards.

REQUIRED COURSES (13)

ACC 125	Principles of Accounting I
ACC 126	Principles of Accounting II
MGT 100	Introduction to Management
MGT 102	Introduction to Organizational Behavior
MGT 230	Decision Analytics for Managers*
HSC 100	Systems Approach to Delivering Health Care in America
HSC 222	Advocacy for Patient-Centered Care (Health Sciences majors may choose any Health Sciences elective)**
HSC 360	Legal and Ethical Aspects of Healthcare

* Health Sciences majors should take ECO 115 Statistics with Excel for the Statistics prerequisite

** Currently, Health Sciences offers only two electives beyond the requirements for the major: HSC 222 Advocacy for Patient-Centered Care and HSC 370 Principles of Health Education and Promotion.

CONCENTRATION IN PATIENT ADVOCACY (7)

The Concentration in Patient Advocacy is designed to advance students' knowledge and understanding of health and human services, health care management, health psychology, and sociology, in the context of the health care environment working with, and for, patients. The Concentration in Patient Advocacy is designed to prepare students with the foundational knowledge for entry-level roles in the field of health advocacy and patient navigation. The concentration prepares students for non-clinical graduate study in health care such as health care administration, health care policy, patient advocacy, and public health. Additionally, the Concentration in Patient Advocacy will complement students' preparation for graduate study in one of the many clinical health professions such as dentistry, medicine, nursing, optometry, physician's assistant. This interdisciplinary concentration provides the student with education in aspects of human services, ethics, law, policy, and the social sciences necessary for advancing patient- and family-centered health care. It can be undertaken while studying a number of possible majors.

REQUIRED COURSES (7)

HRS 210	Medical Aspects of Disability (Fall/Spring)
HRS/HSC 222	Advocacy for Patient-Centered Care (Fall)
HRS 340	Principles of Case Management (Spring)
HSC 100	Systems Approach to Delivering Healthcare in America (Fall/Spring)
HSC 310	Evidence-Based Health Care (Spring)
HSC 360	Legal and Ethical Aspects of Health Care (Fall)
HSC 370	Principles of Health Education and Promotion (Spring odd years)

CONCENTRATION IN PRE-CLINICAL HEALTH PROFESSIONS (17)

The Concentration in Pre-Clinical Health Professions is designed to prepare students for graduate study in one of the many clinical health professions, such as medicine, dentistry, veterinary medicine, physician's assistant, nursing, and optometry. This interdisciplinary concentration provides the student with a strong background in mathematics, the biological and physical sciences, and the social sciences. As a concentration, it must accompany a major program of study, but can augment a variety of majors. Majors that share the greatest numbers of common courses with this concentration are Biology, Biotechnology and

Molecular Biology, Biology with a Concentration in Neuroscience and Behavior, Psychology with a Concentration in Neuroscience, and Health Sciences.

REQUIRED COURSES (17)

BIO 160 Concepts in Biology
BIO 210 Genetics
BIO 240 Human Anatomy
BIO 250 Microbiology **or** BIO340 Molecular and Cellular Biology
BIO 370 General Physiology (Prerequisites: BIO 240; CHE 102 or CHE 132)
CHE 131-132 General Chemistry I and II (Note: CHE 132 requires MAT 114 or higher as a pre-requisite.)
CHE 201-202 Organic Chemistry I and II
CHE 414 Biochemistry
MAT 114 Elementary Functions or MAT 117 Calculus I
PHY 201-202 General Physics I and II
PSY 101 General Psychology
Statistics PSY 224 or SOC 300 or ECO 115 Statistics with Excel
HSC 100 Systems Approach to Delivering Health Care
SOC 121 Principles of Sociology

CONCENTRATION IN PRE-OCCUPATIONAL THERAPY (11)

The minimal entry-level degree for practice as an Occupational Therapist is a clinical master's degree in Occupational Therapy. The Concentration in Occupational Therapy is designed to prepare students for graduate study in Occupational Therapy. The concentration is not a major; all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Occupational Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology. Many of the courses required for the concentration are also required for completion of these majors.

REQUIRED COURSES (11)

BIO 160	Concepts of Biology (Fall/Spring)
BIO 240	Human Anatomy (Fall)
BIO 370	General Physiology (Spring) (Prerequisites: BIO 240; CHE 102 or CHE 132)
HRS 121	Human Development and Disability Across the Lifespan (Fall/Spring)
HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
HRS 345	Occupational Therapy: Occupation, Theory, Intervention, and Assessment Across the Lifespan (Fall)
PSY 101	General Psychology (Fall/Spring)
PSY 216	Abnormal Psychology (Fall/Spring)
PSY 224	Statistics (Fall/Spring)

Choose one:

ANT 131	Cultural Anthropology (Fall/Spring)
SOC 121	Principles of Sociology (Fall/Spring)

One of the three internship or field placement courses listed below:

HRS 400	Field Experience in Human Services and Rehabilitation Studies (if Non-HSRS Major and Non-Health Sciences major – 3 credits) (Fall/Spring)
HRS 490	Internship in Human Services and Rehabilitation Studies (if HSRS Major – 12 credits) (Fall/Spring)
HSC 450	Internship in Health Sciences (if Health Sciences Major – 6 credits)

Note: Please see the department's Policy on Major/Minor/Concentration Internship Requirements.

Recommended (but not required): some programs may require a course in Neuroscience, Kinesiology, and/or Neuroanatomy with a focus on the central and peripheral nervous system.

Students who wish to complete the concentration should enroll in BIO 160 and its lab in their first semester at the University, as well as HRS 125 in the spring semester. First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Gary Senecal, at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some OT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Occupational Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PRE-PHYSICAL THERAPY (16)

The minimal entry-level degree for practice as a Physical Therapist is a clinical doctoral degree in the Physical Therapy. The Concentration in Physical Therapy is designed to prepare students for graduate study in Physical Therapy. The concentration is not a major; all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Physical Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology. Many of the courses required for the concentration are also required for completion of these majors.

REQUIRED COURSES (16)

BIO 160	Concepts of Biology (Fall/Spring)
BIO 240	Human Anatomy (Fall) (Prerequisite: BIO 160)
BIO 370	General Physiology (Spring) (Prerequisites: BIO 240; CHE 102 or CHE 132)
BIO/HRS 390	Exercise Physiology (Fall) (Prerequisites: BIO 240 and BIO 370)
CHE 131	General Chemistry I (Fall)
CHE 132	General Chemistry II (Spring)
HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
PHY 201	General Physics I (Fall)
PHY 202	General Physics II (Spring)
PSY 101	General Psychology (Fall/Spring)
PSY 216	Abnormal Psychology (Fall/Spring)
PSY 290	Psychology of Development (Fall/Spring)
SOC 121	Principles of Sociology (Fall/Spring)

One of the three internship or field placement courses listed below:

HRS 400	Field Experience in Human Services and Rehabilitation Studies (if Non-HSRS Major and Non-Health Sciences major – 3 credits) (Fall/Spring)
HRS 490	Internship in Human Services and Rehabilitation Studies (if HSRS Major – 12 credits) (Fall/Spring)
HSC 450	Internship in Health Sciences (if Health Sciences Major – 6 credits)

Note: Please see the department's Policy on Major/Minor/Concentration Internship Requirements.

One of the following Statistics courses:

ECO 115	Statistics with Excel (Fall/Spring)
PSY 224	Statistics (Fall/Spring)

One of the following math courses:

MAT 114	Elementary Functions (Fall/Spring)
MAT 117	Calculus I (Fall/Spring)

Recommended (but not required)

BIO 415	Principles of Neuroscience (Fall)
PSY 251	Introduction to Brain and Behavior (Fall)

Students who wish to complete the concentration should enroll in BIO 160, CHE 131, and the appropriate math course (MAT 114 or MAT 117) in their first semester at the University, as well as HRS 125 in the spring semester. First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Gary Senecal, at the beginning of the fall semester to plan out the remainder of their course of study. A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some PT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Physical Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN WORKING WITH CHILDREN AND ADOLESCENTS IN COMMUNITY SETTINGS (7)

This concentration is dedicated to educating students in the theories and approaches identified as best practices and skill areas needed to work with children and adolescents in schools, agencies, clinics and community settings. The concentration prepares students to become practitioners that promote healthy social and emotional development and academic achievement through prevention and intervention strategies and programs grounded in ecological systems and social justice frameworks. Examples of such practitioners include, but are not limited to, early intervention specialists, paraprofessionals in school settings, case managers for youth, and youth workers in both residential and academic settings. The concentration also provides a strong foundation for those students hoping to go on to graduate school to pursue careers that focus on youth and family work such as counseling, social work, and education. The concentration focuses specifically on understanding how practitioners can support and strengthen youth's support systems and protective factors while minimizing the impact of risk factors. The program combines the practices of prevention, interventions, and system building to ensure that children and adolescents experience opportunities to practice strategies that promote their personal growth, academic success, social inclusion, etc. The concentration allows students an opportunity to further specialize their knowledge and skill base to develop and implement effective interventions when working with youth. Furthermore, this concentration affords students in all majors the opportunity to complete the specific coursework targeted at developing the knowledge and skills necessary for effective intervention with children and adolescents. Students interested in this concentration may choose to pursue graduate degrees in a number of areas such as Special Education, School Counseling, Applied Behavioral Analysis, Child Life Specialist, Rehabilitation Counseling, Counseling Psychology, Social Work, etc. Students in a variety of majors at Assumption University may wish to pursue this concentration based on their vocational and/or avocational aspirations.

REQUIRED COURSES (7)

HRS 121	Human Development and Disability Across the Lifespan (Fall/Spring)
HRS 241	Prevention and Intervention: Models and Approaches with Youth (Fall)
HRS 321	Social Skill Development Strategies for Youth (Spring)
HRS 330	Applied Interviewing and Helping Skills for Health and Human Service Practitioners (Fall)
HRS 420	Family Systems: Theory, Interventions and Practice (Spring)
HRS 421	Grief and Loss (Fall)
HRS 430	Children and Adolescents Capstone Seminar (Consult department chair)

RECOMMENDED OPTIONAL ELECTIVES

CRM 243	Juvenile Delinquency (Spring)
CRM 335	Family Violence (Fall)
CRM 485	Internship Seminar I (Fall)

HRS 331	Basic Concepts and Principles in Applied Behavioral Analysis (Spring)
HRS 400	Field Experience in Human Services and Rehabilitation Studies (Fall/Spring)
PSY 301	Internship in Psychology (Spring)
PSY 392	Raising Happy and Successful Children (Spring)

SIX-IN-FIVE GRADUATE PROGRAM IN REHABILITATION COUNSELING

The Department of Human Services and Rehabilitation Studies has an accelerated path toward helping undergraduate students earn a master's degree in Rehabilitation Counseling. The Six-in-Five Graduate Program in Rehabilitation Counseling is open to all undergraduate students at Assumption University regardless of their declared major. Undergraduate students that are on-track to complete general education/core requirements in addition to the required courses for their major may begin the graduate program in Rehabilitation Counseling during their senior year. Graduate coursework during the senior year counts toward the undergraduate degree as well as the graduate degree so students in this program will graduate with their bachelor's degree on schedule. Then, upon completion of one additional year of graduate study (the fifth year), students will be awarded a Master of Arts in Rehabilitation Counseling. Students are then eligible to take the Certified Rehabilitation Counselor Examination and become nationally certified as a Rehabilitation Counselor (CRC).

Upon completion of this nationally accredited program in Rehabilitation Counseling, students have a number of professional options. Students can gain employment as a professional rehabilitation counselor in educational settings, independent living centers, insurance-based settings, private settings, rehabilitation hospitals, state rehabilitation agencies, and other settings. The master's degree will enable students to achieve professional counselor status and improved prospects for advancement into supervisory positions. Students can also use the Master's in Rehabilitation Counseling for entry into a doctoral program.

Students interested in the Six-in-Five Graduate Program in Rehabilitation Counseling should seek advising with the chair of the Department of Human Services and Rehabilitation Studies no later than February 1 of their junior year at Assumption University. It is necessary to delineate a program of study as soon as possible to ensure that all requirements are fulfilled. It is also possible to modify this accelerated path to a Master's in Rehabilitation Counseling should students have outstanding undergraduate requirements that preclude them from taking 8 graduate level courses during their senior year. Academic advising is a critical piece to pursuing this program. Students with a declared major in HSRS do not complete the undergraduate field-based internship requirement (HRS 490), thus providing room for 4 graduate level courses. HSRS students pursuing the Six-in-Five program will gain field-based experience as part of the graduate program (100-hour counseling practicum during the spring semester of senior year and a 600-hour rehabilitation counseling internship during the fifth year).

Admission to the Six-in-Five Program in Rehabilitation Counseling requires a strong undergraduate record of academic success. Interested students will apply to the program by submitting a personal statement, resume, two letters of recommendation, and transcripts to Nicholas Cioe, director of the Rehabilitation Counseling Program. Interested students should contact Prof. Cioe in advance of applying to the program as well as discuss this option with their academic advisor. Application materials are due early in the spring semester of junior year.

Once admitted to the Six-in-Five Program in Rehabilitation Counseling, students will begin taking graduate courses during their undergraduate senior year. On-going evaluation of student progress will take place during the senior year to ensure students are successfully completing graduate level coursework. During the spring semester of the senior year students with successful achievement will make application to Assumption University's Graduate School and be admitted as graduate students. Financial support, such as grants and scholarships, are available to qualified students.

POLICY ON MAJOR/MINOR/CONCENTRATION INTERNSHIP REQUIREMENTS

The following policy applies only to declared Human Service and Rehabilitation Studies and Health Sciences majors with a declared minor or concentration that has an internship requirement. This applies to the minor in Human Service and Rehabilitation Studies and to the concentrations in Pre-Occupational Therapy and Pre-Physical Therapy. The HSRS and HSC Major Internship Requirement Supersedes Minor and Concentration Field Experience Requirements. For Human Services and Rehabilitation Studies and Health Sciences majors, the required internship for the major will satisfy the internship requirement for the minors and concentrations listed above. Students should plan to complete the major internship requirement of their respective major; Human Service and Rehabilitation Studies (HRS 490; 12-credits; 400-hours) and Health Sciences (HSC 450; 6-credits; 200-hours). Students who satisfy their major internship requirement are not required to complete the field experience

requirement for their minor and/or concentration but are required to fulfill the total credit requirement to satisfy the minor (18 credits). Students are encouraged to identify electives within the minor/concentration to satisfy the credit requirements.

MINOR/CONCENTRATION INTERNSHIP OPTION

While not required, students may submit a special request to complete a minor/concentration internship. The minor/concentration internship is suitable for students who want to gain additional experience in a field placement that they did not receive from the major internship experience.

- The student should submit a **MINOR/CONCENTRATION REQUEST FORM** to the clinical coordinator (Susan Sabelli, Switzer Building 108; ssabelli@assumption.edu).
- Requests will be processed on an individual, first-come-first-serve basis. Minor/concentration internship placements are determined by the number of available placements for the semester in which a student is requesting the internship.
- Requests should be submitted one semester prior to the start of the minor/concentration internship. Using the HSRS departmental **MINOR/CONCENTRATION REQUEST FORM**, please indicate how the minor/concentration internship will differ from your major internship experience along with how the additional minor/concentration internship experience may help you with professional and/or graduate-school endeavors.

COURSE DESCRIPTIONS

AMERICAN SIGN LANGUAGE (ASL)

ASL 101 INTRODUCTION TO SIGN LANGUAGE

This course focuses on the use and study of American Sign Language (ASL), the language that is widely used by Americans with deafness. This course will include basic ASL vocabulary, grammatical structures, and conversational basics. Students will also be introduced to the values, beliefs and behavioral norms shared by members of the deaf culture. Fulfills a requirement in the Foundations Program. (Fall/Spring)

DeRosa-Thompson, Velez/*Three Credits*

ASL 102 SIGN LANGUAGE II

This is a second level course that focuses on the use and study of American Sign Language (ASL). This course continues to increase ASL vocabulary and grammatical structures. In this course the student will also continue the exploration of the deaf culture including developing culturally appropriate relationships with individuals who are deaf. Fulfills a requirement in the Foundations Program. Prerequisite: ASL 101 (Fall/Spring)

DeRosa-Thompson, Velez/*Three Credits*

APPLIED BEHAVIOR ANALYSIS (ABA)

ABA 340 APPLIED BEHAVIOR ANALYSIS: SKILL ACQUISITION

This is an advanced course in applied behavior analysis for students interested in learning fundamental skill acquisition procedures. The course focuses on assessment of behavioral deficits and procedures for increasing a variety of self-care, communication, academic, and social skills. There will be a focus on identifying pivotal skills to teach and prioritizing teaching goals. Students will learn to identify and implement behavioral interventions to promote positive behaviors related to reinforcement, motivation, and stimulus control. In addition, interventions based on token economies, behavioral contracts, and group contingencies will be examined. There will be an emphasis on application of behavioral interventions across multiple domains, including autism and other developmental disorders, intellectual disability, education, health, and other areas. Prerequisites: HRS 331 or PSY 253 or permission of the ABA Program Director. (Spring)

Staff/*Three Credits*

ABA 350 APPLIED BEHAVIOR ANALYSIS: EVIDENCE-BASED INTERVENTIONS

This is an advanced course intended for students pursuing a minor in Applied Behavior Analysis. The course focuses on the delivery of evidence-based behavior-analytic procedures. Students will explore what it means to say that an intervention is

"behavior analytic" and "evidence-based." There will be an emphasis on application of interventions based on behavioral principles across multiple domains, including autism and other developmental disorders, intellectual disability, education, health, and other areas. Students will learn to identify and implement behavioral interventions related to reinforcement, motivation, stimulus control, extinction, punishment, and verbal behavior. In addition, students will learn how to evaluate the effectiveness of an intervention based on visual data analysis and experimental design. Prerequisites: HRS 331 or PSY 253 or permission of the ABA Program Director. (Fall)
Staff/*Three Credits*

ABA 360 APPLIED BEHAVIOR ANALYSIS: THE PROFESSIONAL COMPLIANCE CODE
This is a one-credit course intended for students pursuing a minor in Applied Behavior Analysis. In this course, students will be introduced to the Behavior Analyst Certification Board Compliance Code. This course will provide students with an understanding of legal, professional, and ethical issues in the delivery of behavior-analytic services and the practice of behavior-analytic research. A variety of common dilemmas involving assessing behavior, selecting treatment protocols, evaluating behavior change, collaborating with other professionals, and relationships with clients will be presented and students will learn to identify the relevant aspects of the compliance code. Students will learn how to develop solutions to dilemmas and will practice implementing their solutions in interactive exercises. Finally, professional behavior related to behavior-analytic service delivery will be discussed. Prerequisites: ABA 340 or ABA 350 or permission of the ABA Program Director. (Fall)
Lionello-Denolf/*One Credit*

ABA 450 APPLIED BEHAVIOR ANALYSIS: IMPLICATIONS FOR PRACTICE – CSL
This is an advanced course intended for students pursuing a minor in applied behavior analysis and includes a required Community Service Learning (CSL) component. In this course, students will focus on the implementation, management, and supervision of behavioral services across a variety of settings. Students will learn methods of case management, monitoring program efficiency, and staff training. In addition, students will explore the Professional and Ethical Compliance Code for Behavior Analysts and will practice solving common ethical problems that occur during service delivery. Students will learn of current certification and licensure standards as well as graduate training and career options. Finally, students will gain real-world experience with behavior-analytic service delivery via the Community Service Learning component. This experience will enable students to integrate knowledge learned across the applied behavior analysis curriculum and give them the opportunity see firsthand the positive effect behavioral intervention can have in the lives of clients. Prerequisites: ABA 350 or permission of the ABA Program Director. (Spring)
Staff/*Three Credits*

HEALTH SCIENCES (HSC)

HSC 100 SYSTEMS APPROACH TO DELIVERING HEALTH CARE IN AMERICA

How is healthcare delivered, funded, and legislated within the United States? What is working and what is not in our current system? This course will address the framework and structure of contemporary healthcare delivery systems in the United States and abroad. Key issues surrounding healthcare legislation, public vs. privatized insurance, and the differences with universal healthcare. Disparities in access and quality of care, health outcomes in the United States, and the role of technology in healthcare delivery will all be introduced. Students will gain an appreciation of the complexity of interacting systems that comprise health care delivery today with special attention toward the challenges and opportunities for patient-centered care. (Fall/Spring)
Three Credits

HSC 150 INTRODUCTION TO PUBLIC HEALTH
This course provides an overview of the basic principles in Public Health, a field focused on health promotion and disease prevention. Students will learn the concepts and methods for measuring health in populations. Environmental, socio-economic, and behavioral determinants of health will be discussed, as will the role of health care systems, public policy, and government. Students will engage in the public health approach to issues by learning to define the problem, establish the cause, identify mitigating factors, develop evidence-based recommendations for interventions, and use appropriate methods to evaluate the impact of the intervention. (Fall/Spring)
Three Credits

HSC 220 PSYCHOSOCIAL ASPECTS OF CHRONIC ILLNESS AND DISABILITY

This course explores chronic illness and disability in light of its psychological and social impact. Historical and current perspectives on chronic illness and disability are studied. Disability models are presented. The major determinants associated with the psychological adaptation to chronic illness and disability are examined in this course. The impact that chronic illness and disability has on personality and development, sexual functioning, family functioning, social functioning, and other significant areas of function are covered. The role of gender on psychological adaptation to chronic illness and disability are covered. The role of gender on psychological adaptation to chronic illness and disability is addressed. The course will also study stigma and the attitudes of others toward people with disabilities and sever and chronic health conditions. This course is also offered as HRS 220. (Fall/Spring)

Vassallo/*Three Credits*

HSC 222 ADVOCACY FOR PATIENT-CENTERED CARE

The Institute of Medicine frames healthcare quality as being patient-centered, timely, efficient, effective, safe, and equitable. Patient advocacy is a central organizing vehicle for negotiating patient navigation and systemic improvements in healthcare organizations and across health care systems. This course will advance the place and role of patient advocacy in the United States health care system with an emphasis on specific tasks, skills and actions. The advocacy focus for/with consumers will attend to protecting the ethical rights of patients, improving patient quality of life, developing cultural competence in health care, promotion of disease prevention and health literacy, assistance with financing health care, integrating behavioral health services with primary care, and improving access to community-based care. Policy advocacy in healthcare, community and government settings will also be introduced. This course is also offered as HRS 222. (Fall)

Three Credits

HSC 310 EVIDENCE-BASED HEALTH CARE

Evidence-based practice in health care is the synthesis of best available research evidence with current knowledge and clinical experience for health promotion and quality health care services. It is a predominant clinical and administrative consideration for improving health care delivery and practice. While unprecedented developments in the diagnosis, treatment, and long-term management of disease provide the opportunity for longer and healthier lives, access to health care that is most appropriate is too often impeded by ignorance, inequity, and economic constraints. The Institute of Medicine finds this gap, "due to our failure to apply the evidence gathered about the medical care that is most effective – a failure related to shortfalls in provider knowledge and accountability, inadequate care coordination and support, lack of insurance, poorly aligned payment incentives, and misplaced patient expectations." For students who are participants of the U.S. health care system, as patients or prospective providers, understanding the research process and the critical appraisal of research to support the practice implications in health care is imperative. (Fall/Spring)

Three Credits

HSC 360 LEGAL AND ETHICAL ASPECTS OF HEALTH CARE

This course will address relevant legal and ethical issues in current healthcare practice and systems. The course will provide an introduction to a broad scope of legal principles and obligations required by health care professionals and consider the professional ethics involved in modern health care delivery. Primarily, federal health care policies that will impact contemporary health providers in their everyday work will be reviewed. The rights and responsibilities of organizations, health care providers, and patients will be examined. Additionally, contemporary ethical dilemmas will be explored along with developing an understanding of how ethical issues are resolved using ethics committees in modern health systems. (Fall/Spring)

Three Credits

HSC 370 PRINCIPLES OF HEALTH EDUCATION AND PROMOTION

This course provides a foundational understanding of the professional field of health education. The historical, philosophical, ethical, theoretical and practical issues of the field of community health education will be explored. The course covers health education principles and addresses the application of these principles to health challenges faced by individuals, groups and communities. The course provides a fundamental understanding of the roles and responsibilities of the health education specialist and the need for implementing a wide range of targeted health education activities in the community. (Spring, odd years)

Three credits

HSC 450 INTERNSHIP IN HEALTH SCIENCES

During the final year of the Health Sciences major, students complete a required internship experience to gain firsthand experience in an area of interest. Internship experiences may be completed in selected health care work environments, e.g., public health departments, clinics, hospitals, not-for-profit organizations, and community health organizations. This course is a field-based, professional opportunity for students to apply the theories, models, knowledge, concepts, and strategies learned through their coursework in the Health Sciences. Students apply their classroom and laboratory learning in a health, allied health, or health care environment. This internship is an intensely supervised and supported experience as students are supervised by both college faculty and an onsite supervisor. There are three phases to the internship experience: orientation, observation, and performance. Students will complete 200 hours on site during the Fall or Spring semester. (Fall/Spring)

Staff/*Six credits*

HUMAN SERVICES AND REHABILITATION STUDIES (HRS)

HRS 119 INTRODUCTION TO HEALTH, HUMAN, AND REHABILITATION SERVICES

This course is an introduction to the theory, practice, and systems of health, human, and rehabilitation services. The information covered in this course is geared toward students in all majors so that they may become more socially, politically, culturally, and humanly aware of the issues that people with disabilities, chronic illnesses, and challenging life circumstances experience. This course utilizes social justice frameworks to consider the barriers and inequities faced by individuals typically marginalized, disenfranchised, and limited from full participation in society. The history, legislation, and mission of health, human, and rehabilitation services will be examined along with the major models and theories of helping and providing services in community-based health and human service agencies. Current issues and trends in health, human, and rehabilitation service provision are covered with specific attention paid to disability and chronic illness. This course fulfills the Social and Historical Pillar in the Foundations Program. (Fall/Spring)

Colombo-Adams, Senecal, Wood/*Three Credits*

HRS 121 HUMAN DEVELOPMENT AND DISABILITY ACROSS THE LIFESPAN

This course will cover the basic principles of developmental theories in addition to the major theories of human growth and development. Piaget, Erikson, Bronfenbrenner, Maslow, and Kohlberg are some of the theorists studied in this course. Demographic shifts across history are identified with the intent of demonstrating the increased population of individuals living and living longer with chronic illness and disability. Typical development across the lifespan is studied with each stage of life covered from pregnancy and infancy to older adulthood. Disabilities and chronic illnesses common to each stage of life will be studied with discussion of the ways in which the disability and illness experience affects passage through life stages. This course fulfills the Social and Historical Pillar in the Foundations Program. (Fall/Spring)

Senecal, Williams/*Three Credits*

HRS 125 PROFESSIONAL ORIENTATION TO PHYSICAL AND OCCUPATIONAL THERAPY

This course will cover the history, principles, philosophies, and ethics of occupational and physical therapy. The physical and occupational therapists' relationship to other health care providers will also be covered. This introductory course will provide a foundation for understanding the role of the physical and occupational therapist within a variety of professional treatment sites. Theories, models of practice, and the OT and PT processes will be covered. This course will also provide an overview of professional issues and current trends and will highlight the legal and ethical responsibilities related to health care service. (Spring)

Murray/*Three Credits*

HRS 200 ADDICTION: ETIOLOGY, ASSESSMENT, TREATMENT, AND REHABILITATION

This course will provide an overview of addictions and addictive behavior. Topics such as the historical, psychological, social, societal, physiological, family, and relationship aspects of addictions will be covered. The pharmacology, treatment, prevention, intervention, and rehabilitation related to substance abuse, alcohol dependence, eating disorders, gambling addictions, steroid use, etc. will also be explored. This course will introduce students to the different theories of addiction (e.g., biological, psycho-dynamic, social-learning, and socio-cultural) and the implications for successful intervention. Ethical issues related to addictions and addiction counseling will also be discussed. (Fall/Spring)

Leary/*Three Credits*

HRS 210 MEDICAL ASPECTS OF DISABILITY

The goal of this course is to assist students in acquiring an understanding of chronic illness, disability, and health impairments. The course provides information about the medical aspects and characteristics of chronic illnesses and disabling conditions along with treatments and interventions aimed at ameliorating the resulting functional limitations. Students will study chronic diseases and disabling conditions that are commonly encountered in health care and rehabilitation service settings. In addition to emphasizing the medical aspects and characteristics, treatment and intervention strategies will be covered. Basic medical terminology will be studied. This course will focus on disease, chronic illness, and physical impairments. (Fall/Spring)

Myette/*Three Credits*

HRS 215 INTRODUCTION TO GENDER-BASED VIOLENCE

This course will examine the problem of Gender Based Violence (GBV) from a theoretical, historical, sociopolitical, sociological, and psychological framework. We will delve into intimate partner violence, sexual assault and rape, stalking and other forms of gender-based violence. We will consider how social identities and experiences of intersectionality and discrimination impact GBV. We will consider whether and how survivors access support infrastructure and how social institutions may present barriers in help seeking. This course is also offered as CRM/SOC/WMS 215.

Staff/*Three Credits*

HRS 219 REHABILITATION STRATEGIES AND INTERVENTIONS

This course explores the full range of rehabilitation strategies and interventions that occur across the lifespan of individuals with disabilities. Educational and rehabilitation strategies aimed at maximizing independence for people with disabilities will be covered. Early intervention, inclusion, and transition services will be examined as critical educational strategies aimed at minimizing the impact of disability and enhancing independence. The course will provide critical knowledge and skills related to employment and independent living options for people with disabilities, including related legislation. Supportive strategies for assisting and maintaining individuals with disabilities in educational and employment settings will be addressed. Rehabilitation and assistive technology options will also be covered. (Fall/Spring)

Leary*/Three Credits*

HRS 220 PSYCHOSOCIAL ASPECTS OF CHRONIC ILLNESS AND DISABILITY

This course explores chronic illness and disability in light of its psychological and social impact. Historical and current perspectives on chronic illness and disability are studied. Disability models are presented. The major determinants associated with the psychological adaptation to chronic illness and disability are examined in this course. The impact that chronic illness and disability has on personality and development, sexual functioning, family functioning, social functioning, and other significant areas of function are covered. The role of gender on psychological adaptation to chronic illness and disability are covered. The role of gender on psychological adaptation to chronic illness and disability is addressed. The course will also study stigma and the attitudes of others toward people with disabilities and sever and chronic health conditions. (Fall/Spring)

Vassallo/*Three Credits*

HRS 222 ADVOCACY FOR PATIENT-CENTERED CARE

The Institute of Medicine frames healthcare quality as being patient-centered, timely, efficient, effective, safe, and equitable. Patient advocacy is a central organizing vehicle for negotiating patient navigation and systemic improvements in healthcare organizations and across health care systems. This course will advance the place and role of patient advocacy in the United States health care system with an emphasis on specific tasks, skills and actions. The advocacy focus for/with consumers will attend to protecting the ethical rights of patients, improving patient quality of life, developing cultural competence in health care, promotion of disease prevention and health literacy, assistance with financing health care, integrating behavioral health services with primary care, and improving access to community-based care. Policy advocacy in healthcare, community and government settings will also be introduced. This course is also offered as HSC 222. (Fall)

Three Credits

HRS 225 INTRODUCTION TO HUMAN COMMUNICATION AND ITS DISORDERS

This course is an introduction to human communication across the lifespan with emphasis on the linguistic rule systems of pragmatics, semantics, syntax, morphology, and phonology. An overview of normal and disordered speech, language, cognitive-linguistic, and hearing skills is provided. This overview includes etiologies, characteristics, assessment, and treatment using case studies, video, DVD, and audio-taped examples as well as hands-on materials. (Spring)

Myette*/Three Credits*

HRS 235 NORMAL SPEECH AND LANGUAGE DEVELOPMENT

This course provides an in-depth coverage of normal speech and language development, including theories of acquisition, development of the linguistic areas of content, form and function, cognitive-linguistic development, the development of literacy skills, and basic analysis techniques for measuring the speech and language development of a child. Learning is achieved through lecture, reading, and video/audio taped examples. (Fall)

Myette*/Three Credits*

HRS 241 PREVENTION AND INTERVENTION: MODELS AND APPROACHES WITH YOUTH

This course will provide students an overview of professional settings that employ counselors and youth workers to work with children and adolescents. Settings such as public, private, and alternative schools, early intervention programs, afterschool programs, and youth facilities will be covered. The role of professionals working in these settings will also be explored. The course will provide an overview of a variety of issues associated with early childhood and adolescence. Basic guidelines for working with children will be covered in addition to an overview of specific prevention and intervention models for counseling children and adolescents. The course will focus on the practical application of developmental theory within the context of a social justice and multicultural counseling framework. The course will also address effective intervention techniques to work with all youth within our socio-political contexts of schools and communities. Effective and collaborative family intervention models will also be covered. (Fall)

Cassella, Pica, Williams/*Three Credits*

HRS 301 VICTIM ADVOCACY: WORKING WITH SURVIVORS OF VIOLENCE

This course is designed to prepare students with the knowledge, theory-driven skills, and understanding of community resources to support survivors of violence in community settings. Topics covered in class reflect credentialing standards for victim advocates. This course prepares students to work with survivors of violence by providing an understanding of the phenomenon of violence more broadly, as well as providing students with a knowledge base that is essential in working with survivors in future careers in fields such as the criminal justice system, human services, health care, education and more. This course will cover the sociopolitical context of violence, the complex and layered impact of victimization and violence on a survivor, the family and community, the role and responsibilities of victim advocates, understanding and applying ethical principles to victim advocacy work, understanding interventions and community services, community utilization processes as well as understanding and demonstrating referral processes, as well as victims' rights, victims services and compensation and navigating the criminal justice system—all required content knowledge by the National Advocate Credentialing Program (NACP). Prerequisite: CRM/HRS/SOC/WMS 215. This course is also offered as CRM/SOC/WMS 301.

Staff/*Three Credits*

HRS 305 CLIENT INFORMATION AND ASSESSMENT

This course is intended to provide the student anticipating a professional role in the human and rehabilitation services with an opportunity to develop awareness, understanding, and skills related to the use of assessments and evaluation tools. Clients utilizing human and rehabilitation services are in need of professionals with skills in utilizing assessment results in order to plan and provide appropriate interventions. This course will utilize a lifespan approach to provide an overview of common assessment and evaluation tools used in a variety of human service and applied settings such as schools, early intervention programs, and rehabilitation agencies. (Fall)

Senecal*/Three Credits*

HRS 320 PSYCHIATRIC REHABILITATION

As an introduction to psychiatric rehabilitation, this course emphasizes understanding of lifespan development with appreciation for the complex interaction of biological, social, and psychological variables that influence human behavior. From this bio-psycho-social framework, the course will review major psychiatric and developmental disorders with attention to diagnostic and intervention strategies. This course will also address the co-occurrence of psychiatric disorders and substance use disorders in individuals. The challenging nature of treatment and rehabilitation for individuals with co-occurring disorders will be identified and covered. Educational and vocational factors will also be covered. Students will gain an understanding and appreciation of the personal experience of psychiatric disability and recovery, including an understanding of the core principles and motives of psychiatric rehabilitation. Prerequisites: HRS 119 and HRS 121. (Fall/Spring)

Senecal, Williams*/Three Credits*

HRS 321 SOCIAL SKILLS DEVELOPMENT STRATEGIES FOR YOUTH

Social Skills Training is a psycho-educational approach to scaffolding pro-social behaviors of youth and adolescents with behavioral challenges. Social skill development as an approach supports youth to be successful in social interactions. Specifically, social skill development as an approach provides youth with strategies for building resilience and for dealing with teasing and bullying, starting conversations, asking for help, dealing with peer pressure, practicing effective problem solving, etc. The course will provide students with the theoretical, evidentiary, and practical background to engage with youth in social skill development and interventions. Students will be introduced to assessment strategies to determine the social skills needs of youth and adolescents. The course will also introduce interventions for specific behavioral challenges of students with disabilities (ADHD, learning disabilities, and autism spectrum disorders, for example). Students will also be introduced to other relevant evidence-based interventions for working with youth. (Spring)

Wood/*Three Credits*

HRS 325 CLINICALLY-BASED PHONETICS OF AMERICAN ENGLISH

This course is the study of sounds of the American English Language. Using the International Phonetic Alphabet (IPA), students will learn to analyze and transcribe the physical properties of American English, including the production of sounds, acoustics, and perception of speech. (Spring)

Myette*/Three Credits*

HRS 330 APPLIED INTERVIEWING AND HELPING SKILLS FOR HEALTH AND HUMAN SERVICE PRACTITIONERS

This course is designed to provide students with a thorough understanding of the interview process. A strong emphasis will be placed on developing skills in applying and utilizing specific interviewing skills and techniques in human and rehabilitation service settings. Students will understand the impact of diversity, culture, and individual lifestyles on the helping process. The course will assist students to apply effective interpersonal skills in interviewing and communicating with persons with disabilities, their families, related professionals, and the general public. Client choice and consumer self-direction will be emphasized in interviewing and counseling situations. Students will be taught to incorporate cultural sensitivity into daily practice and interactions with clients. Ethical principles and decision making will be discussed and practiced. Prerequisites: HRS 119. (Fall/Spring)

Leary, Pica, Williams*/Three Credits*

HRS 331 BASIC CONCEPTS AND PRINCIPLES IN APPLIED BEHAVIORAL ANALYSIS

The field of applied behavior analysis (ABA) grew out of the scientific study of the principles of learning and behavior and is now an evidence-based method for changing people's behavior, including the behavior of children and adults with a variety of developmental, cognitive, and behavioral disabilities. This course first introduces students to the core concepts, terminology, and methods of ABA. Students then learn how to use behavioral principles to address the behavioral needs of a variety of individuals being served in diverse community settings. Students will learn functional assessment methods and methods to assess reinforcer preference and adaptive, social, and communication skills. Students will learn how to assimilate information derived from these methods to develop a hypothesis regarding the function of behavior and how to select and implement an intervention method based on the assessment results while using evidence-based practices. Students will complete exercises and practical application-based projects so that they can develop basic behavior-analytic skills prior to implementing these skills in real-world settings. Interventions that are geared toward reducing problem behaviors and generalizing and promoting positive behaviors that enhance the development, abilities, and choices of children and adults with developmental and behavioral disabilities will be covered.

Staff/*Three credits*.

HRS 335 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS

This course is an in-depth study of the muscular, skeletal, and nervous systems as they pertain to speech, hearing ,and swallowing. This course covers the normal anatomy and physiology of the speech and hearing mechanisms with emphasis on respiration, phonation, resonance, articulation, hearing, swallowing, and audition. (Fall)

Myette/*Three Credits*

HRS 340 PRINCIPLES OF CASE MANAGEMENT

This course is designed to assist students in developing the necessary case management skills that are essential to the human and rehabilitation services fields. It will provide students with the knowledge and skills needed to facilitate client movement from initiation of services to case service termination. Students will be exposed to case management practices across human service

agencies. Efficient case documenting, case recording, and time management approaches will be developed along with case planning skills that recognize individual client needs. Community resource utilization, goal development, action planning, advocating, service coordination, and utilization of assessment information will also be covered. This is a skills-based course that aims to teach organizational principles, practices, and processes to students, thus enabling them to be effective in human and rehabilitation service delivery systems. Prerequisites: HRS 119. (Fall/Spring)
Colombo-Adams, Pica */Three Credits*

HRS 345 OCCUPATIONAL THERAPY: OCCUPATION, THEORY, INTERVENTION, AND ASSESSMENT ACROSS THE LIFESPAN
The course will explore occupation, context and activities that have meaning and purpose in an individual's life across their lifespan. Students will compare, analyze and practice using Occupational Therapy assessment tools and intervention strategies. The course addresses standards for testing, types and levels of assessment and a brief introduction to report writing for various practice settings. This course explores the occupational therapy theoretical literature, which includes the Model of Human Occupation, the occupation based models of Occupational Adaption, the Ecology of Human Performance model and the Person-Environment-Occupation Model. These theories will be studied with an emphasis on their usefulness in addressing issues in both the disability and able-bodied populations. Students will also examine the Third Edition of the Occupational Therapy Framework (OTPF-3) which guides OT best practice. Students will utilize this framework to examine environmental factors that facilitate physical access, improve psychological awareness and empowerment, and utilize advocacy for positive change across the lifespan. Prerequisite: HRS 335. (Fall)
Murray/*Three Credits*

HRS 390 EXERCISE PHYSIOLOGY
This advanced course is designed to provide students with applied knowledge relative to humans' physiologic responses to acute and chronic exercise stress. Students' basic knowledge of neuromuscular physiology, energy metabolism, and cardiovascular and respiratory physiology will be honed to focus on human exercise response with the focus of the course being on applications to exercise training and programming, sport, nutrition, youth, aging, and disease. Laboratory exercises will enable practical skills to be gained in measuring and testing for physiological markers of human readiness and response to exercise. Lab fee $470. Prerequisite: BIO 370. This course is also offered as BIO 390. (Fall)
Staff/*Four credits*

HRS 400 FIELD EXPERIENCE IN HUMAN SERVICES AND REHABILITATION STUDIES
This course is a supervised 100-hour field placement experience in an approved human or rehabilitation service agency. The field placement will provide students with an opportunity to become oriented to the human and rehabilitation services by observing and participating in the provision of services to client groups. As students develop they will have the opportunity to use their skills and knowledge to provide services within a highly supervised setting. This field placement enables students to work with staff representing a variety of human service fields. Students will also participate in a weekly seminar that provides group supervision, instruction, and discussion of the field placement experience. (Fall/Spring)
Staff*/Three Credits*

HRS 405 INTRODUCTION TO AUDIOLOGY
This course is intended to offer students an introduction to the theoretical and practical aspects of the field of Audiology. This course will introduce methods of prevention, diagnosis, and treatment of both audiological and vestibular disorders. This course will cover a variety of important topics for the beginning diagnostic audiologist, including air and bone conduction audiometry, speech audiometry, otoscopy, tympanometry, hearing aids, cochlear implants, and an introduction to electrophysiologic measurements and vestibular disorders/assessments. (Fall)
Moss/*Three Credits*

HRS 415 HEARING SCIENCES
This course will provide students with the fundamental principles of hearing science. This course is designed to review auditory anatomy and introduce students to physical acoustics (sound and its measurement), physiological acoustics (physiology of the auditory and balance systems), and psychoacoustics (the perception of sound). (Spring)
Staff/*Three Credits*

HRS 420 FAMILY SYSTEMS: THEORY, INTERVENTIONS AND PRACTICE

This course uses a family systems approach to cover the life cycle of the family. Students will learn to develop and use a genogram to better understand the family system. The course also takes a specific focus on the complex challenges that families face when a family member has a chronic illness, severe disability, or substance use disorder. The course will examine family risk factors and interventions employed to prevent and mitigate the effects associated with these factors. The course will focus on developing specialized skills and techniques for working with families in an attempt to foster family cohesion to confront challenges. This course attempts to provide students with a context and a philosophy for facilitating families as they move through time. Furthermore, the course aims to teach professionals to assist family members in becoming a positive resource and support for each other as they confront the many challenges associated with disability, chronic illness, or substance use disorders. The course covers a variety of family assessment and intervention models. The course includes an analysis of relevant and critical issues to consider when working with families during the treatment, intervention, and/or rehabilitation processes. Specific attention is given to the family life cycle and the effect of risk factors, such as disability, chronic illness, or substance use disorders on the family. (Spring)

Pica, Williams*/Three Credits*

HRS 421 GRIEF AND LOSS

This course will address the topics of loss, grief, bereavement, aging, and the dying process from a humanistic perspective. The course will examine the role of spirituality, culture, gender, and developmental stage in responding to loss. This course will address the role that helping professionals and fellow human beings can play in facilitating and encouraging the natural, healthy, and healing expression of emotions related to loss. In this course, students will learn that grieving evokes strong emotions and strong emotions can be overwhelming if they are not spoken in the presence of someone who can accept and not judge. Therefore, students in this course will be taught how to be present with someone experiencing strong emotions related to loss and death, how to respond to feelings shared by others experiencing grief and loss, and how to encourage others to accept and cope with strong emotions related to loss and grief. (Fall)

Pica, Williams*/Three Credits*

HRS 431 TREATMENT STRATEGIES AND INTERVENTIONS FOR SUBSTANCE USE DISORDERS

This advanced course will focus on the theories, approaches, strategies, and interventions currently utilized for the effective treatment of alcohol and substance use disorders. Specific attention will be paid to change theory and the importance of motivating individuals for change. Evidence-based interventions, such as motivational interviewing and cognitive-behavioral techniques, will be highlighted. Content covered will deepen students' understanding of substance use disorders and facilitate the development of skills and competencies associated with addiction intervention strategies. A variety of individual and group treatment modalities will be covered with specific attention paid to psycho-educational strategies. This course will also introduce crisis intervention for treating clients with substance use disorders.

Williams/*Three credits*

HRS 425 SPEECH SCIENCE

This advanced course will provide students with the fundamental principles of speech science. This course is designed to introduce students to the objective measurements of human speech and voice production and perception from acoustic and physiological instrumentation. Readings, lectures, course work, and discussions are designed to demonstrate the ways in which this empirical data relates to research in the field of communication science as well as to its clinical applications. (Fall)

Myette*/Three Credits*

HRS 430 CHILDREN AND ADOLESCENTS CAPSTONE SEMINAR

In seminar format, students will work closely with the instructor, and with each other, to integrate and reflect on their previous coursework and experiences in the Working with Children and Adolescents concentration as well as areas of current interest to create a final research project. This course will help students to increase their mastery of theoretical and professional competencies in working with children and adolescents in school, family, or community settings. This course will also help students develop a sense of how this knowledge applies to professional practice and practical issues related to working with children and adolescents in community settings. This course will incorporate concepts such as current trends in working with children and adolescents, promoting well-being and resilience in children and families, risk and protective factors, addressing developmental assets and challenges facing youth, and crisis management, as well as prevention and intervention strategies. (Consult department chair)

Williams/*Three Credits*

HRS 435 CRISIS INTERVENTION

This advanced course provides students, anticipating a role in the human and rehabilitation services, with an opportunity to combine knowledge of assessment and rehabilitation with an understanding of the personal and systemic dynamics of crises. Additionally, the course prepares students to respond to the immediate presenting needs of clients and systems experiencing crisis, to access community resources, to make the necessary referrals, and to engage in consultation and collaboration. Students also learn to recognize the effects of stressors and service delivery on human services and rehabilitation professionals, emphasizing the importance of self-care strategies, and burnout prevention skills. Prerequisites: HRS 119, HRS 121, HRS 200, HRS 305, HRS 320, HRS 330, HRS 340. (Consult department chair)

Williams/*Three Credits*

HRS 485 SPECIAL TOPICS IN HUMAN SERVICES AND REHABILITATION STUDIES

Special topics courses are elective courses designed to address special issues, skills, and knowledge needed in the human and rehabilitation services. These courses are designed for junior and senior level students as independent research and inquiry are required.

Staff*/Three Credits*

HRS 490 INTERNSHIP IN HUMAN SERVICES AND REHABILITATION STUDIES

This course is a field-based, professional opportunity for students to apply the theories, strategies, interventions, and knowledge learned through the HSRS coursework. Students will be applying their classroom learning in a professional human and/or rehabilitation service setting. The internship is an intensely supervised and supported experience as students are supervised by both faculty and an agency supervisor. There are three phases to the internship experience: orientation, observation, and performance. Students will perform all aspects of the human and/or rehabilitation specialists job, e.g., intake interviewing, assessment, action planning, service planning, case management, and case closure. Students will complete a minimum of 400 hours on site during the fall or spring semester. The internship is a competency driven experience and specific skills related to the direct provision of services will be evaluated. Prerequisites: HRS 119, HRS 121, HRS 200, HRS 210, HRS 219, HRS 305, HRS 320, HRS 330, HRS 340. (Fall/Spring)

Sabelli*/Twelve Credits*

HRS 499 DIRECTED STUDY IN HUMAN SERVICES AND REHABILITATION STUDIES

This course allows students to explore an area of interest along with the guidance of a faculty member. Students will work with their faculty advisor to develop a research or other project that provides immersion into a topic area of interest. Students, along with their faculty advisor, will develop a project proposal to be approved by the department chairperson and the Associate Vice President for Academic Affairs.

Staff/*Variable Credit*

Admissions

Assumption University is a comprehensive, Catholic liberal arts institution offering undergraduate, graduate, and professional education. We are a diverse community that welcomes different points of view and embraces all who share our mission. Assumption students thrive through the pursuit of truth *In the Company of Friends*, and they are unique in their shared devotion to service and the common good. At Assumption, we believe that personal fulfillment leads to professional success. Matriculation is offered on a full-time basis.

All applicants for admission must graduate from an accredited secondary school with 18 or more academic units. These 18 units should include four years of English, three years of mathematics, two years of a foreign language, two years of history, two years of science, and five additional academic units. The Admissions Committee will also consider the quality of work, general promise, and other extenuating circumstances of a student when reviewing a high school transcript.

Submission of test scores is optional for Assumption University; students decide whether they want their test scores included as part of their application. SAT-II tests are not required, but if submitted may be used for placement purposes. Information on testing dates and centers for the SAT may be obtained on the web at www.collegeboard.com, or by calling (866) 630-9305. Information for the ACT may be obtained on the web at www.act.org, or by calling (319) 337–1270.

All applicants applying into the Nursing program (in all rounds and includes transfer and international students) will need to submit an additional essay of intent that demonstrates an interest in plans for a career in nursing and studying nursing at Assumption University. Nursing students need three years of core science courses – Biology, Chemistry, Physics, Anatomy, and Physiology. Test blind for SAT/ACT.

Dual Degree applicants are not required to submit additional materials but are required to have at least a 3.0 high school gpa (some programs may require a higher gpa). Students must maintain certain qualifications during their undergraduate studies at Assumption in order to move on into the graduate program.

ADMISSION DEADLINES

EARLY ACTION

Assumption offers an Early Action Program for those students who have determined that Assumption is one of their top choices. All applications for Early Action must be received by November 15. Applications for Early Action II must be received by December 15. The candidate will have until May 1 to choose to enroll at Assumption University. This program applies to Nursing and Dual Degree applicants as well. When an early action applicant is deferred, their application will be reviewed in the context of the entire applicant pool, taking into account the student's mid-term grades and any other new information they may submit. The standards used for the admission review, the merit scholarship review, and the need-based financial aid review are the same for both Early Action and Regular Admission.

EARLY DECISION

Students who have identified Assumption University as their first-choice school may choose to apply under our Early Decision Program. Early Decision is a binding agreement and if accepted to Assumption, you agree to enroll, submit a non-refundable deposit by January 15th and withdraw all other applications. Financial aid candidates should file the FAFSA (Free Application for Federal Student Aid) by our priority filing deadline date of March 1. Applicants are encouraged to file their FAFSA at the time of application to expedite delivery of their financial aid offer letter. Any applicants not admitted and not denied under the Early Decision Plan will be deferred to the Regular Decision Plan and their application will be reviewed in the context of the entire applicant pool. Students should file their Early Decision application by November 15th and will receive an answer by December 1st.

REGULAR ADMISSION

Students who are applying for a fall semester start and apply post-December 15 (Early Action II deadline) and by March 15th will be considered as a part of regular decision process (March 15th is a priority deadline, so applications may be considered after March 15th and will be reviewed on a rolling basis). Those applying for a spring semester start should apply by December 15th. Transfer student priority deadlines are July 1st (for fall start) and December 15th (for spring start). Nursing applications must be submitted by the priority deadlines in order to be considered for the Nursing program.

APPLICATION PROCEDURE

1. A First-year Common Application. Students can access application forms at www.commonapp.org
2. An official high school transcript and 1 recommendation are required. Supporting documents may be submitted through a variety of electronic portals or mailed to the Office of Admissions, Assumption University, 500 Salisbury Street, Worcester, MA, 01609. Other recommendations are not required but are welcomed by the Admissions Committee.
3. Submission of standardized test scores (SAT or ACT) is optional for students applying for admission. Applicants who choose not to submit SAT or ACT test scores will not be penalized in the review for admission. For students who would like to submit their test scores as part of their application, the SAT code number for Assumption University is 3009. The ACT code number for Assumption University is 1782.

All applications for admission, as well as all supporting credentials, for all admissions rounds should be filed in the Office of Admissions.

ADMISSION OF TRANSFER STUDENTS

A student wishing to transfer from an accredited University or Community College to Assumption University should follow the procedure outlined below:

1. Complete a Common Application. Students can access application forms at www.commonapp.org.

2. Students who have earned fewer than 15 college credits should submit their final, official high school transcript.

3. Have an official transcript of the courses taken at each collegiate institution attended mailed directly to the Office of Admissions (only courses in which the student has earned a grade of C or better are considered for transfer. The Associate Vice President of Academic Affairs reserves the right to make the final decision on all transfer credits).

4. A recommendation from a current University professor, college administrator, or employer.

5. A College Official's Report completed by the Dean of Students or someone in a similar position at previous institution.

6. At least 20 of the 40 semester courses must be taken in the undergraduate day University or through the Higher Education Consortium of Central Massachusetts (HECCMA) as an Assumption University student.

ADMISSION OF INTERNATIONAL STUDENTS

Assumption University is pleased to receive applications from qualified international students. A candidate for First year or Transfer admission should follow the procedure outlined below:

1. Complete a Common Application. Students can access application forms at www.commonapp.org.

2. Official educational records, both secondary and post-secondary transcripts, including subjects studied by year, grades, and examination marks, must be submitted directly from the appropriate institutions. Applicants may also submit copies of diplomas, titles, degrees and certificates;

3. English Proficiency Test: All students, regardless of citizenship, must demonstrate English language proficiency when applying to Assumption. If English is not your first language, you will need to submit official results from one of the following: TOEFL, IELTS, Duolingo or Pearson.

4. Submit a recommendation from a teacher or counselor.

NOTE: Additional documentation may be required after acceptance. Any educational or financial documents not in English must be accompanied by certified English translations.

ADMISSION AS A SPECIAL OR NON-MATRICULATING STUDENT

A non-matriculating student is defined as a student who is not a candidate for a degree. The number of courses or credits taken per semester does not affect this status. To be admitted as a non-matriculating student, an applicant must meet the regular entrance requirements and prove himself/herself qualified to pursue the studies concerned. High school students that are taking classes as part of the Dual Degree Program are also considered under this category. A non-matriculating student is subject to the same academic regulations and discipline as a regular student. However, the student is given no class rating and is not eligible for academic honors. The University reserves the right to limit the number of courses to be taken. A non-matriculating student is charged at a per-credit rate, plus additional fees as determined by the Business Manager. Special student applications are available in the Office of Admissions. Financial Aid is not available for special students.

RESCISSION OF ADMISSION

Assumption reserves the right to rescind offers of admission at any point prior to a student's matriculation. Rescission of an admission offer is at the discretion of the University and typically occurs when the University becomes aware of conduct that is in violation of Assumption's *Student Handbook*, including false or misleading information or changes in academic performance. Failure to inform Assumption University of any changes to information contained in the application may also lead to rescission of an offer of admission.

Financial Aid and Expenses

Each year, Assumption University awards a number of scholarships, grants, loans, and work study funding to incoming first-year, transfer, and returning students. The scholarships are competitive and are made on the basis of both financial need, as determined by the Free Application for Federal Student Aid/FAFSA) and scholastic achievement. Most awards are renewable each year provided the student maintains financial aid satisfactory academic progress (SAP) and files the proper financial aid documents by the deadline. Students' financial need levels are also reviewed annually and may impact the renewal of need-based financial aid awards. Assumption University merit and need-based scholarships and grants are renewable for eight (8) semesters of full time (at least 12 credits per semester) undergraduate enrollment. Merit and need-based scholarships are not applied to summer or intersession course work. Students who need an extra semester or year (beyond 8 semesters) to complete their undergraduate program may be considered for limited financial aid funding as long as they are enrolled at Assumption on a full time basis (12 semesters per semester). Please contact the Office of Financial Aid for additional information.

To apply for financial aid, applicants must submit:

1. An application for admission to the University (all first-year and transfer students)
2. A Free Application for Federal Student Aid (FAFSA) www.fafsa.gov

The priority FAFSA filing deadline for new first year and transfer students is March 15, and March 31 for returning students.

FEDERAL STUDENT AID PROGRAMS

FEDERAL PELL GRANT

The Federal Pell Grant Program is an entitlement award designed to provide financial assistance to undergraduate students who qualify on the basis of financial need by filing the Free Application for Federal Student Aid (FAFSA). These are grant funds which do not need to be repaid. The amount of the Federal Pell Grant is determined on the basis of the expected family contribution, the cost of education, the number of courses taken, and the number of semesters in attendance per academic year.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

This is a federally funded grant program. Recipients are selected by Assumption University, and funds are reserved for undergraduate students with exceptional financial need (Federal Pell Grant eligible).

FEDERAL WORK STUDY PROGRAM

The Federal Work-Study Program provides employment for students in need of financial assistance to help pay for their University education. Funds for this program are provided by the federal government and in part by Assumption University. Students are selected for these self-help funds based upon their financial need, and it is offered as part of the financial aid offer. Funds must be earned, and will be paid bi-weekly on an as-worked basis.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

The William D. Ford Federal Direct Loan Program is a low-interest, long-term educational loan available to students to assist them in meeting their educational expenses. Funds are provided by the federal government. Students must complete the Free Application for Federal Student Aid (FAFSA). Students who demonstrate financial need will be eligible for a William D. Ford Federal Direct Subsidized Loan. The William D. Ford Federal Direct Unsubsidized Loan is for students who do not demonstrate financial need. Limits for this program are set by the federal government depending upon the student's year in college.

SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL AID ELIGIBILITY

In order to retain financial aid eligibility, all undergraduate students enrolled on either a full-time or part-time basis must maintain Satisfactory Academic Progress (SAP). SAP is defined by the regulations of the U.S. Department of Education as, "proceeding in a positive manner toward fulfilling degree requirements." Please note that these standards differ from the academic standing standards as stated in the "Academic Policies" section of this catalog. Students are evaluated annually at the end of the spring semester. Financial Aid SAP review includes the following qualitative and quantitative standards of measurement: cumulative GPA, cumulative credit hour completion, and maximum time frame limitation.

Qualitative - Cumulative Grade Point Average (GPA). A student must be in good academic standing to receive federal, state, and institutional financial aid. This means a student must have a minimum cumulative GPA of 2.0.

Quantitative (Pace) - Minimum Completion Rate for Attempted Credit Hours**.** Each academic year, the Registrar's Office in consultation with the Office of Financial Aid, will evaluate all students' academic progress by comparing the number of successfully completed courses with the number of courses attempted during the academic year. A student must demonstrate progress by accumulating academic credits at a rate that indicates graduation in a timely manner. A student who is not progressing towards graduation at the defined completion rate will not receive federal, state, or institutional financial aid regardless of GPA. A student must successfully complete at least 67% of all cumulative attempted credit hours in order to be eligible for all sources of federal, state, and institutional financial aid funding at Assumption University. The cumulative, attempted credit hours includes all transfer credit accepted by Assumption University and noted on the academic transcript.

Quantitative (Maximum Timeframe) - Degree Completion

Maximum time frame is the maximum number of years after first enrollment that a student may complete Assumption University courses in the pursuit of a degree. The maximum time frame for completing a program cannot be longer than 150% of the published length of the program or the required number of credits of the student's degree program. For a full-time student pursuing a 4-year undergraduate degree, the student is allowed up to 6 years or 180 attempted credits of federal and state financial aid eligibility to earn the 120 credits required for degree completion. All semesters the student is enrolled will count towards the maximum time frame, even if the student did not receive aid for each of those semesters. If it becomes apparent that the student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid. The qualitative, quantitative, and maximum timeframe review will be completed on an annual basis by the Office of Financial Aid to determine if the student has exceeded the maximum years in which courses are attempted.

Treatment of Courses

- Audited classes will not be counted as attempted or earned credit.
- Incomplete courses with an "I" designation will be counted as credit attempted but not earned.
- Pass/No Credit courses which are passed (grade above C-) will not be factored in the GPA component of SAP, but will be counted as attempted and completed credits. Students who receive a grade of below C- in the Pass/No Credit

option will not have the grade counted towards their GPA and the credits will be considered as attempted and unearned credit.

- Repeat Coursework - Students may receive financial aid funding for the repeat of a failing grade or withdrawal of any class or classes. Repeat of the same course may only be funded one additional time. Every attempt of a repeated course counts as attempted towards completion rate, but it only counts once as completed.
- Transfer credits accepted by Assumption University will be counted as attempted and earned credit and count towards the quantitative (pace and maximum timeframe) but not the qualitative SAP review (GPA).
- Grades earned - Students who earn the following grades in a course will be counted as credit attempted and earned: A, B, B- C+, C, C-, D+, D, D-.
- Courses with grades of F (failure), I (incomplete) and W (withdrawal) will be counted as credits attempted but not earned.

Leaves of Absence

The period of time for which a student received an approved, institutional leave of absence will be excluded from the maximum time frame required to complete their program.

Financial Aid Suspension

Students who fail to meet the required Financial Aid SAP standards will be placed on Financial Aid Suspension and become ineligible for continued financial aid funding (federal, state, and institutional) beginning with the term immediately following the term in which the SAP requirements were not met. The Office of Financial Aid will notify the student in writing of their aid status and the appeal process.

Academic Dismissal or Withdrawal

Students who are academically dismissed or who withdraw from Assumption University will no longer qualify for any source of financial aid funding: federal, state, or institutional.

Regaining Financial Aid Eligibility: Appeal Process

Students not meeting Assumption University's financial aid SAP requirements may appeal the loss of financial aid funding to the Office of Financial Aid by completing the Financial Aid SAP Appeal form. Some examples of reasons for such a request may include, but are not limited to, serious illness or injury to the student or immediate family member, death of an immediate family member, or significant trauma in the student's life that impaired the student's emotional or physical health.

Appeal Procedures

A Financial Aid SAP Appeal Form must be submitted by the student to the Office of Financial Aid for review. The appeal should explain in detail the reason(s) for not meeting the standards for academic progress, the step(s) the student plans to take to correct his/her academic progress, and list in detail any extenuating circumstance(s) of which the appeal committee should be aware.

Financial Aid Probation

If a student's Financial Aid SAP appeal is approved, the student's status changes from Financial Aid Suspension to Financial Aid Probation, and the student is eligible to receive financial aid for the designated timeframe indicated in the appeal letter.

Academic Education Plan

A student's appeal may be approved with the condition they follow an Academic Education Plan, standards of which will be set forth by the Director of Financial Aid. At the end of the timeframe in which the student is allowed to receive financial aid while on Financial Aid Probation status, the student will be reviewed to ensure they are meeting the terms of their plan. If the student chooses not to appeal or the appeal is denied, the student may continue to enroll in classes (without the assistance of financial aid) if they are still academically eligible to do so. Payment plans and some private loans are available to assist the student during the timeframe in which the student remains ineligible for aid. A student may regain eligibility by meeting Financial Aid SAP standards in future semesters.

VERIFICATION POLICY

The federal government randomly selects financial aid applicants for a process called "verification." Students and parents should review the results of their processed FAFSA (ISIR) to see if they have been selected for verification. If selected, the Assumption

University Office of Financial Aid will notify applicants of the required documents they will be need to complete and submit. Failure to respond to any verification request may result in the loss of financial aid.

VETERANS BENEFITS

In accordance with Sec. 103 of the Veterans Benefits and Transition Act of 2018, Assumption permits any covered individual to attend beginning on the date on which the individual provides to the University with a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33. A certificate of eligibility may 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:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Assumption University does not penalize Chapter 31 or 33 students if/when the VA is late making payments, and does not have any policies in place that would prevent enrolling in and attending courses. It does not assess late fees, or require alternative or additional sources of funding, or deny access to school resources due to late VA payments.

In order to prevent outstanding student accounts, Chapter 31 or 33 students must:

- Submit a COE or Statement of Benefits by the first day of classes
- Submit a written request to be certified
- Provide any additional information needed for certification

MERIT SCHOLARSHIPS

The Assumption University Merit Scholarship Program was established to reflect the University's commitment to upholding a campus culture that champions academic excellence and student leadership. Scholarships are awarded to entering first year students whose high school records demonstrate strong academic achievement, leadership, and potential for success at Assumption University. Merit scholarships are renewed annually (up to four years/eight semesters) as long as students maintain the required GPA while enrolled at Assumption University. Merit Scholars may also qualify for need-based financial aid to supplement their merit awards.

AUGUSTINE SCHOLARS PROGRAM

The Augustine Scholars program was established in 1996. These merit scholarships are awarded to juniors and seniors who have been nominated by faculty, staff, and administrators on the basis of their high academic achievement, who have demonstrated initiative and creativity in academic and co-curricular endeavors, and who are of good character.

ENDOWED SCHOLARSHIPS

Through the generosity of its alumni and special benefactors, Assumption University is able to assist many students in awarding them scholarship and grant funding to offset their educational costs. The majority of endowed scholarships are awarded to students based on their demonstrated financial need (FAFSA) and will replace previously awarded Assumption University Grant funding. The following is a list of the endowed scholarships that are available on a limited basis through the Office of Financial Aid.

William and Jean Alberga Scholarship
Pierre B. Aucoin, M.D. '25 Scholarship
Authier-Vallée Scholarship Fund
John J. Barnosky, Esq. '64 Endowed Scholarship
Bro. Robert Francis Beaulac, A.A. Memorial Scholarship
Henry Beauvais Scholarship Fund
Robert W. Blanchette Scholarship Fund
John L. Bresciani '72 Memorial Scholarship
Winifred Brough Scholarship
Dr. Eugene W. Byrnes Scholarship
Angeline C. Carocari Scholarship Fund
Christopher R. Caron Scholarship
Dorothy and Normand '34 Cartier Endowed Scholarship Fund
Centennial Scholarship Fund
Reverend Gilbert Chabot, A.A. Scholarship in memory of Ellen M. Amaral
Paul N. Chaput Fund
David L. Christianson Scholarship Fund
John and Elena Clancy Endowed Scholarship Fund
Class of 1975 Endowed Scholarship
Paul '38 and Georgette Coderre Scholarship Fund
Jeanne Y. Curtis Endowed Scholarship
George E. And Sarah Denommé Memorial Scholarship
Fr. Louis F. Dion, A.A. '35 Scholarship

Harry Doehla Memorial Scholarship Fund
Dr. Angela G. Dorenkamp Scholarship
Mary M. Doyle G'77 Scholarship
Dufault Family Scholarship
Saint Marie Eugénie Scholarship
Fallon Health Scholarship
Reverend Joseph S. Fortin Scholarship Fund
Fuller Family Fund
Robert '65 and Maureen G'67 Gray Scholarship Fund
Thomas and Bernadette Goulet Grenier Scholarship
Roland Gregoire '34 Scholarship Fund
Fr. Paul Goudreau G'65 Scholarship
Joseph H. Hagan Scholarship Fund
Raymond P. and Myrtle S. Harold Memorial Fund
William Randolph Hearst Foundation Scholarship
The John J. Hynes, Sr. Family Scholarship
The Jean L. Hynes Family Scholarship
Docithe E. Jette and Diana Savaria Jette Memorial Scholarship Fund
J. Michael Keefe '93 Memorial Scholarship Fund
Gregory A. Keil '94 Endowed Scholarship
Brian Kelly '83 Family Endowed Scholarship
Susan '80 and Jeffrey '76 Lagarce Endowed Scholarship
Fr. Raymond Lambert '50 Endowed Scholarship
The Cynthia Courtney and Adelard F. Landry '42 Scholarship
The Dr. Joseph Alfred '56 and Jacquelyn Mary Leblanc Scholarship
Bro. Armand Lemaire, A.A. '48 Scholarship
James G. Lucchese Scholarship
Lynch Scholarship Award
Raymond J. Marion Scholarship Award
Christine Cannon Marcks '77 Endowed Scholarship
Prof. James McCarthy Memorial Scholarship
Nancy E. McGovern Endowed Scholarship
Milleret-Barnes Scholarship
Colonel Francis R. Moulin Scholarship
Albert G. Nault, Sr. Scholarships
Agnes (Murphy) and Edward Neafsey, Jr.
and Marion (Kelliher) and Lawrence Picard Scholarship
Stephen '69 and Cynthia O'Brien Scholarship
Matteo A. Pagano '59 Scholarship
Amelia Peabody Charitable Fund Endowed Scholarship
J. Romeo Pelletier '52 Endowed Scholarship Fund
George '47 and Jacqueline Picard Scholarship
Dr. Maurice B. Plasse Memorial Scholarship
Tom and Monty Plough Scholarship Fund
Clara Racine Reardon Scholarship
Hilaire J. Racine Scholarship
Joseph Racine Scholarship for Medical Students
G. Rainville and N. Rainville Family Scholarships
Joseph Riley '11 Scholarship Fund
Colleen Ritzer '11 Memorial Scholarship
Leo and Madeline Remillard Scholarship Prize
Maria E. Robert Scholarship
Mabel C. Ryan Scholarship
Alice L. Sabean Scholarship
Santander Bank Scholarship
Louise A. and John Enrico Scola Scholarship
Bertha M. and Elzeard J. Senecal Prize
Erika and Geoff Smith '66 Scholarship Fund
Stanley and Mary Ann Snider Scholarship
The Spillane Family Endowed Scholarship Fund
Sullivan Family Scholarship
Mrs. Nellie E. Surprenant Scholarship Fund
Rev. Arthur A. Sylvestre Scholarship
Richard Testa '59 Scholarship
The Chester Thompson Scholarship in the Natural Sciences
The Shirley Thompson Scholarship in the Visual Arts
John and Helen Tinsley Scholarship Fund
Michael and Dorothy Tsotsis Scholarship Fund
Msgr. Roger Viau '38 Scholarship
The Nita and Charles Volkavitch Scholarship

EXPENSES 2023-24

Tuition $48,552.00
Board $5,560.00
Standard Room $9,586.00
Student Activities fee $324.00
Student Health Services fee $162.00
Technology fee $376.00
Medical Insurance $3,899.00

First Year Student Deposits
Qualification Deposit (all) $400.00
Dormitory Damage Deposit (residents) $350.00
Orientation fee $450.00

Upper Class Students
Housing Selection Room deposit $400.00

Specific Fees
Sixth Course –3 Credits $4,857.00
Art Studio Supplies fee $40.00 to $250.00
Photography fee $270.00 (course may require a deposit)
Studio Photography fee for ARD 175 $192.00
Science Lab Course fee, 4-credit course $470.00
Science Lab Course fee, 3-credit course $235.00
Education Practicum fee $545.00
Graduation fee $115.00
Study Abroad fee (per semester) $1,090.00
International Student fee $1,090.00
Late fee (per semester) $150.00
Freshman Application fee $50.00
Transfer Student Application fee $50.00
Leave of Absence/Withdrawal With Intent to Return/WWIR fee (per semester) $285.00
Transcript of Record $10.00
Disciplinary Program fee $300.00
Key Replacement fee $67.00
ID Replacement fee $25.00
Auditing a Course (per credit) $1,619.00

2023-24 Parking
Resident $165.00
Non-resident $165.00

PAYMENT OF BILLS

Assumption University follows a policy of billing students directly. Bills for each semester are available prior to the beginning of each semester. Students receive their billing statements electronically through their student portal. For your convenience, payments may be made electronically through the NELNET student account center in student portal. Students can grant access to their billing information by using the "Authorized Party" link found in the NELNET student account center. Authorized Parties create their own account to access billing information.

Students will not be considered officially registered and, therefore, will not be issued class schedules or officially listed in the class roster until their bill is paid. Payments are applied to a student's bill in the order of past due balance, fines, interest, fees including room and board, miscellaneous charges, and finally tuition. Specific fees are often assessed after the student's class schedule is fixed.

The University does not offer a deferred payment plan. Students wishing to use an installment plan must make private arrangements with Nelnet, a payment plan provider which offers this type of plan on a for-fee basis. Information on payment plans is available on the NELNET Student Account Center.

Financial aid, loans, payments from deferred payment plans, etc., must be received by the payment due date each semester. Payments received after the due date will be assessed a $150 late fee. A late application for financial aid by a student does not excuse late fees charged by the University.

REFUNDS

No consideration will be given to applications for refunds from an individual course or the University unless the student has filed an official withdrawal notice with the Associate Vice President for Academic Affairs. To obtain a withdrawal form email Dr. Eloise Knowlton at eknowlton@assumption.edu. The date of withdrawal is the last day of class attendance. No amount paid is returnable upon a student's voluntary withdrawal from the University as a matter of right. Also, no refund is made for delay in attending class at the beginning of a term or for withdrawal or dismissal beyond the eighth week of a semester.

Refunds made on tuition will be made in accordance with the following schedule:

1. Tuition—100% refund if withdrawal is on or before the first day of classes;

2. Tuition—90% refund if withdrawal is after the first day of the week that classes begin and before the end of the second week of the semester;

3. Tuition—50% refund if withdrawal is on the first day of the third week of the semester and before the end of the fourth week of the semester;

4. Tuition—25% refund if withdrawal is on the first day of the fifth week of the semester and before the end of the eighth week of the semester.

Refunds on room and board charges will be calculated on a daily pro-rata basis.

No refunds are granted on fees at any time. Refund checks are issued by the Student Accounts Office once a week. Students may enroll in EFT/Direct deposit refunds through their NELNET Student Account Center in student portal. If direct deposit information is not established, the refund will be made as a paper check and mailed to the student's address on record with the Registrars' office.

Any refunds due to the student will first be offset against any other amounts owed to the University. Refunds related to the Student Accident and Sickness insurance plan are determined by the insurance carrier. Please refer to their pamphlet. An optional tuition protection plan is available. Enrollment is offered through the Student Accounts Center when payments are made electronically. For more information consult http://www.gradguard.com/tuition/assumption.

SECOND FAMILY MEMBER DISCOUNT

A $1,000 reduction is granted if more than one dependent member of a family is in full-time attendance. This credit is applied to the account of the older student.

COURSE OVERLOAD

Students taking more than 15 credits per semester will be billed per credit hour accordingly. The exception would be for Dean's List students who have the option of taking an additional course at no expense for the following fall or spring semester only. Summer and intersession courses are not granted by means of Dean's listing. Students will normally be charged for a sixth course consisting of three credits. Students taking a Natural Science course will be charged an additional $450.00 per four-credit course.

FAILURE TO PAY COLLEGE FINANCIAL OBLIGATIONS

Enrolled students may be suspended from the University for past due obligations, an action which includes removal of courses and prevention from course enrollment and campus housing for future terms. Students whose accounts are not in good standing may not be allowed to participate in the housing lottery. Current and former students will have a financial hold placed on their official academic transcript. Past due obligations may be referred to a collection agency at the discretion of the University. In such cases, the student will be liable for any collection and legal fees which may total 50% of the outstanding bill.

TUITION REMISSION / STAFF COURTESY

The tuition remission form must be completed for each semester before tuition credit will be given. Tuition remission only applies to tuition, with payment for all other fees being the responsibility of the student by the specified due date.

GRADUATION CLEARANCE

Diplomas and official transcripts are released only upon full payment of all bills. All tuition, service charges, graduation fee, and miscellaneous fees, including library fees, must be paid in full by the announced graduation clearance deadline. Student accounts that are not fully paid by graduation.

CAMPUS MINISTRY

Inspired by the Assumption University motto "…until Christ be formed in you," the Office of Campus Ministry encourages students to "live a life that matters" through opportunities for prayer and worship, service and justice, and spiritual growth and development. These are open to students of all religious traditions as well as those who are not connected with a church, synagogue, temple or mosque community.

Prayer and Worship

Students are invited to participate in a variety of prayer and worship opportunities including Sunday and weekday Masses, daily Morning and Evening Prayer, the Sacrament of Reconciliation, Adoration of the Blessed Sacrament, and occasional Protestant worship services, as well as the student-led Candlelight Prayer and Charismatic Praise. Many students serve at campus liturgies as Greeters, Altar Servers, Lectors, Communion Ministers and Music Ministers. Bible study groups, including some just for athletes, meet weekly. Spaces for quiet prayer and meditation include the Chapel of the Holy Spirit and an Interfaith Prayer Room in the Tinsley Campus Ministry Center which offers prayer rugs, meditation cushions and books from a variety of religious and spiritual traditions. The campus ministers can also connect students who are not Catholic with a worshiping community from their faith community in the Worcester area.

Service and Justice

Students have numerous opportunities to serve and develop solidarity with those who are poor both locally and beyond Worcester. Campus Ministry's Reach Out Center (ROC) seeks to enhance the liberal arts education and faith lives of Assumption students by connecting them with meaningful, pro-active volunteer service. Through their experience in a variety of Worcester area programs, ROC participants build relationships with community partners, acknowledge responsibility to help meet the needs of our neighbors, and gain insight into how to effect positive change in our world. Students identify times that fit their schedule and pick their area of volunteer interest from options that include housing assistance, youth mentoring, pre-school assistance, empowerment programs, in-school tutoring, after-school programs, parish outreach, and adults in transition/hunger. University vans provide transportation to service sites for students who do not have a car.

Campus Ministry's SEND service/immersion trips offer students an opportunity to serve others, to experience the reality of poverty, and to gain insight into their personal spiritual lives. SEND participants develop strong bonds with other Assumption students, staff, faculty and alumni through a combination of shared service experiences, prayer activities, immersion opportunities, and critical reflection rooted in the Assumptionist tradition and Catholic Social Teaching. Week-long SEND trips take place during winter, spring and summer breaks, and current sites include Baltimore MD (Habitat For Humanity), Camden NJ (Romero Center Ministries), Duran, Ecuador (Rostro De Cristo), Florida (Immokalee Friendship House), Pennsylvania (Habitat For Humanity), Pine Ridge SD (Re-Member), Tuscaloosa AL (Habitat For Humanity), and Washington, DC (Bethlehem House and L'Arche).

Students have the opportunity to serve parishes in the Worcester area through the SEARCH retreat program for high school Confirmation candidates and through the Foundations in Faith program in which Assumption students teach religious education classes for children. AC Allies, Assumption's gay-straight alliance, provides support to students who identify as LGBTQ and a safe place to discuss issues connected to the LGBTQ community. Advocates for Life offers students the opportunity to discuss and educate the University community about a variety of life issues including euthanasia, abortion, death penalty and human trafficking. Catholic Relief Services Social Justice Ambassadors raise awareness, educate and foster dialogue about issues of inequality, justice and social change.

Spiritual Growth and Development

Assumption's popular retreat program invites students to get to know themselves and one another in an off-campus setting while exploring topics of identity, community, commitment, faith and service. A one day on-campus retreat known as Genesis is offered for first year students in September. Agape Latte is a series of evening programs in Charlie's featuring desserts, coffee, and reflections by members of the Assumption community on how they have integrated faith in their life. Topics such as friendship, hope, forgiveness, prayer, dating, discernment and growth in character are typical topics. Discernment groups provide students a place to reflect on how to discern God's will for their lives including the possibility of a life of service to the Church as religious brothers or sisters, priests, or lay ministers.

Six campus ministers serve the Assumption community: an Assumptionist brother, a Catholic deacon, two Catholic lay ministers and two Protestant members of InterVarsity Christian Fellowship. Four young missionaries from the Fellowship of Catholic University Students assist the campus ministers in providing opportunities for students to develop a transformative relationship with Jesus Christ. Campus ministers are available in the Tinsley Campus Ministry Center adjacent to the Chapel of the Holy Spirit and in the Campus Ministry office in the Hagan Campus Center for pastoral care and spiritual direction with students, and these conversations are protected by confidentiality. Two campus ministers and a graduate assistant also live among the students in the residence halls as Ministers in Residence. The Lauring Community Room in Tinsley is a comfortable space for students to study, hang out, grab a free cup of Fair Trade coffee, or chat with a campus minister. Tinsley is open every day until 11 PM during the academic year.

STUDENT AFFAIRS

Assumption, a Catholic institution sponsored by the Augustinians of the Assumption and rooted in the Catholic intellectual tradition, strives to form graduates known for critical intelligence, thoughtful citizenship and compassionate service. Student Affairs staff support that mission throughout the residential and co-curricular aspects of student life on campus. We plan and implement programs around a core set of principles to help Assumption students achieve their full personal and academic potential. The bell tower in front of the Chapel of the Holy Spirit has five bells that ring clearly across campus. Our five principles do the same. As a Catholic University, we are very clear about our identity. We are catholic in our approach and believe that each student should be encouraged to explore and understand his or her personal faith tradition.

- Principle 1 – Community - Assumption University seeks to foster friendships among students that help individuals grow, and become better family members, thoughtful citizens, participants in communities of faith, and stewards of the earth.

- Principle 2 – Contemplation - Assumption University provides opportunities for students to open their minds, reflect thoughtfully on their experiences, and grow in the spirit of gratitude and generosity.

- Principle 3 - Longing for God - Assumption University encourages the development of a more fully formed conscience that will enable our graduates to lead a virtuous life, recognizing that conscience formation and the pursuit of truth occur over the course of a lifetime.

- Principle 4 – Vocation - Assumption University works with students to help them identify their personal vocations and make thoughtful life choices.

- Principle 5 – Mission to Serve -Assumption University encourages students to take bold action that reflects a generous heart and compassion for others.

STUDENT HEALTH SERVICES

Student Health Services (SHS), located in Armanet House, provides holistic, high-quality, confidential, episodic and urgent care, as well as health education for full-time undergraduate students currently enrolled at Assumption University. Our highly qualified staff encourages and educates students to make healthy lifestyle choices and become advocates for their own healthcare. Clinic services are provided by Nurse Practitioners who work in collaboration with a consulting Physician. Health Education for the campus community is provided by a Certified Health Promotion Specialist and PAWS (a student peer health education program). Nutrition counseling is provided in collaboration with dining services. Services offered by Heath Services are covered by tuition

and the Student Health Services fee. There are no office fees or co-pays for visits to Health Services, and the school health insurance plan does not need to be purchased in order to receive care. However, health insurance is mandatory, and a low-cost student health insurance plan is available through the Finance Office. A student's insurance plan may incur charges for additional medical services, including but not limited to lab tests, radiology tests, prescription medications, and ambulance transportation. Clinic services are available Monday-Friday, 8:30AM–4:30PM when classes are in session.

ALCOHOL, DRUG AND WELLNESS EDUCATION

Assumption University provides support and response to alcohol and other drug-related concerns of students by providing education, consultation, assessment, and referral to other constituents when necessary. Through educational workshops and programs, the University facilitates campus-wide awareness for sexual assault prevention and alcohol and other drug related issues. All first-year and transfer students are required to complete AlcoholEdu and Sexual Assault Prevention for Undergraduates, two online educational programs. Additionally, our student peer education group PAWS (Peers Advocating Wellness for Students), provide wellness programs for students that address alcohol/drug concerns as well as a myriad of other health and wellness topics.

COUNSELING SERVICES

Assumption University Counseling services, located on the first floor of Salisbury Hall, offers a broad range of services to assist students with their personal, social, and mental health concerns. These services are available on both an individual and group basis. Counseling can be helpful in addressing many mental health concerns such as anxiety, depression, alcohol and drug issues, and eating disorders. Counseling can also be helpful for personal growth, issues of development and adjustment, as well as relationship concerns for students at all stages of their University years. Services (included in tuition and the Health Services fee) are available to all full-time undergraduate students. Based on Massachusetts law and our professional code of ethics, information shared in counseling is kept confidential. Counseling Services staff are also available to provide consultation, psychiatric medication evaluation, as well as psychoeducational programming on topics related to mental health and wellness.

CAREER DEVELOPMENT AND INTERNSHIP CENTER (CDIC)

The Career Development and Internship Center (CDIC) assists full-time undergraduate day students and Accelerated MBA students in identifying their strengths, skills and gifts for the purpose of preparing for success after graduation. The CDIC supports students through the process of obtaining and applying for internships, full-time jobs, graduate school, and post-graduate service programs. Support is provided through workshops, events and programs, experiential learning opportunities, individual advising, scheduled appointments, Handshake (the CDIC's recruiting system), and interviews with recruiters. Email us at careerdevelopment@assumption.edu to schedule an appointment with a career advisor. Visit the CDIC website at career.assumption.edu for more information about the CDIC and resources to assist you as you explore academic and career options, set goals, and work towards post-graduate success. The CDIC is located on the lower level of Alumni Hall in Alumni 026.

CROSS-CULTURAL CENTER

The Cross-Cultural Center (CCC) promotes multicultural awareness and educational programming for the Assumption community to support and complement the University's commitment and mission for diversity. The Center serves as a resource for students, staff and faculty, and is an inclusive and safe space for students to come and explore their identities and learn about other races, cultures, and religions. The Cross-Cultural Center staff supports, advises, and advocates for Assumption's ALANA (African, Latino/Hispanic, Asian, and Native-American) student population and supports first-generation students as they transition to and through their University experience. The Center staff work in partnership with faculty and staff to develop programs that enhance cross-cultural understanding and emphasize human dignity, solidarity, and the importance of working for justice for all people.

RESIDENTIAL LIFE

The Office of Residential Life is responsible for overseeing the daily operations and activities within the residential areas, which houses more than 1300 students in fifteen residence halls, suites, apartments, and townhouse complexes. The staff is comprised of the Director of Residential Life, the Assistant Director of Residential Life, two Area Coordinators, and four Resident Directors (full time professionals responsible for the supervision of the area), and fifty-four Resident Assistants (students who assist the resident directors in their responsibilities). Together they work to ensure that on-campus living will be an enjoyable, safe, inclusive, and educational experience. The Office provides a variety of administrative, referral, and programming functions. Residential Life works to create a community-oriented environment that maximizes a person's potential for academic and co-

curricular development. The Office looks to students to provide the enthusiasm and commitment to help us achieve a positive learning atmosphere within our University community. In collaboration with Campus Ministry, the Office of Residential Life administers the Peer Ministry program, which provides an opportunity for student leaders to participate in the work of faith development among our students and to grow in their own faith. The Office of Residential Life is located on the first floor of Salisbury Hall. Housing options include:

HONORS HOUSING

This alternate housing option provides students in the Honors program with a community that fully supports the attainment of academic excellence. The mission of the Honors Housing is to provide students with a seamless educational environment in a smaller residential setting.

SUBSTANCE-FREE HOUSING

The University offers substance-free housing. Residents who choose to live in this community also choose to live a substance free life, not to use or possess alcohol, tobacco or illegal drugs, and ensure that their guests abide by these same guidelines.

FR. ISIDORE GAYRAUD, A.A. LIVING LEARNING CENTER

The Living Learning Center (LLC) is a living learning community for students who are intellectually engaged and want to strengthen their capacity to critically analyze differing viewpoints, to speak clearly and persuasively, to develop an awareness of current events bearing on our global society, and to gain a better understanding of Catholic intellectual tradition. This model provides opportunities for students to enhance their undergraduate experience through involvement with faculty and staff. Through programming, , residents of the Living Learning Center have structured opportunities to learn about current events and social issues in this unique residential community.

CAMPUS POLICIES

In any academic community, policies are necessary to maintain order and an atmosphere conducive to academic and co-curricular success. They are based on the premise of responsible freedom, a principle that helps to shape the mature citizen of tomorrow. Assumption University expects the members of this voluntary community to conduct themselves in a manner that reflects the values that are the foundation of our Catholic institution. Written policies serve as guidelines toward reasoned action. These policies are recorded and described in detail in the Student Handbook and supplemental bulletins. Attendance at Assumption University represents acceptance of these policies and a commitment to abide by them. The Vice President for Student Affairs is responsible for most areas of student life outside of the classroom. Various advisory boards, which include student representatives, serve to recommend, formulate, and update policy.

OFFICE OF COMMUNITY STANDARDS

The Office of Community Standards enforces the University Conduct Code and administers the student conduct process. The goal of the office is to establish a safe educational environment that fosters individual responsibility, integrity, and respect. The Office of Community Standards strives to attain that goal by promoting responsible decision-making, educating students about University policies, holding students accountable for their actions, and helping them learn from their mistakes. The conduct process is designed to be educational, transformative, transparent, fair, expedient, and respectful of students' rights. The Office of Community Standards uses an operation philosophy of Restorative Justice to assess the hurt done to the community or individual(s) during a given incident. The conduct process is therefore an instrument by which the hurt done to the community or individual(s) can be repaired.

INTERCOLLEGIATE ATHLETICS

The Intercollegiate Athletics Program is directly related to the education of the students. It is designed to enhance the athletic skills and competitive instincts of all participants. In addition, intercollegiate athletics assists in the development of the personal characteristics of fairness, cooperation, self-control, and good sportsmanship, and to extend the student's physical and social capacities. The University is a member of the National Collegiate Athletic Association (NCAA), and competes at the Division II level. Assumption is also a member of the Northeast-10 Conference (NE10). Assumption University offers the following 24 varsity athletic programs in NCAA Division II and the Northeast-10 Conference: Baseball (Men's), Basketball (Men's and Women's), Cross Country (Men's and Women's), Field Hockey (Women's), Football (Men's), Golf (Men's and Women's), Ice Hockey (Men's),

Lacrosse (Men's and Women's), Rowing (Women's)/Independent Conference Membership, Softball (Women's), Soccer (Men's and Women's), Swimming (Women's), Tennis (Men's and Women's) Track and Field (Men's and Women's), Volleyball (Women's).

INTERCOLLEGIATE ATHLETIC ELIGIBILITY

Students who desire to participate in the intercollegiate athletic program must register with the NCAA Eligibility Center prior to participation. Members of Intercollegiate Athletic teams must comply with the NCAA rules on eligibility and meet the academic standards of Assumption University. Assumption University chooses to adhere to a higher academic standard for its student athletes than the NCAA minimum requirement. For further details regarding academic eligibility, please refer to the Student-Athlete Handbook or contact the Department of Athletics.

BLUE AND WHITE SPORTS

Beginning in the 2019-20 academic year Assumption will begin offering three Blue and White Club sports. These teams will be men's swimming, women's ice hockey, and esports. These programs will compete against other schools in the region with the expectation of eventually competing at the highest national club level for their respective sport. Each sport has a coach to oversee all aspects of the program including recruiting potential student-athletes and helping them develop the necessary skills to be successful once they arrive on campus.

CAMPUS RECREATION

The Department of Campus Recreation and the Plourde Recreation Center are committed to a student-centered approach for recreation programs and facilities. The recreation programs are designed to enrich the college experience for all participants and provide diverse opportunities that promote a sense of community, support student development and encourage the pursuit of a healthy and active lifestyle. Campus Recreation aims to meet these goals through offering a variety of intramural sports, club sports, fitness classes, and special programs. The Plourde Recreation Center is fully equipped with cardio equipment, free weights, sectorized machines and stretching/meditation areas. The facility also includes a pool, aerobics studio, saunas and multipurpose courts for open recreation activities. There are numerous opportunities for employment and leadership positions in Recreation such as Facility Supervisor, Building Staff, Intramural Official, Lifeguard, Water Safety Instructor or Fitness Class Instructor. Campus Recreation takes a holistic approach when developing these goals with a person's wellbeing in mind by seeing the connection between physical, mental, and emotional health. Campus Recreation aims to create an atmosphere that promotes a healthy and active lifestyle.

OFFICE OF STUDENT ENGAGEMENT AND LEADERSHIP

Student involvement in various clubs and organizations on campus is overseen by the Office of Student Engagement and Leadership. The department supports student development and a vibrant campus life program, with an array of social, recreational, academic and cultural activities to develop the co-curricular student experience. The Office of Student Engagement and Leadership is comprised of an Dean for Student Engagement and Assistant Director of Student Engagement and Leadership. The department goals of the staff in Student Engagement and Leadership are:

- Provide an environment conducive to leadership and growth.
- Empower students to enhance their community through programming, service and engagement.
- Encourage positive learning through mentorship.
- Embrace ethical and social responsibility while valuing diversity.

The Office of Student Engagement and Leadership works closely with students to organize, publicize and implement co-curricular activities. Getting involved on campus is part of the culture at Assumption. Students can choose from more than 60 clubs and organizations, finding a group that piques their interest and utilizes their talents. It's fun, and it builds confidence, friendships and leadership skills, and a sense of community within student life on campus. The Office of Student Engagement and Leadership is also responsible for student leadership training and development, First Year Student Orientation, and campus programming.

STUDENT GOVERNMENT ASSOCIATION

The elected representatives of the student body constitute the Student Senate of the SGA. This group is responsible for the recognition and the financing of student clubs and activities and for serving as the official means of communication between the student body, administration, and faculty.

CAMPUS ACTIVITIES BOARD

This organization sponsors a major portion of the social, entertainment, cultural, and educational activities at Assumption. Some annual activities include Family Weekend, the Spring Concert, Winter Fest, late night weekend programming, Spring Weekend and Spring Ball. Participation in CAB gives students valuable experiences in leadership development, group process, and event planning.

CLUBS AND ORGANIZATIONS

There are many opportunities for students to get involved on campus. The Office of Student Engagement and Leadership hosts a Club and Activities Fair during the first week of the fall semester, giving all students the opportunity to meet students involved in organizations and to see all that Assumption has to offer. A full listing of clubs and organizations can be found on the AU Mobile App.

ELIGIBILITY RULE FOR CO-CURRICULAR INVOLVEMENT

A student failing to make reasonable progress toward graduation risks curtailment of his/her right to participate in co-curricular activities. The Dean of Students and the Associate Vice President for Undergraduate Studies will address academic issues with elected and selected leaders who do not maintain a 2.5 GPA. General membership in clubs and organizations does not require a 2.5 GPA.

STUDENT PUBLICATIONS

Le Provocateur, the student newspaper, covers campus news as well as student opinion. *The Heights* yearbook captures the spirit of University life in pictures and words. *The Muse* is Assumption University's magazine for the creative arts. Primarily dealing with literary endeavors of undergraduates, the magazine also publishes photographs, especially of paintings and sculpture, and touches on nearly all art forms. *The Student Handbook*, prepared by the Division of Student Affairs, summarizes the basic policies and services of the University. It also includes information pertinent to living in on-campus housing and outlines the policies and services attendant to residence at the University. It is distributed annually to all students at the beginning of the academic year.

Directory

OFFICERS OF THE UNIVERSITY

Chairperson of the Board: **Candace A. Race** ’78.
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Rev. Peter R. Precourt, A.A. ’70, El Paso, TX.
Candace A. Race ‘78, Worcester, MA.
Rev. Edward Shatov, A.A., Quebec, Canada.
Stephen T. Skoly, Jr., D.M.D.’78, E. Greenwich, RI.
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General Counsel and Vice President for Strategy: **Christina Graziano**, Esq., B.A. Assumption University; J.D. Suffolk University.
Executive Assistant to the President: **Rosemarie Caranci**.

CAMPUS MINISTRY

Director of Campus Ministry: **Paul Covino**, B.A., Georgetown University; M.A., University of Notre Dame.
Campus Minister: **Daniele Caglioni, A.A.**, B.A., Assumption College; M.Div., St. John's Seminary.
Campus Minister for Liturgical Music and Mission Trips: **Jonathan Bezdegian**, B.M. Oberlin College, M.M. McGill University, D.M.A. University of Washington.
Campus Minister: **Elmer Vergara, A.A.,** B.S., Tarlac State University; S.T.B., Loyola School of Theology; M.A., Ateneo de Manila University.
InterVarsity Representative: **Scott Brill**, B.S. Purdue University.
FOCUS Missionary: **Kevin Donkor**, B.A., University of Notre Dame.
FOCUS Missionary: **Paul Farruggia, Jr**., B.S., Mount St. Mary's University.
FOCUS Missionary: **Alexine Siwy,** B.A., Catholic University of America.
Graduate Assistant for Campus Ministry: **Alexander Boligan,** B.A., Assumption University.
Administrative Assistant: **Sandy Bousquet**, A.S., Becker Junior College.

ENROLLMENT MANAGEMENT

Vice President for Enrollment Management: **William Boffi**, B.A., Providence College; MBA, University of Rhode Island.
Dean of Enrollment: **Katie Moulton**, B.A., M.Ed. Providence College; Ed. D. Northeastern University.
Associate Director for Transfer Enrollment: **Victoria Rosa**, B.A., State University of New York at Fredonia.
Associate Director of Admissions: **Alison Koning**, B.S., M.S.M., Mount Ida College.
Senior Assistant Director of Admissions: **Brooke Porter-Jordan**, B.A., M.S. Southern New Hampshire University.
Assistant Director of Admissions: **Rylee Plourde**, B.A., Western New England University.
Assistant Director of Admissions: **George F. Kuntz III**, B.S, M. Ed, Endicott College.
Assistant Director of Admissions: **Stephanie Murin**, B.A., Assumption College, M.A., University of Rhode Island.
Undergraduate Admissions Counselor **Isabella Valadas**, B.A., Westfield State University.
Visit Experience Coordinator: **Marci Mayo**, B.S. University of Florida.
Director of Enrollment Operations: **Eric Vettese**, BA, Assumption College.
Associate Director of Admissions Operations: **Rebecca Woupio**.
Admissions Operations Assistant: **Angie Lookwhy**, B.A. Gordon College.

FINANCIAL AID

Assistant Dean of Enrollment for Financial Aid: **Monica Blondin**, B.A., University of Massachusetts - Amherst; M.S., Northeastern University; M.S., Kansas State University.
Senior Associate Director of Financial Aid: **Robin M. Montalvo**, B.A., Worcester State College.
Associate Director of Financial Aid and Enrollment Operations: **Sarah Bergeron**, B.A., University of Massachusetts-Dartmouth; M. Ed, Endicott College.
Senior Assistant Director of Financial Aid: **Suellen Dean**, B.A., Assumption College; M.A., Boston College.
Senior Assistant Director of Financial Aid/Student Employment Coordinator: **Patricia MacInnes**, A.S., Bay Path University.

INTEGRATED MARKETING

Chief Marketing Officer: **Suzan Brinker,** Ph.D., Pennsylvania State University.
Digital Marketing Manager: **David Z. Pepin**, B.A. Assumption University.
Director of Integrated Marketing for Enrollment Management: **Patricia A. Shaffer**, B.S., MBA, Boston College.
Senior Graphic Designer: **Judith M. Tonelli-Brown**, B.S. Vassar College.

Communications Specialist: **TBD**
Marketing Content Coordinator: **Robert J. Davis**, B.A., Assumption University.
Marketing Coordinator: **Wandzia Prytko**, B.A., Assumption University.

FINANCE

Vice President for Finance and Administration and Treasurer: **Peter D. Wells**, C.P.A, B.S., Worcester State University; M.B.A., Nichols College.
Associate Vice President of Finance: **Cathleen Cullen,** B.A., M.B.A., Assumption College.
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Manager, Finance and Administration: **M. Kathryn Foley,** B.A. Assumption College.
Student Account Manager: **Mary Dion.**
A/P Payroll Administrator: **Margaret Kennedy**, B.A. University of Massachusetts, Amherst.
A/P Payroll Administrator: **Susan Zielinski**, B.A. Assumption College; M.B.A. Western New England College.

BUSINESS SERVICES

Director of Business Services**: Todd Derderian**, B.A., Fitchburg State University.

OFFICE OF HUMAN RESOURCES

Associate Vice President for Human Resources / CHRO: **Robert G. Carson**, MSHRM, CDR, PHR, M.S., University of Scranton.
HR Operations & Information Systems Specialist: **David W. Croke**, B.S., Nichols College.
Human Resources Coordinator: **Elizabeth G. Dunbar.**

INFORMATION TECHNOLOGY AND MEDIA SERVICES

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Information Technology Support Center Manager: **Tom St. John**, B.F.A., Massachusetts College of Art; M.A., C.A.G.S., Assumption College.
Enterprise Applications Director: **John Flynn**, B.S.M.E., Worcester Polytechnic Institute**;** M.B.A., Nichols College.
Web Developer: **Christopher Murray**, B.S., University of Phoenix.
Applications Analyst: **Allen Wilkins**, B.S., University of Massachusetts-Amherst.
Report Writer: **Shawn Conway**, B.S., Anna Maria College.
Infrastructure Director: **Thomas Haley**, B.S., University of Massachusetts-Amherst.
Network Infrastructure Administrator: **Thomas Brindamour**, B.S., New England Institute of Technology.
Systems Manager: **Benjamin Goodwin**, A.S., Vermont Technical College.
User Services Director: **Ted H. Haley**, B.A., University of Massachusetts-Amherst; M.B.A., Assumption College.
Media Services Supervisor: **Thomas E. Burke**, B.A., Franklin Pierce College; M.A., Assumption College.
Instructional Technology Specialist: **Beth Peterson,** B.A., Becker College.
Instructional Technology Designer: **Justin Allison**, B.S., Jackson State University, M.S., Mississippi State University, Ph.D., Mississippi State University.
Infrastructure Technician: **Brendon Tivnon**, A.S., Quinsigamond Community College.
Technical Support Specialist: **Jared Richmond**, B.S., C.W., Post/Long Island University.
Media Specialist: **Laurie Palumbo**, B.A., Assumption College.

PUBLIC SAFETY

Associate Vice President for Public Safety/Chief of Police: **Steven B. Carl**, M.S., Westfield State College; B.S., Framingham State College; A.S., Massasoit Community College; F.B.I. National Academy #162.
Deputy Chief/Operations Lieutenant: **Rebecca Gagne,** B.S., Framingham State College.
Administrator: **Laurie Handscome-Voedisch**, A.S., Mt. Wachusett Community College.

ATHLETICS

Director of Athletics: **Eric Gobiel**, B.A., Plymouth State University, M.Ed., Fitchburg State University.
Senior Associate Director for Athletic Operations: **Francis Millerick**, B.A., University of Maine.

Associate Director of Athletics for Compliance: **Eric Horsfield**, B.S., Castleton University, M.S., Castleton University.
Assistant Director of Athletics for Communications: **Ken Swain**, B.S.B.A. Nichols College, M.B.A., University of Massachusetts Dartmouth.
Assistant Director of Athletics for Internal Operations: **Becky Mastrototoro**.
Athletics Communications Coordinator: **Matt Laboissonniere**, B.A., Bryant University.
Equipment Manager: **Brendan Barrett**, B.S., St. Joseph's College (Maine).
Director of Sport Performance Head Athletic Trainer: **Krystle Robleski**, M.S., A.T.C., B.S., University of Vermont.
Associate Athletic Trainer: **Ashley Leverone**, B.S., Quinnipiac University.
Assistant Athletic Trainer: **Jenn Mailhiot,** B.S., Colby Sawyer, M.Ed., Campbell University**.**
Strength and Conditioning Coach: **Nicholas Stanovich**, B.S., Lasell University, M.S. Lasell University**.**
Head Men's Baseball Coach: **Mike Rocco,** B.S., Bryant University; M.S., Endicott College.
Head Men's Basketball Coach: **Scott Faucher**, B.A, Wheaton College.
Assistant Men's Basketball Coach: **Garvin McAllister**, B.S., Post University; M.S., Nichols College.
Head Women's Basketball Coach: **Kerry Phayre**, B.A., Providence College.
Assistant Women's Basketball Coach: **Sue Cahill**, B.S., Saint Michael's College.
Head Men and Women's Cross Country / Track and Field Coach: **Whitney Cyr**, B.A., Keene State College.
Head Women's Field Hockey Coach: **Annie Lahey**, B.A., College of the Holy Cross; M.T.S., Vanderbilt Divinity School.
Head Football Coach: **Andy McKenzie**, B.A., Allegheny College; M.S., California University.
Assistant Football Coach: **Woody Blevins**, B.A. Colorado Mesa University, M.A., University of Northern Colorado.
Assistant Football Coach: **Nik Kessel**, B.A., Assumption University.
Head Men's Ice Hockey Coach: **Mike Looney**, B.A., Assumption University, M.B.A. Assumption University.
Head Women's Ice Hockey Coach: **Jack Sweeney**, B.S, Salem State University, M.Ed., Endicott College, M.A., University of Massachusetts Lowell.
Head Men's and Women's Golf Coach: J**ohn O'Hara**, B.A., Central Connecticut State University.
Head Men's Lacrosse Coach: **Guy Bourdon**, B.A., Ripon College.
Head Women's Lacrosse Coach: **Courtney Dincecco**, B.S., Loyola University, M.S. Manhattanville College.
Head Women's Rowing Coach: **Dave Deiuliis**, B.S., University of Pittsburgh.
Head Men's Soccer Coach: **Ed Matz**, B.A., Green Mountain College.
Head Women's Soccer Coach: **Adrian Warner**, B.S., St. Bonaventure University.
Head Women's Softball Coach: **Stacey Mayer**, B.A., St. Joseph's University (PA), M.S. Providence College.
Head Men's and Women's Swimming and Diving Coach: **Andrew Masterson**, B.S., Bethany College.
Head Men and Women's Tennis Coach: **Cris Popa**, B.A., Eastern Nazarene College.
Head Women's Volleyball Coach: **Stephanie Kazmierczak**, B.S., University of Buffalo, M.S. SUNY Cortland.
Head Coach eSports: **TBA**
National Collegiate Athletic Association Faculty Athletic Representative: **Lisa D'Souza**, Associate Professor of Education (2009), B.A., M. Ed. Wake Forest University; Ph.D., Boston College, 2009.

INSTITUTIONAL ADVANCEMENT

Vice President for University Advancement: **Jill Wierbicki Abrahams,** BSBA, Stonehill College, M.B.A., University of Massachusetts, Dartmouth.
Associate Vice President for Leadership Giving: **Melanie Demarais**, B.A., Saint Michael's College.
Assistant Vice President for Advancement: **Christina N. Nathan,** B.S., Stella Maris College, India; M.S., Loyola College, India; M. Phil, Loyola College, India; M.S., University of Massachusetts, Lowell.
Executive Director of Alumni and Donor Engagement: **Amy Logue Gontarz**, B.A., M.B.A. Assumption College.
Executive Director of Assumption Fund: **Timothy R. Martin**, B.S., Fairfield University.
Executive Director of Stewardship, Grants and Prospect Management: **Amy H. Sacco**, B.A., Assumption College.
Manager, University Advancement: **Ian K. Mick,** B.S., Bridgewater State University
Manager, Donor Services, Gift & Data: **Joanna G. Toscano**, B.A., Worcester State University.
Coordinator, Advancement and Alumni Engagement: **Matthew D. Levins**, B.S., Castleton University: M.B.A., Assumption College.
Alumni Relations Officer: **Molly MacPherson**, B.S., University of New England.

STUDENT AFFAIRS

Vice President for Student Affairs: **Laura Peña Pantano,** B.A., St. Mary's University; M.S., Western Illinois University; Ed. D., The University of Texas at San Antonio.
Dean of Students: **TBD.**
Administrative Assistant: **Brenda L. Torres**, B.S., Assumption College; Notary Public – Commonwealth of Massachusetts.

CAMPUS RECREATION

Director of Recreation: **Mike Rodier**, B.S., Assumption College; M.B.A., Assumption College.
Assistant Director of Recreation: **John LeDoux**, B.S. Assumption College.
Aquatics Director: **Cheryl Cote,** M.S., Assumption College.
Assistant Aquatics Director: **Katie Meservey**, B.A., Assumption University.

COUNSELING SERVICES

Director of Counseling Services: **MaryAnn Silvestri**, B.S., Worcester State University, M.Ed., Cambridge College.
Personal Counselor: **Nicole Breen**, B.A., Assumption College; M.A., Springfield College.
Consulting Psychiatrist: **Alex Cutler**, B.A., Bates College; M.A., Boston University; M.D., Sackler School of Medicine, N.Y. State / American Program of Tel Aviv University.

HEALTH SERVICES

Director of Student Health Services / Nurse Practitioner: **Lisa Boucher**, A.P.R.N., A.N.P.-B.C., American Nurses Credentialing Center; B.S.N., University of Massachusetts–Dartmouth; M.S., University of Massachusetts–Worcester, Graduate School of Nursing.
Collaborating Physician: **Nancy Berube**, B.S., Worcester Polytechnic Institute; M.D., University of Massachusetts Medical School.
Nurse Practitioner: **Susan Marcoulier**, A.P.R.N., A.G.N.P-B.C., American Nurses Credentialing Center; B.S., Boston College; M.S., M.G.H. Institute of Health Professions.
Nurse Practitioner: **David Dinh**, A.P.R.N., F.N.P.-C., American Academy of Nurse Practitioners Certification Board; B.S.N., Worcester State University; M.S.N., Massachusetts College of Pharmacy and Health Sciences.
Office Manager: **Maureen Barbale**, B.S., Westfield State.

RESIDENTIAL LIFE

Director of Residential Life: **Kristen White,** B.A., Merrimack College; M.S., Canisius College.
Assistant Director of Residential Life: **Alana LeBlanc**, B.S., M.Ed., Springfield College.
Area Coordinator: **Taylor Burke**, B.A., Assumption College.
Area Coordinator: **Hailey O'Brien**, B.A., Fitchburg State University; M.Ed., Merrimack College.
Resident Director: **Rachel Hudson**, B.A., Assumption University.
Resident Director: **Mckeon Midland,** B.A., Bates College.
Resident Director: **Lauren Racine,** B.A., Stonehill College.
Resident Director: **Egla Kovi**, B.A., B.S., University of Massachusetts Lowell, MA.

OFFICE OF STUDENT ENGAGEMENT AND LEADERSHIP

Assistant Dean of Campus Life: **Sara Swillo Muckian**, B.A., College of the Holy Cross; M.Ed., Springfield College.
Assistant Director of Student Activities and Leadership Development: **Cassandra Harvey,** B. A., Quinnipiac University; M.S., Quinnipiac University.

OFFICE OF COMMUNITY STANDARDS

Assistant Dean of Students**: Ben Kadamus,** B.A., M.A., Boston College; M.B.A., Assumption College.
Community Standards Assistant: **Leslie Bowden**, B.A., St. Michael's College.

DIVISION OF STUDENT SUCCESS

Vice President for Student Success: **Conway Campbell, Sr.,** B.A., University of Connecticut; M. Ed, University of Massachusetts at Lowell; Ed.D., Regis College.
Assistant Vice President for Student Success: **Mary Bresnahan,** B.A., Dickinson College; M. Ed, Assumption College
Administrative Assistant: **Brenda L. Torres**, B.S., Assumption College; Notary Public, Commonwealth of Massachusetts.

ACADEMIC SUPPORT CENTER

Director of the Academic Support Center: **Allen A. Bruehl**, B.A., Franklin and Marshall College; M.A., Antioch University.
Associate Director for Student Success: **Amy Hurley**, B.A., M.A., Assumption College, L.M.H.C.
Graduate Assistant: **Emily K. Forde**, B.S. Seton Hall University.
Graduate Assistant**: Elizabeth F. Letizio**, B.A.

CAREER DEVELOPMENT AND INTERNSHIP CENTER

Senior Director for Career Development and Strategic Initiatives: **Shannon Curtis,** B.S., M.B.A., Nichols College.
Assistant Director: **Kelly Stairs**, B.S., Worcester State University; M.A., Assumption College.
Career Development Coordinator: **Andrea Svagdys-Gumbrell**, B.A., Assumption College.
Graduate Assistant: **Abby Sproles**, B.S., Trinity University.
Graduate Assistant: **Caitlin Sze**, B.A., Assumption University.

CROSS-CULTURAL CENTER

Director of ALANA and First-Generation Student Success: **Brenda F. Hunt**, B.A, Central Michigan University, M.A., Eastern Michigan University.
Graduate Assistant: **TBD**

STUDENT ACCESSIBILITY SERVICES

Senior Director of Student Accessibility and Retention Initiatives: **Julie LeBlanc**, B.A., M.A., Assumption College.
Assistant Director of Student Accessibility Services: **Kathryn Kadamus,** B.A., Boston College.
Graduate Assistant: **Taylor Poland**, B.A., Assumption University.

INTERNATIONAL STUDENT SUCCESS CENTER

Director of Student Success Pathways & International Student Advisor, PDSO: **Chad Laliberte**, B.S., M.S., Elmira College.

REACHOUT CENTER

Director: **Vincent Sullivan-Jacques**, B.A., Boston College; M.Ed., Boston College School of Theology and Ministry.

ACADEMIC ADMINISTRATION AND FACULTY

OFFICE OF ACADEMIC AFFAIRS

Provost and Academic Vice President for Academic Affairs: **Marc D. Guerra,** (2012), B.A., M.A., Assumption College; Ph.D, Ave Maria University.
Associate Vice President for Academic Affairs: **Eloise R. Knowlton**, B.A., William Jewell College; M.A., Wake Forest University; Ph.D., Syracuse University.
Assistant Vice President for Academic Affairs: **Jennifer Klein Morrison**, B.A., University of Pennsylvania; M.A., Pennsylvania State University; Ph.D., Yale University.
Assistant Vice President for Institutional Research and Academic Assessment: **Stuart J. Munro**, B.A., M.A., University of Alberta.
Executive Assistant to the Provost/Manager Instructional Support Team: **Lorrie McCarty**, B.A., Assumption College.

D'AMOUR COLLEGE OF LIBERAL ARTS AND SCIENCES

Interim Dean: **Michelle Graveline**, Professor of Music (1984), B.Mus., M.S.M., Boston University; D.M.A., University of Michigan, 1982.
Chair of the Department of Art and Music: **Toby Norris,** Associate Professor of Art History (2006), B.A., Magdalen College, Oxford University; M.Phil., Glasgow University; Ph.D., Northwestern University, 2005.
Chair of the Department of Biological and Physical Sciences: **Brian Niece,** Professor of Chemistry (1997), B.S., Georgia Institute of Technology; Ph.D., University of Illinois at Urbana-Champaign, 1997.
Chair of the Department of Education: **Samantha Goldman,** Associate Professor of Education (2016), B.A., Williams College; M.Ed., Ph.D., Vanderbilt University, 2016.
Chair of the Department of English: **Rachel Ramsey**, Associate Professor of English (2001), B.A., West Virginia Wesleyan College; M.A., Ph.D., West Virginia University, 2001. Chair of the department of English.
Chair of the Department of History: **Carl Robert Keyes**, Professor of History (2008), B.A., University of Michigan; M.A., American University; Ph.D., Johns Hopkins University, 2007.
Chair of the Department of Human Services and Rehabilitation Studies: **Cinzia Pica**, Professor of Human Services and Rehabilitation Studies (2008), B.A., M.S. Ed., College of St. Rose; Ed.M., Harvard Graduate School of Education; Ed. D., University of Massachusetts, Amherst.
Chair of the Department of Mathematics and Computer Science: **Jessica McCready**, Associate Professor of Biology (2012), B.S., Cornell University; Ph.D., Virginia Commonwealth University, 2006.
Chair of the Department of Modern and Classical Languages and Cultures: **Maryanne Leone**, Professor of Spanish (2005), B.S., University of Connecticut; M.A., Middlebury College; Ph.D., University of Kansas, 2003.
Chair of the Department of Philosophy: **J. Patrick Corrigan,** Associate Professor of Philosophy (1989), B.A., The Catholic University of America; M.A., The University of Texas at Austin; Ph.D., The Catholic University of America, 1995.
Chair of the Department of Political Science: **Geoffrey Vaughan,** Professor of Political Science (2008), B.A., University of Toronto; M.A., Boston College; D.Phil., University of Oxford.
Chair of the Department of Psychology: **Leamarie Gordon,** Associate Professor of Psychology (2015), B.A., M.A., University of Massachusetts-Dartmouth; Ph.D., Tufts University, 2015.
Chair of the Department of Sociology and Criminology: **Angela Kaufman-Parks,** Associate Professor of Criminology (2014), B.S., M.A., Ph.D., Bowling Green State University, 2014.
Chair of the Department of Theology: **Ty Monroe**, Associate Professor of Theology (2017), B.A., St. Mary-of-the Woods College; M.T.S., Duke Divinity School; Ph.D., Boston College (2018).

GRENON SCHOOL OF BUSINESS

Dean: **Patrick Cullen**, B.A. University of Nottingham; Ed.M., Harvard University; Ph.D. University of Cambridge.
Chair of the Department of Economics, Finance, and Accounting: **Smriti Rao**, Professor of Economics (2006), B.A., Birla Institute of Technology; M.A., Ph.D., University of Massachusetts-Amherst, 2005.
Chair of the Department of Management and International Business: **Mike Lewis**, Associate Professor of Management (2007), B.S., Central New England College; M.B.A., Assumption College; M.A., Ph.D., Fielding Graduate University, 2016.
Chair of the Department of Marketing and Organizational Communication: **Bridget L. Leonard**, Assistant Professor of Marketing (2017), H.B.Com, M.B.A, Laurentian University; Ph.D., University of Colorado Boulder, 2014.
Director of Graduate Business Programs: **Mike Lewis**, Associate Professor of Management (2007), B.S., Central New England College; M.B.A., Assumption College; M.A., Ph.D., Fielding Graduate University, 2016.

FROELICH SCHOOL OF NURSING

Dean: **Caitlin Stover,** Associate Professor of Nursing (2018), B.S., Boston College; M.S., Worcester State University; Ph.D., University of Massachusetts – Worcester, Graduate School of Nursing (2011).
Chair: **Stephanie Haynes**, Assistant Professor of Practice (2022), B.S. in Nursing, University of Massachusetts Amherst, 2005; M.S. Nursing Family Nurse Practitioner, MCPHS University, 2015; D.H.S. MCPHS University, 2021.

SCHOOL OF HEALTH PROFESSIONS

Program Director, Physician Assistant Studies: **Christopher Ferreira**, Associate Professor of Practice (2021), B.S., Massachusetts College of Pharmacy & Health Sciences; B.A., Boston University; M.S., Massachusetts College of Pharmacy & Health Sciences.

SCHOOL OF GRADUATE STUDIES

Dean: **Kimberly A. Schandel**, Associate Professor of Biology & Chemistry (1995), B.S., Pennsylvania State University; Ph.D., Duke University, 1990.
Director of Applied Behavior Analysis program: **Karen Lionello-Denolf,** Associate Professor of Psychology (2015), B.A. Illinois Wesleyan University; M.S., Ph.D. Purdue University, 2001. Director of the Applied Behavior Analysis Program.
Director of Clinical Counseling Psychology program: **Regina Kuersten-Hogan**, Associate Professor of Psychology (2007), B.A., University of Massachusetts – Boston; M.A., Ph.D., Clark University, 1998.
Director of Graduate Programs in Business: **Michael Lewis**, Associate Professor of Management (2007), B.S., Central New England College; M.B.A., Assumption College; M.A., Ph.D., Fielding Graduate University, 2016.
Director of Rehabilitation Counseling program: **Nick Cioe,** Associate Professor of Rehabilitation Counseling (2016), B.A., College of the Holy Cross; M.S., Southern Illinois University; Ph.D., Southern Illinois University, 2012.
Director of School Counseling program: **Susan Scully,** Associate Professor of Human Services and Rehabilitation Studies (1998), B.A., M.A., Ph.D., Michigan State University, 1996.
Director of Special Education program: **Nanho Vander Hart,** Associate Professor of Special Education (1999), B.A., Ewha Woman's University, Seoul, Korea; M.A., University of Northern Colorado; Ph.D., University of Iowa, 1998.

COMMUNITY SERVICE LEARNING

Director, Community Service-Learning Program: **Michael Land**, B.A., University of Alabama; M.A., Ph.D., University of Missouri-Columbia, 1999.

LIBRARY SERVICES

Director of Library Services: **Vincent Boisselle**, B.A., St. Hyacinth College; M.L.S., University of Maryland.
Public Service Librarian: **Barrie Mooney**, B.S., University of Vermont; M.S.L.I.S., University of Rhode Island.
Head of Technical Services and Special Collections: **TBD**
Research Services/Scholarly Communications Librarian: **Mary Rigali**, B.A., St. Lawrence University; M.A., M.S., Simmons College.
Electronic Resources & Discovery Librarian: **Kathleen Bejune**, B.S., Cornell University; M.S.L.I.S., Syracuse University.
Access Services Coordinator: **TBD**
Access Services Coordinator: **Vivienne Anthony**, A.A., Montgomery County Community College.

OFFICE OF THE REGISTRAR

Registrar: **Heather L. Pecoraro**, B.A. Lock Haven University; M.A., Clemson University.
Assistant to the Registrar, Undergraduate Division: **Mary Malone**, B.S.L.S., Assumption College.
Assistant to the Registrar, Graduate Division: **Deirdre Comeau,** A.S., Becker College.
Records Specialist: **John Wild**, B.A. Holy Cross; M.A., Assumption College.

DEPARTMENT CHAIRS

Art and Music – Toby Norris, Associate Professor of Art History (2006), B.A., Magdalen College, Oxford University; M.Phil., Glasgow University; Ph.D., Northwestern University, 2005.

Biological and Physical Sciences – Brian Niece, Professor of Chemistry (1997), B.S., Georgia Institute of Technology; Ph.D., University of Illinois at Urbana-Champaign, 1997.

Economics, Finance, and Accounting – Smriti Rao, Professor of Economics (2006), B.A., Birla Institute of Technology; M.A., Ph.D., University of Massachusetts-Amherst, 2005.

Education – **Samantha Goldman,** Associate Professor of Special Education (2016). B.A., Williams College; M.ED., Ph.D., Vanderbilt University, 2016.

English – Rachel Ramsey, Associate Professor of English (2001), B.A., West Virginia Wesleyan College; M.A., Ph.D., West Virginia University, 2001.

History – Carl Robert Keyes, Professor of History (2008), B.A., University of Michigan; M.A., American University; Ph.D., Johns

Hopkins University, 2007.

Human Services and Rehabilitation Studies – Cinzia Pica, Professor of Human Services and Rehabilitation Studies (2008), B.A., M.S.Ed., The College of St. Rose; Ed.M., Harvard Graduate School of Education; Ed.D., University of Massachusetts, Amherst.

Management and International Business - Michael Lewis, Associate Professor of Management (2007), B.S., Central New England College; M.B.A., Assumption College; M.A., Ph.D., Fielding Graduate University, 2016.

Marketing and Organizational Communication – Bridget Leonard, Assistant Professor of Marketing (2017), H.B.Com, M.B.A, Laurentian University; Ph.D., University of Colorado Boulder, 2014.

Mathematics and Computer Science – Jessica McCready, Associate Professor of Biology (2012), B.S., Cornell University; Ph.D., Virginia Commonwealth University, 2006.

Modern and Classical Languages and Cultures –Maryanne L. Leone, Professor of Spanish (2005), B.S., University of Connecticut; M.A., Middlebury College; Ph.D., University of Kansas, 2003.

Nursing – Stephanie Haynes, Assistant Professor of Practice (2022), B.S. in Nursing, University of Massachusetts Amherst, 2005; M.S. Nursing Family Nurse Practitioner, MCPHS University, 2015; D.H.S. MCPHS University, 2021.

Philosophy – J. Patrick Corrigan, Associate Professor of Philosophy (1989), B.A., The Catholic University of America; M.A., The University of Texas at Austin; Ph.D., The Catholic University of America, 1995.

Political Science — Geoffrey Vaughan**,** Professor of Political Science (2008), B.A., University of Toronto; M.A., Boston College; D.Phil., University of Oxford.

Psychology – Leamarie Gordon, Associate Professor of Psychology (2015), B.A., M.A. University of Massachusetts-Dartmouth; Ph.D., Tufts University, 2015.

Sociology and Criminology – Angela Kaufman-Parks**,** Associate Professor of Criminology (2014), B.S., M.A., Ph.D., Bowling Green State University, 2014.

Theology - Ty Monroe, Associate Professor of Theology (2017), B.A., St. Mary-of-the Woods College; M.T.S., Duke Divinity School; Ph.D., Boston College (2018).

CENTERS AND INSTITUTES

Aaron T. Beck Institute for Cognitive Studies, Director Leonard A. Doerfler**,** Professor of Psychology (1989), B.S., University of Pittsburgh; M.A., Ph.D., University of Missouri-Columbia, 1982.

French Institute, Director Leslie P. Choquette, Professor of History, Cote Professor of French Studies (1989), B.A., Radcliffe College; M.A., Ph.D., Harvard University, 1988.

Center for Neuroscience, Director Michele L. Lemons, Professor of Biology (2007), B.S., College of William and Mary; Ph.D., University of Florida, 1999.

Center for Purpose and Vocation, Director Esteban Loustaunau**,** Professor of Spanish (2008), B.A., Carleton College; M.A., Ph.D., Ohio State University, 1998. Director of the SOPHIA Program. Associate Director David Crowley, Professor of Biology (2004), A.B., College of the Holy Cross; Ph.D., Stanford University, 1999. Director of the ASPIRE Program.

D'Amour Center for Teaching Excellence, Director Molly McGrath, Professor of Philosophy (2006), B.A., Mount Saint Mary's College; M.A. 2003; Ph.D., The Catholic University of America, 2007.

Worcester Institute for Senior Education, Executive Director James W. Keevan (2022); B.A., Assumption University, 1986; M.A., Assumption University, 1989.

THE FACULTY

Raymond Albert, Professor of Practice of Cybersecurity (2018), B.A. University of Maine; M.S., University of Vermont; Ph.D. University of Florida, Gainesville, 1996. Director of Cybersecurity.
Joseph A. Alfano, Assistant Professor of Mathematics (1994), B.S., Massachusetts Institute of Technology; M.A., Ph.D., University of California at San Diego, 1994.
Brooke M. Andersen, Associate Professor of Mathematics (2009), B.S., Centre College; A.M., Ph.D., Dartmouth College, 2008.
Joanna Bachour, Assistant Professor of Practice (2023). A.D.N., Quinsigamond Community College, 2005; B.S.N., Worcester State University, 2007; M.S.N., Framingham State University, 2012.
Nadeesha Bandara, Assistant Professor of Marketing (2022), B.Sc., University of Colombo; M.B.A., University of Connecticut; Ph.D., University of Massachusetts Amherst, 2022.
Zareen Barry, Assistant Professor of Practice (2022), B.A. History, Boston University, 2002; M.P.H., Boston University, 2007; M.S.N. Family Health Nurse Practitioner, Boston College 2013; Ph.D. Nursing University of Massachusetts Medical School, 2022.
Amirmohsen Behjat, Assistant Professor of Health Sciences (2020), B.S., University of Shiraz, M.S., University of Razi; M.A., Ryerson University; Ph.D., University of Victoria.
Paul R. Bailey, Visiting Instructor of Marketing (2015), B.S., Suffolk University; M.B.A., Suffolk University, 1992.
John F. Bell, Assistant Professor of History (2019), B.A., College of William and Mary; M.A., Ph.D., Harvard University, 2017.
Soraya V. Betancourt-Calle, Assistant Professor of Practice in Biology (2019), B.S., University of Puerto Rico, Rio Piedras Campus; M.S., University of Puerto Rico, Medical Sciences Campus; M.S., The University of Michigan; Ph.D., The Medical College of Georgia, 1998.
Richard Bonanno, Professor of Italian (2002), B.A., University of Massachusetts; M.A., Ph.D., Rutgers University, 2000.
Stuart J. Borsch, Associate Professor of History (2002), B.S., United States Naval Academy; M. Ph. (History), Ph.D., Columbia University, 2002. Sabbatical leave 2023-24.
Heather L. Briere, Assistant Professor of Practice (2022), B.S. Nursing, Fitchburg State University 1995; M.S. Nursing, University of Massachusetts Worcester, 2009; Post-masters Certificate Family Nurse Practitioner, University of Massachusetts Boston, 2014; Ph.D. Nursing, University of Massachusetts Worcester, 2023.
Matthew Cantirino, Visiting Assistant Professor of Political Science (2022), B.A., Georgetown University; M.A., The Catholic University of America; Ph.D., The Catholic University of America.
Kristen Carella, Professor of English (2007), B.A., University of North Carolina; M.A., Indiana University; Ph.D., University of North Carolina, 2006.
John Chetro-Szivos, Visiting Assistant Professor (2019), B.A., M.A., Assumption College; MBA, Anna Maria College; Ph.D., University of Massachusetts – Amherst, 2000.
Leslie P. Choquette, Professor of History, Cote Professor of French Studies (1989), B.A., Radcliffe College; M.A., Ph.D., Harvard University, 1988. Director of the French Institute. Sabbatical leave 2023-24.
Lea Christo, Assistant Professor of Practice in Human Services (2014), B.A., Saint Anselm College; M.S.W., Boston College Graduate School of Social Work. Director of the Health Care Advocacy Program, Co-Director of the MBA in Health Care Management, Coordinator of the Resiliency in Helping Professions Certificate Program.
Nicholas J. Cioe, Assistant Professor of Rehabilitation Counseling (2016), B.A., College of the Holy Cross; M.S., Southern Illinois University; Ph.D., Southern Illinois University, 2012. Director of the Rehabilitation Counseling Program.
Amy Cirillo, Assistant Professor of Psychology (2002), B.A., Clark University; M.A., Ph.D., University of Rochester, 1998.
Peter Clemente, Professor of Practice in Music (1988), B.M., The Hartt School, University of Hartford: M.M., New England Conservatory; DMA, The Hartt School, University of Hartford, 2012. Director of HumanArts.
Elizabeth A. Colby Davie, Professor of Chemistry (2007), B.A., Macalester College; Ph.D., Massachusetts Institute of Technology, 2005. Director of the Honors Program.
Rachel M. Coleman, Assistant Professor of Theology (2020), B.A., B.S., DeSales University; Ph.D., Pontifical John Paul II Institute at the Catholic University of America.
J. Patrick Corrigan, Associate Professor of Philosophy (1989), B.A., The Catholic University of America; M.A., The University of Texas at Austin; Ph.D., The Catholic University of America, 1995. Chair of the Department of Philosophy.
Roger R. Corriveau, A.A., Visiting Assistant Professor of Theology (1992), A.B., Assumption College; M.Div., Weston Jesuit School of Theology; M.A. Boston College; S.T.L., Diploma, *Institutum Patristicum Augustinianum*, 1992; S.T.D., Pontificium Athenaeum S.

Anselmi de Urbe, [Rome].

Stuart I. Cromarty, Professor of Biology (2000), B.A., Boston University; M.Sc., Ph.D., University of Rhode Island, 1995.

David Crowley, Professor of Biology (2004), A.B., College of the Holy Cross; Ph.D., Stanford University, 1999.

Dhruba Das, Assistant Professor of Sociology (2023), B.A., University of Kalyani; M.A., University of Pune; M.S., Oklahoma State University; Ph.D., Oklahoma State University, 2023.

Lisa D'Souza, Associate Professor of Education (2009), B.A., M. Ed. Wake Forest University; Ph.D. Boston College, 2009. Faculty Representative to the National Collegiate Athletic Association. Sabbatical leave 2023-24.

Zachary Daniels, Associate Professor of Practice in Marketing (2016), B.A., University of Massachusetts; M.A., Assumption College; D.B.A., Alliant International University, 2023.

Jessica de la Cruz, Associate Professor of Education (2008), B.A., Union College; M.S., Ph.D., University of Virginia.

Becky L. DiBiasio, Associate Professor of English (1985), B.A., Purdue University; M.A., George Peabody College, Nashville; Ph.D., Purdue University, 1985.

Mary Di Domenico, Visiting Assistant Professor of English (2007), B.A., University of Massachusetts; M.A., University of Massachusetts-Boston, 1995.

Edward J. Dix, Professor of Chemistry (1994), B.S., Clarkson University; M.S., Ph.D., University of Rochester, 1994.

Bernard J. Dobski, Jr., Professor of Political Science (2003), B.A., Boston College; M.A., Ph.D., Michigan State University, 2003.

Leonard A. Doerfler, Professor of Psychology (1989), B.S., University of Pittsburgh; M.A., Ph.D., University of Missouri-Columbia, 1982. Director of the Aaron T. Beck Institute. Sabbatical leave, 2023-2024.

Melanie Downey, Visiting Assistant Professor of Marketing (2022), B.A., University of Hartford; M.S., Fitchburg State University, 2010.

Shahara Drew, Associate Professor of Practice in English. (2007), B.A., University of Pennsylvania; M.A., Ph.D. Brown University, 2001.

Paul Dufault, Visiting Instructor of School Counseling Program (2006), B.A., M.A., Worcester State College; M.A., Assumption College.

Derek Duplessie, Assistant Professor of Philosophy (2022), B.A., St. John's College; M.A., Ph.D., Tulane University (2018).

Colleen A. Fahy, Professor of Economics (1992), B.A., St. John Fisher College; M.A., Ph.D., State University of New York at Binghamton, 1989.

Steven Farough, Associate Professor of Sociology (2001), B.A., Western Michigan University; M.S.W., University of Michigan; Ph.D., Boston College, 2001.

Douglas Finn, Assistant Professor of Theology (2023) B.A., Wabash College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame, 2011.

Deanna Foster, Assistant Professor of Accounting (2023), B.A., Assumption College; M.B.A., Clark University; Ed.D., Northeastern University, 2021.

Karolina Fucikova, Associate Professor of Biology (2016), B.S., University of South Bohemia; M.S., John Carroll University; Ph.D., University of Connecticut, 2011.

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Philip Benvenuti, Lecturer in Accounting (2013), B.A., Assumption College; M.B.A., Assumption College, 2012. Certified Fraud Examiner, 1998, Certified Internal Auditor, 1996.
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Michelle Graveline, Professor Emerita of Music (1984), B.Mus., M.S.M., Boston University; D.M.A., University of Michigan, 1982. Interim Dean of the D'Amour College of Liberal Arts and Sciences.
Joseph H. Hagan, President Emeritus of Assumption College (1978), A.B., Providence College; Ed.M., Boston University; M.B.A., Bryant College; D.Min., Ed.D., Graduate Theological Foundation, 2001.
Carol Harvey, Professor Emerita of Management (1990), A.B., Anna Maria College; M.A., Assumption College; M.B.A., C.A.S., Northeastern University; Ed.D., University of Massachusetts-Amherst, 1991.
Kevin L. Hickey, Associate Professor Emeritus of Geography (1972), Professor Emeritus of Geography, A.B., M.A., Boston University; M.A., Harvard University, 1976.
Elisabeth A. Howe, Professor Emerita of French (1991), B.A., University College, London; M.A., Ph.D., Harvard University, 1987.
Louise Carroll Keeley, Provost Emerita, Professor of Philosophy (1983) and Provost (2015), B.A., Marquette University; M.A., Ph.D., Boston College, 1983.
Dona Kercher, Professor Emerita of Spanish and Film (1990), B.A., University of Michigan – Ann Arbor; M.A., Ph.D., Johns Hopkins University, 1980.
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Marc LePain, Professor Emeritus of Theology (1971), A.B., Assumption College; M.A., University of Pennsylvania; Ph.D., Fordham University, 1978.

Stuart R. Lynn, Professor Emeritus of Economics (1987), A.B., College of William and Mary; Ph.D., University of North Carolina.

Paul J. Mahon, Professor Emeritus of Biology (1971), A.B., Assumption College; Ph.D., Clark University, 1973.

Daniel Mahoney, Professor Emeritus of Political Science (1986), Augustine Chair in Distinguished Scholarship, B.A., College of the Holy Cross; M.A., Ph.D., The Catholic University of America, 1989.

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Ann B. Murphy, Professor Emerita of English (1990), B.A., Hollins; M.A., Ph.D., University of Massachusetts – Amherst, 1986.

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Thomas R. Plough, President Emeritus of Assumption College (1998), B.A., Michigan State University; M.A., Student Personnel Administration; Ph.D., Higher Education Administration, Michigan State University.

Arlene Vadum Rankin, Professor Emerita of Psychology, A.B., McMaster University, Ph.D., University of California (Berkeley), 1969.

Patricia S. Reisert, Professor Emerita of Biology (1975), A.B., Manhattanville College; M.A., Ph.D., Brown University, 1965.

David St. John, Professor Emeritus of Human Services and Rehabilitation Studies (1987), B.A. St. Anselm College; M.Ed, Boston University; Ed.D, Clark University, 1973.

Charles K. Stuart, Professor Emeritus of Social and Rehabilitation Services (1985), B.A., Michigan State University; M.A., Ed.D., University of Northern Colorado, 1968.

William N. Sullivan, Professor Emeritus of Accounting (1980), B.S., Boston College; M.B.A., Babson College, 1975; C.P.A. (Massachusetts) 1975.

Roger R. Trahan, Emeritus Director of the Media Center (1967), A.B., St. Mary's Seminary and University; M.Ed., University of Hartford, 1962.

Campus Buildings

Assumption University is located on 185 acres in the west side of Worcester, offering the opportunities of a large city while providing the comfort of a beautiful residential neighborhood. Assumption's facilities support students' academic, social, recreational, and spiritual needs. Some of our most notable buildings are described below.

Admissions House *(2008)* The Assumption University Admissions House was built around 1912 as the home of Charles Persons and his family, renowned manufacturers of bicycle saddles. In 1980, the house was acquired by Assumption University to be used as the home of its president. Two Assumption presidents lived there, and in 2007, the University renovated the home to create an appropriate space for Enrollment Management, including the University's Admissions and Financial Aid offices. The project included renovation of the 9,000-square-foot Persons mansion and the construction of a 6,000-square-foot addition in a compatible style. The accompanying three-car brick garage was adapted for use as a classroom and meeting space, and renamed the Carriage House.

Andrew Laska Gymnasium *(1963)* is the home of Assumption's intercollegiate basketball teams and the volleyball team and is the location for key University functions. The facility was renovated in 2009 and accommodates 1,500 spectators. Within this building are athletic staff offices, showers and locker rooms. As a Division II program, Assumption's Intercollegiate Teams emphasize academic pursuits, while enhancing the athletic skills and competitive instincts of all participants. In addition, intercollegiate athletics assist in the development of the personal characteristics of fairness, cooperation, self-control, and good sportsmanship, and extend the students' physical and social capacities.

Armanet House *(1960/2001)* is where you will find Student Health Services. SHS has three rooms for exam and treatment, and space for day treatment and observation.

Richard J. and Sophia Catrambone Health Sciences Center *(2020*), is where students prepare to treat an illness, but more importantly, to treat a human person who is ill. Future health care professionals who graduate from Assumption will be known for their empathy and as those who understand and respect the dignity of the human person. The 41,000 square foot, centrally located Health Sciences Building houses the Froelich School of Nursing, but benefits students in all disciplines. All classrooms are equipped with full audio/visual technology including a recording system in the simulation labs for debriefing following lab exercises. The nursing floor features a nursing skills lab with seven full-sized hospital beds for teaching patient care. Throughout the spacious building students have access to lounges, smaller break-out spaces and de-briefing rooms and conference rooms. The building includes nine spacious offices and office suites for faculty, staff, and administration.

Chapel of the Holy Spirit *(1968)* is the spiritual center of the University. The Assumption community is welcome to pray at Mass and Morning and Evening Prayer with the religious communities (Augustinians of the Assumption and Religious of the Assumption) who sponsor the University. Other opportunities for students and the Assumption family include participation in the Liturgical Ministries of Lector, Eucharistic Minister, Altar Server, Greeter, and membership in the Chapel Choir. Under the direction of Campus Ministry, students participate in retreats, mission opportunities, prayer and discussion groups, and numerous other opportunities for spiritual growth.

Charlie's *(1983)*, the University's casual dining facility, is located on the first floor of the Hagan Campus Center. Charlie's offers a social environment and a trendy Bistro/Café atmosphere. Charlie's offers extensive hours and a variety of meal options. It is also a hotspot for live music and campus activities. The offices of Student Activities, Student Government Association, and the Cross-Cultural Center are located in Charlie's.

Dipasquale Media Center *(1977)* is home to Media Services, which provides audio-visual services to the campus community. The building has a television studio for classroom and student productions, and houses four Avid non-linear editing systems, including a High Definition system. Television production students can sign out two professional video field production kits that include JVC video cameras, Arri light kits, and Sennheiser audio recording equipment.

Emmanuel d'Alzon Library *(1988)* serves as an intellectual hub of the campus bringing together a large collection of materials, print and electronic, to aid the Assumption community in their intellectual pursuits. The collection encompasses books, journals, film, reference works and primary source materials. The Library's website acts as a gateway to these resources and the large corpus of electronic resources are available from both on and off campus. The University's participation in local, regional, and national library networks provides access to additional resources through interlibrary loan. Library reference staff provide mentoring and instruction in the research process, both for individuals at point of need or, for those with more extensive research needs, via schedulable research consultations. With over 350 seats, the Library provides an atmosphere conducive to social learning and chance encounters between students and faculty. This environment serves as a comfortable space for students to meet with peers, study in groups, or just take a needed break. The Library has a variety of spaces designed for group interactions, such as collaborative spaces where students can develop and practice presentations, work on group projects, or study together. The Library provides access to a range of campus technologies such as Wi-Fi, computers, printers, scanners, etc. to aid student work. The Division of Student Success, Student Accessibility Services, the International Student Success Center and the Academic Support Center are also found here.

Emmanuel House *(1985, addition 2023)* is home to the Augustinians of the Assumption, the University's founding order. Located next to the Chapel of the Holy Spirit, the house is designed for ten residents and two guests. There the Assumptionists live in community, along with candidates at various levels of discernment to religious life.

Founders Hall *(1963)* was originally designed as a residence hall. In 1988, it was converted to the primary faculty office building. Currently, 100 faculty have their offices in Founders, in nine academic departments. It was renovated in the summer of 2008.

Fuller Hall and Information Technology Center *(2002)* house the IT staff, three computer lab/classrooms and two mobile print stations. Several advanced technology classrooms are also located here, including a lab equipped with AVID Media Composer editing software, used in the Video Production and English Mass Communication courses. The IT Helpdesk, located here, assists students, faculty and staff with technology related challenges. Additional computer labs and smart classrooms are located in academic buildings throughout the campus.

Fr. Isidore Gayraud, A.A. Living Learning Center *(1998)* is a residence hall with a special mission. It is designed to foster intellectual discourse among faculty and students: students choose a specific interest circle and work with a faculty mentor who facilitates weekly discussions pertaining to that theme. The student learning outcomes associated with this program include developing critical thinking and speaking skills, global awareness, and a strong sense of community.

Hagan Campus Center *(1983)* is where students conduct many of their daily activities. The University's Post Office, and Charlie's casual retail dining facility are located on the first floor. On the second floor you'll find the University Bookstore where students purchase books, school supplies, daily convenience items, and Assumption apparel, and a large conference space. The Hagan Campus Center includes offices for the Cross-Cultural Center, Student Activities, Campus Activities Board (CAB), *Le Provocateur* newspaper, the *Heights* yearbook, and the Student Government Association.

Kennedy Memorial Hall (*1956)* is named in memory of Lt. Joseph P. Kennedy Jr., Navy pilot killed in action in WWII, and brother of President John F. Kennedy. It holds two technologically sophisticated auditoriums: the George I. Alden Trust Auditorium, and the Assumption Prep Auditorium, the primary classroom for the Worcester Institute for Senior Education (W.I.S.E.) programs. It also houses Campus Police, a music practice room, faculty offices, a graduate student lounge, and several classrooms.

La Maison Française *(1956)* Marked by a statue of Our Lady of the Assumption at its entrance, *La Maison* is centrally located above the University's duck pond and is the first building seen on campus. As the main administration building, it houses the offices of the President and Provost, the office of Undergraduate Studies, the French Institute, the Worcester Institute for Senior Education (WISE) and the Office of Integrated Marketing. The multi-purpose Salle Saint Jean-Baptiste Hall is used for small theatre productions, meetings, symposia, lectures, and dinners.

Brian Kelly Stadium *(2005)* supports six varsity athletic teams (field hockey, football, men's and women's lacrosse, and men's and women's soccer) and an outdoor intramural sports program with a synthetic turf field. It also features lights for evening games and practices, elevated grandstand seating for 1,200 spectators and a press box.

Plourde Recreation Center *(1992)* provides extensive recreational facilities for the Assumption University community. The 69,000-square-foot complex is the largest building on campus and features a six-lane swimming pool, a jogging/walking track, three full-size multipurpose courts with individual scoreboards, two racquetball courts with a viewing area, a mirrored aerobic/dance studio, a fitness center with cardiovascular machines and free weights, lounges, and locker rooms with saunas. The popular intramural program has numerous sports including basketball, flag football, ice hockey, floor hockey, racquetball, soccer, softball, co-ed volleyball, battleship and wiffleball. Approximately half of the University's students participate in the intramural program, competing against student teams as well as faculty/staff teams. The Club Sports program is designed to serve individual student interests in various sports and program activities. The active club sports are: cheerleading, dance, ultimate frisbee, outdoors club, volleyball (men's and women's), and equestrian. Other programs include first aid, yoga, aerobics, spinning, lifeguard training and massage therapy.

Residence Halls provide quality housing options to the University's undergraduate students, the majority of whom reside on campus. While most first year students are typically assigned "traditional" two or three person dormitory rooms, upper class students have a variety of options including doubles, triples-and suites, as well as four and five or six person apartments. Since 1998, the University has built four new, air-conditioned residence halls: Living Learning Center, Plough, South and West.

Richard and Janet Testa Science Center *(2003)* provides students with an exceptional environment for scientific research and laboratory work. The Center houses the Department of Biological and Physical Sciences, which includes the disciplines of biology, chemistry, environmental science, and physics. The three-floor Center features a 60-seat auditorium, four state-of-the-art classrooms, ten teaching laboratories, seven laboratories dedicated to faculty and student research, two conference rooms, and a greenhouse. Additionally, the students enjoy bright and inviting study and lounge areas located throughout the building, and the Center's South Atrium offers a sound system for lectures, receptions, and other special events, making it valuable for campus-wide use. Student-faculty research is thriving in this academic building.

Taylor Dining Hall *(1956)* serves as the primary resident dining facility, offering an extensive assortment of menu choices and catering services. The Marriott Conference Room and the Presidential Dining Room are also located here. Dining services are provided by Sodexo, Inc.

Tinsley Family Campus Ministry Center *(2012)* is the home of the many activities of Campus Ministry. The facility, adjacent to the Chapel of the Holy Spirit, opened in January, 2012. The space has offices for staff, conference space and an interfaith prayer room.

Tsotsis Family Academic Center *(2017)* demonstrates the University's commitment to educating the whole person by integrating class and co-curricular spaces. The building houses 13 high-tech, flexible classrooms, seminar rooms, common study spaces, and faculty offices. The Grenon School of Business, the Honors Program, and the Core Texts and Enduring Questions (CTEQ) Program are located here, as well as a 400-seat performance hall, a rehearsal room, and a multi-purpose space with a terrace offering a panoramic view of the Chapel of the Holy Spirit.

Villino Dufault *(2013)* is home to the University's Rome Program, and is located in a residential neighborhood where students are immersed in Roman culture. The fully-renovated, modern building offers comfortable living quarters, a gourmet kitchen staffed by an authentic Italian chef, dining and common areas, and a state-of-the-art classroom. The neighborhood offers a myriad of fine dining and shopping options, as well as a gym. Nearby bus and metro stops offer quick and convenient access to Vatican City and the heart of ancient Rome. Accommodations at reputable hotels are provided to students for overnight excursions away from Rome. Villino Dufault is located at Via San Pio V, 55, 00165 Roma, Italy.

1 La Maison Francaise
2 Bishop Wright Hall
3 Taylor Dining Hall
4 Alumni Hall
5 Desautels Hall
6 Founders Hall
7 Testa Science Center
8 Admissions House
9 Carriage House
10 Emmanuel House
11 Chapel of the Holy Spirit
11a Tinsley Campus Ministry Center
12 Emmanuel d'Alzon Library
13 Information Technology Center
14 Fuller Hall
Counseling Services
15 Switzer Building
16 DiPasquale Media Center
17 Kennedy Memorial Hall
17a Public Safety
18 Power Plant
19 Tsotsis Family Academic Center
20 Hagan Campus Center
20a Charlie's
21 Laska Gymnasium
22 Health Sciences Building
23 Plourde Recreation Center
24 Salisbury Hall
25 Aubuchon Hall
26 Nault Hall
27 Hanrahan Hall
28 Young Hall
29 Tennis Courts
30 Bissonnette Hall
31 Martel House
32 Moquin Hall
33 Dion Hall
34 Wellness Center
35 Tennis Courts
36 Maintenance Facility
37 Authier Hall
38 Dufault Hall
39 Normand R. Marois Field
40 Multi-Sport Stadium
41 H.L. Rocheleau
Athletic Field
42 Worcester Hall
43 Wachusett Hall
44 Living / Learning Center
45 South Hall
46 West Hall
47 Plough Hall
Old English Road
Chapel Road
SALISBURY STREET
N
Parking Legend
A Maison Lot
B Taylor Lot
C Kennedy Lot
D The Hill Lot
E Tennis Courts Lot
F The Valley Lot
G Plourde Lot
H Laska Gymnasium lot
I Hagan Center Lot
J Library Lot
K LLC Lot Upper
L LLC Lot Lower
M Plough, South, West Lots
N Chapel & Admissions Lot
O Testa Lot - Visitors
P Testa Lot - Lower level
Assumption University
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UNDERGRADUATE
ACADEMIC CALENDAR 2023-24

FALL 2023

Monday, August 28	Classes begin
Friday, September 1	Last day to add/drop for fall 2023
Monday, September 4	Labor Day, no classes
Mon-Tues, October 9 and 10	Fall break, no classes.
Wednesday, October 11	Classes resume
Monday, October 16	Midterm
Monday, November 6	Course selection for Intersession 2024 and Spring 2024 begins
Friday, November 17	Course selection for Intersession 2024 and Spring 2024 ends
Friday, November 17	Last day to withdraw from a course or apply for Pass/No Credit
Wed-Fri November 22, 23, 24	Thanksgiving Break, no classes.
Monday, November 27	Classes resume
Wednesday, December 6	Last day of classes
Thursday, December 7	Study Day
Friday and Saturday, Dec. 8 and 9	Final exams
Mon, Tues, Wed, Dec. 11, 12, 13	Final exams
Friday, December 15	Final grades due to Registrar by noon

INTERSESSION 2024

Tuesday, January 2	Intersession begins
Friday, January 12	Intersession ends

SPRING 2024

Tuesday, January 16	Undergraduate Classes begin for Spring 2024
Monday, January 22	Last day to add/drop
Monday, February 19	Presidents' Day, classes held
Monday, March 4	Spring break begins; classes resume Monday, March 11
Monday, March 11	Midterm
Monday, March 18	Course selection for Summer Semester and Fall 2024 begins
Wednesday, March 27	Course selection for Fall 2024 ends; Summer Semester still open
Thursday, March 28	Easter Recess begins, no classes.
Tuesday, April 2	Classes resume
Friday, April 12	Last day to withdraw from a course or apply for Pass/No Credit
Friday, April 26	Last day of class
Saturday, April 27	Study Day
Mon-Fri April 29 to May 3	Final exams
Monday, May 6	Senior grades due to Registrar by noon
Friday, May 10	All grades due to Registrar by 4 p.m.
Saturday, May 11	Baccalaureate Mass
Sunday, May 12	Commencement

SUMMER SEMESTERS 2024

Monday, May 28 –Friday, July 5	Summer Semester I
Monday, July 8 – Friday, August 16	Summer Semester II

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D'Amour College of Liberal Arts and Sciences
Grenon School of Business
School of Graduate Studies
School of Health Professions
Froelich School of Nursing

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