



TRAVELS & DISCOVERY
FOR ASSUMPTION STUDENTS

STUDY ABROAD

COMES TO LIFE



BY SR. ELLEN GUERIN, R.S.M., DEAN OF STUDIES

The United States is a mix, a blend, a mosaic of many cultures and languages. We live so close to this reality that oftentimes we are aware of our rich diversity only when problems or issues of difference arise. How is it then that study abroad is such an important means for our students to gain greater self-knowledge—to understand and to appreciate diversity when apart from their own familiar culture and language?

What do we notice first when we come into a totally new environment? From personal experience and listening to others who have had this experience, we notice what is missing. Without realizing it, don't we assess a new environment—be it food, clothing, furniture, or ways of doing things—by comparing it to our familiar ways? From this basic awareness of difference and with even limited reflection, we gain insight and our horizons are expanded. Immersion in a culture away from one's mother tongue and our ordinary ways is enriching and maturing for a student who is open to the breadth and depth of the unknown and unfamiliar.

The Study Abroad Program at Assumption College makes use of educational and travel institutions that are in contract affiliation with universities across the globe. Australia, for instance, has become very



Staci Hanchett '01 (right), with

three other Assumption students. At the moment, there are at least six Australian universities where Assumption students are studying. The biology majors find the contrast of the tropical rain forest and the marine life of the Great Barrier Reef a special means of understanding contrasting habitats both unusual and precious.

Photo (left) by Philippe Ciaramella '01,

two Assumption seniors, Kate Murphy of Medway, MA, and Sarah Rice, a Westford,

MA native, studied abroad for their junior Spring Semester last year. While on spring break from their respective universities—Sarah at the University of Nottingham, England, and Kate at the University of Edinburgh, Scotland—

the two friends spent their month off together, backpacking through

BY KATE MURPHY '01 (RIGHT), BUSINESS COMMUNICATIONS MAJOR, AND SARAH RICE '01, MARKETING MAJOR AT PONTE VECCHIO, FLORENCE, ITALY



It was 6 p.m. in Victoria Station, London. As the train for Dover approached, we jumped up, gathered our belongings, and helped each other with our bulging backpacks. Armed with rail cards and pass-ports, we found seats, and unable to contain our excitement, began flipping through our Let's Go guidebook—Parisian streets, Florentine art, and the Swiss Alps were beckoning us! As we pulled out of the station with the English landscape sliding by, it suddenly hit us that our dream of backpacking through Europe was becoming a reality. When the train pulled into Dover, its famous white cliffs looming behind the station, we looked at each other and said, "Can you believe this?" We were still trying to fathom that we were embarking on a month of spring break backpacking, due to a foreign academic calendar that was so different from Assumption's.

On the ferry to France, sipping tea, we

began to share some of our remarkable experiences of recent months. We each felt changed by our time studying abroad. Seeing the centuries-old Eilean Donan Castle in the Scottish Highlands was a highlight for Kate. The art and architecture she'd seen in the British Isles sparked within her an unexpected emotional connection to history.

Sarah had a similar response to seeing the Trent Building at the University of Nottingham, an incredible marble structure set behind a glassy blue lake. In just a few weeks, she was struck by the intrinsic melding of academia and history in European culture.

During her first few weeks of walking down the streets in Edinburgh, with so much history and culture to absorb, Kate had to keep repeating to herself that she was actually in Scotland. "I have never felt so independent and strong in my entire life. I realized I was meeting new people who would teach me things—things that I could only know by being in Scotland to experience them." We agreed it was a strange feeling to be living our dreams. Everything was more vivid than we had imagined.



Kate and Sarah at Interlaken, Switzerland. Leaving home is something that we both had gained. One of the more difficult factors in deciding to study abroad was having to leave families and friends behind. But through this opportunity, we had proven to ourselves that we are self-sufficient. We had each successfully traveled to a foreign country, adjusted to the culture, and made new friends on our own, and now, "we're on the ferry sailing from Dover to Calais, France!" The French couple seated across

Other students relish the richness of Spain, Italy, and France. The cultural heritage and slowed-down pace of life is refreshing to students who feel pressured by the many taken-for-granted demands of our American way of living. The warmth of the climate pales in contrast to the friendliness and hospitality of host families where students live. The welcoming our students receive from students native to these countries or who come from other parts of the world enables them to enter more fully into these new situations. Art and language students value the treasures they discover in these cultures. It is breathtaking to see firsthand the great works of

art and architecture. Daily use of the language of the country, augmented by classroom instruction, brings confidence to students. As their fluency increases, the nuances and gifts that such a language facility give become a doorway into a deeper appreciation of the culture while helping to foster more meaningful relationships.

Ireland and England have always been popular study abroad choices for Assumption students. Some students find studying in Ireland is a return to their roots. Weekends are a kind of genealogical hunt, often bringing the joy of discovering and visiting relatives. The reputation of Ireland as being the land of scholars is more than a cliché. Ireland's universities generally demand a 3.0 cumulative point average for all study abroad students. The large lecture classes in Irish history or the great poets of Ireland are complemented by small tutorials where interaction between professor and students is more intimate and demanding. Reading lists are long, and it is the responsibility of the student to discover how important it is to pay attention and read what is pointed out before final examinations come.

England's attraction has been the diversity of subjects one can study in a tongue that is familiar even though many words are pronounced differently. The history of England, along with great literary works such as those of Shakespeare, come alive within the walls of English universities. Some students find that business studies have



Philippe Ciaramella '01 in Italy (left), and with his relatives, the



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a different perspective and augment what they learn here at Assumption. While few students select the beauty and mystery of the Scottish scene, those who have studied in Scotland come away with a deep affection for the people and the country. Anthropology and the opportunity to participate in an authentic dig made the textbook leap alive for one student.

Latin America, Africa, and Asia as yet have not captured the attention of many students. With our global community now more connected through communication and travel, these lands may grow to have more of an appeal to a greater number of students in the future. Latin American Studies is a new interdisciplinary major at the College. As it grows along with courses relating to Africa and Asia, more students will find the value hidden in these economically developing countries that are so culturally and religiously diverse. A few students have had experiences in Cuba, Africa, and Asia through the Semester at Sea Program. Professors from the University of Pittsburgh sail with a small, select group. Classes held on shipboard prepare the students to understand the history, the customs, and the ways of the people in the many countries they visit.

Even though parents desire their children to be responsible and mature adults, the opportunity for studying abroad can raise questions as to the readiness of their child for such an adventure. Traditionally, one's junior year is when most students are developmentally and academically ready for this experience of being on their own in a

more independent way. In fact, for many students, this period of separation from family and friends is a giant step toward a more mature adulthood. Friendships that begin during this time abroad blossom and mature into enriching and enduring friendships.

The College's Financial Aid office helps the student assess the cost of a study abroad program so that it is consistent with available resources. Some of the programs that are available to us offer scholarships. A few of our students have received grants to pay for airfare to Australia,



Sarah in Bath, England

from us laughed at our contagious excitement as they caught our eyes.

The friends we had met thus far had made us realize how wonderful it is to share new perspectives. Our views on nearly every subject had been broadened by our new acquaintances from a different culture. To see how they live and what they value had made us re-assess our own values and what is important to us.

We found ourselves philosophizing. The ferry swayed gently back and forth. We paused to look at the churning ocean. "The people I've met here during my studies have taught me more than I could ever learn in a classroom. Although I have to admit, I enjoy the classes that I'm taking at the University."

We had both discovered that students are given a greater amount of responsibility in Europe. They choose what they want to focus on in their majors, with minimal help from professors. We found it to be intellectually stimulating and challenging, but at the same time, scary. Students enjoy close relationships with teachers at Assumption. Yet, for a change of pace, we found the academic independence in Scotland and England refreshing.

Kate remarked that the differences had

Two Programs Making Their Mark:

THE BECK INSTITUTE AND THE GRADUATE SCHOOL'S COUNSELING PSYCHOLOGY DEGREE

Building on the foundation provided by Dr. Edmund O'Reilly, Dr. Leonard Doerfler, the Institute's current director, has expanded the Institute's programs to include continuing education programs that satisfy the licensing regulations for mental health professionals.

The Aaron T. Beck Institute for Cognitive Studies is a very unique and exciting feature of the Counseling Psychology Program at Assumption College. It is the only Institute of its kind in the Northeast, and its programs enrich the professional training offered by the Counseling Psychology Program. Dr. Aaron T. Beck, who earned international acclaim as one of the founders of cognitive therapy, received an honorary doctorate from Assumption College in 1995. With Dr. Beck's support and encouragement, Dr. Edmund O'Reilly provided the leadership to establish the Institute at the College. The Institute's mission

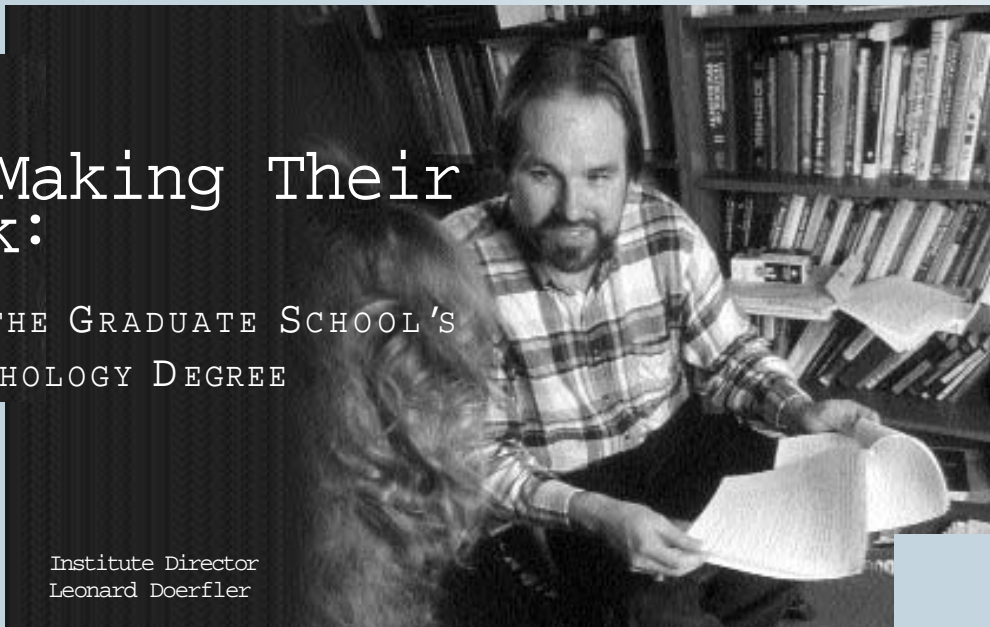
is to advance knowledge and skill in cognitive therapy and to examine ethical and moral issues faced by therapists and clients.

Cognitive therapy is an active, structured approach that is highly effective in treating psychological problems like depression, anxiety, alcohol and drug abuse, personality disorders, and relationship problems. Cognitive therapy helps people resolve their psychological difficulties by assisting them in thinking and acting more realistically and adaptively.

Dr. Beck is actively involved in the Institute's activities, and has visited the campus several times in recent years. Moreover, several internationally known psychologists and psychiatrists have visited Assumption College to speak to faculty, graduate and undergraduate students, and mental health professionals from the community about

developments in cognitive therapy. Building on the foundation provided by Dr. Edmund O'Reilly, Dr. Leonard Doerfler, the Institute's current director, has expanded the Institute's programs to include continuing education programs that satisfy the licensing regulations for mental health professionals. The programs include clinical workshops, conferences, and lectures that provide intensive instruction in clinical topics and psychotherapy techniques for psychologists, mental health counselors, social workers, psychiatrists, and educators. These programs add a very unique dimension to the professional training for Counseling Psychology students and provide the mental health community in Central Massachusetts with information about the latest developments in cognitive therapy.

The Institute's programs



Institute Director
Leonard Doerfler

com-plement the professional training provided by the Counseling Psychology Program. Counseling Psychology students have the opportunity to meet world-renowned psychologists and psychiatrists and to participate in clinical workshops on cutting-edge treatment strategies and techniques. Students enrolled in doctoral programs in clinical and counseling psychology rarely have opportunities that are avail-able to Assumption's Counseling Psychology students. Through the Institute's programs, Assumption College has quickly earned a reputation as a major center for training in cognitive therapy in the Northeast.

Unique features of Graduate Counseling Psychology program enhance graduates' careers.

Healthcare is a vital part of the Worcester community, and Assumption College, through its graduate Counseling Psychology Program, is an important part of the local healthcare scene. The Counseling Psychology Program prepares students for a career as mental health counselors, and after completing



their master's degrees, graduates fulfill all of the education requirements for licensure as mental health counselors in Massachusetts and most other states.

For individuals who are interested in a career as a mental health professional, the Counseling Psychology Program offers many unique features that enhance their career. The program emphasizes flexible, problem-focused counseling approaches that are encountered in managed mental healthcare settings. Individuals who are interested

in developing in-depth expertise and specialized skills can select optional concentrations in Cognitive Behavioral Therapies or Child and Family Interventions. Cutting-edge courses focus on recent developments in effective treatment techniques and procedures for conditions such as depression and anxiety.

As a major healthcare center in Massachusetts, Worcester offers a var-iety of unique training experiences for Counseling Psychology students. The Counseling Psychology Program maintains an excellent relationship with many mental health agencies in the Central Massachusetts region. These agencies serve children, adolescents, adults, and families, and students can select

Recent Online Endeavors from the Admissions Office

The Assumption Admissions Web site offers students an array of helpful information which is up-to-date and easily accessible.

Looking for the quickest and easiest way to apply? Students have the convenience of applying directly online, as well as submitting an online inquiry form to request information. Students with questions regarding the application process are also able to interact through e-mail with an admissions representative on a daily basis.

The financial aid section of the Web site lists and answers parents' and students' most frequently asked questions. Families concerned with financing higher education can access current costs and view financial aid deadlines.

Looking for a glimpse of the campus? The virtual tour allows students a sneak peak of Assumption's campus and facilities, while information regarding interviews, tours, and directions are available online to those students planning a visit to Assumption.

One of our latest online endeavors has been participating in the first-ever online college fair series sponsored by NACAC (National Association for College Admission Counseling). The online college fair allows students the opportunity to engage in an online dialogue with admissions and financial aid representatives. Students can search for schools according to their interest and chat with

- FACULTY EXPERIENCES ABROAD -

International experiences are not foreign to the Assumption College faculty. Whether it's research, conferences, or educational tours, the College faculty is actively engaged in scholarly activity abroad. We present just a sample of recent faculty experiences.

Dana Aspinall, Ph.D., assistant professor of English, took a group of 21 English majors to England in the spring of 2000, spending four days in London, touring the Tower, the British Museum, St. Paul's Cathedral, and the National Gallery. The group also took in the Royal Shakespeare Company's production of Antony and Cleopatra at the Barbican, toured Hever Castle (Anne Boleyn's home), the ruins of St. Augustine's Abbey, and visited the Cathedral in Canterbury and St. Martin's church—the birthplace of Christianity in England.

Barbara Apelian Beall, Ph.D., assistant professor of Art History, has engaged in research in early medieval manuscripts dating from the 7th to the 9th centuries, especially those from what is now Great Britain. Much of her research has been conducted at the British Library in London, Durham Cathedral Library in Durham, and the Biblioteca Medicea Laurenziana (Laurentian Library in Florence, Italy). In July 2000, she presented a paper at Lancaster University in

England at a Ruskin conference commemorating the 100th anniversary of his death. While there, she also completed research at the Ruskin Library for a forthcoming essay to be published in a book (which she is also co-editing) on John Ruskin by Ashgate Press, entitled *John Ruskin, New Visions: The International Artistic and Sociopolitical Legacies*. This summer Professor Beall has been invited to speak in Italy at the Annual International Conference on Biblical Studies in the Early Middle Ages. Her paper, "The Tabernacle Illumination in the Codex Amiatinus Reconsidered," is based on manuscript illumination in the earliest extant, complete copy of the Bible in Latin Vulgate (dating from the 8th century), which was produced at the monastic scriptorium of Wearmouth-Jarrow in what is now northern England.



Kathleen G. Beres, visiting instructor of English, traveled to Australia and

New Zealand this past summer with Australearn, a study abroad organization, to research overseas opportunities for Assumption students. She visited with representatives from five colleges, and had the opportunity to meet with students (both Australian and American), abseil down New Zealand's Glowworm caves, visit the rainforest, and explore an Aboriginal cultural center.

Magda deMoor, Ph.D., professor of Spanish, and President Thomas R. Plough, Ph.D., traveled to Cuba in the spring of 2000 as part of a higher education delegation from Massachusetts. Lead by Congress-men James P. McGovern (3rd District, MA) and Joseph Moakely (9th District, MA), the trip served to promote academic exchanges between the two countries. As a result of this visit, the College has investigated a number of opportunities. Several members of the Assumption faculty of various disciplines are planning to travel to Cuba and present papers at the International Conference/Workshops on Women in November 2001. The Latin American Studies and the Department of Foreign Languages are planning to add a Cuban graduate to the Teaching Assistant Program during the academic year 2001-2002. In addition, the Office of Pastoral Activities is exploring a student trip in January 2002. This past fall, Assumption College applied for and received a license to travel to Cuba from the U.S. Department of the Treasury.



Amy Gazin-Schwartz, Ph.D., assistant professor of Anthropology, has recently conducted archaeological field surveys on the island of Raasay, Scotland, along with the Association of Certificated Field Archaeologists from Glasgow University. She hopes to participate in the survey again