

# Albertus Magnus College

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DIVISION OF PROFESSIONAL AND GRADUATE STUDIES



**2019–2021 COURSE CATALOGUE**  
**Accelerated Degree Program**

A Catholic College in the Dominican Tradition



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# ALBERTUS MAGNUS COLLEGE



**S**t. **Albert the Great**, the patron of Albertus Magnus College, was born about 1200 into the family of the counts of Bollstadt at Lauingen in Swabia. After a few months of study at Bologna and Padua, he entered the recently founded Dominican order in 1223. For the next three decades he studied and taught in Paris and Cologne, where the young Thomas Aquinas was among his students. In 1254, Albert was elected prior provincial of Germany and soon after was appointed papal theologian and named Bishop of Ratisbon. Yearning for the academic life, he resigned his episcopal appointment in 1262 and returned to Cologne for a life of prayer and study. Albert died in Cologne in 1280.

According to a contemporary, Albertus was a man “so superior in every science that he can fittingly be called the wonder and miracle of our time.” His encyclopedic writings include works on physics, geography, astronomy, chemistry, biology, philosophy, and theology. He was a major figure in the introduction of the work of Aristotle to the Latin West and was instrumental in the acceptance of human learning as an essential handmaid to theology. In 1933, Albert was proclaimed a saint and doctor of the Church.

In the tradition of St. Albert, the College strives to promote the search for truth in all its dimensions, providing men and women with the opportunity to pursue a higher education that is both humanistically broadening and practical in its application.

*The contents of this catalogue were as accurate as possible at the time of printing. This catalogue is for informational purposes only and does not constitute a contract. The College reserves the right to change, at any time, without notice, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in this catalogue. Students should always consult with their academic advisor to confirm all information.*

# The College

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## Statement of Mission

**The mission of Albertus Magnus College is to provide men and women with an education that promotes the search for truth in all its dimensions and is practical in its application. Founded by the Dominican Sisters of Peace, Albertus Magnus College, faithful to its Catholic heritage and the Judeo-Christian tradition, remains dedicated to providing an opportunity for learning which responds to the academic needs and ethical challenges of its students and of society.**

The mission of Albertus Magnus College derives from the intellectual tradition of the Dominican Order whose essential charism is the search for truth (*Veritas*). Reflective of the dedication and commitment to service of our founder and sponsor, we at Albertus assume responsibility for the fulfillment of our particular service as an academic community. Principles which guide our mission and purpose include the following:

- The College embraces the Liberal Arts tradition and is committed to a vibrant curriculum, including a General Education program that is both scholarly and humanistically enlarging.
- The College encourages students to participate in academic internships, practica and relevant work experiences as preparation for meaningful careers.
- The College strives to bring together a richly diverse student body and cultivates an atmosphere of mutual respect and ethical behavior.
- The College fosters close, positive interaction between faculty and students, thereby offering broad opportunities for challenge and growth.
- The College provides an educational environment dedicated to enhancing each student's development, both as an individual and as a member of society.
- The College prepares students to become responsible, productive citizens and lifelong learners, encouraging them to contribute to their communities and to become moral leaders in a complex world.

## History

The Dominican Sisters of St. Mary of the Springs, who are now known as the Dominican Sisters of Peace, purchased an estate in 1924 at 700 Prospect Street, New Haven, to found a women's college. They named the mansion on the property Rosary Hall. The College's charter was signed on July 13, 1925. The first classes were held in Rosary Hall on September 24, 1925.

Since 1926, the College has acquired several mansions that are now used for student housing and administration. The construction and purchase of other buildings has freed Rosary Hall from many of its former uses, and it serves today as the College's library. Dominican Hall, a residence dormitory, was completed in 1960. In 1965, Aquinas Hall was opened as the main academic building, and in 1970 the Campus Center became the hub of social activity.



In 1985, the Board of Trustees voted to admit men to all programs. Also in that year, the offerings of the Continuing Education program were expanded to an Accelerated Degree Program to make the College a more valuable resource to the working men and women of greater New Haven.

The Cosgrove, Marcus, Messer Athletic Center opened in 1989. The indoor sports and recreation center houses a pool, a gymnasium and indoor track, racquetball and volleyball courts, weight and dance rooms, and other facilities. The Center is part of a six million dollar athletic complex which also features soccer and softball fields, an outdoor track, and tennis courts. In 2005, the College opened its new Mary A. and Louis F. Tagliatela Academic Center, a state of the art facility that houses science facilities, a communications studio, classrooms, and an atrium that is frequently used for public lectures and forums. The new Shea Softball Complex opened in 2017. In 2019, the Hubert Campus Center underwent a major redesign, including the addition of workout facilities, multi-purpose presentation space, and a rooftop garden with a bridge connecting to Dominican Hall.

In 1992, Albertus began offering its first graduate degree through the Master of Arts in Liberal Studies Program. Today, there are 12 graduate programs.

The New Dimensions Program began in 1994 as an alternative educational delivery system permitting working adults to obtain their Associate's, Bachelor's and Master's degrees in Management at an accelerated pace. With advances in technology, the College began offering a new alternative delivery approach called Flex in 2014.

Today, Albertus has an enrollment of 1,550 students—550 in the traditional Undergraduate Program, and 1,000 in adult undergraduate and graduate programs. Ninety-two percent of its students are enrolled on a full-time basis.

In 1969, the College's Board of Trustees was reorganized so that today 80 percent of its members are lay people; the other 20 percent consist of members of the Dominican Sisters of Peace. The College remains true to its Dominican heritage and continues to be dedicated to the search for truth in all its dimensions.

### ***The Presidents of Albertus Magnus College:***

- Sister Dolorita Carton, O.P. 1925–1929
- Sister Isabel Oger, O.P. 1929–1935
- Sister Anacletus Oger, O.P. 1935–1938
- Sister Isabel Oger, O.P. 1938–1941
- Sister Uriel Conlon, O.P. 1941–1944
- Sister Mary Samuel Boyle, O.P. 1944–1947
- Sister Irmina Longstreth, O.P. 1947–1949
- Sister Coralita Cullinan, O.P. 1949–1953
- Sister Lucia Deku, O.P. 1953–1956
- Sister Marie Louise Hubert, O.P. 1956–1971
- Dr. Francis Horn, 1971–1974
- Sr. Francis de Sales Heffernan, O.P. 1974–1982
- Dr. Julia M. McNamara, President *Emerita* 1982–2016
- Sister Anne Kilbride, O.P., Interim 2016–2017
- Marc M. Camille, Ed.D. 2017–Present

## **The Albertus Community**

With its tradition of excellence, access and innovation, Albertus Magnus College serves students at various phases in their educational careers. The Traditional Undergraduate Program provides a semester-based undergraduate experience for residential and commuting students on our main campus in New Haven. A Liberal Arts foundation prepares undergraduates with the skills, knowledge and dispositions for building meaningful lives and careers.

The Division of Professional and Graduate Studies is designed specifically to meet the needs of the adult learner. The program features a flexible scheduling system that permits students to attend on either a full- or part-time basis. Innovative approaches to adult learning combine the convenience of online instruction with the personalized classroom attention that is a hallmark of the Albertus experience. Many programs are offered in the new FLEX format, which allows students to choose between taking classes fully online, taking classes on campus in a blended format (50% online and 50% on-ground), or taking classes in both formats. The Division of Professional and Graduate Studies offers 16 major Liberal Arts and Business Programs through its Accelerated Degree Program and 12 graduate programs, as well as post-masters certificates in Addiction Counseling and Advanced Alternative Preparation (AAP) as a Literacy Specialist in Reading/Language Arts Certification.

## **The Accelerated Degree Program**

Adult learners may enroll full-time or part-time in the Accelerated Degree Program, which offers a wide array of Liberal Arts and professional degrees at our main New Haven Campus, East Hartford Campus, or fully online. Students consult with their academic advisor in selecting courses and planning an individualized program of study. Full-time students typically take two courses per eight-week session.

## **Graduate Programs**

The Division of Professional and Graduate Studies offers master's degrees and post-graduate certificates through the Accelerated Degree Program and in traditional semester-based schedules. Master's degree programs include Master of Arts in Art Therapy and Counseling (the only program of its kind in the state), Master of Arts in Leadership, Master of Arts in Liberal Studies, Master of Fine Arts in Writing, Master of Business Administration, Master of Science in Education, Master of Science in Accounting, Master of Science in Human Services, Master of Science in Clinical Counseling, Master of Science in Criminal Justice, Master of Science in Management and Organizational Leadership, and Master of Public Administration as well as post-masters certificates in Addiction Counseling and Advanced Alternative Preparation (AAP) as a Literacy Specialist in Reading/Language Arts Certification.

## **The Tradition of Honor**

The ideal of honor is an integral and important part of college life at Albertus. Honor implies that each member of the College has a personal responsibility to abide by and to uphold the policies of the College. Its practice extends to every aspect of college life. The

spirit of honor encourages a strong sense of mutual responsibility, respect, trust, and fairness among all the members of the campus community.

Students in all of the College's academic programs are expected to act within the Tradition of Honor, and follow all rules and regulations. The procedures that guide the College's actions with respect to the Tradition of Honor are outlined in the Student Handbook.

## Intellectual Honesty

A degree from Albertus Magnus College represents not only a high quality of intellectual achievement, but also the completion of the work in accordance with the highest standards of academic honesty and integrity.

Standards of academic honesty dictate that students will observe the following principles:

- The student's work shall be the result of his/her own effort
- The student shall give the appropriate acknowledgement of others' work that is cited in papers and/or presentations
- No paper or presentation may be offered in more than one course without permission of the instructor
- In completing written assignments, the student must work independently unless the instructor indicates otherwise.

## Plagiarism

Plagiarism is a serious offense against academic integrity and intellectual honesty. The appropriation of another's writing or work as one's own, including the use of specific words, phrases, or ideas, is dishonest and constitutes plagiarism. Use of any quotation, paraphrase, or summary from another author must be acknowledged and individually cited.

All incidents of plagiarism will result in a penalty and be promptly reported to the Associate Dean for Student Success and Retention. Penalties for first-time plagiarism are at the discretion of the instructor and at a minimum require a one grade penalty reduction but may include failure of the assignment or failure for the course. An academic committee will decide penalties for any incidents of plagiarism, after the first.

Students who have questions about plagiarism are encouraged to consult with their instructor or to visit the Writing Center at [www.albertus.edu/academic/services/writing-program/](http://www.albertus.edu/academic/services/writing-program/).

## Student Code of Conduct

Students are expected to treat each other, their instructors, and administrative staff with courtesy and respect at all times, and in all means of verbal and written communication. At no time should any individual be made to feel threatened or offended. The use of obscene, profane or offensive language, loss of temper, aggressive behavior, and disruptive outbursts are considered inappropriate and, therefore, unacceptable. Additionally, students are expected to adhere to all policies of Albertus Magnus College such as the policy on drugs and alcohol, the policy on sexual harassment, and the policy on racism and acts of intolerance. The Division of Professional and Graduate Studies reviews viola-

tions of the Code of Conduct on an individual basis. Failure to comply with the Code of Conduct may result in administrative withdrawal from the College.

## **Grade Grievances or Academic Integrity Violation Appeals**

Undergraduate student complaints regarding grades or academic integrity violations follow the policies outlined in the undergraduate catalog.

For complaints not pertaining to matters of grades or academic integrity, the student should first take steps to resolve the issue informally, either through contact with the appropriate faculty or staff member, or through the appropriate department chair.

If a satisfactory resolution is not reached, the student may then file a Formal Complaint. To do so, the student must prepare a written document that outlines the nature of the complaint, including a summary of any supporting evidence. The document must also contain the student's name, address, and phone number. Once prepared, the document may then be submitted to the Associate Dean for Student Success and Retention in the Division of Professional and Graduate Studies Office. If the complaint pertains to the Associate Dean, the student may appeal to the Dean for the Division of Professional and Graduate Studies. If the complaint pertains to the Dean for the Division of Professional and Graduate Studies, the student may appeal to the Vice President for Academic Affairs.

The document and written supporting evidence will be reviewed and addressed by the Associate Dean, Dean, or Vice President for Academic Affairs who will provide the individuals involved in the complaint with a written letter outlining the decision. The individual(s) making the complaint is expected to be available for in-person meetings or telephone calls for the purpose of gaining clarification.

If the complainant remains dissatisfied, he or she may appeal to the Vice President for Academic Affairs, who serves as the chief academic officer of Albertus Magnus College. The decision of the Vice President is final.

## **Accreditation**

Albertus Magnus College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
 New England Association of Schools and Colleges  
 3 Burlington Woods, Suite 100  
 Burlington, MA 01803-4514  
 781-425-7785  
 E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)

In addition, A.S., B.S., and M.B.A. Business Programs at Albertus Magnus College (Traditional Undergraduate Program and Accelerated Degree Program) are nationally accredited by the International Accreditation Council for Business Education. The Master of Arts in Art Therapy and Counseling Program is accredited by the American Art Therapy Association.

### **Complaint Resolution**

Albertus Magnus College is committed to the appropriate resolution of complaints and has policies and procedures for addressing grade appeals, faculty and non-faculty grievances, student grievances, academic dishonesty, sexual harassment, and misconduct. These policies may be found in the relevant student, faculty, and employee handbooks and on the College's website under policies and procedures.

In the event that there is a complaint against the College, the following accrediting and state agencies are available to handle student's complaints:

State of Connecticut  
 Department of Higher Education  
 61 Woodland Street Hartford, CT 06105-2326  
[www.ctohe.org/StudentComplaints.shtml](http://www.ctohe.org/StudentComplaints.shtml)

Regional Accrediting Body:  
 New England Association of Schools and Colleges  
 3 Burlington Woods Drive, Suite 100  
 Burlington, MA 01803-4514  
<https://cihe.neasc.org>

## **Memberships**

Albertus Magnus College holds institutional memberships in the following:

Alpha Phi Sigma  
 American Alumni Association  
 American Art Therapy Association  
 American Association of College Admissions Counselors  
 American Association of Collegiate Registrars and Admissions Officers  
 American Council on Education  
 Association of American Colleges and Universities  
 Association of Catholic Colleges and Universities  
 Association of College Unions–International  
 Association of Graduate Schools of Liberal Studies Programs  
 Association for Orientation–Transition–Retention in Higher Education (NODA)

Association of Title IX Administrators  
Chi Alpha Sigma  
College Entrance Examination Board Conference of Small Private Colleges  
Connecticut Association of Collegiate Registrars  
Connecticut Association for Continuing Education  
Connecticut Conference of Independent Colleges  
Connecticut Distance Learning Consortium  
Connecticut United for Research Excellence  
Council for Adult and Experiential Learning  
Council for the Advancement and Support of Education  
Council for the Advancement and Support of Education  
Affiliated Student Advancement Programs  
Council of Independent Colleges  
Council on Undergraduate Research  
International Accreditation Council for Business Education  
National Academic Advising Association  
National Association of Academic Advisors  
National Association for Campus Activities  
National Association of Foreign Student Advisors  
National Association of Independent Colleges and Universities  
National Catholic Educational Association  
National College Athlete Honor Society  
National Collegiate Honors Council  
National Commission on Accrediting  
New England Association for Cooperative Education and Field Experience  
New England Association of Collegiate Registrar and Admissions Officers  
New England Faculty Development Consortium  
Northeastern Association of Graduate Schools  
Sigma Delta Pi National Hispanic Honors Society  
United States Association for Small Business and Entrepreneurship

# Campus Facilities

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## **Aquinas Hall**

Aquinas Hall houses classrooms and administrative offices including the Business Office, Financial Aid Office, Registrar's Office and the Division of Professional and Graduate Studies.

## **Mary A. and Louis F. Tagliatela Academic Center**

The Academic Center includes multi-disciplinary learning areas, a CIS suite, a communications studio, and science classrooms and laboratories. A two-story atrium—dedicated to St. Albert the Great—provides communal space for student, alumni and community activities.

## **Bookstore**

The College Bookstore, located in the Hubert Campus Center, posts evening and weekend hours to accommodate students in the Division of Professional and Graduate Studies. Effective January 1, 2020, the College will operate a virtual bookstore; all textbooks and related materials will be available for purchase online. The College Bookstore will continue to sell apparel and sundries.

## **Hubert Campus Center**

This modern building, which was originally constructed in 1970, is currently being renovated and will be completed in the spring of 2020. It offers a wide range of facilities and services. The Behan Community Room (BCR) for multipurpose use, the Margaret L. McDonough Art Gallery, the Falcon Campus Store (temporarily housed in Dominican Hall during the renovation), a central mailroom, game room, House of Bollstadt Student Pub, conference rooms, offices, lounges and the DeDominicis Dining Hall. The Counseling Center and Health Clinic are also located here (they are temporarily housed in McAuliffe Hall during the renovation). Once re-opened, the building will feature a rooftop garden area and a new retail food operation, as well as a central gathering space on the main level.

## **Cosgrove, Marcus, Messer Athletic Center**

Students in the Accelerated Degree Program are welcome to join the Athletic Center, which offers a swimming pool, basketball and racquetball courts, a weight/cardio room and a dance/yoga room. Membership is available on an individual or family basis.

## **Rosary Hall Library and Learning Commons**

Rosary Hall, the most historic building on campus and the largest existing mansion in New Haven, has undergone extensive renovations to become a modern Learning Commons. Alongside Library and Information Technology Services, the Learning Commons brings together many student support services into one location, including the Academic Resources Center, Career and Professional Development Services, and the

Office of Dominican Mission. This inspiring atmosphere provides facilities for group and individual study, access to collaborative work stations and computer labs, an instructional technology learning lab, areas for quiet study, several classrooms, a coffee lounge, an outdoor Italian garden, and the information help desk.

## **St. Catherine of Siena Chapel**

Located in Walsh Hall, St. Catherine of Siena Chapel is open to all members of the Albertus community. The Chapel is open on weekdays until 7:00 p.m. and on special occasions.

## **Parking**

Parking is available free of charge to students in designated spaces. Parking on campus is at the vehicle owner's risk. All members of the faculty, staff and student community should register their cars and receive a parking permit at Public Safety.

## **Public Safety**

It is the mission of the Department of Public Safety to provide campus security services which foster a safe and welcoming learning environment conducive to the mission of Albertus Magnus College. The Albertus Magnus Department of Public Safety provides the following services:

- Security within all Albertus Magnus buildings and Albertus Magnus grounds surveillance 24 hours a day, seven days a week by car and foot patrol.
- Response to all requests for assistance including the Walking Companion service, a security officer accompanying individuals moving about the Campus grounds 24 hours a day, seven days a week.

To request assistance, please call 203-507-5204.

## **Weather and Emergency Alert System**

The Albertus Emergency Alert System is a free mass notification system that enables Albertus students, faculty and staff to receive alerts and updates through a combination of e-mail, text messaging and phone calls in an emergency situation. The Emergency Alert System may be used to provide instructions in the event of a disaster, health or safety risk, or class cancellations due to inclement weather.

The College strongly encourages all students to sign up for the Emergency Alert System.



# ALBERTUS MAGNUS COLLEGE



**Division of Professional and  
Graduate Studies**

**Accelerated Degree Program**

**Undergraduate Course Catalogue  
2019–2021**

**Albertus Magnus College**

700 Prospect Street  
New Haven, CT 06511

**East Hartford Campus**

222 & 225 Pitkin Street  
East Hartford, CT 06108

**[albertus.edu/accelerated](http://albertus.edu/accelerated)**

**203-773-8505**

**800-394-9982**

# Accelerated Degree Program Calendar 2019–2020

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## FALL 2019 MOD 1

Monday/Wednesday August 26 (M)–October 16 (W)  
 Tuesday/Thursday August 27 (T)–October 17 (Th)  
 Saturday August 31–October 19  
 Monday September 2 **Labor Day (College Closed—No Classes)**

**Inter Mod Recess October 20–October 25**

## FALL 2019 MOD 2

Monday/Wednesday October 28 (M)–December 18 (W)  
 Tuesday/Thursday October 29 (T)–December 19 (Th)  
 Saturday October 26–December 14  
 Wednesday–Friday November 27–November 29 **Thanksgiving Break**

**Christmas Recess December 20, 2019–January 12, 2020**

## SPRING 2020 MOD 3

Monday/Wednesday January 13 (W)–March 4 (W)  
 Tuesday/Thursday January 14 (T)–March 5 (Th)  
 Saturday January 18–March 7  
 Monday January 20 **Martin Luther King Day  
(College Closed—No Classes)**  
 Monday February 17 **Presidents' Day  
(College Closed—No Classes)**

**Inter Mod Recess March 8–March 13**

## SPRING 2020 MOD 4

Monday/Wednesday March 16 (M)–May 6 (W)  
 Tuesday/Thursday March 17 (T)–May 7 (Th)  
 Saturday March 14–May 2  
 Thursday–Friday April 9–April 10 **Easter Break  
(College Closed—No Classes)**  
 Sunday May 17 **Commencement**

**Inter Mod Recess May 9–May 25**

## SUMMER 2020 MOD 5

Monday/Wednesday May 27 (W)–July 15 (W)  
 Tuesday/Thursday May 26 (T)–July 16 (Th)  
 Saturday May 30–July 18  
 Monday May 25 **Memorial Day (College Closed—No Classes)**  
 Wednesday July 4 **Independence Day (College Closed—No Classes)**

## SUMMER 2020S SIX-WEEK ONLINE

Monday/Wednesday May 27 (W)–July 1 (W)

# Academic Year 2019–2020

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*(This calendar pertains to Accelerated Degree Program students that are taking “semester-long” courses and internships.)*

## FALL TERM

Fri–Sun	Aug 23–25	Orientation, Admit Cards Distributed
Mon	Aug 26	Classes Begin
Mon	Sept 2	Labor Day – College Closed
Thurs	Sept 5	Last Day to Enter Classes
Mon	Oct 14	Columbus Day—No Classes
Tues	Oct 15	Midterm Grades Due
Thur–Sun	Nov 28–Dec 1	Thanksgiving Break—No Classes
Sat	Dec 7	Reading Day
Mon	Dec 9	Last Day of Classes
Tues	Dec 10	Final Exams Begin
Mon	Dec 16	Final Exams End

## 12/17/2019–01/14/2020 Christmas Recess

## SPRING TERM

Tues	Jan 14	Orientation, Admit Cards Distributed
Wed	Jan 15	Classes Begin
Mon	Jan 20	Martin Luther King Day—College Closed
Mon	Jan 23	Last Day to Enter Class
Mon	Feb 17	Presidents’ Day—College Closed
Sat–Sun	Mar 7–15	Spring Break
Mon	Mar 9	Midterm Grades Due
Thur–Sun	Apr 9–12	College Closed
Mon	Apr 13	Classes Resume
Mon	May 4	Last Day of Classes
Sat	May 2	Reading Day
Tues	May 5	Final Exams Begin
Mon	May 11	Final Exams End
Sun	May 17	<b>Commencement</b>

# Accelerated Degree Program Calendar 2020–2021

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## FALL 2020 MOD 1

Monday/Wednesday August 24 (M)–October 14 (W)  
 Tuesday/Thursday August 25 (T)–October 15 (Th)  
 Saturday August 29–October 17  
 Monday September 7 **Labor Day (College Closed—No Classes)**

**Inter Mod Recess October 18–October 23**

## FALL 2020 MOD 2

Monday/Wednesday October 26 (M)–December 16 (W)  
 Tuesday/Thursday October 27 (T)–December 17 (Th)  
 Saturday October 24–December 13  
 Wednesday–Friday November 25–November 27

**Thanksgiving Break—No Classes**

**Christmas Recess December 18, 2020–January 18, 2021**

## SPRING 2021 MOD 3

Monday/Wednesday January 11 (W)–March 3 (W)  
 Tuesday/Thursday January 12 (T)–March 4 (Th)  
 Saturday January 16–March 6  
 Monday January 18 **Martin Luther King Day  
(College Closed—No Classes)**

Monday February 15 **Presidents' Day  
(College Closed—No Classes)**

**Inter Mod Recess March 7–March 12**

## SPRING 2021 MOD 4

Monday/Wednesday March 15 (M)–May 5 (W)  
 Tuesday/Thursday March 16 (T)–May 6 (Th)  
 Saturday March 13–May 1  
 Thursday–Friday April 1–April 2 **Easter Break  
(College Closed—No Classes)**

Sunday May 16 **Commencement**

**Inter Mod Recess May 7–May 23**

## SUMMER 2021 MOD 5

Monday/Wednesday May 24 (M)–July 14 (W)  
 Tuesday/Thursday May 25 (T)–July 15 (Th)  
 Saturday May 29–July 17  
 Monday May 31 **Memorial Day (College Closed—No Classes)**  
 Saturday July 4 **Independence Day (College Closed—No Classes)**

## SUMMER 2021 SIX-WEEK ONLINE

Monday/Wednesday May 24 (M)–June 30 (W)

# Academic Year 2020–2021

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*(This calendar pertains to Accelerated Degree Program students that are taking “semester-long” courses and internships.)*

## FALL TERM

Fri–Sun	Aug 29–30	Orientation, Admit Cards Distributed
Mon	Aug 31	Classes Begin
Mon	Sept 7	Labor Day — College Closed
Wed	Sept 9	Last Day to Enter Classes
Mon	Oct 12	Columbus Day — No Classes
Tues	Oct 13	Midterm Grades Due
Thurs–Sun	Nov 26–29	Thanksgiving Break — No Classes
Sat	Dec 5	Reading Day
Wed	Dec 9	Last Day of Classes
Thurs	Dec 10	Final Exams Begin
Thurs	Dec 17	Final Exams End

## 12/18/2020–01/11/2021 Christmas Recess

## SPRING TERM

Tues	Jan 12	Orientation, Admit Cards Distributed
Wed	Jan 13	Classes Begin
Mon	Jan 18	Martin Luther King Day — College Closed
Mon	Jan 25	Last Day to Enter Class
Mon	Feb 15	Presidents’ Day — College Closed
Sat–Sun	Mar 13–21	Spring Break
Mon	Mar 15	Midterm Grades Due
Thurs–Sun	Apr 1–4	Easter Break — College Closed
Mon	Apr 5	Classes Resume
Sat	May 1	Reading Day
Mon	May 3	Last Day of Classes
Tues	May 4	Final Exams Begin
Mon	May 10	Final Exams End
Sun	May 16	<b>Commencement</b>

# Undergraduate Admission

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## Who May Apply

The Albertus Magnus College Accelerated Degree Program welcomes applications from adult learners of all ethnic, racial, and religious backgrounds with a recommended age of 22 years or older. Undergraduate degree applicants may be beginning or continuing their college careers. Depending on educational background and work experience, prospective students may be required to have an interview with the Director of Admissions and/or Associate Dean for Student Success and Retention to determine if the program is appropriate for them.

## How to Apply

Applicants for the Division of Professional and Graduate Studies Program may electronically apply for admission through the Albertus Magnus College website or via a paper application by request. An application fee is required at the time of application; the fee amount varies per program.

Albertus Magnus College utilizes a system of rolling admission; as such, applicants may apply throughout the year. Modules typically begin in early January, mid-March, late May, late August, and late October.

Applications will not be reviewed until all required/requested documentation, including transcripts, are received.

## Admission Requirements

Undergraduate applicants must submit the following:

- A completed application and a \$35 non-refundable application fee
- For applicants with fewer than 60 prior college credits, an official high school transcript demonstrating graduation or presentation of a GED
- Official transcripts from regionally accredited colleges or universities attended\*
  - \* Students may sign letters of exclusion for transcripts from colleges where credits were earned five years ago or longer.
  - \*\* Students seeking financial aid may be required to submit additional documentation, including official transcripts from non-regionally accredited institutions, etc.
- For non-native English-speakers, a minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- For online degrees, a Connecticut Driver's License or DMV Photo ID
- For applicants who intend to use Department of Veterans Affairs (VA) Educational Benefits
  - Military, university and college transcripts
  - Certification of Eligibility letter or, for reservists, Notice of Basic Eligibility
  - Veteran's Intent to Register form

## International Students

International students are welcome to apply to the Accelerated Degree Program as fully online students. Please see the requirements below:

The following credentials are required of Online International Undergraduate Applicants:

1. A completed online application and \$35 application fee.
2. Official academic records:
  - a. Submit official secondary/high school transcripts and, if applicable, any post-secondary school (university/college) transcripts.
  - b. If the original document is not in English, submit a word-for-word official translation notarized by a bona fide translating agency.
  - c. For applicants who wish to receive transfer credit for coursework done at an institution abroad, please submit a credential report from an accredited company affiliated with the National Association of Credential Evaluation Services (NACES).
  - d. If the applicant completed Advanced Placement (AP) or International Baccalaureate (IB) courses, the applicant must submit the AP or IB test scores in order to receive course credit.
3. Proof of English language proficiency. Submit official test results showing our recommended acceptable minimum score from one of the following:
  - a. SAT or ACT
  - b. TOEFL (our institutional code is 3001)  
iBT: 80    PBT: 550    CBT: 213
  - c. IELTS: 6.0
4. At least one letter of recommendation, in English, from an academic source (e.g. teacher, advisor, or school principal).

## Academic Credential Translation and Accreditation

Albertus Magnus College evaluates transcripts and other academic credentials of students from foreign countries in accordance with the standard educational program of the country from which the applicant comes. If requested by the Admissions Office or Registrar's Office, it is the applicant's responsibility to have transcripts/documents translated into English. Submission of academic documents must be accompanied by an evaluation from an accredited company affiliated with the National Association of Credential Evaluation Services (NACES).

## English-Language Requirements

Any applicant whose first language is not English or who has graduated from a non-English speaking high school must demonstrate, to the satisfaction of the college, sufficient mastery of English to enable the applicant to perform college level work. The applicant must submit evidence of linguistic fluency by submitting scores from any one of the following tests: ACT, SAT, TOEFL or IELTS. Information on examination dates and testing locations may be obtained from EducationUSA, US Embassies, and US Consulates.

## **Incarcerated Students**

Albertus Magnus College ensures that no more than 25% of its admitted/enrolled students are incarcerated. An incarcerated student is someone serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or other similar correctional institution. A student in a less formal arrangement, such as a halfway house, home detention, or who is sentenced to serve only weekends, is not considered to be incarcerated.

Incarcerated students are not eligible to receive Federal Direct Student Loans but are eligible for Federal Work-Study and for the Federal Supplemental Educational Opportunity Grant (FSEOG). They may be eligible for Federal Pell Grants if not incarcerated in a federal or state penal institution. A student cannot receive a Pell Grant if they are subject to an involuntary civil commitment following incarceration for a sexual offense as determined under the FBI's Uniform Crime Reporting Program.

All Albertus Magnus College students are required to disclose their incarceration at the time of acceptance and/or if they become incarcerated while matriculated at the College. Notification should be made to the Office of the Registrar.

## **Reapplication**

Applicants who declined a previous offer from admission/acceptance from Albertus Magnus College must submit a new application.

## **Deferred Admissions**

Requests for deferred admissions will be considered only after an offer for admission has been accepted. A request for deferral can only be for one academic year.

## **Notification of Decisions**

Applicants are notified of decisions regarding the acceptance or denial of their application for admissions via mail. Because Albertus Magnus College utilizes a system of rolling admission, students are notified of the decision on a continual basis.

## **English Placement Exam**

New students who have never taken a college-level English class are required to take and pass an English placement exam before entering EN 101 College Writing. Students who do not demonstrate college-level writing proficiency on the exam or do not wish to take the placement exam must take EN 109 Elements of Effective Writing before EN 101.

## **Math Placement Exam**

New students who have never taken a college-level math class are required to take and pass a math placement exam before entering MA 111 or MA 116. Students who do not pass or do not wish to take the placement exam must take MA 100 and successfully complete this course before entering MA 111 or MA 116.

Students must fulfill their basic English and math requirements within the first 36 credits of their degree. Students who plan to take a CLEP examination in order to fulfill their mathematics or English requirements also must do this within their first 36 credits of study. Students will not be allowed to declare their major until these requirements and all necessary prerequisites are satisfied.



## Transfer Credits

Students may receive transfer credits for courses similar to those offered at Albertus Magnus College provided that:

- The courses are from a regionally accredited institution
- The courses were completed with a minimum grade of 2.0 (C) or its equivalent
- The courses were completed with a Pass grade (P) that can be documented as being equivalent to a 2.0 or better.

Undergraduate applicants to the Accelerated Degree Program must have official transcripts for all previously attended colleges or universities sent to the Division of Professional and Graduate Studies. After students are matriculated, the Registrar evaluates their transcripts to determine which courses may transfer and whether transferrable courses may be applied toward required or elective courses in the student's program of study. Students meet with their academic advisor to review the transfer evaluation.

A maximum of 39 credits is transferable toward an associate degree from a regionally-accredited institution. A maximum of 64 credits from a regionally accredited two-year or community college and a maximum of 90 credits from a regionally accredited four-year college or university is transferable toward a bachelor's degree.

- If a student has earned an associate's degree that is acceptable for full credit towards a bachelor's degree the student needs to submit an official transcript indicating degree completion and the date of graduation as well as official transcripts from any other attended colleges or universities.
- If a student has earned an associate's degree, but it is not acceptable for full credit towards a bachelor's degree the student needs to submit official transcripts from all previously attended colleges and universities and minimally a copy of their high school diploma though the high school transcript is preferred.
- Any student transferring to Albertus Magnus College who has not earned an associate's degree regardless of the amount of incoming transfer credits is required to submit official transcripts from all previously attended colleges and universities and their official high school transcript.

## Residency Requirements

Undergraduate students in the Accelerated Degree Program must earn their final 15 credits and at least 12 credits in upper-level major courses at Albertus Magnus College. In addition, to be eligible for graduation with Honors, students must have earned at least half of their credits at Albertus Magnus College.

## Transfer Credits Allowed After Matriculation

Students who are currently enrolled in an undergraduate degree program at Albertus Magnus College may take a course at another institution with prior approval from the Office of the Registrar. Students should submit a "Transfer Course Approval Request" form to the Registrar to ensure that the credits will be accepted and transfer to Albertus Magnus College. Matriculated students may transfer in a maximum of 15 credits from another institution and must complete their final 15 credits at Albertus Magnus College. Approved work at institutions other than Albertus Magnus College must be completed with a grade of 2.0 or better.

## CLEP/DSST Examinations

Albertus Magnus College recognizes credits for life and career experience through passing the CLEP and/or DSST examinations in particular subject areas. Students who earn scores at or above the mean score for C will receive credit and a grade of “P.” The following rules apply to those who wish to take either the CLEP or DSST:

1. Students must file paperwork in the Registrar’s Office before taking the test.
2. Students must confer with an advisor.
3. Students cannot take CLEP or DSST in their major or minor.
4. No more than 45 credits may be applied to a bachelor’s degree.
5. No more than 21 credits may be applied to an associate’s degree.
6. The last 15 credits (last 5 courses) needed for a degree must be taken at Albertus Magnus College. Therefore, CLEP and/or DSST exams must be taken during the first 105 credits toward a degree.

The Registrar’s Office maintains guidelines on specific test acceptance and scoring proficiency. Most of these guidelines can be found on the “CLEP and DSST Information Link” under the Registrar’s Office on the Albertus Magnus College website at [www.albertus.edu/student-resources/registrar/](http://www.albertus.edu/student-resources/registrar/).

## Credit for Prior Learning

Students may receive credits for prior learning through CLEP and/or DSST examinations, challenge examinations, or portfolios.

Albertus Magnus College accepts up to 45 credits through CLEP examinations for bachelor’s degree students, with up to 12 credits available for acceptance as prior learning credits. A maximum of 21 CLEP credits are accepted for associate’s degree students, with 6 credits allowable as prior learning credits.

Credits for prior learning may also be granted through the completion of a portfolio that documents educational achievements outside of formal higher education. Students who choose this option must submit their portfolios to Charter Oak State College for review. Students may receive up to 12 undergraduate credits for a life experience portfolio.

# Financial Aid

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## Financial Aid Office

The mission of the Albertus Magnus College's Financial Aid Office is to serve the student body; provide financial means; promote financial knowledge; facilitate access to higher education; lead in compliance; adhere to all state and federal regulations; and to assist in the achievement of enrollment goals. The Financial Aid Office assists students in financing their education by using a variety of sources including: scholarships, grants, loans, and work-study programs.

## How to Apply for Financial Aid

To apply for financial aid at Albertus Magnus College, students must complete the Free Application for Federal Student Aid (FAFSA).

- The FAFSA form can be completed online at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- Students will need to include the Albertus Magnus College school code: 001374
- Students enrolling in the Accelerated Degree Program must then also complete the institutional Modular Aid Application. Applications are available on the Net Partner website, which can be accessed via the Albertus Magnus College website or myAlbertus Portal.
- Students may need to complete additional financial aid documents as necessary. In order to receive financial aid in subsequent years, the FAFSA must be completed annually by the June 1st priority deadline, at least six weeks prior to the start of the Module. It is the responsibility of the student to complete this process annually.

## Financial Aid Awarding Process

Financial aid awards are released on a rolling basis beginning in June. All financial aid recipients must have a completed file in order to have their account processed in a timely manner. Awards for an academic year are credited to the student's account by the Business Office per semester.

To qualify for most forms of financial aid, the student must be matriculated and enrolled for a minimum of 6 credits total during the Fall Semester (Modules 1 and 2) or the Spring Semester (Modules 3 and 4). Please note that for Module 5 student must be enrolled for a minimum of 6 credits total. Financial aid is not available for one-week inter-session courses.

## Need-Based Financial Aid

Need-based financial aid is offered to students with demonstrated financial need. Demonstrated need is defined as the institutional cost of attendance (COA) minus the expected family contribution (EFC) as determined by the FAFSA.

## Types of Financial Aid Available

### Grants

#### ***Federal Pell Grant***

The Federal Pell Grant is a need-based award offered to students with high demonstrated financial need. Eligibility is based on a student's EFC, and award amounts are prorated based on the student's enrollment level. The Federal Government determines the maximum and minimum amounts annually.

#### ***Federal Supplemental Educational Opportunity Grants (FSEOG)***

This grant program is funded by the federal government and is offered to students with the highest need, with priority given to Pell Grant recipients.

#### ***Iraq and Afghanistan Service Grant***

This grant program is designed for students who are not eligible for the Federal Pell Grant based on their EFC who otherwise meet the criteria for the Federal Pell Grant, and whose parent or guardian was a member of the U.S. armed forces who died as a result of military service performed in Iraq or Afghanistan after the events of 9/11.

#### ***Roberta B. Willis Scholarship Program***

Need-based award for Connecticut residents attending at least half-time who are working toward their first bachelor's degree and who have an EFC as determined by the FAFSA that is less than the maximum EFC set by the State of Connecticut annually.

### Loans

New students must sign and complete a Master Promissory Note and Entrance Loan Counseling before funds can be credited to their account.

#### ***Federal Direct Stafford Subsidized Loan***

This is a federal loan offered to students with demonstrated need. Students may borrow up to \$3,500 as a freshman, \$4,500 as a sophomore, and \$5,500 as a junior or senior. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The Federal Government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. The interest rate is currently fixed at 4.53% but may be subject to change annually on 7/1. This loan may be subject to a loan origination fee.

#### ***Federal Direct Unsubsidized Stafford Loan***

This is a non-need based federal loan. The borrower is responsible for paying all interest accrued from the time that the loan is disbursed. Students eligibility may vary based on dependency status, COA, and federal annual and aggregate loan limits. For a schedule of maximum loan eligibility, please visit the myAlbertus Portal, or contact the Financial Aid Office. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The interest rate is currently fixed at 4.53% but is subject to change annually on 7/1. This loan may be subject to a loan origination fee.

## Need-Based Employment

### ***Federal Work-Study Program***

Students with financial need may be eligible to participate in the Federal Work-Study Program. This program provides the opportunity for students to be employed on- and off-campus. Students work an average of 5–10 hours each week during the academic year. Students are paid at least the federal minimum wage that is in effect at time of employment and payment is made biweekly.

### ***Federal Work-Study Waitlist***

Students interested in receiving Federal Work-Study may add themselves to the Federal Work-Study Waitlist on the myAlbertus Portal. Priority is given to students who have received Federal Work-Study in the past and who continue to meet the eligibility criteria for receiving Federal Work-Study.

## Scholarships

Albertus Magnus College students are encouraged to apply for scholarship assistance. Scholarships enhance gift assistance and allow students to minimize loan debt. The Financial Aid Office encourages students to reference the Financial Aid Office's Alternative Financing Page on the myAlbertus Portal and the Albertus Magnus College website throughout the year. As information from scholarship/grant sources is received, it will be posted for the convenience of students. A list of websites is available from the Financial Aid Office to help search for scholarship funds.

## Endowment and Restricted Scholarships

Various endowed and restricted scholarships may be available to students in the Accelerated Degree Program. The Financial Aid Office will have information on the availability of scholarships each year.

## Alternative Financing Options

### ***Private Alternative Loans***

Private Alternative Loans are loans taken out in the student's name with a credit-worthy cosigner. Students may borrow up to their cost of attendance minus other financial aid received. Repayment terms and interest rates vary by lender. A list of lenders and Private Alternative Loans can be found at [www.elmselect.com](http://www.elmselect.com).

Students should determine how much federal, state, and institutional aid they can receive before applying for an alternative loan. The Financial Aid Office recommends that students consider borrowing Federal Direct Loans and/or Federal Direct PLUS Loans prior to applying for an alternative loan. Alternative loans are taken out with a private lender, while federal loans are borrowed from the Federal Government. Alternative loans tend to have higher and variable interest rates, while federal loans tend to have lower and fixed interest rates. The Truth in Lending Act (TILA) requires lenders to provide borrowers with loan cost information so that they can comparison shop for certain types of loans. The Albertus Magnus College Financial Aid Office and all lenders abide by TILA. Please note that the terms and conditions regarding repayment and forgiveness may be more favorable for federal loans.

### ***Federal Parent PLUS Loan for Undergraduate Students***

The Federal PLUS Loan Program allows parents of dependent undergraduate students to borrow up to the student's cost of attendance minus other aid received. Repayment options vary. Loans have a fixed rate of 7.08% with a 4.248% origination fee which are subject to change annually. Should a parent be denied a PLUS loan, the dependent student will be eligible for an additional Federal Unsubsidized Direct Stafford Loan. The loan amount is determined by student's grade level.

## **Appeal Policy**

The Financial Aid Office encourages and accepts appeals for certain mitigating circumstances. Types of appeals include:

- Increase in Cost of Attendance (COA)
- Loss of Eligibility Due to Unsatisfactory Academic Progress
- Loss of Merit Scholarship
- Request for Dependency Override
- Parent Refusal to Provide Information
- Selective Service
- Special Mitigating Circumstances
- Special Extenuating Circumstances
  1. Involuntary Loss of Income
  2. Divorce or Legal Separation
  3. Death of a Wage Earner
  4. High Medical Expenses
- Unusual Enrollment History

Students who feel that they have received an unsatisfactory financial aid award can submit a general appeal. Students can submit a detailed letter to the Financial Aid Office stating their current situation, requested change, and a breakdown of the family's ability to finance the remaining tuition and fees.

The Financial Aid Office will not accept appeals for:

- Elementary or secondary tuition paid by the family
- An independent student who wishes to become dependent
- Changes to the Federal Methodology need analysis formula
- Adjustments to bottom-line EFCs
- Additional COA cost components
- Costs incurred after the student is no longer enrolled at Albertus Magnus College

Students are encouraged to review the mitigating circumstance criteria to determine if they are eligible to pursue that appeal.

### ***Increase in Cost of Attendance (COA)***

The Financial Aid Office will accept appeals for an increase in a student's Cost of Attendance (COA) for the following reasons:

- Child care costs which exceed the Personal Expenses COA amount
- Transportation costs which exceed the Transportation COA amount

- Loan origination fees which exceed the Loan Origination Fee COA amount

The Financial Aid Office will automatically adjust the COA for a Study Abroad student whose Host Institution's COA is greater than Albertus Magnus College's COA.

Students who feel his/her COA needs to be increased may submit a letter of appeal detailing the circumstances and provide supporting documentation as proof that his/her expenses exceed the designated COA amount.

### ***Unsatisfactory Academic Progress Appeal***

Specific guidelines are established by the College with regard to Satisfactory Academic Progress (SAP). Failure to adhere to these guidelines will result in an unsatisfactory academic progress standing which may lead to a loss of financial aid eligibility. Students who are not making SAP will be notified in writing by the Financial Aid Office.

Students who feel his/her failure to maintain SAP resulted from mitigating circumstances may submit a letter of appeal detailing the circumstances and provide an action plan for improvement.

For additional information on SAP, please refer to the SAP Policy located on the Financial Aid page of the myAlbertus portal.

### ***Loss of Merit Scholarship Appeal***

Merit scholars must adhere to the established eligibility guidelines in order to have his/her scholarship renewed annually. Failure to maintain specified guidelines will result in the cancellation of the scholarship.

Students who feel his/her failure to meet the established eligibility guidelines resulted from mitigating circumstances may submit a letter of appeal detailing the circumstances and provide an action plan for improvement.

For additional information on Merit Scholarships, please refer to the Albertus Magnus College Course Catalogue.

### ***Request for Dependency Override Appeal***

Dependency for financial aid purposes is not the same as dependency for tax purposes. A student's dependency status is determined by the Department of Education and is based on student's responses to questions on the FAFSA. To appeal a student's dependency status for financial aid purposes, the student will need to provide a detailed letter of appeal and documentation that clearly supports an adverse family situation.

If the student feels that he/she has a special circumstance that has contributed to an involuntary, uncontrollable break in the relationship between the student and both of his/her parents, please submit a detailed letter of appeal and third-party documentation, such as a statement from a social worker, counselor, doctor, priest, or lawyer on his/her respective letterheads.

The following conditions ***do not*** merit a dependency override:

- Parent(s) unable or refusing to contribute to student's education
- Parent(s) unwilling to provide information on the FAFSA or verification documents
- Parent(s) not claiming student as a dependent for income tax purposes
- Student demonstrating total self-sufficiency

### ***Parent Refusal to Provide FAFSA Information Appeal***

If a student is a dependent student, as determined by his/her responses on the FAFSA, but his/her parent(s) is refusing to provide the required data, the student may qualify for

an appeal. The student will need to submit a letter detailing his/her circumstances, along with a letter from his/her parent(s) explaining his/her refusal to provide information.

### ***Selective Service Appeal***

Federal law requires that all male students applying for federal financial aid comply with Selective Service registration provisions. Students who do not comply, or who have a mitigating circumstance that prevented registration from this requirement, may appeal to the Financial Aid Office.

Students should visit the Selective Service Administration's website ([www.sss.gov](http://www.sss.gov)) to check his registration status and to request a status information letter. The student must submit a detailed appeal letter to the Financial Aid Office describing the circumstances why he did not register, or why he was exempt from registering. The Financial Aid Office will then contact the student directly regarding any additional information or documentation that may be necessary.

### ***Special Mitigating Circumstance Appeal***

Students who feel that the information entered on the FAFSA no longer accurately reflects his/her current financial circumstances and impacts his/her ability to pay for his/her education, may qualify for a Special Circumstance Appeal. Special Circumstance Appeals include such situations as involuntary loss of income, divorce or legal separation, death of a wage earner, and high medical expenses.

Financial Aid applicants who believe that they meet one of the special circumstances referenced above may submit a detailed letter explaining the change in circumstance.

### ***Unusual Enrollment History Appeal***

Students who feel that his/her Unusual Enrollment History as reported by the Department of Education was due to mitigating circumstances beyond his/her control may submit a detailed letter of appeal in writing to the Financial Aid Office. Students are encouraged to submit appeals as soon as possible after being notified of Unusual Enrollment History.

### ***How to Apply for an Appeal***

Submit a detailed letter explaining the mitigating circumstance along with supporting documentation. All appeals should be submitted at least four weeks prior to the start of a term. Appeal letters must be typed and signed by the student and/or parent. Please note that additional documentation may be requested by the Financial Aid Office during the appeal process.

Once all appeal documents are received, students should allow a minimum of 14 days for a decision to be made. All appeal decisions are made on the basis of adequate and reasonable documentation. The Financial Aid Office will notify the student of the outcome and will include a Revised Award Letter if eligibility has changed via mail to his/her home address.

Please be advised that appeals received less than four weeks before the start of the term may not be processed before classes begin.

Some students may qualify for modified document submission based on the Higher Education Relief Opportunities for Students (HEROES) Act of 2003.

For additional information regarding appeal options and required documents, please contact the Financial Aid Office at (203) 773-8508 or at [financial\\_aid@albertus.edu](mailto:financial_aid@albertus.edu).



## Satisfactory Academic Policy

All Financial Aid recipients must maintain Satisfactory Academic Progress (SAP) in order to receive federal, state, and institutional aid. Students must maintain SAP throughout the duration of their academic program.

SAP is assessed by *qualitative* and *quantitative* measures and is evaluated at the end of each completed academic year in the student's program for all periods of enrollment, regardless of receipt of Federal Student Aid (FSA) funds. *Qualitative measures* are herein defined as a minimum Cumulative GPA average at the end of the student's academic year. *Quantitative measures* are herein defined as the student earning a minimum of 67% of credit hours attempted at the College as well as credits/hours transferred from other colleges, and completion of coursework in designated timeframe. To calculate a student's percentage earned, the number of hours attempted is divided by the number of hours completed. That number is then rounded to the nearest tenth (after the decimal). A student's Cumulative GPA is calculated using grades earned at the College or with approved Consortium Agreements and only GPAs transferred from other colleges that were earned prior to the beginning of the 2011–2012 Academic Year.

To be in good academic standing, students must meet Albertus Magnus College's Good Standing Policies as well as the following minimum requirements at the end of the academic year:

### Undergraduates\*

Academic Year	C.G.P.A.		Percentile Credits Earned
First Year	1.7	and	67%
Second Year	2.0	and	67%
Junior Year	2.0	and	67%
Senior Year	2.0	and	67%

### Graduates\*\*

All Years	3.0	and	67%
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\*Post-baccalaureate certificate students will be reviewed according to fourth-year Undergraduate SAP policies and procedures.

\*\*Post-graduate certificate students will be reviewed according to Graduate SAP policies and procedures.

Students who receive FSA funds can only have previously passed repeat coursework paid for once (the normal SAP policy still applies in such cases). If a student repeatedly fails or withdraws from a course, the course is still eligible to be paid by FSA funds (the normal SAP policy still applies in such cases). A student who receives an incomplete in a course in a prior term who is completing the coursework in the subsequent term to erase the prior incomplete, the student is not considered to be enrolled in the course for the subsequent term. Therefore, the hours in the course do not count toward the student's enrollment status for the subsequent term, and the student may not receive FSA funds for retaking the course. However, if a student who received a non-punitive grade in a course in a prior term is retaking the entire course for credit in the subsequent term, the hours in the course count toward the student's enrollment status, and the student may receive FSA funds for retaking the course.

For Withdrawals, the credits are counted in attempted and/or completed courses, but the student's CGPA is not affected. These courses are reflected on the student's final transcript. A grade of WA is recorded for administrative withdrawal. The grade of WA is not computed in the student's grade point average and therefore involves no academic penalty. The Registrar must authorize the recording of this grade.

Students who stop attending a course for 14 consecutive calendar days, who have not been in contact with their course instructor, academic dean, academic advisor, and/or administrative officer and who fails to unofficially drop the course will be assigned a grade of "UF," Unearned F. A UF grade is counted as a failure in the calculation of grade point average and academic standing. A student who is assigned a UF grade will not be allowed to return to the class for the current term/module. The issuance of a UF grade will activate re-evaluation of the student's financial aid. Students who have been issued a UF grade can officially withdraw from the course by filling out a drop form and WP/WF form with the instructor's signature and returning the documents to the Office of the Registrar. This will replace the UF grade with a WP or WF grade for the course(s) they are officially withdrawing from. To do this, students must meet the withdrawal deadlines posted on the appropriate academic calendar.

In addition to reviewing SAP annually for all students, the Financial Aid Office reviews SAP:

- Within a 12-month period for programs whose award year is longer than 12 months
- At the end of each payment period for programs of study one year or less
- At the end of an undergraduate student's second calendar year of enrollment
- At the end of each payment period for students on probations and/or Financial Aid plans
- At the end of the summer term (Module 5)
- At the point a student re-enters and/or re-enrolls in a program
- At the point additional information is received that may impact SAP (i.e. a grade change)

However, once an undergraduate student has completed the equivalent of two academic years (i.e. four semesters, eight modules, 16 cohort courses) regardless of enrollment status, he/she must be making a minimum 2.0 Cumulative GPA in accordance with Albertus Magnus College's institutional graduation requirements to meet the qualitative measures.

Students who have declared a major must maintain a 2.0 CGPA in the courses belonging to the major in accordance with Albertus Magnus College's institutional graduation requirements. Major GPAs will be reviewed at the end of every academic year.

For students participating in an approved study abroad program, all credits attempted/completed and all grades will be used in the next appropriate SAP review.

Full-time undergraduate students making SAP may receive financial aid for up to six years of full-time attendance, or until the student is certified for graduation by the College, whichever comes first. The Undergraduate Program academic year consists of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time students in the Undergraduate Program take 24 credits in 32 weeks per academic year, normally enrolling in 15 to 16 credits a semester. Each semester is considered a payment period. Students are not permitted to carry more than five courses a semester with the exception of HU 101, PE 95, 96 and CC 260. Each student is provided an Advising Handbook that

may be used as a guide in selecting course and credit loads in each semester. The Accelerated Degree Program undergraduate program academic years consist of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time Accelerated Degree Program undergraduate students take 24 credits in 32 weeks per academic year. Full-time students in the Professional and Graduate Program typically enroll in 12–15 credits per semester over the course of the Fall and Spring Semesters. Fall semester consists of Modules 1 and 2. Spring Semester consists of Modules 3 and 4. Students are reviewed at the start of the payment period; students may not gain eligibility mid-payment period. Module 5 is an optional summer semester. Semester-long courses are only assessed in the module the course begins. Students are assigned an Academic Advisor to help with course selection and enrollment planning. Part-time undergraduate students making SAP may receive financial aid for up to 10 years of part-time attendance, or until the student is certified for graduation by the College, whichever comes first. The timeframe cannot exceed 150% of the published length of the program measured in credit hours attempted. Graduate students have seven years from the date of first enrollment to complete all required coursework, regardless of enrollment level. Students who have multiple concentrations that go toward one degree will not receive an extension to the degree completion timeframe. At the point the Financial Aid Office determines a student will not graduate within the maximum timeframe, financial aid eligibility is lost.

Students who fail to meet the minimum SAP requirements outlined above will have their Financial Aid terminated. Students who fail to meet SAP will receive written notification from the Financial Aid Office, and have the option to submit an appeal to the Financial Aid Office. For more information on appealing, please refer to the Appeal Policy.

For additional information, or to view the full SAP Policy, please contact the Financial Aid Office at (203) 773-8508 or at [financial\\_aid@albertus.edu](mailto:financial_aid@albertus.edu).

## **Return of Title IV Funds (R2T4) Policy**

The Albertus Magnus College Financial Aid Office recalculates federal, state, and institutional financial aid eligibility for any student who withdraws, drops, fails to return from a Leave of Absence (LOA), is administratively withdrawn, is considered unofficially withdrawn from the college prior to the end of a term/payment period, receives unearned F Grades in all enrolled classes, or who dies during the payment period. Albertus Magnus College institutionally requires that attendance be reported on a weekly basis for all enrolled students. The Financial Aid Office performs a Return of Title IV (R2T4) calculation for all instances listed above to determine the earned and unearned portions of Federal Student Aid (FSA) as of the date the student ceased attendance and is based on the amount of time the student spent in attendance. A prorated schedule is used to determine the amount of FSA funds the student has earned at the time of withdrawal. Please note that after the 60% point in the term/payment period, a student has earned 100% of the FSA funds that were disbursed during the period. The R2T4 calculation determines the percentage of aid earned by the student based on the number of calendar days attended divided by the amount of calendar days in the student's scheduled term/payment period as defined in the course catalogue less any scheduled breaks or approved LOAs. Additionally, state and institutional aid will be reviewed and recalculated in accordance with the institutional refund policy when appropriate.

### **Official Withdrawals**

Undergraduate and Professional and Graduate Studies Program students who wish to

officially withdraw must contact the Registrar's Office and complete a Statement of Withdrawal Form. The Date of Determination (DOD) is 14 days from the student's Last Day of Attendance (LDA) (or less if applicable). Upon a student's withdrawal, notification is provided to the Financial Aid Office in writing. The LDA is the last day the student attended class based on attendance records and is considered the withdrawal date. The Registrar's Office uses this date to report enrollment status to the National Clearinghouse.

If the student returns to the same program at the same school within the same academic year of the withdrawal, the student would be considered to be in the same term/payment period, and the student's eligibility for FSA funds should be the same as if the student had not left. For a student who withdraws and returns within the same academic year, a school may extend the original loan period and schedule new disbursement dates for second or subsequent disbursements.

### ***Unofficial Withdrawals***

In unforeseen circumstances, when official notification is not received from the student or for students who withdraw without written notification, the DOD will be 14 days from the student's LDA (or less if applicable). When a student fails to return from a scheduled break or LOA, the DOD will be the date the student was expected to return. The last date of attendance will be determined from attendance records as the last day the student was present; an excused absence is not an acceptable last date of attendance. If a student dies during the term/payment period, the date of withdrawal cannot be later than the date the student died.

### ***Financial Aid Leave of Absence Policy***

When a student is on an approved FSA LOA from their program of study, and does not return to the program at the scheduled time, an R2T4 is required. A student on an approved LOA will not be considered withdrawn as long as the student returns on or before the scheduled date. The DOD for a student who does not return from a LOA is the date the student was expected to return. The last date of attendance is the day the student ceased attendance prior to the LOA.

### ***Scheduled Breaks***

A student's break of attendance is the time the student leaves to the time the student returns. Scheduled time off for students in the Undergraduate Program and Professional and Graduate Studies Program is defined in the Course Catalogues as breaks that are at least five calendar days.

### ***F Grades***

If a student receives unearned F grades in all courses that he/she was enrolled in during the term/payment period, an R2T4 calculation is required. An R2T4 calculation is not required if a student successfully completed any of the registered courses in the term/payment period, earned an F grade during the specified term/payment period, or gave written intent to return within 45 days of the end of the term/payment period in a modular program. The intent must be provided after the date of withdrawal.

### ***Federal Student Aid Disbursed***

The following federal FSA funds are reviewed in a R2T4 calculation:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan

3. Federal Direct Graduate PLUS Loan
4. Federal Direct Parent PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Iraq Afghanistan Service Grant (IASG)

Funds are considered to be disbursed when they have been applied to a student account prior to the Last Date of Attendance (LDA). Any of the above funds that were not applied to a student account prior to the LDA, and were scheduled to disburse within the term/payment period, are considered funds that could have been disbursed. In the event that an R2T4 results in aid needing to be returned, the aid will be returned in the order listed above.

### ***Intersessions***

For the purposes of enrollment reporting, the winter intercession is considered part of the spring semester. Students participating in intercession courses who withdraw from the school will have a different calendar that is inclusive of their extended spring semester.

### ***Study Abroad/Consortium Agreements***

Albertus Magnus College will perform the R2T4 calculation for students participating in approved study abroad programs or consortium agreements who withdraw. Official calendars will be obtained from the host school, including LDA and breaks in attendance.

### ***Future Attendance: Programs Offered in Cohorts/Modules***

For a student who withdraws, but has intent to return within 45 days from the last date of the course/module attended from which the student is withdrawing, an R2T4 is not required as long as the student provides timely notice of his/her intent to return after the school's DOD. A student must provide written or electronic confirmation of his/her intent to re-enroll, a signed Change of Status Form, or a Registration Form. A student may change their indicated date of return as long as the date remains in the same academic year. Should a student not return on the indicated date, the date of withdrawal will be considered the initial withdrawal date and is subject to an R2T4 calculation.

## **Timeframe**

### ***Returns***

After the return calculation is completed, the Financial Aid Office returns any unearned FSA funds to its originator within 45 days of the DOD or LDA, whichever comes later. In cases when a refund is needed, the R2T4 calculation for a Direct Loan may result in an amount that includes pennies. Funds will be rounded to the nearest whole dollar amount, using standard rounding rules.

### ***Post-Withdrawal Disbursements***

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he/she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. Students eligible for a post-withdrawal disbursement of Direct Loan funds will be notified by the Financial Aid Office of their eligibility within 30 days of their DOD. The student's account will be reviewed, and their estimated owing balance will also be included in the notification. The student must

accept or deny these funds within 30 days of DOD; failure to accept within the time-frame may result in cancellation of the aid. Grant funds are not subject to approval by the student. Funds will be disbursed within 45 days of withdrawal. No disbursements will be made to the student's account after 180 days after withdrawal. Please note that if a student has already received one disbursement of loan funds in their loan period, they are not eligible for a post-withdrawal disbursement for additional loans. The same time-frame for post-withdrawal disbursements applies to parent borrowers of Parent PLUS Loans.

### ***Repayment of Student Loan Funds***

At all times, students are responsible for repaying loan funds that they have earned. If an R2T4 calculation results in an overpayment/unearned aid, the Financial Aid Office will return the total percentage of federal loan funds it is responsible for. Additionally, the remaining percentage of federal loan funds that have not been earned, and are not the responsibility of the school to return, must be repaid by the student. If a student dies while in attendance, an R2T4 calculation is required and the institution must return the FSA funds for which it is responsible.

### ***Grant Overpayments***

If an R2T4 calculation results in an overpayment/unearned aid, the Financial Aid Office will return Perkins funds in excess of twenty-five dollars on behalf of the student.

### ***Grant Overpayments***

If an R2T4 calculation results in an overpayment/unearned aid, the Financial Aid Office will return grant funds in excess of fifty dollars on behalf of the student.

### ***Institutional Charges***

Institutional charges used in the R2T4 calculation are charges that were initially assessed during the term/payment period from which the student withdrew; these charges are generally paid directly to the College. In the event of a rate change, charges will be adjusted to reflect the change if it occurred prior to the withdrawal. The R2T4 calculation is performed prior to charges being reviewed for refund. The following is a list of applicable charges included in a return calculation:

Undergraduate Program Charges	Professional and Graduate Studies Program Charges
Tuition	Tuition
Fees:	Fees: Graduate Program Only
• Information Technology Fee	• Information Technology Fee
• Activity Fee	• Registration Fee
• Course Lab Fee	
Room and Board	Voucher Title IV
Voucher Title IV	

The following charges are not included in a return calculation: books, Insurance Fees, Drop Fees, and charges to a student's account for indirect educational expenses or for courses that do not qualify for FSA funds. For students receiving tuition remission and/or Direct Bill from their employer(s), the funds will be treated as cash payments for the purpose of the calculation.

### ***Institutional Refund Policy***

For students who withdraw, drop out, are dismissed, or take an LOA from the College, the following refund schedule will be applied towards institutional charges. Please be aware that based on the refund calculations applied, a student is responsible for any outstanding charges owed to Albertus Magnus College. All fees (Application Fee, Registration Fee, Add/Drop Fee, Course Lab Fees) are non-refundable.

### **Tuition Charges Refund Schedule:**

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During the add/drop period: 100% refund

After the add/drop period ends: 0% refund

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\* Please note: Administratively withdrawn students are not subject to a tuition recalculation

### **Undergraduate Room and Board Charges Refund Schedule:**

Room and board charges will be pro-rated on a weekly basis. After the 21st day (day one starts on the first calendar day of classes) of the semester no refunds will be given. No refunds will be given when a student is suspended or expelled from a residence hall due to a disciplinary action.

### ***Example of Post-Withdrawal Disbursement***

If a Professional and Graduate Studies student did not attend Module 1 and withdraws on the 19th day of Module 2, the student will not receive a tuition refund back for the withdrawn course(s). Because the student's first disbursement of FSA funds for the payment period did not disburse prior to the withdrawal, the student may be eligible for a 38.8%\* post-withdrawal. In accordance with the post-withdrawal disbursement policy, grants will automatically be posted onto the student's account, but written consent is required from the student to accept any loan money.

\*19 completed days divided by 49 maximum days of attendance in the payment period (Module 2 only):  $19 \div 49 = 38.8\%$

### ***Example of Tuition Refund***

If a Professional and Graduate Studies student attended in Module 1 and withdraws on the 2nd day of Module 2, the student will receive a 50%\* tuition refund for the withdrawn course(s) and earned 57.3%\*\* of his/her financial aid at the time of withdrawal.

\* Student receives a 50% tuition refund in accordance with the Professional and Graduate Studies Program Schedule (Eight-Week Sessions) chart above

\*\* 59 completed days divided by 103 maximum days of attendance in the payment period (Modules 1 and 2):  $59 \div 103 = 57.3\%$

### ***Example of 100% Financial Aid Earned***

If an Undergraduate student withdraws on the 85th day of the 111-day Fall semester, the student will not receive a tuition refund back for the withdrawn course(s). The student



would have earned 100%\* of his/her financial aid at the time of withdrawal as he/she completed more than 60%\*\* of the payment period.

\* Student receives a 0% tuition refund in accordance with the Undergraduate Program Schedule chart above

\*\* 85 completed days divided by 111 maximum days of attendance in the payment period (Fall Semester):  $85 \div 111 = 76.8\%$  which exceeds the 60% threshold

All students who are subject to an R2T4 calculation will receive written notification in the form of a revised award letter or post-withdrawal no response letter detailing their eligibility after all necessary funds are returned. This serves as notification to the student that the return calculation has been completed. For students receiving Federal WorkStudy, the Federal Work-Study award will be reduced to actual earnings and the student's employment will be considered terminated. Students who received any portion of Federal Direct Loans must complete Exit Loan Counseling.

In the event that a student selected for verification has not been verified at the time the student withdrew, the Financial Aid Office will notify the student that verification must be completed prior to the R2T4 Calculation. The student will have 10 days from the time of notification to submit all required verification documents to ensure the R2T4 Calculation is completed within the 45 day period. In the event that verification results in a post-withdrawal disbursement, the Financial Aid Office will disburse funds according to the Post-Withdrawal Disbursement Policy.

### ***Death of a Student:***

In the event a student dies during the payment period, the student's estate is not required to return any FSA funds disbursed to the student. The College will not report an overpayment on a deceased student and will provide information to the student's estate on how to discharge applicable student loans and remove overpayments. If a student dies during the term/payment period, the date of withdrawal cannot be later than the date the student died.

For additional information, please contact the Financial Aid Office at (203) 773-8508 or at [financial\\_aid@albertus.edu](mailto:financial_aid@albertus.edu).

## **Veterans Benefits**

In accordance with Title 38 US Code 3679 subsection (e), Albertus Magnus College will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution;

for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.



However, to qualify for this provision, such students may be required to:

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

## Financial Aid

The Financial Aid Office encourages all student veterans to apply for financial aid. Albertus Magnus College adheres to the Memorandum of Understanding and provides federal College Financing Plans to all students. For information on how to apply or how to read the College Financing Plan, please contact the Financial Aid Office. [www.albertus.edu/studentresources/registrar/veterans-educational-info.php/](http://www.albertus.edu/studentresources/registrar/veterans-educational-info.php/)

## Veteran Scholarships

Beginning in the 2019–2020 academic year, Albertus Magnus College is offering the following institutional scholarships for eligible undergraduate veteran students and their families. Students who believe they qualify for these scholarships should complete the required application and submit it to the Financial Aid Office. For more information, please contact the Financial Aid Office at (203) 773-8508 or at [financial\\_aid@albertus.edu](mailto:financial_aid@albertus.edu).

### **Bartolomé de las Casas Scholarship** . . . . . up to \$500

Bartolomé de las Casas was a 16th century Dominican historian and social reformer who defended the rights of indigenous people and advocated for humane colonization policies. He is considered to be one of the first human rights advocates. This scholarship is awarded to the spouse or child of a service member or veteran who is new to Albertus and pursuing an undergraduate degree. A stepchild or adopted child is also eligible. The applicant must provide a copy of the DD214 or DD220. This scholarship is applied to tuition and fees and books and supplies only. The Bartolomé de las Casas Scholarship is annually renewable for recipients who maintain Satisfactory Academic Progress and who remain enrolled full-time at Albertus. For more information, please contact the Financial Aid Office at (203) 773-8508.

### **Francisco de Vitoria Scholarship** . . . . . up to \$500

Francisco de Vitoria was a Dominican theologian known for his work on human rights and the importance of peacemaking and conciliation. He is considered to be a defender of the oppressed. This scholarship is awarded to a new-to-Albertus undergraduate student who is an honorably discharged veteran. The student must provide proof of honorable discharge such as a copy of the DD214. This scholarship is applied to tuition and fees and books and supplies only. The Francisco de Vitoria Scholarship is annually renewable for recipients who maintain Satisfactory Academic Progress and who remain enrolled full-time at Albertus. For more information, please contact the Financial Aid Office at (203) 773-8508.

## Military Tuition Assistance

Military Tuition Assistance (TA) is awarded to a VA student under the assumption that the student will attend school for the period for which the assistance is awarded. If the student withdraws or is administratively withdrawn, the student may not be eligible for the full amount of TA funds awarded.

## Return of Tuition Assistance

If you are using TA to pay for your education and withdraw from a class prior to completing 60% of the class, the Department of Defense requires that Albertus Magnus College return any unearned TA funds to the department based on how much of the course you completed and with the understanding that you pay a portion of those returned funds. You may owe a portion of your tuition to Albertus Magnus College and a portion to your military branch.

If you officially withdraw from the course, the amount of unearned TA funds is calculated from the date you withdrew. If you are absent from class for 14 calendar days you will be administratively withdrawn from the course and receive a grade of WA (administrative withdrawal), UF (unearned F), WP (withdraw pass) or WF (withdraw fail) depending on the timing of the administrative withdrawal. The amount of unearned TA funds is calculated from your last date of attendance in the course. Your TA eligibility is determined based on the following formula:

The percent of TA earned equals the days completed before withdrawal or last date of attendance divided by the total number of days in the course.

## Refunds

Tuition refunds are calculated in accordance with the College's tuition refund policies.

### ***Mobilization/Deployment Refund Policy***

Members of the U.S. Armed Forces, National Guard or Reserves who receive orders which transfer them out of the area for a prolonged period may request a refund of tuition at any time during the semester when such transfer interferes with class attendance. Albertus Magnus College has a prorated refund policy. Documentation of orders for transfer must be provided prior to the refund being granted.

Albertus Magnus College will work with service members called to duty to identify solutions that will not result in a student debt for the returned portion.

## Federal Student Aid Ombudsman

The Federal Student Aid Ombudsman works with student loan borrowers to informally resolve loan disputes and problems. The Ombudsman helps borrowers having problems with the Stafford, PLUS, Direct, and Perkins loan programs, and can be reached by calling 1-877-557-2575 or by visiting <https://studentaid.ed.gov/sa/contact>.

## Disclosure

Albertus Magnus College holds itself to the highest levels of integrity and will not directly or indirectly provide misrepresentative information to any prospective or enrolled student, employee, member of the public, accrediting agency, state agency, and/or the

Department of Education. In addition, the College is committed to refraining from any conflict of interest or the perception thereof.

The College's designated Compliance Coordinator regularly meets with all department heads to ensure each department remains responsible for maintaining the accuracy of their published materials, for the timely updates of incorrect or outdated information, and for the dissemination of new and/or changed institutional policies.

**The College reserves the right to modify, change, disregard, suspend, or cancel any part of these policies or procedures. The policies and procedures listed above supersede those previously published. For the most current version, please contact the Financial Aid Office at (203) 773-8508 or visit <http://www.albertus.edu/admission-aid/financial-aid/financial-consumer-information.php>. A full copy of the Albertus Magnus College Financial Aid Policy & Procedure Manual is available by request in the Financial Aid Office.**

## Contact Us

For additional information please contact:

Financial Aid Office  
Albertus Magnus College  
700 Prospect Street  
New Haven, CT 06511  
Telephone: 203-773-8508  
Fax: 203-773-8972  
E-mail: [financial\\_aid@albertus.edu](mailto:financial_aid@albertus.edu)

Hours of Operation: Mondays: 8:30 a.m.–4:30 p.m.  
Tuesdays, Wednesdays, and Thursdays: 8:30 a.m.–6:00 p.m.  
Fridays: 8:30 a.m.–4:30 p.m.

# Tuition and Fees

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## Course Fees

Full payment of tuition and fees is required four weeks before the start of each mod. Please check the myAlbertus Portal for specific dates. Payments may be made in the form of cash, check, money order, MasterCard, VISA, American Express, or Discover. All checks should be made payable to Albertus Magnus College.

For the 2019–2020 Academic Year:

Tuition per three-credit course*	\$1,620.00
Tutorial Surcharge (for student requested tutorial)	\$ 300.00
Computer Lab Fee**	\$ 50.00
Art Studio Fee**	\$ 50.00
Application Fee	\$ 35.00
Certificate Track Application Fee	\$ 15.00
Degree Completion Fee	\$ 150.00

\* The College reserves the right to make changes in tuition, fees, and other changes at any time.

\*\* **Computer Lab Fees and Art Studio Fees** are refundable only when the class is cancelled by the College.

**Application Fee:** New students are required to pay a non-refundable \$35 application fee along with their completed Application Form.

**Degree Completion Fee:** The \$150 degree completion fee is charged to cover the expenses associated with the awarding of degrees. This fee must be paid regardless of participation in the commencement exercises or actual receipt of the diploma. No reduction will be made in the fee for non-attendance in the commencement exercises.

All tuition and fees must be paid in full prior to graduation. Students with outstanding balances will not be able to participate in commencement, receive a diploma, or have transcripts released.

## Other Fees

**Audit Fee:** Anyone who wishes to take a credit course on a non-credit basis may audit the course at a fee of half the regular tuition rate. Students may audit courses only with the permission of the instructor concerned. Students that wish to audit a course, however, must wait until one week prior to the course start date to register. Registrations for course audits will not be accepted or processed earlier than this time.

**Transcript Fee:** Transcripts can also be ordered online at [www.albertus.edu](http://www.albertus.edu). Check the website for current pricing.

## Discounts

**Discount for Senior Citizens:** Documented AARP members may receive a 15% tuition discount in the Accelerated Degree Program.

**Discount for Alumni:** Albertus Magnus College graduates who have earned a B.A., B.S., or B.F.A degree may receive a discount of 50% on individual, for-credit, undergraduate courses in the Accelerated Degree Program, provided that the graduate is not seeking a certificate or academic degree.

**Discount for State of Connecticut Employees and Spouses:** State of Connecticut Employees and Spouses may receive a 15% tuition discount for courses in the Accelerated Degree Program. Discounts may be offered on a space-available basis.

**Discounts for Employer Partners:** Albertus Magnus College has 500+ partnerships with employers throughout the country, which provide discounts to students in the Accelerated Degree Program. To learn more about these partnership discounts, please contact Professional and Graduate Studies Admissions or the Business Office.

## Traditional Undergraduate Courses

Other than session-long courses that are listed on both the traditional undergraduate and Accelerated Degree Program schedules, Accelerated Degree Program students taking traditional undergraduate courses are required to pay the traditional undergraduate tuition rate.

## Refund Policy

To drop a course, students must consult their academic advisor and complete a Drop Form within the timeframe indicated below. Notifying the instructor or failing to attend class does not constitute an official drop and may result in a failing grade for the course and a full charge to the student.

Students who are receiving financial aid should consult with the Financial Aid Office before deciding whether to drop (or to add) a course. Dropping a course may affect students' financial aid award.

During the add/drop period: 100% Refund

After the add/drop period ends: 0% Refund

- \* For financial aid recipients that withdraw and fall below 6 credits, their financial aid will be returned to the lender, resulting in an out-of-pocket expense.
- \* For financial aid recipients that withdraw and maintain 6 credits or more, if withdrawal results in a credit balance, the credit will be returned to the student through the Bankmobile refund process.

Students who are unable to complete a course due to a documented medical or family emergency may apply in writing for a refund by sending a letter together with medical documentation to the Associate Dean for Student Success and Retention. The refund request and documentation must be received no later than 30 days after the last class meeting.

# Student Services

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## Academic Advising

New students in the Accelerated Degree Program meet with their academic advisor prior to beginning a degree program. Academic advisors assist students in assessing their educational and professional goals, selecting classes, and planning a program of study. To schedule an appointment, please call 203-773-8505.

Students are assigned a departmental faculty advisor after they have earned 36 credits, have completed their English and math requirement, and have declared their major.

## Accommodations for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act (1973), the Americans with Disabilities Act (1990), and Connecticut State Laws, Albertus Magnus College provides reasonable accommodations to qualified students who choose to disclose their disability. Students seeking academic accommodations should contact the Director of Academic Special Needs Services at 203-773-8564 or [dfrattini@albertus.edu](mailto:dfrattini@albertus.edu).

## Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence (CTLE) has the mission of fostering a collaborative learning environment in which students and faculty members may flourish by providing academic support services, learning opportunities beyond the classroom, and resources for cultivating sound pedagogical practices.

The Center contains resources to assist students in realizing their full academic potential, including an abundance of reference materials, print and online resources, Technology Tutors, and more.

The Center for Teaching and Learning Excellence houses the Academic Success Center, which provides quality academic support to all students at the College, offering peer tutoring in math, science, business, psychology, and writing. As part of the Academic Success Center, Writing Associates (WA's) provide professional peer consultations for student writers throughout the writing process. Further, a robust online tutoring system ("Albertus Online Tutoring 24/7") is available to students at any time.

## Albertus Online Tutoring 24/7

Through the Academic Success Center, Albertus Magnus College provides synchronous online tutoring for nearly all subjects, including writing, math, accounting, biology, chemistry, CIS, statistics, and more. Students can log in at any time of the day or night and work with a tutor in real-time for a one-on-one online tutoring session. Students may also submit draft papers to an online tutor and receive feedback within 24 hours. Access to Albertus Online Tutoring 24/7 is available to all students through links on their eLearning page and on the MyAlbertus portal.

## **Office of Career & Professional Development**

Located in Rosary Hall, the Office of Career & Professional Development supports students in developing realistic and flexible professional goals and in building skills for lifelong career planning. Services include career counseling, résumé consultations, updates on social media, and a job posting service. Alumni of Albertus Magnus College have lifelong access to the Office of Career & Professional Development.

## **Information Technology Services**

Information Technology Services provides training and support for students in the use of technology in classroom and online environments, including eLearning, ePortfolio, Google Apps for Education, and related resources. The Information Help Desk supports students in accessing and using Albertus information technology resources.

## **Library and Information Technology Services**

The division of Library and Information Technology Services delivers training and support for students, faculty, and staff as they navigate the College's digital environment. Based in the inspiring atmosphere of Rosary Hall, an enthusiastic team of library professionals and information technology specialists dedicated to high standards of information and technical literacy provides numerous services.

The Library Services group trains students in the information literacy and research skills necessary to become lifelong learners. Students are guided to the most appropriate resources for their research needs in the College's extensive digital collections, online databases, and the traditional print collection. Among the Library's many e-resources, patrons navigate through more than 57,000 e-journals, magazines and newspapers containing 32 million articles, and an ever-expanding e-book collection that includes more than 200,000 full-text books in all subject areas. Through the Library's online catalog, Boots OneSearch, students and faculty can access the information resources necessary to support the curriculum, whether they are studying on campus or online.

The Instructional Technology Services team provides training and support for students and faculty in the use of technology in classroom and online environments, including eLearning, ePortfolio, Google Apps for Education, the Microsoft Office suite, and related resources. The Information Help Desk supports students, faculty, and staff in accessing and using Albertus information technology resources. The Technical Services group manages and maintains the College's technical infrastructure, including the physical and wireless networks, the data center and application servers, computer workstations and laptops, audio-visual resources, and cyber security solutions. The Internet Communications Services specialists develop and maintain the Albertus website, the myAlbertus portal, and the suite of internal communication resources. Support and programming of the College's enterprise resource applications are provided by the Administrative Computing Services team. The Office of Institutional Research and Assessment supports the College community through data collection, reporting, and analysis, with an emphasis on providing strategic analytical support in shaping the long-term institutional policies and programs.

## Veterans Services

Albertus Magnus College is identified as a Military-Friendly School by Victory Media, indicating that it is among the top 15% of colleges and universities nationwide in providing services to student veterans. The Albertus Student Veterans Association is an Approved Chapter of Student Veterans of America, and Albertus is a proud participant in the Yellow Ribbon G.I. Education Program.

## Office for Prevention of Gender Based Violence

As Coordinator for Prevention of Gender-Based Violence, Kelsey Alexander is working to prevent domestic violence, dating violence, sexual assault, and stalking for the entire Albertus community. She and a team of students, staff, and faculty will be hosting trainings and events during the school year, with the goal of making it more normal to talk about gender-based violence on campus. A big part of this work will be training students, staff, and faculty on bystander intervention; in other words: if you see the potential for domestic violence or sexual assault, what can you do to safely intervene? There will be lots of opportunities for the entire Albertus community to get involved and to learn more about these issues.

In addition to preventing gender-based violence, Kelsey and her team are looking at how different departments at Albertus respond when there is an incident of domestic violence or sexual assault. They are looking at public safety and student conduct to ensure that anyone who experiences gender-based violence knows what their options are in terms of filing a report or starting an investigation. Kelsey and her team are also working to improve the resources Albertus offers students, staff, and faculty who are survivors of gender-based violence, whether that violence happened recently or many years ago. They are developing strong relationships with local domestic violence and sexual assault agencies to ensure that anyone who needs counseling, advocacy, or any extra support has access to it.

Kelsey can be found on the second floor of McAuliffe, in room 9 (temporarily, while the Hubert Campus Center is under renovation, once completed the office will be housed in the Hubert Campus Center), or at [kalexander@albertus.edu](mailto:kalexander@albertus.edu). She welcomes questions, concerns, ideas, and feedback about how Albertus Magnus College prevents and responds to gender-based violence.



# Academic Programs and Requirements for Degrees

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## The General Education Program

Albertus Magnus College provides a Liberal Arts education that promotes the pursuit of truth in all its dimensions and is practical in its application. Rooted in the concept of the “arts that liberate,” the Albertus General Education Program asks students to explore human beings’ relation to the world and affords a context in which they may determine how they will make meaningful contributions in public life and in their careers. Through successful completion of the General Education Core curriculum, students will:

1. Demonstrate the ability to meet College benchmarks in core skills, including:
  - a. written and oral communication
  - b. reading comprehension
  - c. information literacy
2. Demonstrate the ability to meet College benchmarks in critical thinking, including:
  - a. interpretation
  - b. analysis
  - c. evaluation
3. Demonstrate the capacity for creative thinking
4. Demonstrate the ability to apply effectively the methods and insights of the following disciplines to an understanding of the world:
  - a. fine arts
  - b. literature
  - c. mathematics
  - d. natural science
  - e. philosophy
  - f. religious studies
  - g. history
  - h. social science
5. Demonstrate an ability to formulate ethical questions and engage in moral decision-making at the individual and societal level.

## General Education Requirements

The General Education Program consists of required courses and designated electives. This combination is intended to assure that students meet core objectives while at the same time pursuing their individual interests in various fields. General education elective courses are designated as “A,” “B,” “C” or “I.”

“A” courses are basic required courses in the fine arts, mathematics, and science. Because “A” courses support the development of fundamental skills that are used in more advanced courses, students are encouraged to take “A” courses in their first year of study.

“B” and “C” courses fulfill core requirements in the disciplines of history, philosophy, religion, social science, and designated electives. These courses promote students’ abili-

ties to engage in distinctive modes of analysis and to attain the cultural capital necessary for an informed consideration of how they relate to the world culturally, politically, economically, and spiritually.

“I” courses are those that fulfill the three-credit international/global requirement toward a bachelor’s degree. These help students to develop their ability for appreciating and critically assessing the positions of others and for engaging in responsive dialogue that enriches creative potential for a life of continued learning and discovery. Typically, “I” courses require that students have sufficient background to engage in a rich dialogue on the topics under discussion.

The A, B, or C designations are for informational purposes to aid students and advisors in planning a general education sequence appropriate to the unique needs of each student. Students are not required to take more B courses than C courses or vice versa.

## **Degree Requirements for the Associate of Arts (A.A.)**

The A.A. degree in Liberal Studies requires the successful completion of at least 60 credits of course work. Students must take a minimum of 21 credits as matriculating students at Albertus Magnus College. These 21 credits must be the last credits toward the degree. The A.A. degree requires the successful completion of at least 60 credits that include 30 credits in general education requirements; 15 credits in a given discipline; and 15 credits in Liberal Arts electives. Students must maintain a minimum grade point average of 2.0 for all work attempted at Albertus Magnus College.

### **I. General Education Requirements (30 Credits)**

EN 101 College Writing	3 credits
EN 102 Introduction to Literary Genres	3 credits
Mathematics (A) or Science (A)	3 credits
History (B or C) or Fine Arts (A)	3 credits
Philosophy (B or C)	3 credits
Religious Studies (B or C)	3 credits
Social Science—Economics, Political Science, Psychology, Sociology (B or C)	3 credits

9 Credits of designated courses in three different disciplines (B or C).

### **II. 15 credits in a given discipline**

### **III. 15 credits of electives in other Liberal Arts courses**

## **Degree Requirements for the Associate of Science (A.S.) in Business Management**

Designed for students who are in the early stages of their management or professional careers, the Associate of Science in Business Management introduces management and business principles while providing a foundation in the Liberal Arts. The A.S.B.M. degree emphasizes skills in critical thinking, quantitative reasoning, communications and ethical decision-making. The A.S.B.M. degree prepares students for the Albertus Magnus College Bachelor of Science in Business Management (B.S.B.M.) degree.

The A.S. degree in Business Management requires the successful completion of at least 60 credits of course work. Students must take a minimum of 21 credits as matriculating students at Albertus Magnus College. These 21 credits must be the last credits toward the degree. The A.S. degree requires the successful completion of at least 60 credits that include 21 credits in general education requirements; 21 credits in business requirements; 9 credits in designated core requirements; and 9 credits in electives. Students must maintain a minimum grade point average of 2.0 for all work attempted at Albertus Magnus College.

### **I. General Education Requirements (18 Credits)**

EN 101 College Writing	3 credits
EN 102 Introduction to Literary Genres	3 credits
Mathematics (A) or Science (A)	3 credits
History (B or C) or Fine Arts (A)	3 credits
Philosophy (B or C)	3 credits
Religious Studies (B or C)	3 credits
Science (A)	3 credits

### **II. 9 credits in designated core requirements**

#### **III. 21 credits in Business Requirements**

BE 161 Financial Accounting	3 credits
BE 162 Managerial Accounting	3 credits
BE 202 Statistics for Business and Economics	3 credits
BE 205 Principles of Microeconomics	3 credits
BE 240 Business Case Studies	3 credits
BE 265 Corporate Financial Management	3 credits
MB 131 Principles of Management	3 credits
MG 231 Principles of Marketing	3 credits

### **IV. 9 credits of electives**

## **Degree Requirements for the Bachelor of Arts (B.A.)/ Bachelor of Science (B.S.)**

The B.A. or B.S. degree requires the successful completion of at least 120 credits, including at least 60 credits in courses outside the major and its required correlatives. These 120 credits include general education requirements and requirements for the major. Candidates for the B.A. or B.S. degree must fulfill the following requirements:

1. Pass the required courses as outlined below.
2. Complete the field of concentration with its major subject and correlatives.
3. Maintain a general grade point average of 2.0 in all work attempted at Albertus Magnus and in the major and minor.
4. Complete a minimum of 30 credits as a matriculating student at Albertus Magnus College. These 30 credits must be the last 30 credits toward the degree.

5. Complete at least 120 credits, including 60 credits in courses outside the major and its required correlatives.

### **I. General Education Requirements (48 credits)**

#### **Required Core Courses**

EN 101 College Writing (placement test required)	3 credits
EN 102 Introduction to Literary Genres	3 credits
HU 111 Reading Texts in Context I	3 credits
HU 112 Reading Texts in Context II	3 credits
HU 399 Senior Humanities Seminar	3 credits

#### **The Elective Core Courses**

##### **Designated “A” Courses**

Fine Arts (Art, Communications, Music, or Drama)	3 credits
Mathematics (placement test required)	3 credits
Science	3 credits

##### **Designated “B” or “C” Courses**

History	3 credits
Philosophy	3 credits
Religion	3 credits
Social Science (Economics, Political Science, Psychology, Sociology)	3 credits

9 Credits of designated “B” or “C” courses in three different disciplines.

##### **Designated “I” Course**

International/Global Course	3 credits
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### **II. Major Department Requirement**

No more than 45 credits are required for any major field offering a B.A. degree and no more than 60 credits for any major field offering a B.S. degree, including courses in the major department and required correlatives. A student must earn at least 12 credits toward the major in upper-level (300 level) courses at Albertus Magnus College.

### **III. Electives**

In addition to general education and major department requirements, students select sufficient elective courses to complete the 120 credits required for graduation.

## **Majors and Concentrations**

The Accelerated Degree Program at Albertus Magnus College offers the following majors and concentrations. A detailed description of each may be found under the appropriate department in The Curriculum section of this catalogue.

You must earn 36 credits and fulfilled the math and English (including literature) before declaring a major.

**Majors and Concentrations:*****Accounting******Computer Information Systems***

*Areas of Concentration:*

- Cyber Security

***Cyber Security******Business Administration***

(For students seeking a Business Endorsement in the Education Program)

***Business Management***

- Entrepreneurship
- Human Resource Management
- Marketing Management

***Finance******Healthcare Management******Communications******Criminal Justice (Sociology Department)******General Studies (Inter-Departmental)******Humanities (Inter-Departmental)******Human Services (Inter-Departmental)******Philosophy & Religion******Psychology***

*Areas of Concentration:*

- General Psychology
- Art Therapy
- Child Development Concentration
- Counseling and Mental Health

***Social Science (Sociology Department)******Sociology***

*Areas of Concentration:*

- General Sociology
- Criminal Justice
- Social Gerontology

- Social Work and Social Welfare
- Urban Studies

**Minors:*****Accounting******Art******Computer Information Systems******Criminal Justice******Communications******Education******Entrepreneurship******Finance******Healthcare Management******Human Resource Management******Human Services******Management******Peace & Justice Studies******Psychology******Religion & Philosophy******Sociology*****Practica and Internships**

Practica and internships are required in some fields. Department chairs will advise students when their majors require a practicum or internship. Department policy determines the number of internship credits that may apply towards a degree. For further information, please visit [www.albertus.edu/student-resources/career-services/practica-internships](http://www.albertus.edu/student-resources/career-services/practica-internships).

**Independent Study**

An independent study affords students the opportunity to undertake research or to do a research project in an area not covered by other courses. The project should contribute to students' development as scholars within their program of study. To apply for an independent study, students must be in good academic standing, must submit an Independent Study Proposal form, and must have sufficient academic background to undertake the proposed research. Independent study proposals must be approved by the

department chair, academic advisor, and Vice President for Academic Affairs. Independent studies do not take the form of tutorials.

## **Tutorial**

Tutorials may be arranged for students who need a required course that will not be offered before their graduation. To request a tutorial, students first should consult with their academic advisor and department chair, submit a “Tutorial Request” form, and pay a tutorial surcharge of \$300 in addition to tuition. Permission to undertake a tutorial depends on the availability of a faculty tutor with appropriate expertise. Students taking tutorials must meet with their tutors for the same number of hours per week as the credits assigned to the tutorial. Tutorials do not take the form of independent studies. The subjects of tutorials are limited to courses listed in this catalogue.

# Academic Policies and Procedures

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## Registration

The Accelerated Degree Program opens registration at least seven weeks prior to the start of each module. Priority registration is given to Seniors and Student Veterans on the first day, Juniors on the second day, and Sophomores on the third day. Freshman may register after the third day.

Registration is available by paper or online. Students must meet with their academic advisor or faculty advisor prior to registering for classes. Students who do not have financial arrangements in place will be considered pre-registered until they either pay for these courses directly, provide a company direct bill contract, or have their financial aid certified. If a student does not have financial arrangements in place two weeks prior to the first night of the module, the preregistration will be voided. Courses are filled on a first-come, first-served basis.

## Auditing Courses

Students may audit courses with the permission of the instructor and with notice to the Office of the Registrar. No credit is granted for audited courses, however officially audited classes will be noted on the student's permanent record. Auditors are expected to attend class regularly. The fee for an audit is usually set at one-half the regular tuition rate.

## Course Waiver

Department chairs may at their discretion waive a required course or a required correlative course. The waiver becomes official when the department chair submits a "Waiver" form to the Office of the Registrar.

## Non-Matriculated Students

Non-matriculated students may take a maximum of 12 credits before formally applying to the College. For those non-matriculated students who may have an interest in applying to the College, s/he must complete the formal application process. Credits from the courses taken as a non-matriculated student will apply to the student's course credits.

Non-matriculated students pay the prevailing tuition rate and are not eligible for financial aid. In cases where Albertus Magnus College courses have high enrollment, priority is given to matriculated students.

## Full-time Status

Full-time students in the Professional and Graduate Program typically enroll in 12–15 credits per semester over the course of the Fall and Spring Semesters. Fall semester consists of Modules 1 and 2. Spring semester consists of Modules 3 and 4. Module 5 is an optional summer semester. Semester-long courses are only assessed in the module the course begins. Students are assigned an Academic Advisor to help with course selection and enrollment planning.



## **Traditional Undergraduate Courses**

Students in the Accelerated Degree Program who wish to take a daytime course in the Traditional Undergraduate Program must complete a “Permission to Take a Day Course” form and a Day Registration form. Accelerated Degree Program students who enroll in a daytime course must pay the Traditional Undergraduate Program tuition rate. Before enrolling in a daytime course, students who are receiving financial aid should consult with the Financial Aid Office learn whether adequate funds will be available.

## **Permission to Take Twelve Credits**

Students in the Accelerated Degree Program who wish to register for 12 credits (four courses) in a module may apply in writing at the time of registration. They must explain the reason for taking 12 credits and their plan for achieving success. Students must have a 3.5 G.P.A. at the time of request.

## **Permission to Take Courses at Other Institutions**

Students who are currently enrolled in an undergraduate degree program at Albertus Magnus College may take a course at another institution with prior approval from the Office of the Registrar. Students should submit a “Transfer Course Approval Request” form to the Registrar to ensure that the credits will be accepted in transfer to Albertus Magnus College. Matriculated students may transfer in a maximum of 15 credits from another institution, and must complete their final 15 credits at Albertus Magnus College.

## **Pass/Fail Option**

Students may take up to 20 percent of their total program on a Pass/Fail basis or an average of one course for every two mods. The course may not be selected from the major or minor departments or their required correlatives. A completed Pass/Fail form must be submitted to the Professional and Graduate Studies Office on the Friday of the second week of the Mod. Once paperwork is filed, it may not be rescinded. A Pass grade is not included in the cumulative average, and no honor points are given. A Fail grade is included in the cumulative average unless the course is successfully repeated.

## **Adding/Dropping a Course**

A student may add or drop a course by filling out the “Add/Drop” form after they have registered. Students wishing to add an additional course may do so by the end of the first week of the term.

Students wishing to drop a course may do so before the end of the second week and not have the course appear on their transcript. Students who drop a course are eligible to receive a refund if the course is officially dropped during the timeframe specified in the refund policy.

## **Withdrawal from a Course**

Students may withdraw from a course during the withdrawal period. During an eight-week course, the withdrawal period begins on the Monday of the third week and ends on the Friday of the seventh week. Students who wish to withdraw must fill out a Withdrawal or a WP/WF Form. A grade of “WA” or “UF” will be recorded for students

that must be administratively withdrawn. Withdrawals will be processed on the following schedule:

**Weeks 1–2: Add/Drop** is in effect.

### **Weeks 3–4: Withdrawal**

Students have the option to withdraw by completing a withdrawal form where a “W” will be issued. A grade of “WA” will be issued to all students who are administratively withdrawn.

### **Weeks 5–7: Withdrawal**

Students have the option to withdraw voluntarily by using the WP/WF form. A grade of “UF” (un-earned F) will be recorded for students who are administratively withdrawn. The student can petition an instructor to change the “UF” to a “WP or WF.” Once the form is filled out and signed off by the instructor, the grade will be updated. The “UF” must be cleared by the last day of the mod in which it is recorded.

\*Semester-long courses will follow the traditional undergraduate (day) withdrawal policy. See the Traditional Undergraduate Program Catalog.

## **Leaves of Absence**

Students who wish to take a leave of absence should fill out a “Leave of Absence” form and return it to the Professional and Graduate Studies Office. Before a leave of absence is granted, students must formally drop or withdraw from all courses in which they are registered. It is important for students who receive financial aid to notify the Financial Aid Office immediately about their plans to leave.

## **Withdrawal from College**

Students who withdraw from Albertus Magnus College must complete prescribed withdrawal procedures with the Office of the Registrar. They must formally drop or withdraw from all registered classes and if receiving financial aid, they must notify the Financial Aid Office immediately about their plans to leave. The College recognizes the following categories of withdrawal: complete withdrawal and medical withdrawal.

## **Returning Students**

Students who return to the Accelerated Degree Program after five years or more must follow the curriculum of the current catalogue. Students who return within five years or fewer may choose to follow either the curriculum that was in place at the time of the leave of absence or the current curriculum. Academic advisors assist students in selecting the curriculum that best serves their educational needs.

## **Attendance Policy**

The Accelerated Degree Program has an attendance policy that supports the academic success of students and the integrity of its programs. The attendance policy is as follows:

- Class attendance is taken in all Accelerated Degree Program courses twice a week, regardless of whether the course is taught on ground, in a blended format, or online. All courses are treated as having two sessions per week.

- Students who are absent for four consecutive sessions of a course and have not officially withdrawn are administratively withdrawn from that course. When students have two consecutive absences, an auto-generated warning email will be sent to them. At three absences, students will receive an email from student services letting them know that if they miss one more class, they will be administratively withdrawn. After four consecutive absences, students will be administratively withdrawn and have no recourse to return to class.
- Students may withdraw from courses during the first seven weeks of a session. They may not withdraw thereafter.
- Instructors monitor attendance and may reduce a grade or issue a failing grade in a course based upon a student's attendance and participation in the course.

## Administrative Withdrawal Policy

Students who never attend or who miss four consecutive class sessions will be administratively withdrawn from the course.

## Grading System

Letter grades are based on suggested numerical equivalents as follows:

Grade	Numerical Equivalent	
A	94–100	4.0
A–	90–93	3.70
B+	87–89	3.30
B	84–86	3.00
B–	80–83	2.70
C+	77–79	2.30
C	74–76	2.00
C–	70–73	1.70
D+	67–69	1.30
D	60–66	1.00
F (Failure)	Below 60	0.0
UF (Unearned F)	Below 60	0.0
I (Incomplete)		0.0
P (Pass)	60 or above	0.0
*P/O (Pass Option)		0.0

\* P/O is the pass grade for courses taken on optional Pass/Fail basis.

## Grade Point Average

As demonstrated in the example below, G.P.A. is obtained by dividing the total number of honor points earned by the total number of credits attempted less any Pass or Pass/Option credits.

Credits	Grade	Honor Points	
3	A	12.0	Example
3	P	0.0	36/12=3.0 (G.P.A.)
3	C-	5.1	
3	B+	9.9	
3	B	9.0	
15		36.0	

F grades received in P/F courses, P/O, and PE courses are factored into the student's G.P.A.

## Good Standing

To be in good standing a student must have a cumulative grade point average on all work attempted at Albertus Magnus College as indicated below:

Credits Attempted	Minimum Cumulative Average
1-34	1.7
35-60	1.80
61-75	1.90
76-over	2.00

## Grade Reports

Grades are available online through the College portal to students at the end of each semester, providing all financial and college responsibilities have been met.

## Incompletes

Students who have not fulfilled course requirements because of a medical or family emergency may petition the instructor to grant an Incomplete for the course. The "Request for Incomplete Grade" form must be filled out, approved by the instructor, and submitted to the Professional and Graduate Studies Office. Students must be doing passing work in the course and must have completed most of the course assignments and requirements at the time when they request an incomplete.

An Incomplete must be cleared by the student within 30 days of the last class meeting; otherwise, the Incomplete becomes an F and will be indicated on the transcript as (I)F. If the student clears the Incomplete satisfactorily, the transcript will indicate this by the (I) followed by the grade received. In either case, the (I) becomes a permanent part of the student's record.

## Changes in Officially Recorded Grades

If an instructor requests a grade change after the Registrar has recorded it, the reasons for the request are to be presented to the Vice President for Academic Affairs or the Academic Dean. This does not refer to a grade change resulting from incorrect mathematical calculations, transposition of numbers, or a grade of incomplete or in progress.

If a student wishes to challenge a course grade, the student should discuss the matter with the faculty member no later than 30 days of the end of the term in which the grade

was given. If no satisfactory solution is reached, the student should arrange a meeting with the Department Chair, the faculty member and the student. If the matter is still not resolved, the Academic Dean becomes involved as an unofficial mediator. If neither of these steps results in a solution the student views as satisfactory, the student may choose to drop the issue or to lodge a complaint with the Faculty Chair, who will appoint an ad hoc committee to review the case. The final decision regarding grades always remains with the faculty member.

All grade corrections must be finalized within 45 days of the end of the term in which the grade was given.

Albertus Magnus College academic records are sealed 45 days after the conferral of a degree. After this date, changes to majors, minors and concentrations, addition of honors, removal of incompletes, grade changes or other changes to an academic record cannot be made.

If a student chooses to repeat a course after his/her degree is conferred, the last enrollment will be recorded on the transcript, but the degree GPA will not change.

## **In Progress Courses**

Students who have registered for a practicum, internship, thesis, capstone, or student teaching but who do not complete the work in the term may, with the permission of the instructor, register for a continuation course. At that time the Office of the Registrar will issue a provisional grade of “I/P” for the course. If a student does not register for the continuation course by the last day of classes before the final examination period, the instructor will be required to issue a grade.

Students will be given one semester (or two modules—this will require two continuation registrations) to complete the course. At the discretion of the instructor, students may register for additional continuations. The Office of the Registrar shall change the “I/P” notation to an “F” grade after one semester (or module) if the student does not register for additional continuations. Students will incur a continuation fee for additional continuations payable to the Business Office at the time of registration.

The continuation will be a non-credit bearing course (instructors will be required to take attendance) for which students will receive a pass (P) or fail (F) grade. The grade for the practicum, internship, thesis, capstone, or student teaching will be awarded in the initial registration term. The instructor will have 72 hours after the continuation course end date to submit the continuation grade and the grade for the original course to the Office of the Registrar.

## **Failure of a Course**

Students who fail a required course must remove the failure in order to graduate. If a student successfully repeats a course that has been failed, the second grade received will replace the “F” when the average is computed. The original grade of “F” will remain on the record followed by the word “repeated.” If the course is repeated at another institution, the original “F” will remain on the transcript but will not be used when calculating the student’s cumulative grade point average.

## **Academic Review**

Academic Review is not considered to be a punitive measure but rather a serious warning to students that their future at the College is in jeopardy. The period of Academic

Review is a time to make the necessary academic improvement to regain good standing. Academic review for students attending mod courses takes place in January (after Mods 1 and 2) and August (after Mods 3 and 4).

Students are placed on Academic Review status for any of the following:

1. Failure to achieve good standing in the previous two mods
2. Failure to maintain a 2.0 cumulative average in their major field
3. Failing grades (“F” or “WF”) in three courses in any two mods
4. Attaining a term average of less than 1.70 over two mods

Students who have one or more Incompletes at the end of two mods and students who do not have the grade point average required for good standing are automatically placed on Academic Review for the following two mods.

At the discretion of the Associate Dean for Student Success and Retention, students on Academic Review may be required to take a reduced course load. Students may not transfer credits earned at any other college during the Academic Review period. A full-time student who is on Academic Review must take at least 12 credits (6 credits each mod for two consecutive mods) from September through December or from January through May.

## Academic Dismissal

Students who are not making satisfactory progress may incur academic dismissal from the College under any one of the following conditions:

1. The student has incurred two Academic Reviews in any three consecutive semesters of enrollment
2. The student has incurred a third Academic Review at any time
3. For all work attempted at Albertus Magnus College, the student has a grade point average that falls below the minimum cumulative average as follows:

Credits Attempted	Minimum Cumulative Average
1–34	1.5
35–60	1.7
61–90	1.8

Students have the right to appeal an academic dismissal in writing to the Dean for Professional and Graduate Studies.

## Readmission

Students who have incurred academic dismissal from the Accelerated Degree Program may apply for readmission after one calendar year. To apply for readmission, students must:

1. Submit a formal letter in writing that explains the issues or circumstances that led to inconsistent attendance or academic performance in the past and the specific steps the student will take to address these circumstances in the future.
2. Submit a completed application form.

Readmission will be approved or denied at the discretion of the Associate Dean for Student Success and Retention and the Dean for the Division of Professional and Graduate Studies.

## **Readmission of Uniformed Services**

Albertus Magnus College does not deny readmission to any person who is a member of, applies to be a member of, performs, has performed, applies or performs, or has an obligation to perform service in the uniformed services based on the membership, application for membership, performance of service, application for service, or obligation to perform service. Uniformed services include the U.S. Armed Forces, National Guard, and Reserves. Readmission is reviewed on a student by student basis and will include, but is not limited to, academic standing, student conduct records, and financial obligations to the College.

## **Grade Appeals**

Students have the right to appeal a final grade if they believe that the grade calculation is inaccurate or that there is an inconsistency between the grade calculation and the grading criteria as defined by the instructor's syllabus. Students have the burden of proof to demonstrate that the grade is inaccurate within the context of the course.

Grade appeals must be filed within 30 days of the last day of the class for which the grade was received. The grade appeal process is as follows:

1. The student submits a written appeal to the instructor clearly stating the reasons for believing that the grade was assigned in error.
2. The instructor changes the grade or replies in writing, explaining why the existing grade is appropriate.
3. If the student is not satisfied with the instructor's response, then he or she may submit a copy of the written appeal and the instructor's response to the appropriate department chair or program director. If the instructor is the chair or program director, then the Dean for the Division of Professional and Graduate Studies or the Vice President for Academic Affairs serves in place of the chair. The department chair or program director receives all written materials relevant to the case and may request additional information. The department chair or program director then makes a written recommendation.
4. Either party may appeal the decision of the department chair or program director to the Dean for the Division of Professional and Graduate Studies or the Vice President for Academic Affairs, who will make a final recommendation in writing to the course instructor.
5. The course instructor has the final say as to whether the grade will be changed.

## **Recognition for Academic Achievement**

### ***Dean's List***

In order to be considered for the Dean's List, Accelerated Degree Program students must take a minimum of 12 credits for two consecutive mods (from August through December or from January through May) and achieve a minimum cumulative grade point average of a 3.5 or a 3.3 with no grade below a B.

## Honor Societies

### ***Alpha Sigma Lambda***

Alpha Sigma Lambda is a national honor society for adult learners who accomplish academic excellence in higher education while facing competing interests of work and home. Established in 1946, Alpha Sigma Lambda is the oldest and largest honor society for adult learners in the United States, with 300 chapters nationwide. The Albertus Alpha Sigma Lambda Chapter honors the academic achievements of undergraduate students in the Division of Professional and Graduate Studies. Students are inducted into Alpha Sigma Lambda as graduating seniors. To qualify, students must have a minimum cumulative G.P.A. of 3.20. Each year, 30 students (typically the top 10% of the graduating class) will be recognized for their accomplishment.

### ***Kappa Gamma Pi Honor Society***

Kappa Gamma Pi is the national Catholic college graduate honor society founded in 1926. Members are graduates who have demonstrated academic excellence and service leadership during their college years. As candidates, they pledge to continue to provide examples of scholarship, leadership, and service in their personal and professional lives.

## Graduation with Honors

Outstanding academic performance by a student who completes the general College requirements and the requirements for a particular degree is recognized through graduation with Honors. To be eligible for Honors at graduation, students must have satisfied all of the criteria below:

### ***Associate's Degree***

Associate's degree candidates must complete the general college requirements, the requirements for the degree, at least half of their credits at Albertus Magnus College and have a cumulative grade point average of at least 3.90.

### ***Bachelor's Degree***

Bachelor's degree candidates must complete the general college requirements, the requirements for the degree, at least 56 institutional credits at Albertus Magnus College and have a cumulative grade point average of at least 3.50. Bachelor's degree candidates may graduate with Honors at one of three levels:

- **Cum Laude:** Honor bestowed on students whose cumulative grade point average is 3.50 to 3.69.
- **Magna Cum Laude:** Honor bestowed on students whose cumulative grade point average is 3.70 to 3.89.
- **Summa Cum Laude:** Honor bestowed on students whose cumulative grade point average is 3.90 or above.

### ***Master's Degree***

Master's degree candidates may graduate with Honors who have a cumulative grade point average of at least 3.90 or above and a grade of "A" in all components of the final project/capstone course/thesis.



## Commencement

Six months prior to the anticipated date of completion candidates for degrees must request an official audit of credits and application of candidacy for graduation to the Office of the Registrar. The Degree Completion fee of \$150 should be paid to the Business Office. The fee covers the expense of awarding degrees, recording transactions and graduation activities. This fee must be paid regardless of participation in graduation ceremonies or actual receipt of diploma. This fee does not include the purchase of the cap/gown.

Undergraduate students who are within six credits of graduating with the Bachelor's degree may participate in the ceremonies provided they have a "C" (2.0) average overall as well as in their majors and minors, have pre-registered for the remaining required coursework, and have met all their financial obligations, including those that will be incurred for the pre-registered courses. All other degree candidates must have completed all requirements to participate in commencement. It is the student's responsibility to inform the Registrar if this option is to be exercised. After completing all coursework, the student must inform the Registrar, in writing, of completion of final credits. The degree and update of transcript will occur at the next completion date: August, December, or May.

## Transcripts

The student's official transcript is prepared by the Registrar. The transcript documents the student's courses, grades, credits, and dates of instruction for each course. In accordance with the Privacy Act of 1974, transcript requests must be submitted in writing and signed by the student or submitted electronically. In accordance with the Privacy Act of 1974, transcript requests must be submitted electronically at [www.albertus.edu/studentresources/registrar/](http://www.albertus.edu/studentresources/registrar/). Transcript fees are due at the time of the transcript request.

## Student Records

### ***Notification of Rights under FERPA***

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the

request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); the National Student Loan Clearinghouse; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Albertus Magnus College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue  
SW Washington, DC 20202-5920

## Directory Information Notice

The Office of the Registrar of Albertus Magnus College maintains academic records for all students. Access to these records is governed by the terms of the Family Educational Rights and Privacy Act of 1974. Copies of the College's policy are available from the Office of the Registrar on request.

In accordance with the Act, students have a right to withhold directory information by submitting a written request to the Office of the Registrar no later than the close of the second week of classes in September. Such notification must be made annually.

Albertus Magnus College designates the following items as Directory Information: student name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, full- or part-time status, expected date of degree completion, graduation, awards received, class rosters, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and the weight and height of members of athletic teams.

## Student Right-To-Know

Albertus Magnus College is pleased to provide information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended, on our website.

# The Curriculum

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## Definition of Terms

- Introductory courses are numbered 100–199, intermediate courses are 200–299, advanced courses are 300–399, and graduate courses are 500–799.
- The number of credits following a course description indicates the semester credit hours assigned to the course.
- The letter “P” following a course description indicates a prerequisite for that course.
- For preliminary planning purposes, when a course is intended to meet a part of the General Education Core Program, it will be indicated as a part A, B, or C course in this catalogue. *However, the official core-program designation of any course (and its “one, two or three-star” assignment) is given in the official schedule for the mod that the course is being offered.*
- For advising purposes, the anticipated frequency that a course is offered in the curriculum is indicated where possible.
- All courses meet five hours a week, with class sessions held either on-ground, online, or in a blended format (combination of on-ground and online).
- The official schedule of courses is available in the Office of the Registrar or the Division of Professional and Graduate Studies. Consult the official schedule for classes offered in a given mod.
- *The College reserves the right to cancel any class for which there is insufficient enrollment.*

## College Courses

College courses are courses that are appropriate to the curriculum and to current student interests. They are not affiliated with a specific department but they can be taken for elective credit.

### COURSE DESCRIPTIONS

#### **CC 101 Preparation for College Study**

This course is recommended for any Accelerated Degree Program student who has not taken a college level course or any student who would like to enhance their skills in the areas of self-management, learning techniques, time management, using eLearning and MyAlbertus. An emphasis will be placed on methods for managing the unique challenges experienced by adult learners. *3 credits*

#### **CC 255 Self-Discovery**

According to personality type theory, we are all born with a set of natural preferences or tendencies, and we work best when we're in careers that allow us to use these tendencies. Still as we get older, some of us who were once satisfied in careers will find ourselves, asking "what next?" We may be "called" to new lines of work that help build other parts of our personality, or we may be "called" to meaningful work that makes a difference in people's lives. In this course, students will use the Myers-Briggs Type Indicator and a series of activities to learn who they are and to discover "the next" part of their career journey. *3 credits*

#### **CC 255 Marketing Yourself for Future Employment**

In today's challenging economy, being employable is not just based on having the qualifications for the position but also on networking and presentation. In this course, students will learn to brand themselves effectively through their resumes, cover letters, personal statements, and online profiles. They will learn how to skillfully communicate with employers in person through mock networking, interviewing, and presentation exercises. Finally, students will learn to gain a competitive advantage in today's workforce by conducting research and presenting on industries in their respective fields. *3 credits*

# Arts and Sciences

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## Department of Biology, Chemistry and Mathematics

Building upon the Liberal Arts focus of the College, the mission of the Department of Biology, Chemistry and Mathematics is to prepare graduates to be effective and successful scientific leaders who reason quantitatively and logically and make sound and ethical decisions.

### COURSE DESCRIPTIONS

#### **BI 116 The Human Body**

A course designed to provide a fundamental background in human biology and to serve as a basic introduction to the anatomy and physiology of humans. Emphasis is placed on examining the functions of various systems and their relationships to each other. *General Education Choice, Level A. 3 credits*

#### **MA 100 Introduction to College Mathematics**

This course will teach students the skills necessary for further study in most disciplines and includes the algebra necessary for the next level of mathematics courses. Students will be encouraged to reason mathematically, so that they can enhance their abilities to learn mathematics. Generally offered yearly. *3 credits*

#### **MA 111 Mathematical Ideas: In Theory and in Practice**

Various mathematical concepts (e.g., graphs, probability) will be discussed for their own sake and as applied to concrete problems. Connections between various parts of mathematics will be stressed when feasible. P: MA 100 or its equivalent. Generally offered in alternate mods. *General Education Choice, Level A. 3 credits*

#### **MA 116 College Mathematics**

A course in college mathematics including mathematical applications of solving equations and inequalities, linear programming, probability and combinatorics, as well as exponents. P: MA 100 or its equivalent. Generally offered yearly. *General Education Choice, Level A. 3 credits*

#### **SC 105 Special Topics**

This is a non-majors course designed to study and discuss areas of current scientific interest. Topics will vary and may include the environment, health & disease issues, human genetics, biotechnology, and the chemistry or physics of everyday phenomena. *3 credits*

**SC 110 Human Health & Disease**

This course is designed to allow students to gain familiarity with concepts in a select group of topics related to human health and disease. Successful students will develop critical scientific reasoning skills necessary to form educated opinions about contemporary science/health topics. Topics studied include cells, tissues and organs, cancer, genetic disorders, aging and more. Through the exploration of controversial topics, students gain an understanding of how the scientific method is applied to resolve current questions and problems. *General Education Choice, Level A. 3 credits*

**SC 114 Nutrition for Health and Fitness: The Science of Wellness**

This course provides a comprehensive introduction into the vital role nutrition plays in enhancing one's health and fitness. Throughout the course students will be exposed to current research and literature along with practical activities. Topics studied will include, but are not limited to, the basic principles of nutrition, our energy systems and energy yielding nutrients, vitamins, minerals and body weight loss/gain through proper nutrition and exercise. This course will also provide insight on nutrition for fitness as well as throughout the life cycle. *General Education Choice, Level A. 3 credits*

## Department of Communications

The accelerated bachelor's degree program of study in Communications affords students the opportunity to prepare for careers in what may be the most rapidly expanding field in modern education and society-at-large. Blending traditional Liberal Arts with specific career-oriented coursework, students are given the foundations, skills, and ethical perspectives to be successful in their mass media careers and to be productive members of society. The combination of scholarly search for knowledge, development of essential skills, and the application of these in society guide the major in keeping with the Mission of the College.

The accelerated bachelor's degree program in Communications as offered by the School of Professional and Graduate Studies specifically prepares students for careers in the promotional aspects of the discipline, as practiced in business and the not-for-profit sectors. However, course selections span broadcasting, film and video production, performance media, advertising, public relations, sports media, film studies, organizational communications, writing and journalism.

In order to demonstrate a student's total accumulation of experience, skill, and integrative abilities in the major, each Communications student must submit a final portfolio of print and/or non-print materials; or research and write a final thesis. Thus, graduates of Albertus' Communications Program are in the position to present potential employers with an actual portfolio or thesis paper that demonstrates their experiential base of knowledge and skills that will set them apart.

The emphasis in Albertus' Program in Communications is upon preparing students for positions in mass media and their related fields that are "above the line." "Above the line" positions are executive-oriented, gatekeeping positions. These decision-makers and gatekeepers are professionals, who actually create and influence media, who have both technical and broad integrative skills in the field, and who can work with and manage many different types of people.

Communications is a rapidly evolving field in society. Thus, the Department of Communications is constantly adapting to the changes that this exciting field presents.

Students who complete the Communications Major enjoy many graduate school options that include broadcasting, media, journalism, digital and social media, business, and law.

### Communications Major Requirements

**Major Requirements:** Total of 45 credits, including 36 credits in core courses, sequence courses, practical applications, capstone seminar and portfolio or thesis. The final 9 credits are taken in required correlatives.

#### Core Courses (Required of all majors) (15 Credits)

CO 121	Communications Overview (Level A)
CO 131	History of Mass Media
CO 141	Speech Communications (Level A)
CO 151	Writing for the Mass Media
CO/SO 220	Sociology of Communications

**Promotional Courses (Required of all majors) (9 credits)**

CO 260	Advertising Techniques
CO 261	Public Relations
CO 362	Persuasion and Propaganda (Level C)

Each major must complete one Sequence Course and one Topics Course.

CO 380	Internship (3 to 12 Credits) (Letter Grade) (If an internship cannot be completed, another sequence or topics course may be taken in its place.)
CO 391	Communications Seminar (Capstone Course) (3 credits)
CO 392	Senior Portfolio (3 credits)
	OR
CO 393	Senior Thesis (3 credits)

**Required Correlatives:** Each major must complete 9 credits in a related discipline in consultation with the Department Chair.

**Communications Minor Requirements**

The description of Minor Requirements is listed below.

1. One course from the Communications Core
2. One course from any Sequence
3. One of the following:
  - A. One Topics Course
  - B. CO 391—Communications Seminar
4. Three courses to be determined in consultation with the Department Chair

**Total: 18 credits**

**Sequence Course Choices**

***(One may be selected for the Communications major and one must be selected for the Communications minor.)***

***Visual Communications Sequence***

CO 250	Broadcast Writing
CO 251	Film and Video Production
CO 341	Film Appreciation (Level C)

***Sports Communications Sequence***

CO 202	Sports Marketing and Promotion
CO 203	Sports Writing and Information
CO 301	Organizational Communications (Level C)

***Digital Communications Sequence***

CO 229	Introduction to Digital Communications
CO 230	Internet Marketing and Advertising
CO/DR 326	The Creative Mind (Level C)



## Topics Course Choices

**(One may be selected for the Communications major and one must be selected for the Communications minor.)**

CO/DR 117	Introduction to Theatre (Level A)
CO/DR 127	Fundamentals of Acting (Level A)
CO 125	Digital Audio Recording
CO 171	Introduction to Political Communications (Level A)
CO/DR 228	Acting for Stage and Screen
CO 232	Films of Alfred Hitchcock
CO 233	Films of Steven Spielberg
CO 234	Gangster Films
CO 235	Magazine Editing and Production
CO 236	Film Noir
CO 237	Photojournalism
CO 238	Mass Media and the Law
CO 239	Broadcast Announcing
CO 240	Scriptwriting
CO 242	Electronic Field Production
CO 365	Writing for Interactive Media
CO 371	Political Communications in the 21st Century

**Plus a variety of Special Topics Courses** (e.g., *Writing for Digital Media, Screenwriting, The War Film, Journalism, Crisis Communications Management, Social Media* and other courses as the discipline evolves and as student interest demands.)

## COURSE DESCRIPTIONS

### Core Courses:

#### CO 121 Communications Overview

How many years does the average American spend watching television during his/her life and is this time well spent? What prophecies did Marshall McLuhan make in 1965 that are becoming true today? Have books been replaced and forgotten? What does a film producer really do? What is a gatekeeper? How has the “profit motive” changed the definition of news? Does violent television programming have any affect upon society? How many ads does the average American find herself/himself exposed to each day? Are the mass media really electing the President of the United States? These are just a few of the questions we’ll explore in this lively course, which surveys communication theory, process, practice and ethics. Apart from serving as an introduction to the discipline of Communications, this course is highly recommended for those students not completing the program of study in Communications. *General Education Choice, Level A.* Typically offered yearly. *3 credits*

**CO 131 The History of Mass Media**

What modern social phenomenon has had greater influence upon the way we live than mass media? This course chronologically traces the development of mass media from their earliest varieties to today's complex, technologically oriented varieties. Emphasis is upon American mass media, but some attention will be given to European and Eastern development. In addition the cultural impact of mass media upon major historical movements (e.g., Renaissance, Reformation, the Global Village) will be explored. Apart from forming a general awareness, students are expected to research a specific media event, person or the development of a specific mass medium within a given period of history. Typically offered yearly. *3 credits*

**CO 141 Speech Communications**

Speech Communications offers the student a comprehensive approach to the organization, presentation and theory associated with the practice of oral communications. Through classroom exercises, formal student speech presentations and videotape analysis, the student will advance his/her ability to speak publicly. Special attention will be given to the perceptual skills, listening skills and leadership styles necessary for effective speaking in family, social and business contexts. The emphasis is upon individual development. Thus, the student who experiences "speech anxiety" is likely to find Speech Communications a particularly rewarding experience. *General Education Choice, Level A.* Typically offered yearly. *3 credits*

**CO 151 Writing for the Mass Media**

All mass media, at one time or another, require the creator(s) to write. Given the essential nature of this expressive skill, Writing for the Mass Media will expose the student to the basics of news, multi-media, sports, visual, and promotional forms of writing. Students will examine different examples of these writing forms as models, and will write originally conceived copy as weekly assignments. Typically offered yearly. *3 credits*

**CO 220 Sociology of Communications (Same as SO 220)**

Introduction to the sociological perspective of communications, especially mass communications. Distinction between mass communications and interpersonal communications. Includes language and society, models of communication processes, the nature of the audience in society, functions of mass communications in society, some comparative and historical work. P: SO 111 or permission of department chair. *3 credits*

**Promotional Communication Sequence****CO 260 Advertising Techniques**

In this course we introduce the student to the workings of modern advertising. Focusing upon the creative process in American advertising, students will submit originally conceived and prepared advertisements or advertising copy as weekly assignments. In addition students will explore market research and media buying as allied topics. No prior skills are required, but enthusiasm and imagination are welcome prerequisites. This course is highly recommended for those wishing to pursue a career in advertising, marketing, public relations and/or promotional communications. *3 credits*

**CO 261 Public Relations**

This course focuses upon the informational and promotional roles that public relations plays in commercial and non-profit sectors and is an excellent complement to CO 260. In addition to developing a student's writing skills, we will address employee communication, community relations, media relations, government relations and social responsibility. The emphasis is upon problem solving and PR expressive skills. Highly recommended for those students interested in corporate communications. *3 credits*

**CO 362 Persuasion and Propaganda**

What are the differences that exist between being persuasive and being a propagandist in communicating? What is a lie? Is there ever such a thing as a good lie? How do mass media historically and in present day deceive viewers, readers and listeners? How do corporations use media to propagate positions, policies and products/services? How do politicians and governments persuade publics and why? These are just some of the questions students will examine in Persuasion and Propaganda. The emphasis is upon making students more aware and reflective on the uses and consequences of modern persuasive media. *General Education Choice, Level C. 3 credits*

**Visual Communications Sequence****CO 250 Broadcast Writing**

In this course we will introduce the student to the creative variables and technical considerations involved in radio and television copywriting. The student will be expected to submit original radio and TV copy as weekly assignments. In addition, we will explore radio and TV organization, and production processes. A final portfolio of original copy will be required from each student. This course is highly recommended for those interested in a career in either radio or television. *3 credits*

**CO 251 Film and Video Production**

In this course we introduce student to the principles, processes and creative production techniques associated with narrative and documentary motion media. Using small format videotape, students will explore the following topics: scripting, production planning, budgeting, casting, directing, camera operation, lighting, sound recording, music and editing. Students will engage in group projects that involve "hands-on" workshops. Emphasis is upon single-camera production style, but some attention will be given to multi-camera, studio-oriented production variations. *3 credits*

**CO 341 Film Appreciation**

As an introduction to the study of cinema, this course focuses upon the theories, principles and expressive skills associated with film analysis. Through the examination of selected early film classics, major motion picture narratives, and film shorts, the student will learn to apply classical, auteur and genre approaches to film criticism. The student is expected to view movies outside of class meetings and to write several, short analytical reviews. The emphasis is upon "film literacy" and the ability to "read" a motion picture. *General Education Choice, Level C. 3 credits*

## Sports Communications Sequence

### CO 202 Sports Marketing and Promotion

Amateur and professional sports in America are experiencing a rapid explosion for both male and female competitors. Increasingly, media outlets are presenting these contests live, or reporting on the results of these contests on a regular basis. Sports marketing and sports media are intrinsically linked in American culture. Sports Marketing and Promotion will explore a variety of topics including: Why are sports more popular today than ever before? Why have sports on a professional and collegiate level become “big business?” What effects does the business of sports have upon collegiate competition? What is sports marketing? How does one construct a marketing plan for a professional or collegiate team? How do the mass media fit into any sports marketing plan? In addition to readings, case studies and regular assignments, students will prepare a marketing plan for a professional or collegiate athletic team/program. *3 credits*

### CO 203 Sports Information and Media

Modern sports and mass media are intrinsically linked. Whether it is a major or minor league team, a collegiate athletic program or high school athletic program, Sports media, and their ability to communicate with potential fans and sponsors, are an integral part of the success of teams and programs. Sports Information and Media prepares the student to work on either “side of the aisle.” Students will explore topics that address Sports Information, and the coverage of sports by mass media. Students will be required to prepare original sports information and media material as regular assignments. *3 credits*

### CO 301 Organizational Communications

Bureaucracies and large-sized organizational structures abound in modern America. Frankly, there is no escaping this reality. Organizational Communications takes historical, structural and ethical perspectives in examining the nature and role of communications within the organizational framework. Direct attention will be given to applying these perspectives to the phenomenon of the modern sports industries, but comparative and contrasting attention will be given to large, midsize and small businesses; and to those organizations that exist in the not-for-profit sector. Although part of the Sports Communications Sequence, Organizational Communications is highly recommended for all students interested in better understanding and affecting the dynamics involved in effective communications within any organizational framework. *General Education Choice, Level C. 3 credits*

## Digital Communications Sequence

### CO 229 Introduction to Digital Communication

This course will provide students with a detailed critical introduction to the field of digital communication. Topics will include practical applications of digital communication across disciplines: communication studies, journalism, public relations, advertising, media and cinema studies, and communication technology. This class will offer students a glimpse of those disciplines and allow them to integrate them all together. Additionally, this course will provide an entry point for students who have had little experience with either digital technology or communication courses. *3 credits*

**CO 230 Internet Marketing and Marketing**

Internet marketing and promotional communications are increasing at dramatic rates. Both large and small businesses and individual entrepreneurs cannot hope to survive in the 21st Century without strong Internet marketing and advertising plans. This course will introduce the student to the basics of product/service promotion as practiced using the medium of the World Wide Web. Specifically, topics to be explored include: What is “e-business?”, Internet User Characteristics and Behavior, On-line Market Research, Product and Pricing on the Net, The Net as Distribution Channel, The Internet Marketing Plan, and Advertisement Design for the Net. Students will be expected to have Internet access and will create a variety of creative, promotional materials as regular assignments. Prior Internet design experience is desirable but not required. In addition, students will explore the ethical issues and some legal questions associated with Internet Marketing and Advertising. *3 credits*

**CO/DR 326 The Creative Mind**

What marks and makes a creative mind? What is the difference between talent and creativity? Have you explored your potential as a creative person? Can we solve contemporary problems without developing our creative self? These are some of the questions explored as we develop knowledge of our creative mind. *General Education Choice, Level C. 3 credits*

**Topics Courses****CO/DR 117 Introduction to Theatre (Same as EN 117)**

The introduction to the study of theatre develops the student’s appreciation of and response to the theatrical event and the collaboration efforts essential to producing a quality experience. *General Education Choice, Level A. 3 credits*

**CO/DR 118 Fundamentals of Acting**

The fundamentals of acting include basic techniques and skills. Self-awareness, choices, and observation are emphasized. *General Education Choice, Level A. 3 credits*

**CO 125 Digital Audio Recording and Editing**

This course introduces students to the digital audio production process. The course will provide students the opportunity to plan, script, and produce short audio programs. Topics include: surveying the proper equipment for the production, arranging recording sessions, techniques for mixing, and editing sessions. *3 credits*

**CO 171 Introduction to Political Communications**

Things get done through politics, and politics gets done through communication. Since the time of Aristotle, thinkers have recognized that politics and communication go hand-in-hand as essential parts of human nature. And to this day, it is still the communication process that can either nurture or starve a nation’s civil life. This introductory course will explore the interrelationship between communications and politics and how it effects the media and democracy in the United States. Questions like “Why do Americans hate government?; Why do Americans mistrust the news media?” will be explored. An examination of how American politicians, trade unions, interest groups and terrorist organizations make use of the media will also be explored. The emphasis of this course is upon

communication and political awareness, and this course is highly recommended for all liberally educated students who wish to become better aware of the roles that communications and politics play in their lives. *General Education Choice, Level A. 3 credits*

### **CO/DR 228 Acting for Stage and Screen**

Development of the student's physical and mental processes in creating objectives, developing and discovering choices, making decisions, and collaboration. The student's fears and inhibitions are explored through personalization exercises. *3 credits*

### **CO 232 Films of Alfred Hitchcock**

Alfred Hitchcock remains as one of cinema's most prolific and well-respected directors. Using the auteur approach to cinematic analysis, students will examine Hitchcock's works from a variety of viewpoints including: theme, character, symbolism and directorial style. Students will view films during class meetings, participate in analytical discussions, and write several short reviews as course requirements. Students are not expected to have any prior film analysis background. The emphasis is upon awareness, perception and expression. *3 credits*

### **CO 233 Films of Steven Spielberg**

Steven Spielberg is one of modern America's most popular filmmakers. Applying the auteur approach to cinematic analysis, students will examine Spielberg's works from a variety of viewpoints including: theme, character, symbolism and directorial style. Students will view films during class meetings, participate in analytical discussions, and write several short reviews as course requirements. Students are not expected to have any prior film analysis background. The emphasis is upon awareness, perception and expression. *3 credits*

### **CO 234 Gangster Films**

America's social history has been plagued with the presence of criminally-oriented gangs. Thus, it is not surprising that so much of American cinema has explored this phenomenon. Gangster Films employs the genre approach to film analysis, as students view and critique a broad spectrum of films. Students will view films during class meetings, participate in analytical discussions, and write several short reviews as course requirements. Students are not expected to have any prior film analysis background. The emphasis is upon awareness, perception and expression. *3 credits*

### **CO 235 Magazine Editing and Production**

This course introduces the student to the practical, creative and technical considerations involved in publishing a magazine. Specifically, students will explore magazine organizational structure, budget planning, layout and design, illustrative matter, printing and distribution, editorial planning and copy-editing, and magazine promotion. In addition to examining the print magazine, the student will explore the new emerging "on-line" magazine. Attention will be given to both consumer and to business forms of magazines. *3 credits*

**CO 236 Film Noir**

This film study course will explore those films that constitute the “dark side of the screen.” Employing the genre approach to film analysis/criticism students will view a variety of films during class meetings (e.g., *The Maltese Falcon*, *The Big Sleep*, *High Sierra*, *Chinatown*, *Prizzi’s Honor*) and write several short reviews. These brooding, doom-laden films that emerged from Hollywood after World War II present a more cruel, disoriented and heartless vision of America than had ever appeared before. Noir films are filled with dread, paranoia, steamy sex, double-crossing women and menacing city settings. These settings, coupled with unusual camera angles and lighting effects, create story lines that are fascinating and reveal human nature. If you are one who likes cinema, you are certain to enjoy this distinctive genre. Students are not expected to have any prior film analysis background. The emphasis is upon awareness, perception and expression. *3 credits*

**CO 237 Photojournalism**

Photojournalism introduces the student to the informational, persuasive and entertainment roles that still images play in modern newspapers and magazines. This course will examine narrative, documentary and aesthetic images from different perspectives. Students will address the questions: What is photojournalism and how has it evolved? What direction(s) is photojournalism headed? What are the proper roles for the photojournalist? How do images bias the content of editorial copy? How and why do photojournalism and an individual’s right to privacy find themselves in conflict? What is the role of the Photo Editor? How can images emote, captivate, motivate, amuse, inspire or tell a story in the context of print publications? What ethical questions does photo manipulation present for the practicing photojournalist? In addition to exploring these and other questions, students will critically review the work of past and present photojournalists, and they will create original images as regular assignments. Students need a 35mm camera with flash or a digital camera with flash. This course hopes to enhance the student’s visual literacy and proficiency, enlighten the student on news and photojournalism issues, and to introduce the would-be practitioner to the basics of producing successful images. *3 credits*

**CO 238 Mass Media and the Law**

Increasingly, the connection between mass media and the legal institutions is becoming complex and intertwined. This course will examine the laws that govern mass media in light of the First Amendment and the “Right to Privacy.” Freedom of the press and freedom of expression will be explored. Federal agencies such as the FCC and FTC and their regulatory functions will be presented and discussed. Some attention will be given to cameras in the courtroom and the mass media’s role in covering high profile trials. The political uses of mass media, presidential debates and the increasingly important roles that mass media play in elections will be covered as related topics. In addition to general readings, students will be presented with specific cases for examination. *3 credits*

**CO 239 Broadcast Announcing**

This course introduces students to the lively profession of broadcast announcing. The course will give students the opportunity to plan, script, and produce short broadcast productions. Recorded and live sessions will be discussed and planned. Topics include: surveying equipment needs, learning vocal techniques and broadcast practices, arranging recording sessions, and negotiating the challenges of recordings. Special attention will be given to situational broadcast environments such as Sports Announcing, Music and event announcing, News announcing, and interviewing. *3 credits*



**CO 240 Scriptwriting**

This course will introduce you to feature film screenwriting. We will explore the basic theory and formal aspects of story structure, character development, use of conflict, scene writing and dialogue. We will then apply these basic dramatic principles to the development of your own original material. Since much of the work of screenwriting is done before the actual drafting, this class will focus on the process of screenwriting: from the initial premise, through character exploration, to treatments and step-outlines, then writing your first draft. With the help of your peers in workshop, you will leave this course with a solid understanding of the fundamentals of screenwriting. *3 credits*

**CO 242 Electronic Field Production**

This course focuses on concepts and techniques associated with Electronic Field Production (EFP). Topics include Electronic News Gathering (ENG), sports coverage, commercials, music videos, and on-location dramatic productions. In ENG work the primary goal is to get the story, however conditions are not always ideal. Special attention will be given to contingency planning and preparation for unforeseen circumstances. Through a combination of planned location shoots and group projects, students will be exposed to principles and practices associated with all aspects of field production. *3 credits*

**CO 365 Writing for Interactive Media**

Despite the changing media landscape, good writing skills are a necessity for professional communication. Students in this class use written modalities to create, develop and hone a distinct, searchable written voice within varied media environments. Much of professional media work involves creating a consistent voice or presence for a person, organization or company. In this course, participants focus on how to accomplish (or enhance) this process using effective compositional techniques. Typically offered every other year. *3 credits*

**CO 371 Political Communication in the 21st Century**

As we enter this 21st Century, a new political system is taking shape in the United States shaped profoundly by the interactive telecommunications revolution. America is increasingly turning into an electronic republic and this is transforming our views of democracy and the way we interact with government. Armed with modern technical devices, we have all become instant journalists ready to report and document on any newsworthy event. With the advent of the Internet, Web blogging, and “instant” news, communications has been substantially redefined. This course will explore both the opportunities and the dangers ahead for political communications in the electronic information age. *3 credits*

**Practical Applications****CO 380 Internship**

“On-the-job” field experience in a specific media environment, these career-oriented placements allow students to test their communication skills while gaining practical experience. Students participating in these internships must keep a daily journal, submit a portfolio of materials produced during the Internship, and submit a final summation/evaluation paper. Credit award is determined in relation to the number of hours the student is involved with the Internship. P: Permission of department chair. *3–12 credits. Offered on a mod or semester basis*



## Communications Seminar

### CO 391 Communications Seminar

Communications Seminar serves as a capstone course and is open to Communication majors of senior status. The emphasis of Communications Seminar is upon crystallizing ethical perspectives on mass media, evaluating the nature of media messages, examining the access to mass media and the control exercised by gatekeepers, and projecting the future trends and issues associated with mass media. *3 credits*

## Senior Portfolio or Thesis

### CO 392 Senior Portfolio

Senior Portfolio provides graduating Communications majors the opportunity to assemble a portfolio of media materials that are representative of their abilities to perform as a Communications professional. The artifacts selected for the portfolio should provide evidence of media literacy and the student's mastery of the program objectives for the Department of Communications. Students completing a program of study in Communications should be able to:

- Demonstrate professional-level skills in written and oral communication for a variety of media and audiences.
  - Demonstrate an understanding of the cultural impact of the mass media on the individual and society.
  - Demonstrate critical interpretation of the media.
  - Demonstrate creative thinking in crafting media messages.
  - Share their personal perspective on the ethical issues associated with the mass media.
- Senior Portfolio is offered in a tutorial format. P: Senior Status or permission of department chair. *3 credits*

### CO 393 Senior Thesis

For those Communications majors who have a particular interest in a Communications topic, issue and/or research area, the Senior Thesis is the alternative to the Senior Portfolio. As such, the Senior Thesis is a major paper that is written in a tutorial manner. Administration of Senior Theses is performed by the department chair. P: Senior Status or permission of department chair. *3 credits*

## Required Correlatives

Each student will complete 9 credits in a related discipline, which is determined in consultation with the department chair. For example, a student may elect to complete her/his 9 credits in Business, Marketing, Computer Information Systems, or the Social Sciences.

The goal is to marry students with required correlatives that enhance each student's individual career goals and objectives.

## Department of English

The mission of the Department of English is consonant with the mission of the College, which is to provide solid academic grounding and an education that will enable students after their college years to lead productive and enriched lives. The Department of English works with every student to improve basic written and oral communication and to instill a knowledge of and critical appreciation for literature in English. The Department strives to foster a spirit of inquiry and a habit of reasoning directed toward the discovery of a system of values.

### COURSE DESCRIPTIONS

#### **EN 101 College Writing**

Through the study of the basic strategies of the composing process, students employ written expression as a vehicle of critical thinking as they are trained in the craft of expository writing and coached in skills necessary for producing clear, concise, and coherent essays. Generally offered yearly. *3 credits*

#### **EN 102 Introduction to Literary Genres**

The Department's standard introductory survey of literary genres, this course focuses on the comprehension and analysis of fiction, poetry, drama, and the literary essay. Students are required to write at least three expository literary-analytical essays, and they are coached in the articulate and cogent oral explication of literary texts. *This course is part of the required core curriculum.* P: EN 101 or its equivalent. Generally offered yearly. *3 credits*

#### **EN 109 Elements of Effective Writing**

This course is designed for the student who needs intensive practice in grammar and the techniques of effective writing. Through a focus on the writing process, this course aims to further develop students' abilities to write clear essays while appropriately citing text and sources. Generally offered yearly. *3 credits*

## Department of Foreign Languages

The mission of the Department of Foreign Languages is to contribute to the liberal learning and personal enrichment of the student through an emphasis on the structure of a second language. Such a structure, which includes the basics of listening, speaking, reading, and writing, gives students the opportunity to expand communication techniques while learning about diverse cultures and countries other than their own. Certain courses, offered in English, provide students with the opportunity to appreciate other societies and their development and progress.

The offering of all courses depends on adequate enrollment. Courses in culture and civilization generally are taught in a blended or online format.

### Expected Student Learning Outcomes

- Students enrolled in all courses within the department will demonstrate through discussion and assigned activities an awareness of and appreciation for differences in cultures and civilizations.
- Students in all courses will demonstrate through discussion and assigned activities a global perspective.
- Students enrolled in all target language and conversation courses will demonstrate an ability to communicate both orally and in writing at a level appropriate for their course placement.

## COURSE DESCRIPTIONS

### **FL 111S, 112S Elementary Spanish I, II**

Introduction to the basic language skills: listening, speaking, reading, and writing. Classes are structured to provide extensive oral practice in Spanish. Attendance in language laboratory is required. FL 111S is a prerequisite for FL 112S. Generally offered on the basis of student interest. *3 credits each*

### **FL 121S, FL 122S Conversational Spanish I, II**

Conversational skills are developed and expanded in the Spanish language. The two courses are designed for students who already have had two years of high school or six credits of college Spanish. Vocabulary dealing with all aspects of daily life will be reviewed. Students are required to speak Spanish in discussion type formats based on new vocabulary and themes of study. Speaking, listening, reading, and writing skills are developed in the course. Stress is on development of proficiency for personal enrichment and for increased marketability. P: Six credits of college Spanish or two years of high school Spanish or the equivalent. Generally offered through the Traditional Day Program. *3 credits each*

**FL 244I Italian Culture and Civilization (in English)**

This course offers a review of basic elements of Italian culture. Students develop an appreciation and awareness of contrasts and comparisons with their own heritage. Generally offered every module. *3 credits*

**FL 244S Spanish Hispanic Civilization and Culture (in English)**

A survey of key aspects of Spanish and Hispanic culture and civilization, this course includes an examination of the contributions of Spanish-speaking writers, artists, and essayists to the formation of the modern Spanish-speaking world. Generally offered every module. *3 credits*

## History

*(See History and Political Science Department, page 100)*

## Humanities

*(See Interdisciplinary Majors, page 144)*

## Department of Philosophy and Religion

The mission of the Department of Philosophy and Religion is to engage students in the process of considering carefully and examining critically the horizons of ultimate significance which provide the conceptual frameworks by which societies and individuals judge and act.

### Objectives

Students will successfully complete courses in Philosophy and Religion by:

- Demonstrating the ability to think critically;
- Demonstrating the ability to engage multiple perspectives;
- Demonstrating the ability to read primary and secondary texts in the fields of Philosophy and Religion;
- Demonstrating the ability to articulate and sustain a well-conceived position.

In addition to offering courses for all students, the Department provides interested students the opportunity to pursue a focused plan of study leading to a variety of minor concentrations or a self-designed major concentration. Students majoring in Philosophy and Religion, in addition to meeting the above objectives, will:

- Demonstrate a survey knowledge of their chosen area
- Demonstrate the ability to engage in sustained research

### Philosophy and Religion Major (33 credits)

The major in Philosophy and Religion consists of ten courses and a three-credit final project/independent study. The student's program is self-designed in consultation with a faculty member/mentor, in pursuit of a particular question or subject area of interest.

#### Required courses: (33 credits)

PH 211            Moral Choice

One of the following courses:

RS 211            Introduction to the Variety of Christian Experience

RS 221            Introduction to World Religions

One of the following courses:

PH 220            Introduction to Western Philosophy

PH 224            Modern Philosophy

Seven courses from among all other PH and RS courses

A 3-credit final project, independent study, or seminar

### Philosophy and Religion Minors

The Department offers a minor consisting of 18 credits in Philosophy offerings, or 18 credits from the Religion offerings, or 18 credits from the Philosophy and Religion offerings, selected in consultation with a faculty member from the Department.

## COURSE DESCRIPTIONS

### Philosophy

#### PH 211 Ethics

What are the reasons that people give for the moral choices that they make? Where did these reasons come from, what presuppositions are embedded in them, and how do you decide if they are justified? In this course, we will examine the ethical theories underlying the variety of positions that people adopt when confronting contemporary moral issues. This course will enable one to formulate and critically assess one's own stance with respect to concrete moral dilemmas, to critically evaluate the positions of others, and to understand the logic of ethical argumentation. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B.* Generally offered yearly. *3 credits*

#### PH 220 Introduction to Western Philosophy

What does it mean to look at the world philosophically? In this course, we will examine the nature of philosophical inquiry and the major philosophical questions that have animated much of Western philosophy, such as: What does it mean to be a human being? What is love? Is it better to question or to follow tradition? In the West, it was the ancient Greeks who first struggled to engage such questions. The course will focus on their struggle, examining the works of the pre-Socratics, Socrates, Plato, Aristotle, and others. *General Education Choice, Level B.* Generally offered on alternate years. *3 credits*

#### PH 223 The Age of Faith and Reason

Are faith and reason complementary, antithetical, or simply unrelated? How one addresses this question carries implications for how one views the world, society, and the self, and for how one conceives and carries out natural, social-political, moral, and theological inquiry. Perhaps nowhere is this more apparent than in Western Medieval thought. In this course, we will engage this question and its implications by exploring the works of Augustine, Aquinas, and others. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B.* Generally offered on alternate years. *3 credits*

#### PH 224 Modern Philosophy

Did we (or somebody) create the modern world, or did we become modern by developing a new and better understanding of the world than those who lived before us? The Reformation, the Scientific Revolution, the rise of a market economy, and the Age of Exploration ushered in a new era in Western thought that grew out of a new conception of reality, one which grounded a new way for individuals to interact with each other, the physical world, and society. By drawing upon the works of such thinkers as Descartes, Hume, Hobbes, Kant, and Hegel, this course examines the developments in theory of knowledge, social and political philosophy, and metaphysics that contributed to shaping and articulating the modern-world view as it was constituted from the 17th through the 19th centuries in the West. In so doing, the course provides an opportunity to critically consider the suppositions underpinning the social institutions and practices that inform contemporary Western society. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B.* Generally offered on alternate years. *3 credits*

**PH 225 Contemporary Philosophy**

If the modern period was one of optimism in which people came to believe that through the use of reason and the advances of science it would be possible to build a better world, the postmodern age is one in which such dreams are viewed with skepticism. On the other hand, we find in postmodernity an invitation to think differently and to thereby discover new ways of being in the world and with one another. This course provides an opportunity to explore these new paths of thinking by drawing upon the works of such 19th and 20th century thinkers as Nietzsche, Marx, Kuhn, Heidegger, Foucault, Butler, and Irigaray, thinkers who encourage us to reappraise human beings' relation to themselves, nature, society, and the divine. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B.* Generally offered on alternate years. *3 credits*

**PH 240 Modernism and Post Modernism (description per day catalogue.)****PH 261 Social and Political Philosophy**

What is the best form of government? What makes a government legitimate? What should the relationship be between the individual and the state, and between states and other states? In this course, we will trace the development of social and political theory in an attempt to consider critically the possible responses that one can offer to such questions. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B.* Generally offered on alternate years. *3 credits*

**PH 315 Environmental Ethics**

How do we best understand humanity's relationship to the environment, and what actions and policies should follow from that understanding? This course will focus on the responses of various ethical traditions and will consider ways that traditional anthropology and cosmology and even theology are being transformed in response to perceived environmental degradation. P: Sophomore standing or permission of the instructor. *General Education Choice, Level C.* Course offered when there is sufficient demand. *3 credits*

**PH 331 Philosophy of the Human Being**

What does it mean to be a human being? Do human beings have a fixed, determinate nature that is unchanging? Does what it means to be a human being change through time and across cultures? In this course, we will attempt to make sense of human existence by drawing upon resources from philosophy (ancient and contemporary), sociology, psychology, and sociobiology and by engaging the insights of various cultural perspectives. P: Sophomore standing or permission of the instructor. *General Education Choice, Level C.* Generally offered on alternate years. *3 credits*

**PH 347 Being and Existence**

What does it mean "to be"? Looking around us, we find that many "things" and many "states of affairs" exist, but what makes these possible? Why is there being rather than nothing? This course examines the answers that such prominent philosophers as Aristotle, Aquinas, Hegel, and Heidegger offer to the questions, "why is there being rather than nothing?" and "why are we here?" P: Sophomore standing or permission of the instructor. *General Education Choice, Level C.* Generally offered on alternate years. *3 credits*

**PH 351 Selected Topics**

An in-depth examination of specific thinkers or topics to be announced at time of registration. P: Sophomore standing or permission of the instructor. *3 credits*

**PH 352 Peace, Justice, and Global Issues Studies**

What are the causes of poverty, international conflict, racism, sexism, and ecological degradation; and how ought these complex issues to be addressed? This course examines the ways in which contemporary thinkers draw upon the work being done in various relevant fields to develop a coherent philosophy for answering this complex question. In so doing, the goal is to reach a better understanding of the issues and a critical, if provisional, assessment of the approaches and solutions that are proffered. The works of such significant figures in the field as Gandhi and Martin Luther King Jr. will serve as a focus for discussion. P: Sophomore standing or permission of the instructor. *General Education Choice, Level C*. Course offered when there is sufficient demand. *3 credits*

**PH 365 The Origin of Art**

What makes something a work of art? What makes a work of art a good work of art? Can and should art be judged? What is the relationship of art to the world? Can art be immoral? Can art be immoral and be good art? Is art significant? In this course, we will reflect upon the ontological and epistemological status of works of art and the nature of aesthetic judgment in order to gain insight into the unique character of artistic creation, art works, and aesthetic experience. P: Sophomore standing or permission of the instructor. *General Education Choice, Level C*. Generally offered on alternate years. *3 credits*

**PH 390 Independent Study****Religion****RS 211 Introduction to the Variety of Christian Experience**

A consideration of the religious dimension of human existence, and an attempt to appreciate the experience of being human according to the major patterns of Judeo-Christian belief as suggested by the mythic implications of selected readings from Hebrew Scriptures and the Christian Gospels. Doctrinal and historical developments are located within the context of Scriptural patterns. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B*. Generally offered every year. *3 credits*

**RS 221 Introduction to World Religions**

A consideration of the religious dimension of human existence, and an attempt to appreciate the experience of being human according to the axial age traditions of Hinduism, Buddhism, Judaism, and Islam. P: Sophomore standing or permission of the instructor. *General Education Choice, Level C*. Generally offered yearly. *3 credits*

**RS 226 Roman Catholicism**

An exploration of beliefs, practices, and institutions of the Roman Catholic Church in the light of contemporary questions, trends, and perspectives. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B*. Generally offered every other year. *3 credits*



**RS 251 Reading from the Hebrew Scriptures**

Reading and discussion, informed by contemporary criticism, of selected readings from the Hebrew Scriptures. Specific readings to be announced at the time of registration. P: Sophomore standing or permission of the instructor. Generally offered every other year. *3 credits*

**RS 252 The Gospels**

Reading and discussion, informed by contemporary criticism, of one of the four gospels of the canonical Christian scriptures. Selected gospel to be announced at the time of registration. P: Sophomore standing or permission of the instructor. Generally offered every other year. *3 credits*

**RS 271 Christology**

An opportunity to observe how others (both Christian and non-Christian) have answered the question put by Jesus to his followers (“Who do you say that I am?”), and to see how these answers have developed over time to our own day, and to pursue the question for oneself. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B*. Generally offered every other year. *3 credits*

**RS 284 Religion and Nature**

This course searches various religious traditions, both classical and alternative, for resources that may contribute to a new understanding of the relationship between humanity and nature, and for grounding an ethic of right action toward the earth. P: Sophomore standing or permission of the instructor. Generally offered when there is sufficient demand. *3 credits*

**RS 351–355 Selected Topics**

Topics selected each term on the basis of relevance, student interest, and special competence of the instructor. P: Three credits in Religious Studies, and sophomore standing or permission of the instructor. Generally offered when there is sufficient demand. *3 credits*

**RS 360 Foundations of Christian Morality**

An historical and critical retrieval of the various sources of Christian morality. Includes an examination of various historical epochs that shaped the tradition with the goal of understanding contemporary moral positions of the Church. Also identifies moral methodology and insights that point toward reform and renewal of Christian morality. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B*. Generally offered every other year. *3 credits*

**RS 373 The Question of God in the Modern World**

An historical study of the impact of the “Modern Revolution” on Christian belief in the West, and an examination of the pluralistic landscape of belief in contemporary Post-modern culture. P: Sophomore standing or permission of the instructor. *General Education Choice, Level B*. Generally offered yearly. *3 credits*

**RS 383 Religion and Social Concerns**

A consideration of the social and public policy implications of religious faith, particularly the Christian tradition, for questions of economic justice, war and militarism, racism, and the ecological crisis. A particular emphasis may be announced at the time of registration.

P: Sophomore standing or permission of the instructor. *General Education Choice, Level C.* Generally offered yearly. *3 credits*

**RS 391 Issues of Sexual Morality**

Study of the roots and influences of Western sexual morality, particularly the contributions made by Jewish, Stoic, Gnostic, and early Christian thought, with a consideration of Islamic sexual ethics as well. P: Sophomore standing or permission of the instructor.

*General Education Choice, Level C.* Generally offered yearly. *3 credits*

**RS 390 Independent Study**

## Department of Visual and Performing Arts

The mission of the Visual and Performing Arts Department is to educate our students to lead productive personal and professional lives and to prepare each student for a rewarding career in the fine arts. The Department of Visual and Performing Arts brings together the disciplines of Art and Music, coordinating cultural endeavors wherever possible, for the enrichment of the Albertus student. Curricula combine the humanistic offerings of a Liberal Arts college with a broad and integrated training in the arts.

### COURSE DESCRIPTIONS

#### Art History

##### **AH 230 Art History Survey I**

A survey of painting, sculpture, and architecture of the Western World from prehistory to the Late Gothic. This course investigates aesthetic and technical developments in art and architecture and their relationship to the social, political, and cultural growth of Western civilization. It is designed to introduce students to new perspectives through the visual language of art history. *General Education choice for Part A. 3 credits*

(Pre-historic, Ancient Egyptian, Greek, Roman, Medieval, and Islamic influences on the development of Romanesque and Gothic)

##### **AH 231 Art History Survey II**

A continuation of Art History I, the survey of Western painting, sculpture, and architecture from the 14th century Renaissance to 19th century Neo-Classicism. *General Education choice for Part A. 3 credits*

(Renaissance, Baroque, Rococo, Romanticism, Neo-Classicism)

##### **AH 232 Art History Survey III**

A continuation of Art History II, the survey of Western painting, sculpture, and architecture from 19th century Realism and Impressionism to the major modernist and postmodernist movements of the 20th–21st century. *General Education choice for Part A. 3 credits*

(Realism, Impressionism, Post-Impressionism, Cubism, Futurism, Surrealism, Abstract Expressionism, Pop, Op, Minimalism to the New Genre of Today)

##### **AH 351 Special Topics in the History of Art**

Topics in areas of art history not covered by present courses. The areas of study will be selected on the basis of student interest, the availability of special resources or exhibits and/or the special competencies of instructors. *3 credits*

Some examples of Special Topic courses are: Asian Art and Architecture (C) and Islamic Art and Architecture (C). Art and Revolution.

## Studio Art

### AR 111 Drawing I

An introduction to observational drawing. Development of a personal vision and an individual style through an exploration of the expressive means of drawing: form, line, texture, composition. Various tools and techniques. *General Education Choice, Level A.* Generally offered yearly. *3 credits*

### AR 114 Graphic Design I

An introduction to page layout and design as it relates to constructed documents including books, posters, and brochures. Provides an overview of the field of commercial art including advertising, web design, and art direction. Generally offered yearly. *3 credits*

### AR 122 Two-Dimensional Design

An introduction to the elements of two-dimensional design and study of visual language principles used to organize the plane. Projects are geared to solving visual “problems” with an eye toward elegant and economical solutions. This course will be conducted using the computer as the primary tool and investigating numerous approaches to understanding the visual world. *3 credits*

### AR 211 Drawing II

A continuation of AR 111 with an emphasis on development of a personal style and drawing as communication and expression. P: AR 111. Generally offered yearly. *3 credits*

### AR 213 Color

This course includes projects analyzing the physical and psychological aspects of color in painting and design with emphasis on theories of color interaction. *General Education Choice, Level A.* Generally offered yearly. *3 credits*

### AR 214 Graphic Design II

A continuation of AR 114 with a focus on typography, layout, and design for commercial publication. Type specification, production techniques, and digital design tools will be surveyed. The course culminates with a portfolio of camera-ready design. P: AR 114. Generally offered yearly. *3 credits*

### AR 231 Introduction to Ceramics

Study of the formal elements of shape, volume, color, and texture as they relate to clay and glazes; important historical and contemporary examples; techniques in handling clay, especially hand-building. Generally offered yearly. *3 credits*

### AR 232 Ceramics II

A continuation of AR 231 with more emphasis on various ways of finishing, glazing, and firing hand built as well as wheel thrown clay. P: AR 231. Generally offered yearly. *3 credits*

### AR 235 Introduction to Photography

Introduces students to the fine art and craft of photography and photographic printmaking. Instruction in camera and darkroom techniques leads to a portfolio with emphasis on visual thinking and photographic seeing. Generally offered every other year. *3 credits*

**AR 236 Photography II**

A continuation of AR 235, Photography II develops a personal approach to photography and solving formal and technical problems. Includes field trips. P: AR 235. Generally offered every year. *3 credits*

**AR 355 Special Topics in Art**

Topics in area of studio art not covered by present courses. The areas of study will be selected on the basis of student interest, the availability of special resources or exhibits and/or the special competencies of instructors. *3 credits*

**AR 311 Painting I**

An introduction to various techniques and approaches to painting with acrylic and oils. Regular critiques, gallery visits. Prerequisite: AR 111, 213 or permission from department chair. Generally offered yearly. *3 credits*

**AR 312 Painting II**

An advanced course in painting. Students will develop their personal style through an in-depth approach toward technical and conceptual problems. Prerequisite: AR 311. Generally offered yearly. *3 credits*

**AR 331, 332 Advanced Ceramics I, II**

An opportunity for further work at advanced levels in the medium. Prerequisite: AR 231, AR 232. Generally offered yearly. *3 credits each*

**AR 335 Digital Photography**

An exploration of photographic color, light, and design using digital tools. Coursework includes scanning into digital image from conventional film. Adobe Photoshop software utilized to manipulate, edit, collage, and combine digital images. Offered yearly. *3 credits*

**AR 336 Digital Photography II**

An opportunity to explore advanced coursework in digital photographic editing. Students will pursue a defined project in depth during the course of the semester. *3 credits*

**Music**

The Music section of the Department of Visual and Performing Arts offers the entire Albertus community an opportunity to hear fine music and to participate in its making. Through its courses, students can gain a comprehensive view of music and enjoy listening intelligently to the major works of our musical heritage. Personal creative work is fostered through performances and special projects.

## COURSE DESCRIPTIONS

### **MU 111 Introduction to Music**

Discussion and demonstration of music as a means of emotional expression and communication throughout various historical eras. The course deals first with musical basics such as instruments of the orchestra, elementary theory, musical structure, and syntax. These skills will then be applied to a deepened understanding of the evolution of musical styles from the Renaissance to the present with class and outside-of-class listening to recordings of representative masterworks. *General Education Choice, Level A.* Generally offered when there is sufficient demand. *3 credits*

### **MU 112 Fundamentals of Music**

Elementary theory including interval recognition, scales, keys, chord types, melodic construction, and rhythm. Fundamentals of music notation will be included. Generally offered when there is sufficient demand. *3 credits*

### **MU 212 Jazz: The American Heritage**

Historical and aural examination of America's indigenous music. This course will trace the genesis of the early New Orleans style of Jazz, listen to work songs and blues, and follow the musical changes to the present. *General Education Choice, Level A.* Generally offered when there is sufficient demand. *3 credits*

### **MU 213 Music of the Romantic Era and the Modern Age**

This course will begin with the Romantic movement in music, including piano miniatures and songs, orchestral works and opera. Discussion of the wide variety of options available to the composer in this century, including neo-classicism, folk and jazz influenced music, and the twelve-tone technique. The class will attend appropriate performances. *General Education Choice, Level A.* *3 credits*

### **MU 215 Introduction to the Symphony**

The course covers the emergence of the symphony in the works of the eighteenth century, its transformation into the subjective, personal form in the nineteenth century and its ultimate development by the highly individualized composers of our time. Students will attend area symphonic performances. *General Education Choice, Level A.* *3 credits*

### **MU 255 Choir I, II, III**

An opportunity to sing in an ensemble. Explores vocal literature from classical forms to current genres. *1 credit*

### **MU 251 Madrigals I, II**

Sing the literature from Medieval and Renaissance times. *1 credit*

# Social Sciences

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## Criminal Justice Major

*(See Sociology Department, Criminal Justice Major, page 113)*

## Department of Education and Teacher Preparation

All students interested in teaching should contact the Director of Education Programs as early as possible in the academic year to begin the process leading to fulfillment of their career goal.

The College is licensed by the Connecticut Department of Higher Education, and has approval by the Connecticut Department of Education to offer planned programs at the undergraduate level leading to initial teacher certification. Planned programs are in place as follows:

- Secondary Level (grades 7–12): biology; business; chemistry; general science; English; history/social studies; mathematics; Spanish
- Middle Level (grades 4–8): \*English; general science; history/social studies; mathematics
- Grades pre-k–12: art

\*Teacher candidates for an initial teacher certificate with an endorsement to teach English are required to include in their program of studies a course in Young Adult Literature offered by the English Department.

### Early Childhood Certification Pathway

An agreement between Albertus Magnus College and Southern Connecticut State University offers a pathway for graduates from Albertus Magnus College to enroll in the Post Baccalaureate Teacher Certification Program in Early Childhood Education at SCSU. As undergraduates at Albertus, students major in Psychology with a concentration in Child Development and minor in Education. Interested students should contact the Education Programs Office at Albertus to obtain details of this Pathway arrangement.

*Note: In some cases, it is possible to major in General Psychology and meet the requirements for recommendation to the Post Baccalaureate Teacher Certification Program in Early Childhood Education. In these cases, students must have written permission of the Director of Education Programs and the Registrar.*

Students interested in teaching at the elementary (grades 1–6) levels are encouraged to meet with the Certification Officer to review regulations of the Connecticut State Department of Education pertaining to certification and endorsement requirements. During their matriculation in the undergraduate program at the College, students will receive guidance in course selection and in internship and/or practicum choices, as well as in Connecticut testing requirements, assuring preparation for application to graduate programs leading to certification as elementary teachers.

**Demonstration of successful completion of targeted student learning outcomes is as follows:**

- By successful completion of coursework in the major discipline and by attaining required scores on Praxis II Subject Assessments, candidates will demonstrate their subject-specific content knowledge and general and subject-specific teaching skills.
- By fulfillment of responsibilities in coursework and in field experiences, teacher candidates will demonstrate dispositions expected of those entering the teaching profession.
- Candidates' ongoing reflective journal entries during enrollment in the teacher preparation program will demonstrate growth in understanding of national and state standards, and of the application of their program of studies to effective teaching practices.
- As they build professional teaching portfolios during their teacher preparation program, candidates will include artifacts and reflections that demonstrate their progression towards meeting the Connecticut Common Core of Teaching Standards and the national program standards of their discipline, thus providing evidence of their readiness to assume responsibilities as classroom teachers.

**Admission to Initial Teacher Certification Program*****Testing and Assessment***

The Connecticut State Department of Education requires that all applicants for the program in teacher preparation must provide test scores from one of the following: Praxis Core Academic Skills for Educators, SAT, or ACT. Depending on these scores, applicants for admission to the teacher preparation program may be required to complete additional steps leading to program admission. Before the conclusion of the program, teacher candidates must complete Praxis II Subject Assessments in the disciplines for which they seek endorsement to teach. Students may obtain information about these requirements online at [www.ets.org/praxis](http://www.ets.org/praxis) and also from the Office of Education Programs. Candidates seeking certification in Spanish must meet testing requirements for the ACTFL tests rather than Praxis II. As part of the student teaching experience, teacher candidates must fulfill edTPA portfolio requirements. In addition, throughout the planned program the College employs a variety of assessments to determine the teacher candidate's progress and growth in knowledge, skills, and dispositions.

***Acceptance into a Planned Program***

Students seeking to enroll in a planned program leading to initial teacher certification in the State of Connecticut are required to:

1. Request an appointment with the Certification Officer or the Director of Education Programs for the purpose of plotting a planned program leading to certification;
2. Write an essay related to education, details of which will be discussed with all interested applicants;
3. Participate in a scheduled interview with selected faculty members of Education Programs;
4. Submit scores for one of the following tests: Praxis Core Academic Skills for Educators, SAT, or ACT;
5. Select a content major from approved endorsement areas;
6. Complete ED 190 and PY 111;



7. Present documentation of a criminal history records check;
8. Present documentation of a minimum 2.7 G.P.A.

*Note: Applicants intending to obtain teacher certification must fulfill the above requirements before the completion of six credits in education courses. Those accepted as candidates must maintain a cumulative grade point average (G.P.A.) of 2.7 overall throughout their studies, with a cumulative G.P.A. of 3.0 in their major content area.*

## Plan of Study

### **General Academic Courses**

Students will satisfy the State requirement pertaining to general academic courses as they fulfill the College's general education requirements for graduation.

Note: Students seeking CT certification must fulfill the undergraduate fine arts requirement by taking a course beginning with the letters AR, AH, DR, or MU. For information about other general education requirements at Albertus Magnus College, please see this catalogue's description of the General Education requirements.

### **Field/Clinical Experiences**

Several field experiences are provided as an integral part of the approved program leading to teacher certification. The student teaching experience is the final and culminating clinical experience. Together, these field/clinical experiences provide a balance of urban and suburban school experiences for the teacher candidate.

## Additional Information

Teacher candidates must meet all current state regulations regarding Connecticut teacher certification in effect at the time of their certification application.

Please note that fees are attached to criminal history records checks, Praxis Core, Praxis II subject assessments, ACTFL tests, and the edTPA portfolio.

## Education Minor

The Education Minor is different from the teacher preparation program leading to initial teacher certification in Connecticut. This minor provides a foundation for graduate studies leading to various categories of educator certification. The Education Minor also provides preparation for careers in teaching in early childhood centers, in social services related to work with families and children, or in criminal justice with a focus on juvenile justice. A student who wishes to minor in Education should make an appointment to meet with the Director of Education Programs or the Certification Officer to discuss this option.

The Education Minor consists of 18 credits, including

11 credits in the following core courses:

ED 190	Orientation to the Schools	2 credits
ED 212	History and Philosophy of Education	3 credits
ED 242	Educational Psychology	3 credits
ED 330	Child Psychology	3 credits
	OR	
ED 341	Adolescent Psychology	3 credits

At least 7 additional credits selected from the following courses:

ED 251	Special Topics	1–3 credits
ED 320	Teaching Reading and Writing Across the Curriculum	3 credits
PY 131	Development of Art in Childhood	1.5 credits
PY 132	Development of Play in Childhood	1.5 credits
PY 133	Reasoning and Numeracy in Childhood	1.5 credits
PY 134	Attachment and Relationships in Childhood	1.5 credits
ED 227	Special Education for the Classroom Teacher I	3 credits
ED 228	Special Education for the Classroom Teacher II	1 credit
PY 229	Psychology of the Exceptional Child	3 credits

\*With department approval it is possible to make substitutions for courses in this category.

## COURSE DESCRIPTIONS

### ED 170 Health Education for Teachers

This course familiarizes students with the topics of nutrition, allergies, first aid, disease, community health, mental health, youth suicide, child abuse, and alcohol and drug abuse, as well as other health considerations, as they may impact school success. The course includes discussion and practice of methods for instructing young people about these health-related topics. Generally offered annually in fall. *2 credits*

### ED 190 Orientation to the Schools

A weekly seminar including an overview of major events and court decisions that have affected public schools during the nation's history, and a consideration of social, political, and legal issues affecting individual schools and school districts, as well as various challenges teachers experience as part of their daily routine. Students are expected to write several brief papers and keep reflective journals, as well as to participate in electronic discussion forums. Considerable attention is given to the process of developing professional ePortfolios. A forty hour field experience under the supervision of a site supervisor and spread over the entire semester is a major component of the course. This field experience introduces students to a school environment and also introduces students to classroom routines, classroom management, and best practices for planning, instruction, and assessment of student learning. *2 credits*

### ED 212 History and Philosophy of Education

Overview of why and how we educate children. Topics include implicit and explicit goals of education, social reproduction theory, an analysis of selected educational systems in recorded human history, the history of education in the United States, and contemporary educational philosophies. Offered annually. *3 credits*

**ED 227 Special Education for the Classroom Teacher I**

Teacher candidates in the undergraduate teacher preparation program will understand the diverse needs of all students, especially those likely to be enrolled in inclusion classes, and will gain skills to differentiate instruction in all classes. They also will have understanding of CT and Federal legislation pertaining to exceptionalities (such as IDEA, 504 Plans, RtI/SRBI, Pupil Planning and Placement Team process, Individualized Educational Plan development, and accommodations/modifications) to ensure their compliance with current regulations and policies. *3 credits*

**ED 228 Special Education for the Classroom Teacher II**

Teacher candidates in the undergraduate teacher preparation program will acquire an understanding of the diverse needs of all students, especially those likely to be enrolled in inclusion classes. They will acquire skills and strategies to meet special needs of students by devising various activities and assignments within the classroom. Specifically, those enrolled in this course will acquire special education knowledge and skills as related to instruction in reading comprehension and content-specific literacy needed for success in classes across the curriculum. The course also includes instruction in the detection and recognition of dyslexia, and develops candidates' skills in providing structured literacy interventions for students with dyslexia. Also, as they learn to differentiate instruction teacher candidates will acquire skill in the use of assistive technology to meet the learning needs of students with a variety of special needs. Additionally, students will become knowledgeable in strategies for addressing social and emotional needs of students in the general classroom. An important component of this course will focus on teacher candidates' reflection on their own cultural competencies, and the strengthening of these competencies in preparation for the diverse population who will be part of the school community in which they will teach. *1 credit*

**ED 229 Psychology of the Exceptional Child (same as PY 229)**

Not all children develop along 'typical' lines. For some, cognitive and/or social-emotional development differs sharply from what is considered normative. This course concerns the psychology of such children, especially insofar as their differences may produce problems in living (e.g., academic failure or social stigmatization). Assessment and diagnostic procedures (e.g., psychological tests) as well as intervention strategies (e.g., behavior modification) will be covered. Specific language and academic skills disorders, autistic spectrum disorders, mental retardation, selected medical conditions, disruptive behavior disorders, 'internalizing' disorders (e.g., separation anxiety), and the consequences of neglect and abuse will be considered. Some attention also will be paid to the issues raised by giftedness and special talents. In addition to describing the various disorders clinically and phenomenologically, we will try to understand their origins, nature, and developmental implications, and how they can be recognized and effectively addressed in specialized settings (e.g., clinics), in regular classrooms, and in the home. This course includes a fifteen-hour field experience. Offered annually. P: PY 111. *3 credits*

*Note: This course does not fulfill the required special education courses for teacher candidates seeking initial teacher certification in Connecticut. Teacher candidates should consult with the Certification Officer for information about the required special education courses.*

**ED 242 Educational Psychology (same as PY 242)**

This course is a study of the assumptions about learning and development that underlie various educational practices by acquainting students with different theories in both of these areas. It provides students with opportunities to develop their problem solving skills in the context of education and psychology. Some of the topics the course covers are development and individual differences, learning theories, problem solving, instructional objectives and methods, motivation, behavior management, and assessment. Offered annually. P: PY 111. *3 credits*

**ED 251 Special Topics**

Special topics in education undertaken with the approval of the Education Program Director. *Credits to be arranged, as appropriate.*

**ED 311 Philosophy and Organization of Middle Grades Education**

This course examines the philosophy inherent in the structure and environment of the middle school. Focus is on team teaching, interdisciplinary teaching, and classroom management techniques. *2 credits*

**ED 320 Teaching Reading and Writing Across the Curriculum**

Emphasis in this course is on the essential importance of including instruction in reading and writing in every class as a means of enabling students to understand and articulate concepts and vocabulary related to content area studies. By becoming familiar with current ILA Standards, as well as with the RTI (SRBI) approach to effective instruction of all students, those enrolled in the course research, observe and practice techniques and strategies for effective instruction of verbal literacy as an integral part of content instruction at both the middle and high school levels. Effective differentiated instruction, including instruction for English language learners is an important component of this course. Also part of the course is a fifteen-hour field experience, spread over the entire semester. This field experience, that takes place at a local school, enables the teacher candidate to assist with classroom reading and writing instruction, and affords familiarization with working with English language learners. Offered annually in fall. *3 credits*

**ED 321 Curriculum and Methods of Teaching**

This course addresses both curriculum and methods of instruction at both the middle and secondary levels. Attention is given to planning and organization of lessons and study units, effective strategies for classroom teaching, including classroom management techniques, differentiated instruction, and use of appropriate means of assessment. A field experience of at least 20 hours, spread over the entire semester, is a component of this course. Teacher candidates are placed with teachers at the level and in the content area for which they anticipate seeking endorsement. Taken during the same semester as ED 322, Technological Applications in the Classroom. Offered annually in spring. *3 credits*

**ED 322 Technological Applications in the Classroom**

This course introduces students to educational technology currently available for classroom use, and considers various ways in which teachers employ such technology, including assistive technology, as effective teaching tools. Student projects and class presentations are central to activities in this course. Taken during the same semester as ED 321, Curriculum and Methods of Teaching. Offered annually in spring. *2 credits*

**ED 330 Child Development (same as PY 330)**

An examination of the major theories, issues, and research related to the developing child from conception to puberty, with emphasis on emotional, cognitive, and social development. Topics include current issues, such as the effects of drugs on the fetus, child abuse, and day care centers. Generally offered annually. P: PY 111. *3 credits*

*Note: This course is not required for those who seek initial teacher certification at the middle or secondary level.*

**ED 341 Adolescent Psychology (same as PY 341)**

This course examines the development of the individual during the period of transition from childhood to adulthood, including physical changes, personality development, and the influence of family, school, and culture on adolescents. Generally offered annually. P: PY 111. *3 credits*

**ED 391 Teaching Practicum**

This course consists of a weekly seminar that introduces teacher candidates to edTPA, the student teacher assessment used in Connecticut, and to the Japanese Lesson Study approach to planning and teaching lessons. In addition, a field experience of at least twenty hours spread over the entire semester enables the teacher candidate to prepare for the student teaching experience by observing a highly qualified teacher in a classroom setting at the middle or secondary school level, and to reflect on the relationship between effective instructional strategies and student learning. As part of the field experience, opportunity is provided for the candidate to engage in limited teaching experiences under the supervision of the classroom teacher. *3 credits*

**ED 392 Student Teaching**

Concentrated and full-time classroom teaching, under the supervision of a cooperating teacher and a supervisor from the College's Education Programs Department. This experience enables teacher candidates to experience how theory is applied to practice for the purpose of successful teaching and learning. Pre-requisite: ED 391. *9 credits*

*Note: Credit for this course includes participation in weekly seminars on campus during the semester of student teaching.*

**ED 393 edTPA Portfolio**

At the end of the student teaching experience, student teachers are required to complete an edTPA portfolio. The Connecticut Department of Education requires successful completion of the edTPA portfolio as one measure of qualification for initial teacher certification. This performance assessment is designed to evaluate teacher candidates' knowledge and skills in planning, instruction, and assessment of student learning. By submission of lesson plans, assessments, and student work, as well as by video recordings and responses to prompts, teacher candidates demonstrate their readiness to teach. This course supports teacher candidates in the aforementioned areas as they move through the edTPA portfolio process. *2 credits*

*Note: This course has a lab fee.*

## Human Services

***(See Interdisciplinary Department, page 145)***

## Department of History and Political Science

The Department of History and Political Science engages students in disciplines that are scholarly and humanistically enlarging. In History courses, the department extends to each student the opportunity to acquire the temporal perspective needed to understand and appreciate the varied activities and pursuits of human beings. In Political Science courses, the department extends to each student the opportunity for systematic study of the varied activities of human beings who as citizens seek to craft orderly and just societies and to discern the proper relation between the individual and the community. Through both disciplines, the department aims to develop in students the necessary perspective and critical capacities to be contributing members of their communities and to live enriched and enriching lives.

By engaging students in dialogue about the nature of human activity past and present, by developing their analytical abilities, and by working with them to effectively communicate their insights, the department at the same time strives to develop competent, self-confident, articulate individuals ready for productive careers. The programs of the department provide excellent preparation both for further study and for work in a variety of fields—teaching, business, civil service, law, journalism, library science, and archival work.

### COURSE DESCRIPTIONS

#### History

##### **HI 111, 112 Western Civilization**

A survey of European cultures since the Renaissance designed to give an understanding of the major forces and events that have shaped the modern world. The first semester covers the period from the Renaissance to the French Revolution, including the Reformation, the age of religious wars, the rise of absolutism, and the Enlightenment. The second semester covers from the era of the French Revolution to the present, including romanticism, nationalism, industrialization, imperialism, fascism, and the two world wars. *General Education Choice, Level B.* Generally offered yearly. *3 credits each*

##### **HI 121, 122 United States History**

A survey of United States history from the colonial period to the present. The first semester covers U.S. History through Reconstruction, including the colonial era, the age of the American Revolution, the early republic, and the sectional conflict. The second semester studies from Reconstruction to the present, including social and economic development in the late nineteenth century, populism, progressivism, the two world wars and the interwar period, as well as developments in American life since 1945. *General Education Choice, Level B.* Generally offered yearly. *3 credits each*

##### **HI 253 Topics in Historical Study**

A course in European, American or world history which will focus on a single topic or theme. P: Sophomore standing. *3 credits*

**HI 344 African Slavery in the Atlantic World**

The nature of African society in the years before European contact and the evolution of the African slave trade, the evolution of slave societies in the Atlantic basin from its fifteenth-century beginnings through the nineteenth-century era of abolition with particular emphasis on the development of the evolution of slave cultures, economies, and societies in the New World and the impact of these on both Europe and Africa. The course will also explore the development of anti-slavery movements and demise of slavery. P: Sophomore standing. *General education choice for Part C. 3 credits*

**Political Science****PO 111 World Politics**

World Politics investigates the origins and structure of contemporary governmental institutions and the different forms that political activity takes in the early 21st century. In this introductory-level course, we will examine how the modern state came to be, how different governments are organized, and what contemporary problems are transforming traditional notions of politics and the role of governments. We will explore defining issues in world politics including, among others, democratization, political economy, governmental design, courts and constitutions, participation, and violence in politics. Case studies of countries will be used to illustrate differing political systems and their relationship to each country's history and culture. *General education choice for Part B. 3 credits*

**PO 112 American Politics and Government**

American Politics and Government examines the institutions, values, and issues that define the American political community. In particular, it will focus on the ideals that continue to animate American political culture—equality, liberty, and democracy—and how these principles are and are not realized in practice. The course also covers the structure of American government, including Congress, the Presidency, the courts, and bureaucracy. *General education choice for Part B. 3 credits*

## Department of Psychology

The Psychology Department endeavors to cultivate appreciation of and skill in the implementation of the methods of inquiry and theoretical models employed by contemporary psychological scientists, scholars, and practitioners. Improved understanding of mental and behavioral processes enhances the life experience and improves coping skills for the practical and ethical demands of work and personal relationships.

Students who successfully complete a major program in psychology will be able to:

1. Identify and articulate major concepts, theories, and research findings in psychology
2. Identify, read, and critically evaluate professional literature in psychology-related fields
3. Design, conduct, analyze, interpret, and communicate the findings of empirical studies
4. For those students who wish to pursue employment in helping professions (e.g., counseling or education): demonstrate basic knowledge and skills relevant to their projected careers.

### Psychology Major

The Psychology Department offers four concentrations of study leading to the baccalaureate degree: General Psychology, Art Therapy, Child Development, and Counseling & Mental Health.

#### ***General Psychology Concentration (39 credits)***

The purpose of this program is to provide students with a broad background in contemporary psychology and its theoretical foundations, with a strong emphasis on research methods. It is flexible, and can be tailored to meet the student's interests. This program is strongly recommended for students intending to pursue advanced studies in psychology or related fields, and for students whose schedules are not conducive to completing both a practicum and/or an internship. The critical thinking skills fostered by this concentration are useful in many academic and professional settings.

#### **Core Courses: (15 credits)**

PY 111	Introduction to Psychology
PY 218	Statistics for the Behavioral Sciences
PY 325	Experimental Methods and Research Design
PY 311	History and Systems of Psychology
PY 340	Psychological Assessment

One of the following: (3 credits)

PY 280	Practicum*
PY 391	Senior Seminar

Two of the following: (6 credits)

PY 211	Abnormal Psychology
PY 321	Personality
PY 323	Social Psychology
PY 330	Child Development



Two of the following: (6 credits)

PY 222	Learning
PY 234	Brain and Behavior
PY 236	Motivation
PY 237	Cognitive Psychology

Three other courses in Psychology (9 credits)

The student and the advisor should agree upon these three additional courses. They may be drawn from the above lists or from other departmental offerings.

### **Art Therapy Concentration**

#### **(45 credits, including 33 in psychology and 12 in studio art)**

This program provides preparation for specialized training in the use of creative arts in psychotherapy. The art therapist, working with other mental health professionals, offers clients an outlet for creative expression and a method for enhancing self-esteem via personal communication using various media. Students may pursue graduate training in art therapy or other mental health fields.

#### **Required Courses: (30 credits)**

PY 111	Introduction to Psychology
PY 211	Abnormal Psychology
PY 218	Statistics for the Behavioral Sciences
PY 280	Practicum*
PY 312	Psychotherapy
PY 321	Personality
PY 325	Experimental Methods and Research Design
PY 340	Psychological Assessment
PY 371	Introduction to Art Therapy
PY 372	Theory and Practice of Art Therapy

One of the following: (3 credits)

PY 330	Child Development
PY 341	Adolescent Psychology
PY 350	Adulthood and Aging

#### **Required Correlatives: (12 credits)**

AR 111	Drawing
AR 231	Ceramics*
AR 311	Painting

*Note: AR 213 (Color) is a pre-requisite for AR 311 (Painting)*

\*When not available this course may be offered as a tutorial. Consult with your advisor.

Studio art electives (minimum of 3 credits)

*Note: Admission to graduate art therapy programs typically requires a minimum of at least 18 credits in studio art. Students are strongly encouraged to take two additional studio art courses beyond those required for the major.*

### **Child Development Concentration (42 credits)**

This program provides structured preparation for work with typically developing or exceptional children. Students generally pursue employment or graduate studies in education or in clinical fields that emphasize work with children.

#### **Required Courses: (36 credits)**

PY 111	Introduction to Psychology
PY 210	Behavior Modification
PY 218	Statistics
PY 229	Psychology of the Exceptional Child
PY 242	Educational Psychology
PY 280	Practicum*
PY 325	Experimental Methods and Research Design
PY 330	Child Development
PY 340	Psychological Assessment
PY 380	Internship (9 credits)*

Six Credits Selected from the Following:

PY 248	Cultural Psychology
ED 212	History and Philosophy of Education

#### **Recommended Correlatives**

ED/PY 341	Adolescent Psychology
SO 122	The Family
SO 232	Juvenile Delinquency
SO 242	Minorities and Multicultural Diversity

### **Counseling and Mental Health Concentration (42 credits)**

This concentration provides structured preparation for work in the prevention and remediation of emotional, behavioral, and relational problems. Students generally pursue employment or graduate studies in counseling or related fields.

#### **Required Courses: (36 credits)**

PY 111	Introduction to Psychology
PY 210	Behavior Modification
PY 211	Abnormal Psychology
PY 213	Counseling Techniques
PY 218	Statistics for the Behavioral Sciences
PY 222	Learning
PY 280	Practicum*

- PY 312            Psychotherapy  
 PY 325            Experimental Methods and Research Design  
 PY 340            Psychological Assessment  
 PY 380            Internship\* (6 credits)

One of the following: (3 credits)

- PY 330            Child Development  
 PY 341            Adolescent Psychology  
 PY 350            Adulthood and Aging

One of the following: (3 credits)

- PY 229            Psychology of the Exceptional Child  
 PY 250            Community Psychology

**Recommended Correlatives:**

- PY 239            Close Relationships  
 PY 205            Ethnicity and Gender Roles in Mental Health  
 BI 116            The Human Body (or other coursework in the biological sciences  
                          such as BI 111 or BI 112)  
 PY/SO 235        Drug and Alcohol Abuse  
 PY 248            Cultural Psychology  
 SO 212            Social Work: History and Practice  
 SO 242            Minorities and Multicultural Diversity

***Psychology Minor (18 credits)***

The psychology minor provides an overview of the field and includes the following courses:

- PY 111            Introduction to Psychology

One of the following: (3 credits)

- PY 222            Learning  
 PY 234            Brain and Behavior  
 PY 237            Cognitive Psychology

One of the following: (3 credits)

- PY 321            Personality  
 PY 323            Social Psychology  
 PY 330            Child Development

Three additional courses (9 credits) in psychology selected in consultation with the chair of the department.

\* Students who intend to do practicum or internship **must** see their academic advisor at the beginning of the prior term. Practicum and internship must be arranged through the Office of Career & Professional Development. This should be done no later than the middle of the term prior to beginning the practicum or internship placement. In addition,

students must complete an online preparatory workshop and work with the Office of Career & Professional Development to update their resume before searching for their practicum or internship. Detailed information concerning requirements is on the Office of Career & Professional Development website. On-site work begins the first week of the term (Mod 1 or Mod 3) and is semester long, ending the last week of the following Mod (Mod 2 or Mod 4). Therefore, it is imperative that students interview and secure a placement before the start of the term. You will also meet regularly with a faculty advisor on campus and complete other academic work related to the practicum/internship. Eight hours a week across the two Mods is required (120 hours total) for every 3 credits of practicum or internship.

## COURSE DESCRIPTIONS

### **PY 111 Introduction to Psychology**

Introduction to the major areas, theories, concepts, and methods of contemporary psychology. Topics may include ways of perceiving, learning, and thinking about the world; emotions; motivation; the relationship between brain events and inner experience; child development and adult personality; self-concept; attitudes toward others and behavior in social situations; stress, coping, and the diagnosis and treatment of mental disorders. Special attention will be paid to the application of scientific methods to the study of human cognition and behavior. *General Education Choice for Part B*. Offered multiple times a year. *3 credits*

### **PY 210 Behavior Modification**

Application of learning principles to human behavior and its modification in clinical settings, business environments, the classroom, and everyday life. Examines methods of determining the triggers for problem behaviors and the role of rewards. A number of approaches to changing old behaviors and establishing new behaviors will be discussed, such as token economies, self-monitoring, contracts, cognitive-behavioral techniques, shaping, differential reinforcement, and extinction. P: PY 111. Offered yearly. *3 credits*

### **PY 211 Abnormal Psychology**

Psychological functioning is said to be abnormal when it is atypical and causes distress to the individual or to other members of that person's community. Viewed through a medical lens, these behaviors are regarded as signs of psychopathology (mental illness). This course provides a thorough grounding in the psychiatric diagnostic classification system, covering most of the major categories of mental disorder: anxiety, depression, schizophrenia, and more. Theories explaining the various forms of mental disorder, research findings on their social, psychological, and biological correlates, and treatment options are also considered. P: PY 111. Offered multiple times a year. *3 credits*

### **PY 213 Counseling Techniques**

A didactic-experiential course addressing contemporary procedures for counseling clients with emphasis on acquiring interviewing skills and understanding the counselor-client dyad as an effective working relationship. P: PY 111, PY 211. Offered multiple times a year. *3 credits*

**PY 214 Death and Dying**

The study of the theories relating to the process of dying and bereavement. Topics include: factors that influence the needs of patients and survivors; theories of attachment; stages of grief; suicides; and living wills. P: PY 111. Offered every other year. *3 credits*

**PY 218 Statistics for the Behavioral Sciences (Same as SO 218)**

Addresses basic concepts and methods of statistical data analysis as applied in psychology and other social/behavioral sciences, including organizing, analyzing, and interpreting data. The course will provide students with a foundation in descriptive and inferential statistics, touching on frequency distributions, probability sampling, and hypothesis testing. Analyses conducted by hand and using SPSS. P: Fulfillment of a Level A math requirement. Offered multiple times a year. *3 credits*

**PY 222 Learning (same as ED 222)**

Whenever experience changes our behavior in a lasting way, learning has taken place. Learning includes acquisition of knowledge, mastery of concepts, cultivation of skills, and development of habits. This course surveys what is known about key forms of learning, emphasizing classical conditioning, operant conditioning, observational learning, verbal learning, and information processing models of memory. Major theories that attempt to explain these processes and how these theories are applied to real world contexts such as education will be covered. P: PY 111. Offered yearly. *3 credits*

**PY 229 Psychology of the Exceptional Child (same as ED 229)**

Not all children develop along 'typical' lines. For some, cognitive and/or social-emotional development differs sharply from what is considered normative. This course concerns the psychology of such children, especially insofar as their differences may produce problems in living (e.g., academic failure or social stigmatization). Assessment and diagnostic procedures (e.g., psychological tests) as well as intervention strategies (e.g., behavioral modification) will be covered. Mental retardation, specific languages and academic skills disorders, autistic-spectrum disorders, selected medical conditions, disruptive behavior disorders, 'internalizing' disorders (e.g., separation anxiety), and the consequences of neglect and abuse will be considered. Some attention will also be paid to the issues raised by giftedness and special talents. In addition to describing the various disorders clinically and phenomenologically, we will try to understand their origins, nature, and developmental implications, and how they can be recognized and effectively addressed in specialized settings (e.g., clinics), in regular classrooms, and in the home. A field experience in a classroom serving 'special needs' students is available as part of this course. This experiential component is required for students pursuing teacher certification. P: PY 111 and PY 330 or PY 341. Offered yearly. *3 credits*

**PY 232 Organizational Psychology**

Concerns the application of psychological principles in organizational settings. Some topics which will be explored include: decision making, group and team dynamics, leadership, motivation, and stress in the workplace. Students will learn what makes for an effective workforce and how to best encourage it. P: PY 111 or MG 131. Offered yearly. *3 credits*

**PY 234 Brain and Behavior**

The study of the anatomy and physiology of the brain and peripheral nervous system and their relation to behavior. Topics will include the neural basis of sensation, motivation, and learning, and the effects of traumatic brain injury and neurological disorders. P: PY 111 or BI 111. Offered every other year. *3 credits*

**PY 235 Drug and Alcohol Abuse (same as SO 235)**

An introductory survey covering a variety of issues in the addiction arena, including the psychology of addiction, biological issues, the impact of addiction on families, identification of addictions, and methods of intervention. P: PY 111. Offered multiple times a year. *3 credits*

**PY 236 Motivation**

An exploration of human and animal motivation and factors influencing the direction and magnitude of behavioral responses. The course considers the roles played by instincts, drives, arousal modulation, and incentives, while emphasizing behavioral and social learning approaches to reinforcement. Both lower-level biological motives (e.g., hunger) and higher-level acquired motives (e.g., achievement) will be covered. The distinction between intrinsic and extrinsic motives and the applied types of work motivation will receive special attention. P: PY 111. Offered yearly. *3 credits*

**PY 237 Cognitive Psychology**

This course is the study of how humans think, how we represent and process information in the mind/brain. Topics that will be covered include sensation and perception, attention, the representation of knowledge, memory, the nature and development of expertise, mental imagery, problem solving, creativity, language and reading, and individual differences. The course will have an applied focus where theories of how we represent and process information will be used to help solve real world problems in diverse areas such as education, medicine, sports, and law. Another focus will be to have students develop their understanding of the types of questions that cognitive psychologists ask and how they answer those questions; this will be developed through reading primary literature, in class demonstrations, and individual and/or group experiments and/or presentations. P: PY 111. Offered yearly. *3 credits*

**PY 238 Health Psychology**

An examination of the psychosocial processes relating to the prevention and treatment of physical illness. The course investigates theories and research in several areas, e.g., stress and coping, pre-dispositions, and attribution. Special emphasis will be placed on contemporary health issues. P: PY 111. Generally offered as needed. *3 credits*

**PY 239 Close Relationships**

This course examines intimacy and how relationships (romantic, familial, platonic) develop. The theories and research findings reviewed are based on the empirical study of behavior and cognition as they relate to our interpersonal relationships. Topics such as what is love, attraction, communication in relationships, satisfaction, jealousy, and relationship dissolution, will be addressed. Upon completion of this course you should have a better understanding of how relationships work, and how to succeed in them. *General Education Choice for Part C*. Generally offered every other year. *3 credits*

**PY 240 Domestic Violence**

An examination of domestic violence as a public health problem and the issue of abuse from an interdisciplinary perspective with an emphasis on psychosocial aspects of abuse. Includes discussion of the role of the healthcare system, the criminal justice system, and the community in relation to domestic violence. P: PY 111. Offered every other year. *3 credits*

**PY 242 Educational Psychology (same as ED 242)**

This course is a study of the assumptions about learning and development that underlie various educational practices by acquainting students with different theories in both of these areas. It will provide students with opportunities to develop their problem solving skills in the context of education and psychology. Some of the topics the course will cover are development and individual differences, learning theories, problem solving, instructional objectives and methods, motivation, behavior management, and assessment. P: PY 111. Offered every other year. *3 credits*

**PY 248 Cultural Psychology**

This course examines the importance of cultural factors in explaining and understanding human behavior, providing students with a cross-cultural framework to evaluate the relevance of traditionally held beliefs and theories to different cultural groups. Students will explore the role of culture in development, cognition, gender, emotion, language and communication, personality, abnormal psychology, development of self and identity, and interpersonal and intergroup relations. To develop a better understanding of self in relation to the world, students will research their own cultural background and norms in comparison to mainstream society in the United States. Finally, students will develop a deeper, more complex understanding of the nature of culture, its relationship to the psychological processes, and the differences and similarities between cultures in our increasingly globalized world. *General Education Choice for Part C*. P: PY 111. Offered every other year. *3 credits*

**PY 250 Community Psychology**

A multidisciplinary approach emphasizing the prevention and treatment of psychological problems in a community setting. P: PY 111. Offered multiple times a year. *3 credits*

**PY 251 Special Topics in Psychology**

In-depth study of selected topics in psychology. P: PY 111. *1 to 3 credits*

**PY 280 Practicum (for all concentrations)**

A semester-long, three-credit, field-based, experiential practicum involving approximately 8 hours per week on site (120 hours total). Sites may include schools, clinics, community agencies, corporations, or laboratories depending on the student's interest and area of concentration. Research practicum may be available with faculty in the Psychology department. Discuss practicum goals with adviser. P: Open only to psychology majors with senior status or second semester junior status and permission of department chair. Offered every Mod 1 and Mod 3 (extending into the following mod). *3 credits*

**PY 290 Independent Study**

Opportunity for a student to work independently and in-depth on a special topic or area of interest. P: PY 111 and departmental permission. *1 to 3 credits*

**PY 311 History and Systems of Psychology**

A study of the philosophical and scientific antecedents of contemporary psychology, the major theorists and research methods in the early years of psychological science, and their influence on current developments and controversies in the field. P: PY 111. Offered yearly. *3 credits*.

**PY 312 Psychotherapy**

Psychotherapy involves the treatment of mental illness and/or the facilitation of people's coping with life problems using psychological (as opposed to biomedical) methods. Evidence indicates that a variety of psychotherapeutic approaches can be effective, depending in part on the nature of the presenting problems. This course surveys the principal schools of thought in psychotherapy, including psychodynamic, humanistic, behavioral, and cognitive therapies. Offered every other year. P: PY 111, PY 211. *3 credits*

**PY 321 Personality**

Personality involves the study of the consistent patterning underlying the day-to-day variability in human thoughts, feelings, and behaviors. Influential personality theories will be critically evaluated and applied, testing their abilities to cast light on individual differences in self-concept and relational style. P: PY 111. *General Education Choice, Level C*. Offered yearly. *3 credits*

**PY 323 Social Psychology**

The study of individual and group behavior, this course addresses classical and contemporary issues and research on a number of topics, including person perception, social cognition, attitudes and attitude change, conformity, obedience, prejudice, gender, and interpersonal relationships and attraction. P: PY 111. *General Education Choice, Level C*. Offered yearly. *3 credits*

**PY 325 Experimental Methods and Research Design**

An introduction to experimental methods and research design in psychological research. Includes hands-on experience with design, implementation of data collection, data coding and analysis, and the interpretation and communication of results. Students will learn and use APA style format in a research paper describing their research findings. P: PY 111, PY 218, and junior or senior status. Offered yearly as a semester long course in Mod 1 (extending into Mod 2). *3 credits*

**PY 330 Child Development (same as ED 330)**

An examination of the major theories, issues, and research regarding the developing child from conception to puberty, with emphasis on emotional, cognitive, and social development. Current issues, such as the effects of drugs on the fetus, child abuse, and day care centers will be discussed. P: PY 111. Offered multiple times a year. *3 credits*

**PY 340 Psychological Assessment**

Psychological assessment involves the systematic appraisal of cognitive abilities, personality traits, social attitudes, interests, values, and other characteristics. This course covers the basic principles of test construction and validation used by psychologists and educational measurement specialists. It also covers the administration, scoring, and interpretation of selected psychological tests along with a critical evaluation of their qualities. P: PY 111, PY 218 and open only to psychology majors with senior status. Offered yearly as a semester long course in Mod 3 (extending into Mod 4). *3 credits*



**PY 341 Adolescent Psychology (same as ED 341)**

This course examines the development of the individual during the period of transition from childhood to adulthood, including physical changes, personality development, and the influence of family, school, and culture on adolescents. P: PY 111. Offered yearly. *3 credits*

**PY 350 Adulthood and Aging**

An overview of adulthood, maturity, and old age from both physical and psychological perspectives. Personal adjustment and psychological changes over the chronology of adult experience will be emphasized. Topics will include family, career, personality continuity and change, sexuality, the process of aging, death, and bereavement. P: PY 111. Offered every other year. *3 credits*

**PY 371 Introduction to Art Therapy**

The role of art therapy in the psychotherapeutic process as a diagnostic, developmental, and remedial tool, including the theoretical bases of this modality. P: PY 111 and either, PY 211 or PY 321. Offered yearly. *3 credits*

**PY 372 Theory and Practice of Art Therapy**

Continued study of various psychological theories, concepts, and methods of psychotherapeutic art. Focus on actual case materials and workshop experiences. P: PY 111, PY 211, and PY 312 or PY 321, plus PY 371. Offered yearly. *3 credits*

**PY 380 Internship**

A semester-long, field-based, experiential, internship in the Child Development and Counseling Mental Health concentrations requiring a commitment of 16–24 hours per week to the placement site. May, with special permission of the department chair, be taken over the course of two semesters. Research practicum may be available with faculty in the Psychology department. Discuss practicum goals with advisor. Offered every Mod 1 and Mod 3 (extending into the following mod). P: PY 280 and departmental permission. *6–9 credits*

**PY 391 Senior Seminar**

An in-depth study of selected topics in psychology. Offered as needed. P: PY 111. Open only to psychology majors with senior status. *3 credits*

## Department of Sociology

The curriculum in the Department of Sociology provides strong academic training in the field, as well as an exposure to varied pre-professional training. The three-fold mission of the department is: 1) to provide course offerings in the Liberal Arts curriculum of the College, in order to introduce students to the sociological perspective, thereby adding that dimension to their critical thinking processes; 2) to provide an academically strong major which affords an approach to the study of social systems and social change; and 3) to provide a major within the discipline of sociology which can reflect a student's vocational interest, for example, criminal justice, social gerontology, or social work and social welfare.

Students majoring in sociology or criminal justice may plan to continue their work in graduate and professional schools. Others study sociology in preparation for careers in social work, teaching, law, business, criminal justice, or governmental service. Graduates in sociology may look toward careers in teaching, administration, or research.

Within the Department of Sociology, a student may choose the general sociology major, the criminal justice major, or a major in sociology with a concentration in criminal justice, social gerontology, urban studies, or social work and social welfare. Students finding an interest in sociology, but committed to majoring in other fields, may choose to minor in the department. The analytical skills and critical ability developed in this program are complementary to numerous other disciplines.

The possibility exists for the applied sociology-oriented student to design, in consultation with the department, an off-campus practicum/internship (CJ/SO 280, 380) for which college credit is given. Internships are required of students majoring in Criminal Justice, Social Gerontology, Urban Studies, and Social Work, and are optional for those choosing the General Sociology major. Many sociology courses may be used toward interdisciplinary majors as well as electives or General Education requirements.

The educational objectives which emerge from the mission and purpose of the department are:

- 1) Students will develop a solid understanding of the discipline of Sociology and demonstrate the ability to use the sociological perspective in analyzing society. This includes learning to use the knowledge, methods and theories of the discipline in various courses.
- 2) Students will follow a sequence of courses from SO111 Introduction to Sociology, through the various concentrations, including methods and statistics, and finally culminating in Senior Seminar, a capstone course which builds upon previous knowledge and skills.
- 3) Students will participate in the Internship Program in the various concentrations and will be evaluated by supervisors on their performance.
- 4) Students will be prepared to secure employment in their fields of concentration or related fields or will go on to graduate school.

### The Social Science Major (48 Credits)

The Social Science Major is an interdisciplinary combination of the four social sciences: Sociology, Psychology, Political Science and Economics or Business.

This major requires 16 courses, spread out over the social sciences. Very often courses for the major will also count as Designated General Education Requirements.

**Requirements:**

- 1) Seven courses in the first chosen social science (21 credits)
- 2) Five courses in the second chosen social science (15 credits)
- 3) Two social science correlatives from one or both of the *other* two social sciences not chosen in #1 or #2 (6 credits)
- 4) Two social science electives from *any* of the four social sciences (6 credits)

**The Criminal Justice Major**

Building on the College's strengths in Sociology and Psychology, the Criminal Justice major prepares students for employment in those social services and criminal justice sectors which directly support police and government law enforcement efforts. The program also prepares them for graduate work in these fields. The focus of the major is to ensure that students understand the criminal justice system in the United States as it is related to class structure, race, ethnicity, and gender so that they will develop a more person-centered understanding of crime and law enforcement. Counseling skills, coupled with an understanding of individuals' behavior within families and groups in society, ensure that students, as leaders in the community and as professionals, are prepared for respectful and effective interaction with citizens.

This focus on a person-centered orientation, rooted in the discipline of Sociology, also provides a strong foundation from which "action-oriented" ethics teaching can be provided. Our students, through both core and major courses, as well as in their Criminal Justice field experiences, are exposed to and practice ethical reasoning and work to gain an understanding of the perspective of others.

Our students receive extensive field experience through participation in at least one guided internship. This experience provides a more broad set of career options, including graduate education in fields such as criminal justice, law, social work or public administration.

**Criminal Justice Major: (45 credits)****Required Criminal Justice Core (27 credits)**

CJ 111	Introduction to Criminal Justice
SO/CJ 121	Contemporary Social Problems
SO 218	Statistics
SO 219	Research Methods
SO/CJ 231	Deviance & Criminology
SO/CJ 232	Juvenile Delinquency
CJ 233	Corrections
CJ 234	Contemporary Issues in Criminal Justice
SO/CJ 242	Minorities and Multicultural Diversity

**Upper-level courses (12 credits)**

CJ 345	Criminal Law and Procedure
CJ 380	Criminal Justice Internship (Senior Year)
SO/CJ 310	Sociology of Law and Social Control
CJ 391	Criminal Justice Senior Seminar: Ethics

**Criminal Justice Electives (6 credits)**

SO 111	Introduction to Sociology
CJ 236	The Death Penalty in America
SO/CJ 241	Urban Sociology
CJ 238	Criminal Evidence
CJ 239	National Security and Civil Liberty
CJ 240	Police Administration
CJ 255	Special Topics: Classes in forensics, police patrol, etc.
CJ 280	Criminal Justice Practicum

\*Evening students may substitute CJ 390 Independent Research for the internship.  
Open to both junior- and senior-level students.

**Sociology Major—General Concentration (33 credits)****Required Core Courses (18 credits)**

SO 111	Introduction to Sociology
SO 218	Statistics for the Behavioral Sciences
SO 219	Research Methods
SO 371	Classical Sociological Theory
SO 372	Contemporary Sociological Theory
SO 391	Senior Seminar

Five substantive sociology courses chosen in consultation with the department chair  
(15 credits)

**Recommended Correlative:**

CIS 115	Computer Essentials
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**Criminal Justice Concentration (36 credits)****Required Core Courses (18 credits)**

SO 111	Introduction to Sociology
SO 218	Statistics for the Behavioral Sciences
SO 219	Research Methods
SO 371	Classical Sociological Theory
SO 372	Contemporary Sociological Theory
SO 391	Senior Seminar

**Criminal Justice Concentration additional required courses (18 credits)**

CJ/SO 121	Contemporary Social Problems
CJ/SO 231	Deviance and Criminology
CJ/SO 232	Juvenile Delinquency
CJ/SO 233	Corrections
CJ/SO 310	Sociology of Law and Social Control
CJ/SO 380	Criminal Justice Internship

**Recommended Correlative:**

CIS 115	Computer Essentials
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**Social Gerontology Concentration (36 credits)****Required Core Courses (18 credits)**

SO 111	Introduction to Sociology
SO 218	Statistics for the Behavioral Sciences
SO 219	Research Methods
SO 371	Classical Sociological Theory
SO 372	Contemporary Sociological Theory
SO 391	Senior Seminar

**Social Gerontology Concentration additional required courses (18 credits)**

SO 121	Contemporary Social Problems
SO 122	The Family
SO 212	Social Work: History and Practice
SO 213	Social Work: Populations and Policies
SO 215	Social Gerontology
SO 380	Social Gerontology Internship

**Recommended Correlatives:**

SO 122	The Family
PY 350	Adulthood and Aging
SC 114	Introduction to Nutrition

## **Social Work and Social Welfare Concentration (42 credits)**

### **Required Core Courses (18 credits)**

SO 111	Introduction to Sociology
SO 218	Statistics for the Behavioral Sciences
SO 219	Research Methods
SO 371	Classical Sociological Theory
SO 372	Contemporary Sociological Theory
SO 391	Senior Seminar

### **Social Work and Social Welfare Concentration additional required courses (15 credits)**

SO 121	Contemporary Social Problems
SO 212	Social Work: History and Practice
SO 213	Social Work: Populations and Policies
SO 242	Minorities and Diversity
SO 380	Social Work Internship

Three sociology courses chosen in consultation with the department chair.

### **Recommended Correlative:**

PY 250	Community Psychology
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## **Urban Studies Concentration (36 credits)**

### **Required Core Courses (18 credits)**

SO 111	Introduction to Sociology
SO 218	Statistics for the Behavioral Sciences
SO 219	Research Methods
SO 371	Classical Sociological Theory
SO 372	Contemporary Sociological Theory
SO 391	Senior Seminar

### **Urban Studies Concentration additional required courses (12 credits)**

SO 121	Contemporary Social Problems
SO 241	Urban Sociology
SO 242	Minorities and Diversity
SO 380	Urban Studies Internship

Two sociology courses chosen in consultation with the department chair.

### ***Sociology Minor (18 Credits)***

#### **Required Courses:**

SO 111	Introduction to Sociology
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Five additional Sociology courses chosen with the guidance of the department chair

## COURSE DESCRIPTIONS

### Criminal Justice

(Some courses cross listed with Sociology—SO/CJ)

#### **CJ 111 Introduction to the Criminal Justice System**

Students will review the origins and foundations of our American system of policing, the relationship between the individual citizen and the state/federal governments' police powers. Included in this section of the course will be an overview of the Fourth Amendment, the Fifth Amendment, and the Sixth Amendment. Students will also review the judicial system, and become familiar with the procedures followed in a criminal trial. Finally, the students will examine sentencing issues and the sanctions available against a criminal convict, including incarceration in jail or prison, probation, and parole. Generally offered every fall semester. *3 credits*

#### **CJ/SO 231 Deviance and Criminology**

Consideration of deviant behavior and crime as behavioral and social phenomena, with analysis of data and theories of the causation of crime. The effects of labeling deviants are also considered. P: CJ/SO 111 or permission of Program Coordinator. Generally offered every other fall semester. *3 credits*

#### **CJ/SO 232 Juvenile Delinquency**

Investigation of delinquency as a separate phenomenon, including its theories of causation and particular patterns of delinquency, as well as consideration of the variables which affect the rates of delinquency. P: SO 111, CJ 111 or permission of department chair. Generally offered every other fall semester. *3 credits*

#### **CJ/SO 233 Corrections**

Examination of philosophy, theory, and practice of criminal punishment and of the processes which characterize arrest, prosecution, trial, and sentencing. Formal and informal operation of law enforcement agencies are studied, with special attention to patterns of differential treatment accorded different social and economic groups. P: CJ 111 or permission of department chair. Generally offered every spring semester. *3 credits*

#### **CJ 234 Contemporary Issues in Criminal Justice**

This course is designed to challenge students' ability to discern the complexities of some of the fundamental issues faced by criminal justice professionals today, including the consequences of our nation's "war" on drugs; the possible consequences of the legalization of drugs; gun control; the insanity defense; the development of the victim's rights movement; predicting juvenile delinquency; and probation and parole. P: CJ 111 or permission of Program Coordinator. Generally offered every other spring semester. *3 credits*

#### **CJ 236 The Death Penalty in America**

This course introduces students to the complex problems surrounding the application of our nation's ultimate penalty. Students will review the history of various death penalty laws and the methods by which the penalty has been carried out. In addition, students will study the issues surrounding capital punishment today, including its use against the mentally handicapped, juveniles, and focusing on equal protection and race-based claims. P: CJ 111 or permission of the Program Coordinator. Generally offered every summer. *3 credits*

**CJ 238 Criminal Evidence**

This course is designed to introduce students to the rules of evidence which govern the conduct of criminal trials. Starting out with an explanation of direct and circumstantial evidence, students will then examine the hearsay rule and its many exceptions, privileges, and the standards which govern expert and lay testimony. Finally, students will finish the course with an examination of how the courtroom rules affect police officers in the field as they investigate criminal behavior. Offered yearly. *3 credits*

**CJ 239 National Security & Civil Liberty**

In this course, students will explore the complex problems faced by our nation as we attempt to balance the conflicting need to maintain our national security with the need to ensure individual civil liberty. Topics covered include: subjecting civilians to military justice, martial law declaration, suspending habeas corpus, designating persons as unlawful combatants, and law enforcement scrutiny of lawful political protest. In addition, students will review how the events taking place during various time periods in our history, such as the Civil War, the Cold War era, and the 1960s shaped our government's policies toward balancing security needs with the guarantee of civil liberties we enjoy. Offered yearly. *3 credits*

**CJ 240 Police Administration**

In this course, students will explore the myriad problems faced by all supervisors as they attempt to create a positive working environment for their subordinates. While this course is primarily geared to law enforcement personnel, the topics covered are familiar to many different types or workplaces. Among the issues covered in class are: leadership style, interpersonal communication, motivation, discipline, and working with difficult employees. Offered yearly. *3 credits*

**CJ 255 Special Topics**

Selected topics or issues with respect to the criminal justice system are studied in-depth. P: CJ 111 or permission of Program Coordinator. *3 credits*

**CJ 280 Criminal Justice Internship (Junior Year)**

Fieldwork experience. Admission only with approval of Program Coordinator. P: CJ 111 plus 15 hours in Criminal Justice and junior status. Generally offered every semester. *3 credits*

**CJ/SO 310 Sociology of Law and Social Control**

A consideration of all forms of social control. A study of both the content and quantity of law employed under varying social conditions. Law will be considered as both a cause and effect of social change. P: SO 111 or permission of department chair. Generally offered every other fall semester. *3 credits*

**CJ 345 Criminal Law and Procedure**

This course familiarizes student with the origins of our present day substantive and procedural criminal laws. Students will be exposed to early attempts to codify a body of criminal law, from the Code of Hammurabi through Roman law and English common law to the present day. In addition to studying substantive criminal law, students will review the history of procedural criminal law, the process by which persons charged with committing criminal offenses are adjudicated either guilty or innocent. Prerequisite: CJ 111 or permission of the Program Coordinator. Generally offered every Spring semester. *3 credits*



**CJ 380 Criminal Justice Internship (Senior Year)**

Fieldwork experience. Admission only with approval of Program Coordinator. P: CJ 280 and senior status. Generally offered every semester. *3 credits*

**CJ 391 Senior Seminar: Ethics**

In this seminar-based course, students in Criminal Justice will study the difficult ethical issues faced by criminal justice practitioners on a daily basis and how the ethical challenges faced by police, prosecutors, judges and corrections officers can be effectively addressed. Generally offered every spring semester. *3 credits*

**Sociology**

(Some courses cross listed with Criminal Justice—CJ/SO)

**SO 111 Introduction to Sociology**

This course invites you to see the world sociologically. We will examine culture, social structure, inequality, gender, race, deviance, and socialization from the sociological perspective. *General Education Choice for Part B*. Generally offered Mod 1 and 4. *3 credits*

**SO/CJ 121 Contemporary Social Problems**

Focuses on how institutional and organizational features of societies generate problems for people. Particular attention is directed at a set of problems related to political and economic inequalities, health and illness, education, the environment, and the criminal justice system. P: SO 111 or permission of department chair. *General Education Choice for Part C and Designated W course*. Generally offered Mod 1 and 5. *3 credits*

**SO 122 The Family**

Sociological analysis of family relationships, including examination of factors contributing to family structures in different social classes, ethnic groups, and societies. The focus is on relating family life to the economy and other social institutions. Topics include gender, race/ethnic and class inequality; child-rearing; historical change; and social policy issues. P: SO 111 or permission of department chair. Generally offered every other Mod 4. *3 credits*

**SO 211 Introduction to Cultural Anthropology**

This class will introduce students to the practice of ethnography, the craft of writing about other cultures, and will provide a concrete introduction to cultural anthropology, which is the comparative study of human societies. Generally offered every other Mod 3. *3 credits*

**SO 212 Social Work: History and Practice**

After reviewing the history of Social Work in the United States, this course examines the practice settings of social work as a profession: case work, group work, community organization and advocacy, and policy and planning. Includes the study of the values and assumptions of social work with an eye towards problem-solving applications with specific populations, as well as social welfare policy critique. Generally offered every other Mod 3. *3 credits*

**SO 213 Social Work: Populations and Policies**

An examination of human behavior in the social environment as we study the individual in families, groups, and society. We will further explore the special needs of specific populations such as families, youth, the elderly, the poor, women, and minorities, and investigate social welfare policy as a means to meet those human needs. Establishing a knowledge base as well as effective communication techniques will be stressed. Generally offered every other Mod 3. *3 credits*

**SO 215 Social Gerontology**

A consideration of the adult aging process, with attention to developmental stages and group behavior of aging adults. Particular study will be made of the social phenomena which give rise to, and grow out of, the presence of a significant number of elderly in the population. *3 credits*

**SO 218 Statistics for the Behavioral Sciences (Same as PY 218)**

Addresses basic concepts and methods of statistical data analysis as applied in psychology and other social/behavioral sciences, including organizing, analyzing, and interpreting data. The course will provide students with a foundation in descriptive and inferential statistics, touching on frequency distributions, probability sampling, and hypothesis testing. Analyses conducted by hand and using SPSS. P: Fulfillment of a Level A math requirement. Generally offered every Mod 1, 2, and 4. *3 credits*

**SO 219 Research Methods**

This course is a “hands on” approach to research in which the student will learn to design and carry out field observations, experiments, content analyses, or surveys. P: SO 111 or permission of department chair. Generally offered every other Mod 4. *3 credits*

**SO 220 Sociology of Communications (Same as CO 220)**

Examines both interpersonal and mass communications with an eye towards answering such questions as: Do men and women communicate differently? Do people from different racial, ethnic or social class backgrounds communicate differently? How do advertisements depict men and women, racial or ethnic groups, and the elderly? Do MTV and popular music represent a realistic version of the culture’s norms and values? Students shall apply theories to their own research data in answering these questions. Generally offered every other Mod 2. *3 credits*

**SO 224 Sociology of Education**

This course will provide a systematic analysis of the institution of Education in society, with special attention devoted to access to education and class structure, taking into account race, religion, and gender. This is a Distance Learning course. Student must have access to the Internet and an email account. Generally offered every Mod 1 or Mod 2. *3 credits*

**SO 225 Sociology of Sport**

This course will provide a systematic analysis of social influences upon (and of) sport in North America, with special attention devoted to the interrelationships between sport, social institutions, social processes, and, most importantly, the critical analysis of sport in contemporary society. This is a Distance Learning course. Student must have access to the Internet and an email account. Generally offered every Mod 5. *3 credits*

**SO 230 Technology, Society and the Individual**

A consideration of 20th century technological change with particular interest in its impact on the family and the workplace. *General Education Choice in Part C*. Generally offered every other Mod 3 or 4. *3 credits*

**SO 235 Drug and Alcohol Abuse (Same as PY 235)**

An introductory survey covering a variety of issues in the addiction arena, including the psychology of addiction, biological issues, the impact of addiction on families, identification of addictions, and methods of intervention. P: SO 111. Offered Mod 5. *3 credits*

**SO 241 Urban Sociology**

We shall study the effects of the urban environment on social institutions and populations and examine the modern crises of urban living with an eye towards answering the question: Can cities survive? P: SO 111 or permission of department chair. *General Education Choice for Part C*. Generally offered every Mod 4. *3 credits*

**SO 242 Minorities and Multicultural Diversity**

This course examines the positions of “minorities” in the status hierarchy of the United States, and teaches a critical perspective on the economic, political, and social oppression of subordinate groups by dominants. Multiculturalism will be examined from this perspective: since the United States comprises various racial and ethnic groups, what does it mean to be “American” and who gets to define this? *General Education Choice for Part C*. Generally offered every Mod 2. *3 credits*

**SO 244 Sociology of Organizations**

This course examines the organizational structures of modern societies (for example, bureaucratic, military, educational, technological), including analysis of formal and informal structures. It provides a consideration of theory and research which attempts to explain the behavior of organizations in society. This is a Distance Learning course. Generally offered every Mod 3. *3 credits*

**SO 255 Special Topics**

Selected topic or issue studied in-depth within sociological frame of reference; for example: Sexuality; Health & Mental Illness; Minorities and the Media; Race, Class, and Education. P: SO 111 or permission of department chair. *3 credits*

**SO/CJ 310 Sociology of Law and Social Control**

A consideration of social control, law creation and law enforcement in their social and political context. Discusses major theories of law and the modern state. Law will be considered as both a cause and effect of social change P: SO 111, CJ 111, or permission of department chair. Generally offered every Mod 1. *3 credits*

**SO 371 Classical Sociological Theory**

We will examine the theories of Marx, Weber, Durkheim, and other important founders of the sociological discipline and perspective. P: Junior or senior status, or permission of department chair. Generally offered every Mod 2. *3 credits*

**SO 372 Contemporary Sociological Theory**

This course familiarizes students with contemporary developments in social thought that influence sociological research in the current period. Draws connections to classical theory and offers an overview of the main outlines of recent sociological theorizing. P: Junior or senior status, or permission of department chair. Generally offered every Mod 2. *3 credits*

**SO 280 Practicum**

Fieldwork experience. Admission only with approval of department chair. P: SO 111 plus 15 hours in sociology and Junior status. Generally offered every mod. *3 credits*

**SO 290, SO 390 Independent Study**

Study of a topic of particular interest to the student, for which there is no existing course. The student must have demonstrated by prior performance the ability to do honors work and have maintained an honors average in the major field. The design of the proposed topic of study must originate with the student. Admission only with approval of department chair. Hours and credits to be arranged.

**SO 380 Internship**

Fieldwork experience. Admission only with permission of the department chair. P: SO 111 plus a minimum of 15 hours in sociology and senior status. Generally offered every mod. *3 credits*

**SO 391 Senior Seminar—Capstone Course**

Consideration of a social problem with an eye to utilizing the “sociological imagination” and skills gained through the prior major courses, both required and elected. This course should be a culminating experience for those who have chosen this major, resulting in a heightened awareness of the sociological perspective. P: Senior status, Sociology or Social Science major or permission of the department chair. Generally offered every mod. *3 credits*

**Pre-Law**

Albertus students interested in the legal profession are assigned to the pre-law academic advisor. Law covers all facets of human activity and the lawyer must be a person with a wide range of interests and a broad base of knowledge. There are no college courses specified by law schools as entrance requirements. Instead, law schools recommend the candidates for entrance prepare themselves in the following ways:

1. By taking several courses which train the mind to think logically and accurately and develop a concern for precision; such courses include foreign language, grammar, logic, and philosophy
2. By acquiring an excellent command of the English language and writing skill
3. By developing an understanding of human institutions, how they function, and how they change. Introductory and advanced courses in history and political science will prepare students in this area.

**Recommended courses:**

BE 334	Business Law
CJ 238	Criminal Evidence
CJ 345	Criminal Law and Procedure
PO 122	American Government
PO 231	Constitutional Law
CJ 255	American Judicial System

Students interested in law are urged to consult with the special pre-law advisor frequently during their undergraduate careers at the College in order to develop programs tailored to individual needs, abilities, and interests. The pre-law student should be involved as soon as possible in an undergraduate program that is intellectually challenging and requires rigorous academic discipline.

# Tagliatela School of Business and Leadership

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The mission of the Tagliatela School of Business and Leadership is to build upon the Liberal Arts focus of the College and to provide the base of knowledge and experiences that will enable our graduates to be business leaders, capable of making sound and ethical business decisions in a rapidly changing and constantly expanding environment. The School majors are designed around a common core of courses along with requirements for each concentration. A student can obtain a double major, however, only one major is permitted in each of the following areas: Accounting, Business Management, Finance, Healthcare Management, Computer Information Systems, or Cyber Security.

Students who successfully complete the program will:

1. Exhibit basic competencies in interpersonal skills, oral and written communication, leadership, and teamwork appropriate for the business world.
2. Acquire and apply basic knowledge in the student's chosen field.
3. Integrate the functional components of business into a workable whole.
4. Illustrate the ability to apply critical thinking and reasoning skills and to utilize effective problem solving techniques.
5. Demonstrate an awareness and appreciation for cultural, ethical, and responsible behaviors in a global world.

## **Associate of Science in Business Management (A.S.B.M.)**

(See Degree Requirements for Associate of Science in Business Management)

### ***Majors***

#### **Accounting**

#### **Computer Information Systems**

#### **Cyber Security**

#### **Business Administration**

(For students seeking a Business Endorsement in the Education Program)

#### **Business Management**

Concentrations: Entrepreneurship, Human Resource Management, Marketing Management

#### **Finance**

#### **Healthcare Management**

**Accounting Major (54 credits)**

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 202	Statistics for Business
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
BE 135	Business Communications
BE 204	Principles of Macroeconomics
BE 261	Intermediate Accounting I
BE 262	Intermediate Accounting II
BE 263	Cost Accounting
BE 265	Corporate Financial Management
BE 361	Federal Income Taxation for Individuals
BE 362	Auditing
BE 380	Accounting Internship
	OR
BE 394	Accounting Theory in Practice
CIS 171	Business Spreadsheet Development
BE 395	Capstone: Computer Applications in Accounting

**Accounting Minor (18 credits)**

The minor in Accounting is designed to allow the nonmajor an opportunity to specialize in Accounting. A maximum of two courses are allowed to be utilized from another area requirement.

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 263	Cost Accounting
BE 265	Corporate Financial Management
BE 361	Federal Income Taxation for Individuals
BE TBD	Elective

**Computer Information Systems (51 credits)**

The Computer Information Systems major is designed to develop students' skills across a wide range of technology-oriented disciplines. By studying a variety of technology applications, students gain the ability to effectively implement and lead organizations through the selection, integration and end-user support required of IT professionals.

**Core Requirements for all CIS Majors: (36 credits)**

BE 135	Business Communications
CIS 170	Operating Systems Concepts
CIS 171	Business Spreadsheet Development

CIS 172	Database Development
CIS 174	Introduction to Programming
CIS 279	Management of the Information Systems Function
CIS 282	Computer Networks
CIS 286	Internet and Web Publishing
CIS 325	Data Communications
CIS 330	Issues in Computer Ethics
CIS 388	Project Management
CIS 380	Internship
	OR
CIS 393	Senior Computer Project

**CIS Electives:** (15 credits, choose 5)

CIS 115	Computer Essentials
CIS 221	Security Auditing and Risk Assessment
CIS 231	Legal Issues in Cyber Security
CIS 252	Special Topics
CIS 276	Systems Analysis and Design
CIS 301	Technology and the Arts
CIS 315	Healthcare and IT
CIS 320	Computer Forensics
CIS 331	Incident Management and Response
CIS 385	Information Systems Security
CIS 390	Independent Study
AR 114	Graphic Design I
AR 214	Graphic Design II

**Computer Information Systems Minor** (18 credits)

The minor in Computer Information Systems is designed to allow the non-major an opportunity to specialize in Computer Information Systems. A maximum of two courses are allowed to be utilized from another area requirement.

CIS 115	Computer Essentials
CIS 379	Management of the IS Function

Four Additional CIS courses in consultation with the Director of the CIS Program.

**Cyber Security Major (51 credits)**

This major is designed for students interested in studying the dynamic field of cyber security through a semi-technical framework. By combining technical and non-technical coursework, as well as the study of essential criminal justice models, students engage in a holistic and interdisciplinary approach to cyber security education. The curriculum fosters the develop-



ment of skills required to work within and between organizations to protect data, maintain security and respond to incidents within a legal and ethical context. (Note: enrollment in the Cyber Security major requires use of an online, virtual cyber security lab which requires students to purchase an annual subscription)

**Core CIS Requirements for all Cyber Security Majors: (33 credits)**

CIS 170	Operating Systems Concepts
CIS 174	Introduction to Programming
CIS 221	Security Auditing and Risk Assessment
CIS 231	Legal Issues in Cyber Security
CIS 282	Computer Networks
CIS 320	Computer Forensics
CIS 325	Data Communications
CIS 330	Ethical Issues in Computing
CIS 331	Incident Management and Response
CIS 385	Information Systems Security
CIS 380	Internship
	OR
CIS 393	Senior Computer Project

**Core Criminal Justice Requirements for all Cyber Security Majors: (18 credits)**

CJ 111	Introduction to the Criminal Justice System* (Prerequisite)
CJ 231	Deviance and Criminology
CJ 234	Contemporary Issues in Criminal Justice
CJ 238	Criminal Evidence
CJ 239	National Security and Civil Liberty
CJ 345	Criminal Law and Procedure

***Business Administration (48 credits)***

This concentration is designed specifically for students enrolled in the Teacher Preparation Program who are seeking a secondary level teacher certification with a business endorsement:

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 204	Principles of Macroeconomics
BE 225	Money and Banking
BE 227	The Stock Market
BE 334	Business Law
BE 380	Internship (3 credits)
CIS 115	Computer Essentials
CIS 282	Computer Networks
CO 202	Sports Marketing and Promotion

CIS 383	Internet and Web Publishing
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 228	International Business Management
MG 365	Issues of Small and Family Business
MG 391	Business Capstone

### ***Business Management Major (48 credits)***

All students pursuing a major in Business Management are required to take the following set of core courses as a foundation for courses required in their area of concentration culminating with a capstone course.

Core Requirements for all Business Management Majors (24 credits)

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 265	Corporate Financial Management
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 391	Business Capstone

All Business Management majors are required to take one of the following computer courses:

CIS 115	Computer Essentials—this course is designed for those who feel they need an introductory computer course.
CIS 171	Spreadsheet Development
CIS 388	Project Management

### **Business Management Major**

(48 credits) (24 credits + 24 core credits)

BE 135	Business Communication
BE 334	Business Law
CIS TBD	Select one of the designated CIS courses
MG 228	International Business Management
MG 335	Human Resource Law
MG 362	Human Resource Management
MG 365	Issues of Small and Family Business
MG 367	Strategic Management

### **Human Resource Management Concentration**

(48 credits) (24 credits + 24 core credits)

BE 135	Business Communication
	OR
BE 334	Business Law

CIS TBD	Select one of the designated CIS courses
MG 362	Human Resource Management
MG 335	Human Resource Law
MG 337	Human Resource Recruiting & Selection
MG 367	Strategic Management
MG 339	International Human Resource Management
MG/PY 232	Industrial/Organizational Behavior

### **Entrepreneurship Concentration**

(48 credits) (24 credits + 24 core credits)

BE 248	Business Modeling & Analysis
MG 240	Social Entrepreneurship
MG 320	Product Development
MG 340	Project Management of Innovation
MG 365	Issues of Small & Family Business
MG 368	New Venture Challenge–C
MG 382	Entrepreneurship Internship
CIS 388	Project Management

### **Marketing Management Concentration**

(48 credits) (24 credits + 24 core credits)

BE 135	Business Communication
BE 334	Business Law
CIS TBD	Select one of the designated CIS courses
MG 230	Consumer Psychology
MG 241	Marketing Research & Strategy
MG 367	Strategic Management
MG 320	Product Development
MG 322	Techniques of Marketing Promotion
MG 328	International Marketing

### **Finance Major (48 credits)**

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 202	Statistics for Business
BE 135	Business Communications
BE 204	Principles of Macroeconomics
BE 205	Principles of Microeconomics
BE 334	Business Law
CIS 171	Business Spreadsheets
MG 131	Principles of Management

MG 231	Principles of Marketing
BE 265	Corporate Financial Management
BE 225	Money and Banking
BE 227	The Stock Market
BE 361	Federal Income Taxation for Individuals
MG 391	Business Capstone

Choose 1 of the following courses:

BE 247	Healthcare Finance
BE 261	Intermediate Accounting
BE 381	Finance Internship
MG 367	Strategic Management

### **Finance Minor**

(18 credits)

The minor in Finance is designed to allow a non-major an opportunity to specialize in Finance.

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 225	Money & Banking
BE 265	Corporate Financial Management
CIS 171	Business Spreadsheet Development

Choose one of the following courses:

BE 227	The Stock Market
BE 367	Fundamentals of Financial Planning & Insurance

### ***Healthcare Management Major (51 credits)***

MG 131	Principles of Management
BE 135	Business Communications
BE 161	Financial Accounting
BE 202	Statistics for Business
BE 205	Principles of Microeconomics
MG 231	Principles of Marketing
MG 235	Healthcare Management
BE 247	Healthcare Finance
MG 308	Ethical Issues in Healthcare
MG 311	Introduction to Public Health
MG 312	Global Health
CIS 315	Healthcare and Information Systems
BE 334	Business Law
MG 336	Healthcare Law

MG 348	Data Analysis for Healthcare Managers
MG 392	Capstone—Healthcare Management Research Project
MG 383	Internship (Day Program) or an Elective from list below* (P&GS)

\*Elective list:

MG 362	Human Resource Management
MG 367	Strategic Management
CIS 388	Project Management

### **Healthcare Management Minor**

(18 credits)

BE 247	Healthcare Finance
MG 235	Healthcare Management
MG 308	Ethical Issues in Healthcare
MG 311	Introduction to Public Health
MG 312	Global Health
MG 336	Healthcare Law

## **COURSE DESCRIPTIONS**

Note: All business courses are generally offered once a year unless otherwise noted.

### **Business Administration**

#### **BE 135 Business Communications**

This introductory course in written and oral communications will enable students to become more effective business communicators. Special focus is given to selecting and using visual aids and PowerPoint to enhance presentations. Generally offered twice yearly. *3 credits*

#### **BE 161 Financial Accounting**

In this introductory course, we will introduce students to accounting principles and procedures, and to the processes by which financial transactions are recorded, classified, and analyzed to help business decision-makers. Students will learn to prepare and interpret financial statements. Generally offered twice yearly. *3 credits*

#### **BE 162 Managerial Accounting**

An introduction to the use of accounting information by managers. Topics include the use of accounting information for planning and control, performance evaluation, decision-making, and the statement of cash flows, as well as financial statement analysis. Generally offered twice yearly. P: BE 161. *3 credits*

**BE 202 Business Statistics**

Students will be introduced to the basic principles of statistical analysis that are useful in effective business decision making. Some topics covered include descriptive statistics, probability and random events, sampling, and estimation. P: MA 111 or MA 116. Generally offered twice yearly. *3 credits*

**BE 204 Principles of Macroeconomics**

Survey of introductory macroeconomics with focus on economic growth, unemployment, and inflation. Topics covered include national income, fiscal policy, money, the banking system, and monetary policy. Balance of payments and currency exchange rate issues are analyzed. *General Education Choice, Level B. 3 credits*

**BE 205 Principles of Microeconomics**

Microeconomic concepts and tools will be utilized to evaluate the economic behavior of individuals. The 'invisible' market forces (price mechanism) and external forces (social, cultural, political, and legal forces) will be explored and examined from personal perspectives as well as their aggregate effect on the economy. *General Education Choice, Level B. Generally offered twice yearly. 3 credits*

**BE 225 Money and Banking**

In this course we will study monetary systems and the role of money and banks in supporting the economy. Topics will include the structure and operation of financial markets, the behavior of interest rates, the operation of the banking industry, and the structure of the Federal Reserve System. *3 credits*

**BE 227 The Stock Market**

As stock markets take on a more important role in the investment plans of individuals, it becomes essential to know the fundamentals of how Wall Street and other financial centers work. In this course we will examine the various types of securities traded on Wall Street, including stocks, bonds, mutual funds, and futures and options. Students will also learn to understand financial news and to design and manage their own stock portfolios. Generally offered twice yearly. *3 credits*

**BE 247 Healthcare Finance**

This course will provide an introduction to healthcare finance and the current financial environment in which healthcare organizations function. The course will expand on basic financial accounting concepts, explore financial concepts unique to healthcare, and examine techniques that lead to improved cost-effectiveness in a variety of healthcare organizations. The perspectives of various interest groups will be discussed: providers, insurers, policy makers, patients and the general public. Prerequisite: BE 161. *3 credits*

**BE 248 Business Modeling & Analysis**

This course introduces modern theory of entrepreneurship as scientific method. Students learn formal business modeling and analysis methods, focused on development of a financial and/or social impact model, and on the practice of business model validation. Each student builds and validates his or her own business idea in this course. P: MG 131, MG 231. *3 credits*

**BE 251 Special Topics**

Timely current topics of interest to the field of Business. *3 credits*

**BE 261, BE 262 Intermediate Accounting I, II**

Provides an intensive study of accounting theory as it relates to the measurement of assets, liabilities, and capital structure. Students will prepare and analyze detailed financial statements. P: BE 161, BE 162. Generally offered in sequence once a year. *3 credits each*

**BE 263 Cost Accounting**

In this course, we examine the theory and practice of cost accounting techniques and show how they are used in manufacturing businesses. Topics include job order and process costing, standard cost systems, and variance analysis. P: BE 161, BE 162. Generally offered once a year. *3 credits*

**BE 265 Corporate Financial Management**

Students will study the financing, valuation, and organization of business firms. Topics include: financial analysis, capital budgeting, valuation of corporate assets, long and short-term sources of funding, and cost of capital. P: BE 161, BE 162. *3 credits*

**BE 334 Business Law**

In this course, we study the basic legal principles that guide business relationships. Emphasis is placed on examination of the Uniform Commercial Code, contracts, sales, commercial paper, negotiable instruments, and business organizations. Generally offered twice a year. *3 credits*

**BE 361 Federal Income Taxation for Individuals**

In this course, we study the theory and procedures of the Federal Income Tax System. Emphasis is placed on individual taxation using a forms-based approach. Generally offered once a year. *3 credits*

**BE 362 Auditing**

This course examines auditing concepts and procedures employed by public accountants for summarizing and analyzing the records and operations of business organizations. Students will use working papers and software programs to examine and evaluate transactions. P: BE 161, BE 262. Generally offered once a year. *3 credits*

**BE 380 Accounting Internship**

This is a field-based course in which students gain on-site employment experience in a local accounting firm or accounting department of a business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. P: 12 credits in accounting and permission of the Director of Accounting Programs. *3 to 12 credits*

**BE 381 Finance Internship**

This is a field-based course in which students gain on-site employment experience in a local finance firm or finance department of a business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. P: 12 credits in finance and permission of academic advisor.

**BE 390 Independent Study**

Intensive individual work in an area of concentration. P: Junior or Senior standing and permission of Department Chairperson. Hours and credit to be arranged.

**BE 394 Accounting Theory in Practice**

This course will provide an opportunity to apply the knowledge and skills learned in previous courses in solving real world case problems. Students will complete a critical analysis of accounting, finance, and ethics problems. Through case studies, students will enhance their problem-solving skills by formulating solutions to problems that are encountered in accounting environments. Generally offered in sequence once a year. P: Senior standing. *3 credits*

**BE 395 Capstone: Computer Applications in Accounting**

This course is designed to provide students the opportunity to utilize software programs currently being used in the industry. The course will be interactive with students working on the computer solving accounting problems. Accounting techniques learned in previous classes will be completed with a variety of software programs, including general ledger, audit, and tax packages, as well as Microsoft Excel. P: Senior standing. *3 credits*

## Computer Information Systems & Cyber Security Courses

**CIS 115 Computer Essentials**

A general description of the use of computers in business and an introduction to solving practical business problems using computers. Topics include computer architecture, input/output devices, and storage devices. Computer topics concentrate on five areas: word processing, spreadsheets, software, hardware, and communications. Microsoft Office is used. This course is generally offered twice per year. *3 credits*

**CIS 170 Operating System Concepts**

An introduction to computer operating systems, this course teaches techniques for setting up files and directories, backing up files, and organizing programs on a microcomputer. The course teaches practical instruction in Windows, Mac OS and Linux. Generally offered every other year. *3 credits*

**CIS 171 Business Spreadsheet Development**

A detailed description of the use, design, and development of complex spreadsheets to solve business problems. Topics include graphing, macro development, and other advanced spreadsheet features and techniques. Principles of good spreadsheet design are incorporated throughout the course. Emphasis will be placed on accounting software applications. Microsoft Excel is used. Generally offered twice a year. *3 credits*

**CIS 172 Database Development**

A detailed description of the use of databases in business and practical instruction in the development of computer databases. Topics include table creation, sorting, indexing, and reporting. Students will develop skills in the uses of databases in business and the management of computer databases. Microsoft Access is used. Generally offered yearly. *3 credits*

**CIS 174 Introduction to Programming**

Using Microsoft Visual Basic for Windows, this course covers programming fundamentals and program development techniques. Topics include data types, control structures, arrays, and the mechanics of testing and debugging. *3 credits*



**CIS 221 Security Auditing and Risk Assessment**

This course covers the foundational methods of security auditing and presents the key elements of security risk assessment for organizations. Students will get a practical view of the primary risk assessment methods and exposure to tools commonly used in the process of conducting security audits. Topics to be covered will include risk mapping, security risk remediation and ongoing audit methods to ensure the integrity of organizational data. *3 credits*

**CIS 231 Legal Issues in Cyber Security**

This course will focus on practical and legal issues affecting organizational leadership within the IT sector. The topics covered in this class will include compliance with federal and industry-specific protocols, protecting the rights of stakeholders, employee oversight and privacy laws, establishment of business policies and analysis of the changing legal frameworks for Cyber Security professionals. *General Education Choice, Level C. 3 credits*

**CIS 252 Special Topics**

Timely current topics of interest to junior and senior majors. *3 credits*

**CIS 276 Systems Analysis and Design**

An introduction to analyzing and designing computer systems for business. Topics include cost benefit analysis, input/output design, file design, data flow diagramming, and project management. Students will learn to work effectively as members of an IT project team. Generally offered yearly. *3 credits*

**CIS 279 Management of the Information Systems Function**

In this course, students study the principles of managing an information systems service function in business. Topics include: objectives, organization, client relations, cost allocation, computer center operations, legal issues, and the application development process. P: CIS 115. Generally offered twice a year. *3 credits*

**CIS 282 Computer Networks**

A study of the hardware and software used in local area networks. Includes study of the setup, use and maintenance of network operations systems. Generally offered yearly. *3 credits*

**CIS 286 Internet and Web Publishing**

This course covers the basics of the web design, including search engine optimization, website layout, navigation, calls to action and other essentials of effective design for the World Wide Web. Students create their own websites with multiple related pages, links to other sites, and complex graphics and photographs. Generally offered yearly. *3 credits*

**CIS 301 Technology and the Arts**

This course evaluates all forms of creative expression, and their evolution through digital technology. It highlights the connection between the arts, humanities and technology that continue to influence today's digital society. *General Education Choice, Level C. Generally offered twice per year. 3 credits*

**CIS 315 Healthcare and Information Systems**

Information technology is transforming the delivery, management and economics of healthcare. This course will explore the technologies that support healthcare information systems, such as software applications; system analysis and design; data management; networks and data communication; and system standards and security. Particular attention will be paid to the benefits and challenges of information technologies in medical record keeping; remote diagnosis and treatment; and improving efficiency and quality of care. *3 credits*

**CIS 320 Computer Forensics**

This course is designed as an introduction to computer forensics. It will cover the basic concepts of cybercrime and information systems forensics, and provide a solid foundation for more advanced computer forensic concepts. It will include the processes involved in searching hardware, computer programs and data for evidence. Generally offered every other year. *3 credits*

**CIS 325 Data Communications**

This course is designed to provide students with an understanding of the technologies and products related to communications systems. It will include management issues related to network planning, implementation, and administration. Among the topics covered are: distributed data processing, communication techniques, network design, and security. *3 credits*

**CIS 330 Issues in Computer Ethics**

An introduction to ethical decision-making as it relates to computer technology. This course includes the investigation of Internet-related and on-the-job issues. Items addressed include privacy and freedom of speech issues, intellectual property rights, the creation and maintenance of computer databases, and computer-related criminal activities. Generally offered twice each year. *General Education Choice, Level C. 3 credits*

**CIS 331 Incident Management and Response**

This course addresses the methods by which an IT professional can manage cyber security incidents and follow up procedures to be conducted immediately after an event. Topics to be covered include analysis of the extent of the infiltration, incident containment, root cause analysis, evaluation of the scope of the data breach and strategies to engage in constructive dialogue with stakeholders. *3 credits*

**CIS 380 Internship**

This is a field-based course in which students gain on-site employment experience in a local organization for 120 contact hours per week per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be in a different place of employment. P: 12 credits in CIS plus junior or senior standing. *3 to 12 credits*

**CIS 385 Information Systems Security**

A study of security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include operating system models and mechanisms for mandatory and discretionary controls; data models, concepts, and mechanisms for database security; basic cryptography and its applications; security in computer networks and distributed systems; and control and prevention of viruses. Concentration will be placed on the related legal issues. Generally offered yearly. *3 credits*

**CIS 386 Advanced Web Site Development**

Building upon the design skills learned in CIS 383 this course uses advanced HTML, students create complex World Wide Web sites that incorporate HTML, Dreamweaver and Flash. Topics include network considerations, CGI programs, and JavaScript. P: CIS 383. Generally offered yearly. *3 credits*

**CIS 388 Intro to Project Management**

This course covers principles, practices, and techniques for the management of business and technology projects. Topics include: project planning, scheduling, performing cost estimates, risk analysis, implementation and control, and project termination. This course introduces a variety of project management software packages. Generally offered yearly. *3 credits*

**CIS 390 Independent Study**

Intensive individual work in an area of concentration. P: Junior or senior standing and permission of the program director. Hours and credits to be arranged.

**CIS 393 Senior Capstone Project**

The graduating senior undertakes a major research project in the field of CIS, which includes on-site inquiry and the writing of a senior thesis on the basis of research. P: senior standing. Offered twice a year. *3 credits*

*\* For description of the eligible Art (AR) and Criminal Justice (CJ) courses associated with the CIS and Cyber Security majors, please see the corresponding sections of this course catalog.*

**Management****MG 131 Principles of Management**

Students are introduced to the basic functions of planning, organizing, leading, and controlling the organization effectively and efficiently. Additional topics include social responsibility of the organization, decision-making, interpersonal skills, and organizational change. *3 credits*

**MG 228 International Business Management**

Students analyze foreign environment elements and the role of each element as firms select market entry options. Specific emphasis is given to ethical strategic planning of human resources, marketing, finance, and the relationship between the corporation and its host country in establishing the international business operations. P: MG 131. *3 credits*

**MG 230 Consumer Psychology**

An overview of the various psychological factors that contribute to the understanding and influence of consumer behavior. Topics such as perception, cognition, and emotion, as well as the social and cultural contexts affecting the consumer, will be discussed. P: MG 231. Offered annually. *3 credits*

**MG 231 Principles of Marketing**

This course introduces students to common methods of planning and implementing decisions with respect to product, price, promotion, and channels of distribution, as organizations strive to satisfy the needs and wants of the market while achieving the goals of the organization in a dynamic environment. *3 credits*

**MG 235 Healthcare Management**

Students are introduced to the various types of healthcare facilities and the vital role of utilizing people effectively to meet the organizational objectives. The course emphasizes the managerial functions of planning, organizing, leading, and controlling in the healthcare environment. P: MG 131. *3 credits*

**MG 240 Social Entrepreneurship**

This course focuses on social entrepreneurship, including for benefit business formation and the idea of the b-corp, grant writing, the values-based pitch. Students develop an idea for a nonprofit or missions based enterprise, and learn to use social impact as a success metric. P: BE 248. *3 credits*

**MG 241 Marketing Research and Strategy**

This course will utilize marketing research tools, processes, and results to assist managers and particularly marketing managers in the decision-making process as it relates to developing a cohesive marketing strategy for a particular market and/or business. It will also examine the critical relationship between research and the function of market planning and overall business strategy. A strong Internet focus allows students to gather market research data efficiently and effectively. Topics include research design, sampling methods, collecting both primary data (via questionnaires, interviews and focus groups) and secondary data, and presenting the results. P: MG 231. *3 credits*

**MG 270 Moral Leadership: Defining the Character of Individuals in Organizations**

Students will explore two important and related topics: leadership and ethics in business. Questions that will be explored include: What is business leadership? Does it have an impact on organizational performance? Where are leaders in organizations and what are their roles? What roles do leaders play in shaping the culture of right and wrong within the organization? *General Education Choice, Level C*. P: MG131. *3 credits*

**MG 308 Ethical Issues in Healthcare**

From biomedical research to clinical practice to policy and planning, healthcare managers face ethical issues in every aspect of their work. In this course, students explore their own values and moral principles in relations to healthcare; consider various professional codes of ethics; and apply systematic approaches to ethical decision-making to cases related to healthcare access; client self-determination; privacy; cultural and religious diversity; and the economics of the healthcare system. *3 credits*

**MG 311 Introduction to Public Health**

The public health system is charged with assessing and promoting the health of communities and diverse populations. This course introduces the core public health disciplines of epidemiology, biostatistics, environmental health, social and behavioral health, and health policy and management. Students explore historical and contemporary public health approaches to promoting healthy behaviors; responding to emerging diseases; identifying environmental risk factors; preparing for and managing disasters; and alleviating health disparities across populations. *3 credits*

**MG 312 Global Health**

Global Health examines the socioeconomic, biological and environmental causes and the consequences of disease. In an increasingly interconnected world, students consider the impact of infectious diseases; poverty and hunger; violence and war; environmental disruption; natural disasters and humanitarian crises for local and global health and wellbeing. Students explore their possible roles in solving global health crises, such as promoting human rights; applying new technologies; and financing and managing international agencies, NGOs, philanthropy, and emerging public and private healthcare systems. *3 credits*

**MG 315 Grant Writing and Fundraising**

This course provides an understanding of fundraising and grant writing as an essential part of non-profit organizations. Students will be introduced to the basic terminology and concepts in the field. Participants in the class will learn to apply fundraising strategies as they balance individual donor and institutional needs. Relationship building, the solicitation process, the psychological dynamics and the realities of asking for money are examined as students refine their skills through analysis of case studies and participation in role playing exercises. Topics include mission statements, grant proposals, acknowledgment letters, and campaign appeal materials. While students develop an understanding of the essentials of fundraising operations, they also examine the larger issues confronting today's fundraising managers. *3 credits*

**MG 320 Product Development**

In this course, students will experience a "hands-on" practical application of researching and developing a product from idea generation through the various stages to commercial introduction. Management and control of the product through the product life cycle will be discussed as well as an examination of product successes and failures. P: MG 231, MG 241, MG 322. Generally offered every other year. *3 credits*

**MG 322 Techniques of Marketing Promotion**

This course allows students to experience designing, managing, and evaluating an organization's promotion program: advertising, sale promotion, personal selling, and publicity. Students create complete promotion programs for a product and a service and analyze the integration of the promotional elements as well as examine the influence the 4P's have on their promotional decisions. P: MG 231. *3 credits*

**MG 328 International Marketing**

This course teaches students to conduct a strategic analysis of world markets in terms of their respective cultural, economic, political, financial, legal, and competitive forces to determine various entry options available to multinational companies. Development of the particular marketing strategy and the 4 P's in the international arena will be explored. P. MG 231. Generally offered every other year. *3 credits*

**MG 329 Global Issues**

This course introduces students to the concept of culture and allows them to discover how aspects of culture have formed who they are and how cultural value orientations drive assumptions and behaviors in ourselves and in others. Globalization, one of the most debated topics in social sciences, will be discussed and analyzed. Current and critical global business issues such as child labor, inequality of women of the world, and world healthcare will be analyzed from a variety of viewpoints. *Fulfills the General Education International/Global requirement.* Offered twice a year. *3 credits*

**MG 335 Human Resource Law**

In this course students examine the American labor force, the laws and regulations that protect it, and the federal agencies involved in enhancing worker's rights. Union structure, operation, and relations will be discussed as well as employee relations in non-union organizations and in the public sector. *3 credits*

**MG 336 Healthcare Law**

An examination of the laws and regulations which protect and govern healthcare facilities and programs. Special attention is paid to the rights and protection afforded to users of healthcare facilities. P: MG 235. *3 credits*

**MG 337 Human Resource Recruiting and Selection**

This course introduces the student to the importance of planning and conducting a needs assessment for effective and efficient recruiting. Students will also examine how and where to recruit, as well as the legal aspects of gathering a pool of potential candidates. Students will also learn the techniques of screening candidates to acquire those who best fit the organization's needs. The course is a combination of theory and practical application. P: MG 362. *3 credits*

**MG 339 International Human Resource Management**

Students will study the vital role of utilizing people effectively to meet the multinational corporation's foreign country objectives. Topics include planning personnel needs, recruiting and selecting employees, training and developing the workforce, performance evaluation, compensation in the foreign country, as well as the foreign legal and social context in which human resource management must operate. P: MG 362. *3 credits*

**MG 340 Project Management of Innovation**

This course covers principles, practices, and techniques for the management of temporary organizations (also known as project management). This course is broadly applicable to any student with an interest in how to change is implemented in real world organizations through the use of project management. Core topics include initiation, planning, execution, monitoring, and closure to projects. This course uses the Microsoft Project software package extensively to provide hands on planning experience.

**MG 342 Managing and Valuing Diversity at Work**

This course will review, analyze, and provide experiences on how changing United States workforce demographics create new demands, challenges, and opportunities for employees, managers, and organizations. An examination of biases, social conditioning, and stereotyping of students and employees will also be explored. Students will learn how to manage the change of organizations, others, and themselves for improvement. *General Education choice for Part C.* This course is offered when there is sufficient demand. *3 credits*

**MG 348 Data Analysis for Healthcare Managers**

In this course, students will be introduced to the analytic tools needed to understand and assess the data collected by healthcare organizations. Students will learn how various healthcare data sets are constructed and utilized by healthcare managers for efficient and effective decision-making. The students will apply these techniques and interpret case study data. Prerequisite: BE 202. *3 credits*

**MG 362 Human Resource Management**

In this course, students study the vital role of utilizing people effectively to meet organizational objectives. Topics include planning personnel needs, recruiting and selecting employees, training and developing the workforce, performance evaluation, compensation, and the legal and social context in which human resource management must operate. P: MG 131. *3 credits*

**MG 365 Issues of Small and Family Business**

This course introduces students to the issues that confront small and family businesses, and explores how to create a new small business. The study of small businesses allows students to study organizations in a more holistic manner. P: MG 131, MG 231, BE 161. *3 credits*

**MG 367 Strategic Management**

Students will analyze the concepts and formulation of business strategy in the complete business environment. Roles and actions of top management in developing and implementing policy and strategy will be examined and analyzed in diverse industries, various types and sizes of organizations, and in a variety of situations. P: MG 131. Generally offered twice a year. *3 credits*

**MG 368 New Venture Challenge–C**

An intercollegiate, interdisciplinary course that immerses students in the lean launch methodology for creating a business venture. Teams create business models around student products and services, validate market hypotheses and design minimum viable products. Students will be introduced to successful entrepreneurs, investors, attorneys and other support resources for entrepreneurs. P: BE 248. *3 credits*

**MG 380 Internship**

This is a field-based course in which students gain on-site employment experience in a local business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be in a different place of employment. P: 12 credits in Business Administration and Management courses plus Junior or Senior standing. *3 to 12 credits*

**MG 382 Entrepreneurship Internship**

In this supervised internship, students work to develop their business idea into an actual business operation or business plan, using the college's co-working space or an outside co-working space as their base of operations. A student may repeat this course only once, and the second internship must be for a different business operation or different business plan. P: 12 credits in the Entrepreneurship concentration plus junior or senior standing. *3 to 6 credits*

**MG 390 Independent Study**

Intensive individual work in area of concentration. P: Junior or Senior standing and permission of department chairperson. Hours and credits to be arranged.

**MG 391 Business Capstone**

The objective of this capstone course is to provide the student with the opportunity to integrate knowledge gained from all other business courses through the analysis of case studies and simulations. Students learn to formulate strategic decisions that guide the future direction of the organization. P: Senior standing and completion of BE 161, BE 205, MG 131, MG 231, and 5 courses in the student's concentration. This course, is generally offered four times each year. *3 credits*

**MG 392 Capstone: Healthcare Management Research Project**

This capstone course is designed to integrate knowledge and skills from previous coursework and field experiences. Focus will be on key issues impacting the management of today's healthcare organizations and students will develop an individual research project that explores how those issues impact the delivery of care. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. P: MG 348. *3 credits*



# Interdisciplinary Majors

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## General Studies Major

### **General Studies Major (45 credits)**

The major is intended for students who wish to pursue a particular topic that crosses departmental lines. The academic program for each student is individually planned with the director.

#### ***Required Courses (45 credits)***

Fourteen courses chosen with the advice of the Director (42 credits)

Interdepartmental Coordinating Seminar or Independent Study Project (3 to 6 credits)

# Humanities

## Humanities Major (45 credits)

The Humanities major is designed for the Honors student who is self-disciplined, self-motivated, and interested in pursuing a topic, theme, or cross-cultural project that is interdisciplinary in nature. Majoring in the Humanities requires 45 credits selected from at least five of the following fields:

Art

Drama

English

History

Foreign Language

Philosophy and Religious Studies

A synthesizing seminar or an independent study project (3 to 6 credits), interdisciplinary in character, is required as part of the 45 credits.

Although the field of concentration crosses departmental lines, some particular theme, topic, or historical period should serve as a focal point. The student should, with the assistance of the director who must approve the selection and distribution of the courses, select a sufficient number of courses around this focal point to assure a more profound understanding of the area of study.

Admission to the Humanities major is contingent upon approval of the Honors Program Director.

## COURSE DESCRIPTIONS

### HU 111, 112 Reading Texts in Context I, II

This course seeks to expose students to classical and contemporary texts from the broad range of Liberal Arts disciplines and to enhance students' abilities to read texts intelligently. *These courses are part of the required core curriculum.* Generally offered every module. *3 credits each*

### HU 255 Special Topics

Selected topic studied in-depth within a Humanities frame of reference. *3 credits*

### HU 399 Senior Humanities Seminar

A course of intensive reading from a variety of sources, designed to provide a forum for reflection and conversation regarding what it means to live life well. P: Senior status. *This course is part of the required core curriculum.* Offered yearly as a semester-long course. *3 credits*

## Human Services Major (54 credits)

This major is designed to provide students with a career-oriented degree which is combined with a rigorous Liberal Arts education. The major prepares the student to work in the community in professional capacities such as a community outreach worker, case manager, community support counselor, clinician, mental health worker, and job coach. This major requires six credits of supervised internship experience. It is an interdisciplinary major drawing upon courses from several disciplines, including: psychology, sociology, management, and philosophy, in addition to the General Education Core courses.

### **Core Requirements (33 Credits)**

HS 101	Introduction to Human Services
HS 280	Practicum I
HS 281	Practicum II
HS 311	Issues in Human Services
PY 111	Introduction to Psychology
PY 211	Abnormal Psychology
PY 250	Community Psychology
PY 213	Counseling Techniques
PY/SO 235	Drug and Alcohol Abuse
SO 111	Introduction to Sociology
MG 131	Principles of Management

Choose one: (3 credits)

PH 312	Bioethics
PH 352	Introduction to Peace and Justice
RS 211	Introduction to World Religions
RS 383	Religion and Social Concerns

Choose two: (6 credits)

PY 214	Death and Dying
PY 330	Child Psychology
PY 331	Child Life: Concepts and Methods
PY 341	Adolescent Psychology
PY 350	Adulthood and Aging

Choose two: (6 credits)

SO 212	Social Work I
SO 213	Social Work II
SO 242	Minorities and Multicultural Diversity

Choose two: (6 credits)

SO 121	Contemporary Social Problems
SO 231	Deviance and Criminology
SO 232	Juvenile Delinquency
SO 241	Urban Sociology

**Recommended Electives:**

CJ 111	Introduction to the Criminal Justice System
CJ/SO 233	Corrections
CJ 236	Death Penalty in America
CJ 238	Criminal Evidence
CO 141	Speech Communication
EN 246	Business Writing
HI 344	African Slavery in the Atlantic World
PY/SO 218	Statistics for Behavioral Sciences (Note: Some graduate programs require successful completion of this course as a condition of admission.)
PY 240	Domestic Violence
PY 248	Cultural Psychology
PY 323	Social Psychology

## COURSE DESCRIPTIONS

### **HS 101 Introduction to Human Services**

An overview of the principles and practices of human services, including: concept of “cradle-to-grave” care and its implications; components of the human services delivery system; nature and current status of the various human services professions; social, occupational, and professional outlook for the near future; and personal and ethical issues involved in choosing to enter the human services field. *3 credits*

### **HS 280, 281 Human Services Practicum I, II**

A field experience with a Human Services agency. Students who intend to do Practicum I or II must see their academic advisor at the beginning of the semester. Practicum must be arranged through the internship coordinator. This should be done no later than the middle of the semester prior to beginning the practicum placement. In addition, students must complete a preparatory workshop offered by the Office of Career Services during the semester before beginning their on-site work. *3 credits each*

### **HS 311 Issues in Human Services**

An in-depth examination of professional and personal issues relative to the human services professional. Consideration will be given to the position of human services organizations in government policy and the place of human services professionals in both public and private education, healthcare, and social welfare systems. Attention will also be given to the personal challenges faced by human services professionals, including typical occupational stressors and their impact, the importance of professionally ethical behavior, and ethical dilemmas that may be encountered. P: HS 101 and HS 280, 281. *3 credits*

# Directories

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Lena Dandridge, B.A.  
Andrew Kos, B.A.

*Records Assistant*  
Gina Perez, B.S.

*Site Coordinator, East Hartford*  
Regina Stephenson, A.S.

***Department Chairs, Program Directors and Coordinators***

*Biology, Chemistry, and Mathematics*  
Mark Barreuther, Ph.D. (Chair)

*Business Administration & Management*  
*Tagliatela School of Business and Leadership*  
William Aniskovich, J.D. (Chair)

*Communications*  
Ronald Waite, M.A., C.A.S. (Chair)

*Computer Information Systems & Cyber Security*  
David Garaventa, M.B.A., M.S.Ed. (Director)

*Criminal Justice*  
John Lawrie, J.D., Ed.D. (Director)

*Education*  
Joan Venditto, Doctor of Arts (Director)

*English*  
Paul Robichaud, Ph.D. (Chair)

*Foreign Languages*  
Christine Atkins, Ph.D. (Chair)

*History and Political Science*  
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*Visual and Performing Arts*

Jerome Nevins, M.F.A. (Chair)

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John Lawrie, J.D., Ed.D.

*Director of Master of Science  
in Human Services Program*

Ragaa Mazen, Ph.D.

# The Faculty

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(\* denotes full-time faculty)

- \* **William A. Aniskovich**, Assistant Professor of Healthcare Management and Business Law; Chair, Tagliatela School of Business and Leadership; Director, Healthcare Management Program (B.A., The Catholic University of America; M.A., J.D., University of Virginia).
- \* **Rebecca Arnold**, Associate Professor and Clinical Coordinator for the Master of Arts in Art Therapy and Counseling Program; (B.A., Lebanon Valley College; M.A., Marywood University).
- \* **Christine Dolan Atkins**, Professor of Foreign Languages; Chair, Department of Foreign Languages; Director of the Honors Program; (B.A., University of Chicago; M.A., University of Chicago; M.A., M.Phil, Ph.D., Yale University).
- \* **Mark Barreuther**, Professor of Biology; Chair, Department of Biology, Chemistry and Mathematics; (B.S., M.S., Southern Connecticut State University; Ph.D., Wesleyan University).
- \* **Patricia Birungi**, Assistant Professor in the Tagliatela School of Business and Leadership; Director, Master of Public Administration; (B.S. Makerere University; M.P.H., Eastern Virginia Medical School; Ph.D., Old Dominion University).
- \* **Robert Bourgeois**, Professor of Social Sciences; Director of Global Studies Program; (B.A., Yale University; M.A., Ph.D., University of Chicago).  
**James Brine**, Lecturer in Psychology; (B.S., Georgetown University; Ed.D., University of Massachusetts at Amherst).
- \* **Corey Brushett**, Assistant Professor and Faculty Advisor, Business; (B.A., Gettysburg College; M.B.A., Albertus Magnus College).
- \* **Mark B. Case**, Professor of Mathematics (B.S., U.S. Coast Guard Academy; M.S., Rensselaer Polytechnic Institute; Ph.D., University of Rhode Island).
- \* **Susan Letzler Cole**, Professor of English; (B.A., Duke University; M.A., Ph.D., Harvard University).  
**Dominic Corrado**, Lecturer in Foreign Languages; (B.S., M.S., Southern Connecticut State University).
- Tina Corrado**, Lecturer in Foreign Languages; (B.A., Amherst College; M.S., Southern Connecticut State University).
- \* **Jennifer Dealy**, Assistant Professor and Faculty Advisor, Psychology (B.A., Assumption College; Ph.D., University of Connecticut).
- \* **Kristen DeCarli**, Assistant Professor, Sport Management; (B.A. Endicott College; M.B.A., Albertus Magnus College).



\* **Alan DelFavero**, Assistant Professor in the Tagliatela School of Business and Leadership; (B.S., M.B.A., D.B.A., John F. Welch College of Business, Sacred Heart University).

**Melissa DeLucia**, Lecturer in Communications (B.S., M.S., Southern Connecticut State University).

**Garrett Dell**, Lecturer in Communications; (B.A., M.A.L.S., Albertus Magnus College, Ph.D., Salve Regina University).

\* **Natalie DeVaul-Robichaud**, Associate Professor of English; Director of the Academic Success Center and Writing Program; (B.A., University of Michigan; M.F.A., Sarah Lawrence College).

\* **Angel Duncan**, Assistant Professor and Director, Master of Arts and Art Therapy and Counseling Program; (B.A., Texas Lutheran University; M.A., MFT, ATR, Notre Dame de Namur University).

**William Drago**, Lecturer in Education, Coordinator of Student Teaching; (B.A., Providence College; M.S., Professional Diploma of Advanced Study in Educational Administration and Supervision, Southern Connecticut State University).

\* **Ross Edwards**, Assistant Professor of Political Science; Associate Dean, Traditional Undergraduate Program; (B.A., M.A., University of Massachusetts, Amherst; Ph.D., University of Minnesota).

\* **Nabil Elias**, Associate Professor of Business Administration; (Professional Post-Graduate in Executive Management, University of Cairo, Egypt; Master of Business Administration, Southern Connecticut State University; Doctor of Medicine, Shams University Faculty of Medicine, Egypt).

\* **Siobhan Evarts**, Associate Professor of Psychology; Director of the Master of Science in Clinical Counseling Program; (B.A., College of the Holy Cross; M.A., Ph.D., Hofstra University)

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\* **Howard Fero**, Professor of Management and Leadership; Director, Master of Arts in Leadership Program; Director of Master of Science in Management and Organizational Leadership Program; (B.A., Hofstra University; M.S., Baruch College; Ph.D., Claremont University).

\* **Deborah D. Frattini**, Associate Professor of English and Humanities; (B.A., Albertus Magnus College; M.S., Southern Connecticut State University; M.F.A., Albertus Magnus College).

\* **Jeffrey L. Gangwisch**, Assistant Professor of Art; (B.A., University of New Orleans; M.A., Falmouth University; M.F.A., University of Maryland).

\* **David Garaventa**, Assistant Professor, Computer Information Systems; Director of Computer Information Systems & Cyber Security Programs; (B.A., St. Michael's College; M.B.A., Champlain College; M.S.Ed., Albertus Magnus College; Ed.D. Southern New Hampshire University – Ongoing).

- \* **Michael T. Geary**, Professor of Criminal Justice; Criminal Justice Program Coordinator; (B.S., Mercy College; M.S., Long Island University; J.D., Pace University).
- \* **Wayne Gineo**, Professor of Economics; Director of M.B.A. Programs; (B.S., University of New Hampshire; M.S., University of Connecticut; Ph.D., University of Minnesota).
- \* **Tammy Hanna**, Assistant Professor in the Department of Master of Science in Human Services; (B.A., M.S.H.S., Albertus Magnus College).
- Susan Hawkshaw**, Lecturer in Music; (B.A., University of Rochester; M.A., M.Phil., Ph.D., Columbia University).
- Saylor Heidmann**, Lecturer in Education; (B.A., Wittenberg University; M.S., Purdue University; certification coursework in school psychology and administration and supervision, Southern Connecticut State University; doctoral coursework, Teachers College/Columbia University).
- Paul Hodel**, Lecturer in Philosophy and Religion; (B.A., Wittenberg University; M.Div., Yale University; M.S.W., Southern Connecticut State University).
- \* **Isaac Hon**, Professor of Chemistry; (B.S., M.S., University of Malaya; Ph.D., University of Connecticut).
- Carol Huckaby**, Lecturer in Human Services; Associate Director of Human Services Program; (B.A., cum laude, Albertus Magnus College; M.A., University of New Haven).
- \* **Rev. Kenneth Jorgensen, S.J.**, Professor of History and Political Science; Chair, Department of History and Political Science; (B.A., M.A., Gonzaga University; M.Phil., Ph.D., Columbia University).
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- Emru Kiydal**, Lecturer of Human Services; (B.A., Gazi University; M.S., Indiana University; Ph.D., Oakland City University).
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- \* **John N. Lawrie**, J.D., Assistant Professor of Criminal Justice; Director, Criminal Justice Program; (B.A., Westfield State College; M.S., Westfield State College; Ed.D., American International College).
- \* **Yvonne Lindemann**, Associate Professor of Art Therapy; Clinical Coordinator M.A.A.T.C. Program; (B.A., University of California, Berkeley; M.A., John F. Kennedy University; M.A.A.T., Albertus Magnus College).
- Ragaa Mazen**, Adjunct Professor of Psychology; Psychology Counseling Coordinator, M.A.A.T. Program; Director of Master of Science in Human Services; (B.A., Ein-Shams University, Cairo, Egypt; M.S., Ph.D., Yale University).

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\* **Jonathan McKinstry**, Assistant Professor of Business, Tagliatela School of Business and Leadership; (B.S., Central Connecticut State University; M.A., Wentworth Institute of Technology, M.S., Quinnipiac University).

\* **Abbe Miller**, Associate Professor of Art Therapy; (B.A., Wesleyan University; M.S., University of Bridgeport; ATR-BC, LPC).

**Warren Miller**, Lecturer in Mathematics; (B.S., Southern Connecticut State University; M.S., Southern Connecticut State University).

**William More**, Lecturer in Art Therapy; (B.A., Beloit College; M.A., The George Washington University; ATR-BC, Art Therapy Credentials Board).

\* **Clara Munson**, Professor of Business; (B.A., University of Louisville; M.B.A., University of New Haven; Ph.D., The Union Institute and University).

\* **Jerome Nevins**, Professor of Visual and Performing Arts, Chair, Department of Visual and Performing Arts; (B.A., Albright College; M.F.A., Rochester Institute of Technology).

\* **Sean O'Connell**, Professor of Philosophy; (B.A., M.A., The Catholic University of America; Ph.D., Fordham University).

**Donna Pallanti**, Lecturer of English and Education; Certification Officer and edTPA Coordinator (B.A., Albertus Magnus College; M.A., Trinity College; Professional Diploma of Advanced Study in Educational Administration and Supervision, Southern Connecticut State University).

**Suzanne Palmieri**, Lecturer in Sociology; (B.A., Albertus Magnus College; M.A., Fordham University).

\* **James Patsalides**, Assistant Professor of Management; (B.Sc. (Hons), Canterbury Christ Church University; M.S., Rensselaer Polytechnic Institute; M.A., Sacred Heart University; PMP, Project Management Institute; Ph.D., Prescott College).

\* **Bonnie Pepper**, Assistant Professor of Psychology; (B.A., Douglass College, Rutgers University; M.S., Ph.D., Ferkauf Graduate School of Psychology, Yeshiva University).

\* **Charles Rafferty**, Lecturer in English; Co-Director of Master of Fine Arts in Writing Program; (B.A. Richard Stockton College of New Jersey; M.F.A., University of Arkansas).

**Shiva Rezvan**, Assistant Professor of Psychology; (B.S., Azad University; M.A., Ph.D., University of Isfahan).

\* **Paul Robichaud**, Professor; Chair, Department of English; B.A., (Hons); M.A., University of Western Ontario; Ph.D., University of Toronto).

\* **Eric Schoeck**, Assistant Professor of English and Humanities; (B.A., Yale University; M.A.L.S., Albertus Magnus College).

\* **James T. Scott**, Assistant Professor and Faculty Advisor, Criminal Justice; (B.A., Albertus Magnus College; M.A.S., Fairleigh Dickinson University).

- Peter Sinclair**, Lecturer in English and Humanities; (B.A., Connecticut College; M.A., Ph.D., University of Connecticut).
- \* **Nicola Singh**, Assistant Professor of History and Political Science; (B.A., Queens College; M.A., Columbia University; Ph.D., Fordham University).
- \* **Jonathan Sozek**, Assistant Professor in Philosophy and Religion; (B.A., Sarah Lawrence College; M.A. McGill University, B.A., M.A., Catholic University; Ph.D., Brown University).
- \* **Hilda Speicher**, Professor of Psychology; (B.A., City University of New York; M.A., Ph.D., University of Delaware).
- \* **Jenny Spyres**, Instructor and Reading Specialist in the Department of English; (B.A., Trinity College; M.A. TESOL K-12, New York University).
- Anahit Ter-Stepanian**, Lecturer in Art History; (M.S., Yerevan Polytechnic Institute, Armenia; Ph.D., Moscow Architectural Institute, Russia).
- \* **Loel Tronsky**, Professor of Psychology and Education; (B.A., Dartmouth College; M.S., Ph.D., University of Massachusetts at Amherst).
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- \* **Rosemary Whelan**, Associate Professor in the Department of Biology and Chemistry; (B.S., Doctor of Philosophy, University College Dublin).
- \* **Patricia Yeaman**, Professor of Sociology; Chair, Department of Sociology; (B.A., Emmanuel College; M.A., Ph.D., Fordham University; M.S.W., University of Connecticut).

## Emeriti

**Judith Lawler Caron**, B.A., M.A., Associate Professor of Sociology.

**Sister Mary Faith Dargan, O.P.**, B.A., M.A., Ph.D., Professor of Classics.

**Norman Davis**, Ph.D., Associate Professor of Management.

**Robert Imholt**, Ph.D., Professor of History; Chair, Department of History and Political Science.

# Driving Directions

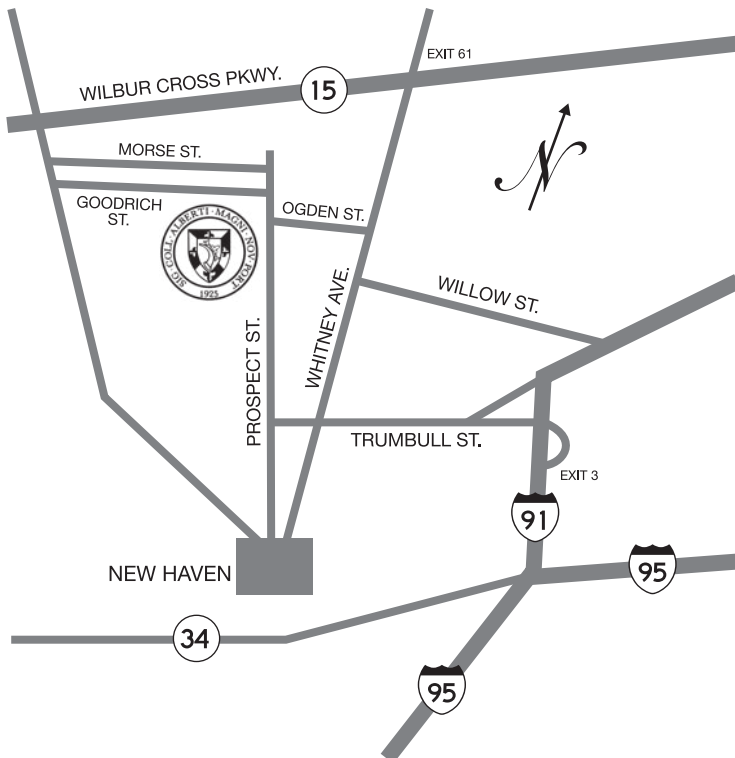
Albertus Magnus is easily reached by major highways from anywhere in the state and is convenient to Greater New Haven and the shoreline via I-91, I-95, and the Wilbur Cross parkway.

## ***From the shoreline east or west of New Haven***

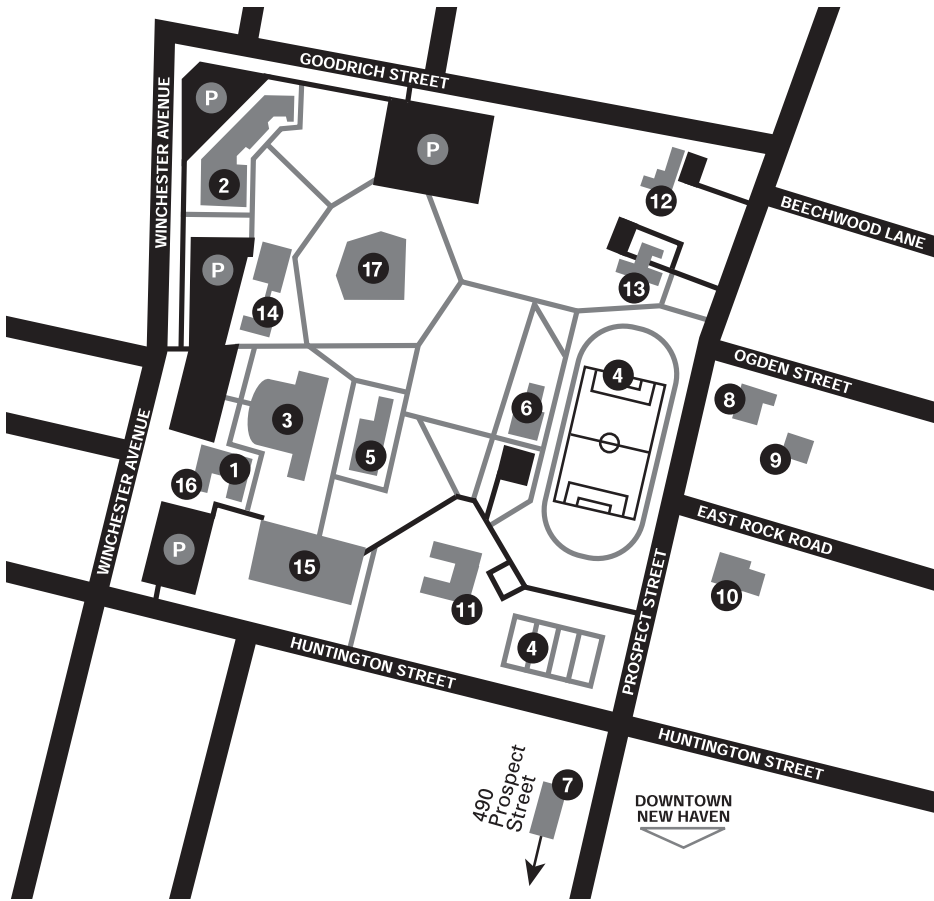
Follow I-95 to I-91 North. Take Exit 3 (Trumbull Street). Go straight ahead on Trumbull Street to Prospect Street. Turn right and follow Prospect Street about 1½ miles to Goodrich Street. Turn left onto Goodrich Street and after about 100 yards, turn left again at the main entrance to the campus.

## ***From Meriden, Wallingford, and other points north***

Follow the Wilbur Cross Parkway (Route 15) to Exit 61 (Whitney Avenue). Turn right and follow Whitney Avenue about 4 miles to Ogden Street. Turn right onto Ogden and proceed to Prospect Street. Turn right onto Prospect Street and take first left onto Goodrich Street. After about 100 yards, turn left again at the main entrance to the campus.



# Campus Map



- |   |  |
|---|--|
| ① ACT 2 Theatre                                     | ⑩ Nilan Hall                                   |
| ② Aquinas Hall/Bree Common                          | ⑪ Rosary Hall                                  |
| ③ Hubert Campus Center                              | ⑫ Sansbury Hall                                |
| ④ Celentano Playing Fields, Track and Tennis Courts | ⑬ Siena Hall                                   |
| ⑤ Dominican Hall                                    | ⑭ Tagliatela Academic Center/Walsh Hall/Chapel |
| ⑥ McAuliffe Hall                                    | ⑮ Cosgrove, Marcus and Messer Sports Center    |
| ⑦ 490 Prospect                                      | ⑯ Weldon Hall                                  |
| ⑧ Mohun Hall  | ⑰ Shea Softball Complex                        |
| ⑨ Mohun Annex                                       | Ⓟ Parking                                      |

# Notes

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## Albertus Magnus College

Accelerated Degree Program

Division of Professional and Graduate Studies

700 Prospect Street

New Haven, Connecticut 06511

Front cover: Bree Common, a gathering area adjacent to Aquinas Hall, is a popular respite for students to meet for coffee or to study in between classes. The building houses the Professional and Graduate Studies offices, the Devaney Conference Room and several lounges. Photo by Carolyn Behan Kraus '86.