

# Albertus Magnus College

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NEW HAVEN, CONNECTICUT



**2019–2021 COURSE CATALOGUE**  
**Traditional Undergraduate Program**

A Catholic College in the Dominican Tradition



# ALBERTUS MAGNUS COLLEGE



## Undergraduate Program Course Catalogue 2019–2021

**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.

*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 College advisors to confirm all information.*



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# Academic Year 2019–2020

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## 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>

# Academic Year 2020–2021

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## 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>

# The College

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## Statement of Mission of Albertus Magnus College

**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 Saint Mary of the Springs, 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.**

This 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.

## Goals

In its strong commitment to a Liberal Arts curriculum, the College affirms its fidelity to the life of the human mind and spirit. At Albertus we believe that training in the Liberal Arts is excellent preparation for life. A Liberal Arts background not only enriches one's daily existence, but also offers a firm foundation for mastery, either in college or afterwards, of vocational skills and the ability to utilize ever-changing technology.

At Albertus the learning experience is a joint effort in which both faculty and students take part. The Albertus community prides itself on its intellectual excellence, its high ideals, and its recognition of each person as a unique individual of dignity and worth, to whose development and achievements the college years are directed.

The total program of the College has as its purpose an education for a fuller personal life, for sensitive and worthwhile participation in a democratic society, and for carrying out the Dominican ideal: the search for truth in all its dimensions.

## 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  
Dr. Marc M. Camille 2017–Present

## 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.

## The Albertus Community

Albertus Magnus College stresses excellence, access and innovation in higher education. Welcoming students of all races, creeds, and countries of national origin, the College has a tradition of designing specially-tailored programs for students at different stages of their post-secondary education. Albertus Magnus offers academic programs in on-ground, blended, flex, and online formats at undergraduate and graduate levels that are designed to meet the specific needs of discrete groups of learners. Each program embodies the College's commitment to promoting lifelong learning by providing an education that enables students to pursue truth in all its dimensions that is also practical in its application.

The Albertus Magnus College Traditional Undergraduate Program is the heart of the College, a semester-based undergraduate experience at our New Haven campus. Assisting students to develop insight into the world and their place in it, the traditional Undergraduate Program stresses the Liberal Arts as a foundation for the skills, knowledge, and dispositions needed to build meaningful lives and careers. Featuring small class sizes, personalized attention from highly qualified faculty who are masters of their disciplines and the craft of teaching, the Program offers twenty-eight majors in the Liberal Arts and Sciences, Business and Education.

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 a flexible format that allows students to choose on a course-by-course basis between blended courses (50% online and 50% on-ground) and fully online offerings, thereby enabling

students to complete their programs in a blended format, in a combination of blended and online courses, or fully online. The Division of Professional and Graduate Studies offers seventeen major Liberal Arts and Business Programs through its Accelerated Degree Program. A total of fourteen graduate programs include a 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 Public 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, and Master of Science in Management and Organizational Leadership, as well as post-masters certificates in Addiction Counseling and Advanced Alternative Preparation (AAP) as a Literacy Specialist in Reading/Language Arts Certification. All programs are offered on the College's main campus in New Haven, CT. Select programs are offered at the College's East Hartford location. (See the Albertus Magnus College website for the most current offerings and locations: [www.albertus.edu](http://www.albertus.edu))

## The Academic Year

In its Traditional Undergraduate Program, the Albertus Magnus College year is composed of two semesters. In the Division of Professional and Graduate Studies, the academic year is composed of five modules, enabling students to earn thirty credits during the academic year and thus complete their degrees within four calendar years.

## Location

The choice of New Haven as the site of the Albertus Magnus College main campus is in harmony with the goals and ideals of the institution. A cosmopolitan city with a continuing tradition as a national educational and cultural center, New Haven, located halfway between New York and Boston, has in recent decades added to its already distinguished reputation by notable new developments in many fields. Its programs in urban and regional planning, in social action, and in healthcare have attracted wide and favorable notice. Long a center of arts and letters, the city has always offered a variety of opportunities in these fields.

New Haven is a college town, and much activity is planned for the benefit of the students from all of the five area colleges and universities. Lectures and musical performances presented by well-known figures as well as a variety of college sporting events draw large audiences. The city has some of the finest theatres in the country, including the award-winning Long Wharf and Yale Repertory theatres. The Yale Art Gallery, the Yale Center for British Art (which houses the largest collection of British art, rare books and sculpture outside Great Britain), museums, and movie theatres are equally accessible.

## Accreditation

Albertus Magnus College is accredited by the New England Commission of Higher Education. 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:

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

In addition, A.S., B.S., and M.B.A. Business Programs at Albertus Magnus College (Traditional Undergraduate Program, Accelerated Degree Program, and New Dimensions) 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 Commission on Accreditation of Allied Health Education Programs and by the Accreditation Council for Art Therapy Accreditation.

## 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  
450 Columbus Boulevard, Suite 707, Hartford, CT 06103-1841  
[www.ctohe.org/StudentComplaints.shtml](http://www.ctohe.org/StudentComplaints.shtml)

## 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 Association of Hispanics in Higher Education
- American Council on Education
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of College Unions–International
- Association of Governing Boards
- Association of Graduate Schools of Liberal Studies Programs



Association for Orientation–Transition–Retention in Higher Education (NODA)  
Association of Title IX Administrators  
Association of Writers and Professional Programs  
Chi Alpha Sigma  
The Clery Center  
College Board  
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 of Independent Colleges Online Course Sharing Consortium  
Council for Adult and Experiential Learning  
Council for the Advancement and Support of Education  
Affiliated Student Advancement Programs  
Council for Higher Education Accreditation  
Commission on Accreditation of Allied Health Education Programs  
Council of Independent Colleges  
Council on Undergraduate Research  
The Dominican Consortium  
Dominican Higher Education Council  
Eastern Association of Colleges & Employers  
International Accreditation Council for Business Education  
National Academic Advising Association  
National Association of Academic Advisors  
National Association for Campus Activities  
National Association of Colleges & Employers  
National Association of College and University Business Officers  
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 Commission of Higher Education  
New England Faculty Development Consortium

Northeastern Association of Graduate Schools  
Quality Matters  
United States Association for Small Business and Entrepreneurship

## The Campus

Albertus Magnus College is located in one of the distinguished residential neighborhoods of urban New Haven. Its campus covers approximately 50 landscaped acres on Prospect Hill. This site affords an attractive setting for the modern collegiate buildings and spacious private estates that now house the College.

On campus, students find facilities for residence and for their academic, athletic, cultural, social and spiritual lives. The services, advantages, and attractions of New Haven are within convenient reach by local bus or on foot. The campus encompasses a number of gardens, pleasant walks, picnic areas, tennis courts, and playing fields. There is off-street parking for automobiles on lots within the College grounds.

Consistent with the College's goal of promoting accessibility to higher education, Albertus Magnus College also has established a satellite campus in East Hartford, Connecticut where students may take select undergraduate and graduate programs in Professional and Graduate Studies.

## Student Residences

Albertus considers the experience of group living to be an important part of a college education. The College operates houses on campus for resident students and provides food service in the Campus Center for the College community.

Students live in houses named to honor founders and benefactors of the College. Many of the buildings on campus are interesting historically because of their previous ownership by eminent Americans. They reflect a variety of architectural styles—modern, French Provincial, and Victorian. The College has five residence halls: Dominican Hall, McAuliffe Hall, Nilan Hall, Sansbury Hall, and Siena Hall.

## Buildings

### ***Aquinas Hall***

Originally built in 1965, Aquinas Hall is the chief academic and administrative building on campus. A new wing housing the Accelerated Degree Program, Bree Common, and state-of-the-art classrooms was added in 2009. Included in the building are classrooms, seminar rooms, computer facilities, offices, lounges, academic computer labs, and computer classrooms, all of which are wired for computer utilization, Internet connections and document projection.

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

The Cosgrove, Marcus, Messer Athletic Center has 60,000 square feet of athletic and recreational facilities. Included in the Athletic Center is a six-lane, 25-yard pool, complete with a Jacuzzi® that is located on the pool deck. The Center also houses a large double gymnasium, three racquetball courts, a state-of-the-art fitness center, dance room, classroom, and six locker rooms.

***Hubert Campus Center***

Opened in 1970, the Hubert Campus Center underwent a major transformation in 2019 to expand the services and facilities that support the life of the College community. The Center includes several dining facilities, game and conference rooms, multi-use gathering spaces, a health clinic, a recreation center, and a rooftop garden. A bridge connects the Hubert Campus Center to the upper campus.

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

This 18,000-square foot Academic Center, which opened in January, 2005, was designed as a state-of-the-art facility to support the continued growth of academic programs at Albertus Magnus College. The building includes multi-disciplinary learning areas, a teaching amphitheatre, a CIS suite, communications studio and suite, and science classrooms and labs. A two-story atrium—dedicated to St. Albert the Great—provides communal space for student, alumni and community activities.

***Mohun Hall***

Mohun Hall houses the administrative offices of the President, Admission, and the Advancement Division of the College, including the offices of Development, and Alumni Relations.

***Mohun Annex***

Mohun Annex houses the administrative offices of the Communications and Marketing Department.

***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***

The College's St. Catherine of Siena Chapel is located in Walsh Hall, adjacent to the Tagliatela Academic Center.

***Walsh Hall***

The recently renovated Walsh Hall now houses the College's St. Catherine of Siena Chapel and the Margaret L. MacDonough Board Room.

***Weldon Hall***

One of the original buildings on the property when the College was founded in 1925, Weldon Hall was completely renovated in 2006 to house Education Programs.

**Parking**

Parking is available in the lower campus near Aquinas Hall and Hubert Campus Center. At the residence halls and library there is limited parking. Parking on College property 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.

## Academic Programs Overview

### ***Undergraduate Programs***

Albertus Magnus College offers a comprehensive undergraduate program in a traditional semester format to students and a number of accelerated undergraduate and graduate programs in a variety of formats for the working professional population. This catalogue describes the details for being admitted and participating in the traditional Undergraduate Program. For those interested in our other evening programs, or in Master's degree programs, we provide the following descriptions. Please request a separate catalogue for more information on these programs or visit the College website at [www.albertus.edu](http://www.albertus.edu).

### ***Adult Education Programs in the Division of Professional and Graduate Studies***

The Adult Education programs of Albertus Magnus College were developed to make a quality education available to adults. Since many adults work or have other full-time commitments, these programs offer the educational excellence of Albertus Magnus College in a flexible evening schedule. Many programs are designed to enable students to choose between blended and online formats on a course by course basis. This enables students to complete their programs in a fully blended format, an online format, or in a combination of the two. No special entrance exams or College Boards are required for any of the undergraduate degrees, certificate programs, or non-credit courses. The Division of Professional and Graduate Studies houses the Accelerated Degree Program, which offers Associate of Arts, Associate of Science, Bachelor of Arts, and Bachelor of Science Degrees; graduate programs; and post-graduate certificate programs.

The Program enables men and women with full-time career commitments and other obligations the opportunity to earn the same degree as full-time students in the traditional Undergraduate Program. The program offers undergraduate degrees in Accounting, Business, Communications, Computer Information Systems, Criminal Justice, Cyber Security, Finance, General Studies, Healthcare Management, Humanities, Human Services, Liberal Studies, Management, Philosophy and Religion, Psychology Social Science, and Sociology. A hallmark of the program is close faculty-student interaction. Every effort is made to ease the return to the classroom and to help each student achieve his or her goals of professional advancement, career change, or personal enrichment. Graduate programs in the Division of Professional and Graduate Studies are tailored to the needs of working professions and include a Master of Arts in Art Therapy and Counseling, Master of Arts in Leadership, Master of Arts in Liberal Studies, Master of Fine Arts in Writing, Master of Business Administration (General, Accounting, Healthcare Management, Human Resource Management, Leadership, Marketing, Project Management), Master of Public Administration, Master of Science in Accounting, Master of Science in Criminal Justice, Master of Science in Clinical Counseling, Master of Science in Education, Master of Science in Human Services, and Master of Science in Management and Organizational Leadership, as well as a post-masters certificate in Addiction Counseling and a post-masters certificate for Advanced Alternative Preparation (AAP) as a Literacy Specialist in Reading/Language Arts Certification.

The class schedule for all programs in the Accelerated Degree Program, except for the Master of Arts in Art Therapy and Counseling and the Master of Fine Arts in Writing, is divided into five eight-week modules. Most classes are offered in a blended format, with classes meeting one night a week in the classroom and additional instruction online or fully online. Taking two courses per module makes it possible to earn 30 credits in one calendar year.

Please refer to the Division of Professional and Graduate Studies and Graduate Program Catalogues for listings of the courses available in these programs.

An accelerated schedule utilizing evening study lessens the time it would normally take to earn equivalent degrees. Degrees may be sought in other major areas, but advanced major courses might have to be taken during the daytime hours.

### ***Campus Locations:***

#### **Albertus Magnus College**

Offices and classrooms are housed on the main campus of Albertus Magnus College.

#### **East Hartford Campus**

Offices and classrooms are housed at 222 and 225 Pitkin Street.

### ***Graduate Programs***

#### *Master of Arts in Art Therapy and Counseling*

The Master of Arts in Art Therapy and Counseling program requires a total of 60 credit hours of coursework in art therapy, psychology, and counseling, in addition to 725 hours of supervised fieldwork/internship experience. The objective of the program is to prepare competent clinical art therapists who can function both independently and as members of multidisciplinary treatment teams in a variety of settings.

Admission is competitive. Admitted students may take a full-time or part-time course load. The program is divided into two semester terms and a shortened summer term per academic year and can be completed within two and a half years by full-time students carrying 9–12 credits per term. Alternatively, students wishing to retain part-time employment may spread the academic portion of the curriculum over a longer period of time. Most courses are offered in the evening, and all courses are on campus.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

#### *Master of Arts in Leadership Program*

Grounded in the best tradition of the Liberal Arts, or “arts that liberate,” and professional disciplines, the Master of Arts in Leadership Program integrates concepts from philosophy, religion, organizational psychology, sociology, cultural anthropology, organizational theory and development, strategic management, political science, and human resource management—to provide participants with a strong base for effective leadership in a diverse and pluralistic society. The 33 credit-hour graduate program views leadership as a relational process that is inclusive of people and diverse points of view, is purposeful and builds commitment towards a shared vision, empowers those involved, and is rooted in ethical reasoning and cultural self-awareness. The program is designed to help participants build skills in critical leadership areas.

Participants in the Master’s in Leadership Program at Albertus Magnus College should be able to develop as visionary leaders who strengthen their organizations and communities by creating and nurturing cultures of reciprocal trust, ethical behavior, empowerment of colleagues, and service. The program balances theory and practice in focused seminars, practicums and a Capstone Project, all aimed at developing the participant’s potential for communication, team leadership, building community, and the projection of vision rooted in ethical values.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

### *Master of Arts in Liberal Studies*

The Master of Arts in Liberal Studies is a 33-credit graduate program that provides an alternative approach to continued learning for the mature student. It offers graduate-level study in the Liberal Arts to those who seek a broad, interdisciplinary approach to knowledge. The Master of Arts in Liberal Studies program promotes a unified perspective of knowledge and encourages the freedom to explore ideas across boundaries, building a foundation for life-long learning.

Students in the Master of Arts in Liberal Studies program take a global approach to themes and issues, embracing disparate cultures and disciplines. Science may inform the study of art; Eastern philosophies may shed light on those of the West. By emphasizing comparative analysis and international concerns, the Master of Arts in Liberal Studies program can be an invaluable resource for students in understanding the emerging shape of this century.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

### *Master of Fine Arts in Writing*

The Master of Fine Arts has a compelling curriculum and gifted instructors devoted to helping students hone their craft as writers. Graduates of the program will demonstrate a knowledge of the conventions of specific writing genres; an understanding of the creative process; a knowledge of market trends in specific areas of professional writing; the ability to develop an effective project synopsis, outline, as well as submission materials that conform to industry expectations and standards; highly developed writing skills; and the ability to plan and execute a major project in a specific genre of writing.

For students in the Traditional Undergraduate Program, we offer a five-year B.A./M.F.A. option. Students must meet with their academic advisor prior to the start of their junior year.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

### *Master of Business Administration*

The Master of Business Administration program is designed to be a formative process that assists students from a wide range of backgrounds to gain access to higher education, acquire advanced academic skills and knowledge, and develop the capacity to be informed, effective, and ethical citizens.

The program is open to traditionally-aged college graduates as well as non-traditional students. The program consists of 48 credits and includes a blended curriculum that features online and classroom experiences. Students will have the option to take 9 credits of elective work in the following areas: Accounting, Human Resources, General Management, or Leadership. Both part-time and full-time study options are available in an evening modular system that has five starting points each year. Advanced standing placement is possible for students with undergraduate business degrees. Students may have up to 12 credits waived.

The M.B.A. program produces graduates that exhibit highly developed analytical and communication skills, demonstrate mastery of vital tools and concepts used in the business environment, and are prepared to engage in ethical leadership in their chosen career fields.

For students in the Traditional Undergraduate Program, we offer a five-year B.S./M.B.A. option. Students must meet with their academic advisor prior to the start of their junior year.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

### *Master of Public Administration*

The Master of Public Administration (MPA) is a 36 credit degree program designed for working professionals seeking a long-term career working for nonprofits, non-governmental organizations (NGOs), or government agencies. The MPA program is based on an interdisciplinary approach that enables students to lead, implement policy, solve problems, and improve efficiency in nonprofit organizations, institutions, and different levels of government.

The MPA program has two components. The first component requires seven core courses that provide a student with the basic concepts and methods of public administration. The courses offer an experiential learning opportunity in the community as well as an examination of quantitative tools for policy analysis that leads to a capstone project. The second component requires the completion of five elective courses, all suited to the student's career interests or particular substantive area.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

### *Master of Science in Accounting*

The Master of Science in Accounting program is a 30 credit program that enables students who have completed the appropriate undergraduate credits to meet the education requirement for a CPA certificate in the State of Connecticut. Students who enter the M.S.A. program are required to have either a Bachelor's degree in Accounting or a Bachelor's degree in another area, including 12 credits in accounting. This ensures that students enter the program with an adequate background in basic accounting principles and methods. The courses offered in the program build on this background, and the curriculum addresses advanced accounting topics. The courses have been chosen to align with the content areas of the Uniform CPA examination and to prepare students for a career in the field. Nine of the ten required courses do not have to be taken in any particular order but the last course in the program is a capstone course, "Accounting Research Project". This course includes an assessment of the various areas covered in the program and on the CPA examination. Each student develops a project that focuses on an area that needs further development.

For students in the Traditional Undergraduate Program, we offer a five-year B.S./M.S. option. Students must meet with their academic advisor prior to the start of their junior year.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

### *Master of Science in Clinical Counseling*

The Master of Science in Clinical Counseling program is a 60 credit program that enables students who have successfully completed the program to meet the education requirement for becoming a Licensed Professional Counselor (LPC) in the State of Connecticut. The program offers two tracks, one in mental health counseling and one in addiction counseling. Students who enter the program are required to have an earned bachelor's degree from a regionally accredited college or university (or equivalent foreign institution), a cumulative G.P.A. of 3.00 or greater, and at least 15 credits in psychology, including a course in statistics.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

### *Master of Science in Criminal Justice*

The M.S. in Criminal Justice program is a 33 credit graduate program designed to enable students who have completed an appropriate undergraduate degree, or who have a 3.5 G.P.A. and are in their final semester at Albertus Magnus College, to engage in advanced study in Criminal Justice. The program offers two unique concentrations: correctional studies and juvenile justice.

For students in the Traditional Undergraduate Program, we offer a five-year B.S./M.S. option. Students must meet with their academic advisor prior to the start of their junior year.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

### *Master of Science in Education*

The ADP Master of Science in Education program seeks to strengthen the ability of provisionally certified teachers to work effectively in promoting literacy and academic achievement in the culturally and ethnically diverse environment of 21st century America. The program stresses the ability to seek out, understand, and apply insights from current educational research, with the fundamental goal of improving literacy levels of all students in our schools. The program will prepare individuals to assume leadership roles among their colleagues and within their school districts, particularly in initiatives related to differentiating instruction and improving student literacy levels.

### *Master of Science in Human Services*

The Master of Science in Human Services provides students with an education that will enable them to function effectively as psychosocial health professionals capable of assuming responsible positions in a variety of public and private agencies. Albertus Magnus College human service graduates will be empowered to use their advanced skills to offer assistance to clients within the context of their community and environment.

For students in the Traditional Undergraduate Program, we offer a five-year B.S./M.S. option. Students must meet with their academic advisor prior to the start of their junior year.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

### *Master of Science in Management and Organizational Leadership*

The ADP Master of Science in Management and Organizational Leadership (MSMOL) program has been designed for the adult working professional whose advancement in the contemporary workplace is increasingly dependent on significant academic achievement in an environment which emphasizes both the theoretical approach to management and leadership issues and the opportunity to profit from practical work-related experiences. Participants deepen their understanding of the ethical, social, behavioral, economic and organizational concepts which are critical to the management and leadership of corporations and businesses. This program serves the needs of a wide range of learners in organizations large and small, particularly those who need to acquire or develop the analytical skills which will enable them to make more effective contributions to the workplace and offers participants ample opportunity to learn about and to practice leadership in a nurturing and intellectually invigorating environment.



Please refer to the Graduate Program Course Catalogue for listings of courses available in this program.

*Post-Master Certificate in Addiction Counseling*

The Addiction Counseling Certificate program prepares professionals for specialized clinical work with clients suffering from substance use disorders (e.g., alcohol or drug abuse/dependence). This program is intended for individuals who already have some background in a counseling-related field. Upon completion of this program, students will have completed all educational requirements for certification or licensure as an Alcohol and Drug Counselor in the State of Connecticut as well as certification by the Connecticut Certification Board (CCB), an affiliate of the IC&CR. Licensure (LADC) is available only to persons holding an appropriate master's degree; those with lesser academic credentials may, however, pursue certification. Supervised experience in the field and a passing score on the International Certification Examination are also necessary before licensure or certification may be conferred.

Please refer to the Albertus Magnus College Graduate Programs Catalogue for listings of the courses available in this program.

The following Graduate Program is offered through the Department of Education and Teacher Preparation:

*Advanced Alternative Preparation Program (AAP)*

The Advanced Alternative Preparation (AAP) Program is offered by the Education Programs Unit of Albertus Magnus College under the auspices of the Department of Higher Education's Alternate Route to Certification Program. This is a non-degree program leading to Connecticut Certification #102, Remedial Reading/Remedial Language Arts Specialist. It is intended for individuals with valid Connecticut teaching certificates, who have completed five or more years of full-time teaching, and who hold master's degrees. The purposes of the program are: to address shortage of certified reading specialists; to enable classroom teachers to acquire special expertise related to instruction, supervision and diagnosis of reading at all grade levels, 1–12; and to increase literacy skills of Connecticut's school children. The program consists of two summer sessions on the Albertus campus, as well as nine Saturday seminars during the academic year, in addition to clinical practice, professional reading, and regular discussion sessions, all under the guidance of assigned program advisors.

# Admission

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## Who May Apply

Albertus Magnus College welcomes applications from students of all ages, all nationalities and all ethnic, racial, and religious groups. An applicant may be admitted as a first year student, or as a transfer student with advanced standing.

## Visiting the Campus

Prospective students and their families are encouraged to visit the campus and Office of Admissions located in Mohun Hall at 765 Prospect Street, New Haven, CT, 06511. Tours and class visitation can be scheduled from 9:00 a.m. to 3:00 p.m. during the week and on selected Saturdays at 10:30 a.m. by calling the Office of Admissions locally at 203-773-8501 or toll-free 800-578-9160, emailing [admissions@albertus.edu](mailto:admissions@albertus.edu) or by visiting [www.albertus.edu/visit](http://www.albertus.edu/visit).

## The Application Process

Applications may be completed online by visiting [www.albertus.edu](http://www.albertus.edu).

## Admission Requirements

The following credentials are required of every undergraduate student applying to Albertus Magnus College.

1. A completed application form with \$35 application fee
2. An official transcript from a regionally accredited high school demonstrating graduation, or a GED. If the student is still in high school, a transcript of his/her work to date is required. Applicants completing high school will be required to submit final proof of graduation prior to matriculation.
3. Official standardized test scores from either the SAT or ACT (optional). Albertus Magnus College is a test-optional institution, but will consider standardized test scores for placement purposes.
4. One letter of recommendation from a guidance counselor, high school teacher or other academic source who is familiar with the applicant's academic ability and potential
5. A personal essay on a topic of your choice (500 word minimum).

The Office of Admissions takes a holistic approach when evaluating applications and making an admissions decision. The applicant's academic record, recommendations, college entrance examinations, personal essay, and school and community activities are all reviewed carefully during the process. At least 16 academic units of credit must be presented, including four units in college preparatory English. The recommended distribution is four years of English, three years of mathematics, two years of a foreign language, at least one year of lab science, and one year of history.

The information required above will be used by the Office of Admissions in deciding on the merits of applicants. Special consideration may be given to selected candidates

whose preparation varies from the recommended pattern, but whose record gives evidence of genuine intellectual ability and interest.

## International Students

Albertus Magnus College extends a warm welcome to our international students. Our diverse community is empowered by the creative ideas, individual gifts, and varied experiences shared by our students.

International students are those whose permanent residence is outside the US. International students who plan to attend classes on campus must obtain Form I-20 (Certificate of Eligibility for Nonimmigrant Student Status) and an F-1 Visa.

The following credentials are required of On Campus International Undergraduate First Year & Transfer Applicants:

1. A completed online application and US\$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).
5. Copy of applicant's valid, unexpired passport. If applicant is already in the US, please also include a copy of visa/admission stamp and I-20 from current institution, if applicable.
6. Official bank statement from the last six months with a minimum of US\$40,000.
  - a. The US Citizenship and Immigration Services (USCIS) requires proof of access to financial resources to cover academic, living, and personal expenses for the first academic year in the US. Albertus does not have a Financial Aid program for international students.

### **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.

### ***Obtaining Form I-20 and F-1 Visa***

Only students accepted for admission to Albertus's ON CAMPUS undergraduate and graduate programs need an I-20 and F-1 Visa.

The following steps must be completed sequentially so that an international student planning to study on campus can receive the documentation required to attend Albertus Magnus College:

1. Apply for admission to Albertus by submitting all aforementioned materials required of applicants, as outlined by the Office of Admissions.
2. Gain admission.
3. Submit a nonrefundable deposit of US\$400. Upon receipt of the deposit, an initial I-20 will be provided by Albertus. **An I-20 will not be issued until the deposit is received by Albertus.**
4. Provide a copy of an official bank statement. International students are reminded that, in addition to their academic expenses, they must have access to sufficient funds for living and personal expenses during the periods in which the college is closed, namely June through August and December through January. The US Citizenship and Immigration Services (USCIS) requires proof of access to financial resources to cover academic, living, and personal expenses for the first academic year in the US. Albertus does not have a Financial Aid program for international students.
5. Provide a copy of your valid, unexpired passport. If applicant is already in the US, please also include a copy of visa/admission stamp and I-20 from current institution, if applicable. If applicant plans to bring dependents, please include a copy of each dependent's passport.
6. Once the student receives the signed I-20 document via mail, he/she must pay the I-901 SEVIS fee of US\$350 online at <https://www.fmjfee.com/i901fee/index.html>.
7. All international students, with the exception of Canadians, must complete the DS-160 form and apply for a visa interview online at <https://www.usembassy.gov>.

### ***Maintaining Immigration Status***

As an I-20/F-1 student visa holder, it is the responsibility of the student to maintain their legal immigration status. The International Staff at Albertus Magnus College will use the student's official Albertus email address to contact the student regarding any and all immigration updates and reminders. It is the student's responsibility to frequently check for new emails and read them.

In order to maintain the international visa status, all on campus international students must abide by the following rules:

1. The student may only attend the institution listed on their I-20 (Albertus Magnus College).
2. The student must maintain full-time enrollment in a course of study each academic term. Summer term is optional. The minimum per semester is:
  - a. Undergraduates – 12 credits
  - b. Graduates – 9 credits
3. In order to keep your I-20 valid, students must be making satisfactory progress towards the completion of their academic program. Repeated failures or withdrawals can impact immigration status. We recommend that the student meet with Albertus staff if facing any academic difficulties.
4. The student must check the program end date on their I-20. (This is the expiration date.) If the student needs to remain in the US longer than the period listed on the I-20, the student must file an I-20 extension at least two weeks before the program end date indicated on the I-20.
5. The student must not accept employment off campus without authorization from both Albertus and US Citizenship and Immigration Services (USCIS). The student will be allowed to apply for curricular practice training (CPT) during their academic studies or optional practical training (OPT) after graduation. The student will be responsible for making an appointment with Albertus staff to apply for CPT or OPT authorization. The employment must be related to the student's field of study.
6. If the student has been approved to work on campus, the student must not work more than 20 hours per week during the academic year. Students can work up to 40 hours per week during the summer break.
7. The student is responsible for notifying Albertus of their intention to transfer to another US school.
8. The student must maintain a valid, unexpired passport.
9. If the student plans to travel outside the US and return to Albertus to continue their studies, the student must submit the I-20 to the International Staff for travel authorization at least two weeks before the intended travel outside the US.
10. Students must report any changes to degree, major, program level, funding source, name, or address to the Albertus International Staff within ten days of the change.

## **Notification of Admission**

Albertus Magnus College utilizes a system of rolling admission; as such, students may apply throughout the year. Semesters typically begin in mid-January and late August. An application is reviewed when all relevant materials have arrived and the students are notified of the decision on a continual basis.

## **Reply Date**

Albertus Magnus College adheres to the National Candidates Reply and Deposit Date of May 1 for students starting in the fall term. An extension of the May 1 deadline may be obtained by request to the Office of Admissions. If an applicant is waiting for federal aid, the extension is given automatically.

## Deferred Admission

Upon being accepted to Albertus, an applicant has the option of delaying entrance for a year, and has until May 1 of the year in which a student is accepted to inform the Office of Admission of his or her plans. The expected deposit must be paid by that date. For entrance, applicants must inform the Office of Admission of their intention to enroll by May 1 of the entering year. Failure to do so will result in a forfeit of the deposit.

## Enrollment Deposit Fee

An enrollment deposit fee is required of students who have decided to attend Albertus Magnus College. The fee is \$400 for students who plan to reside on campus and \$350 for students who plan to commute. These fees will be credited toward the student's first semester. The deposit fee is non-refundable for both resident and commuter students. Enrollment deposits can be made online at our website ([www.albertus.edu](http://www.albertus.edu)), by check, money order or credit card. Please make checks payable to Albertus Magnus College.

## Medical Forms

Prior to enrollment, the student must have a physician complete two college medical forms. Students will not be permitted to finish the registration process unless the health forms are completed and returned to the Student Services department.

## Non-Matriculating Students

Non-matriculated students may take a maximum of 12 credits before formally applying to the College. Those non-matriculated students who may have an interest in applying to the College must complete the formal application process. Credits from the courses taken as a non-matriculated student will apply to the student's course credits. An application to become a matriculated student does not guarantee admission.

Non-matriculated students will pay the prevailing tuition rate. Non-matriculated students are not eligible for financial aid. All Albertus Magnus College courses have limited enrollment; priority and permission are given to matriculated students. The College determines which courses are open to non-matriculated students as well as the number of students allowed in each course.

For guidance purposes, the high school record and complete college transcripts may be requested.

For information on how to register for courses as a non-matriculated student, please contact the Office of the Registrar.

## Transfer Students

Albertus Magnus College welcomes applications from transfer students. Normally, a cumulative average of 2.0 on a grade scale of 4.0 is required of students transferring from fully accredited institutions.

## Transfer Requirements

The following credentials are required of every transfer student:

1. A completed application form with a non-refundable \$35 application fee
2. An official transcript from each college or university attended
3. One letter of recommendation from a person who is familiar with the student's academic ability
4. High school transcript demonstrating graduation or GED. \* Undergraduate applicants must have official transcripts for all previously attended colleges or universities sent to the Office of Admissions as well as high school credentials.
  - 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.
  - Students enrolled in the traditional undergraduate program who successfully completed three years of the same foreign language at the high school level can earn a waiver. An official high school transcript is required.
5. A personal essay on a topic of your choice (500 word minimum).

## Academic Credential Translation

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. All transcripts **must be in English**; it is the applicant's responsibility to have transcripts/documents translated and evaluated before submitting them as part of their application packet. All foreign transcripts/documents that are not in English must be accompanied by a certified English translation. Documents signed by a notary or other person with no educational affiliation will not be accepted. World Education Services (WES) is our preferred credit evaluation service.

## English-Language Requirements

Any applicant whose first language is not English or who has graduated from non-English speaking high schools must demonstrate to the satisfaction of the College sufficient mastery of English to enable them to perform college level work by submitting scores of the Test of English as Foreign Language (TOEFL). Information on examination dates and locations abroad may be obtained from U.S. embassies and consulates. This information is also available at [www.toefl.org](http://www.toefl.org).

## The I-20/F-1 Visa

The following steps must be completed sequentially in order for an international applicant to receive his/her necessary documentation to attend Albertus Magnus College.

1. Apply for admission to Albertus Magnus College by submitting all aforementioned materials required of international applicants as outlined by the Office of Admission.
2. Gain admission.
3. Submit a non-refundable deposit of USD \$400 to the Office of Admission.

Upon receipt of the deposit, an initial I-20 will be provided and sent by Albertus Magnus College. **An I-20 will not be issued until the deposit is received by the Office of Admission.**

4. Apply for F-1 student visa.

Attention is called to the U.S. Department of Homeland Security regulation requiring that international students (whether already in the U.S. on an F-1 student visa or applying from abroad for an F-1 student visa) show access to financial resources sufficient to cover their academic, as well as living and personal expenses while in the United States. Advice on meeting this governmental requirement may be obtained upon request from the Office of Admission.

International students are reminded that, in addition to their college expenses, they must have access to sufficient funds for living and personal expenses during the periods in which the College is closed, namely June through August and December through January.

**Undergraduate international students may only apply for admission to the Albertus Magnus College Traditional Undergraduate Program.** International students may not apply for or matriculate in either the Division of Accelerated Degree Programs or the New Dimensions Program.

## 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. Students 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.

## Recognition of Credit Earned Elsewhere

The policies outlined below govern the granting of credit by Albertus Magnus College for academic work done elsewhere.



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.

These courses may be used as requirements or as elective courses in the specific degree program selected by the student.

Decisions concerning acceptance of credit earned at partially accredited institutions will be made on an individual basis. In the case of full-year courses in subjects (e.g., foreign languages) when a D grade earned in the first semester is followed by a C or better grade in the second semester at the same institution, the entire course is transferable.

The application of transfer credits to the major selected by the student must be decided in individual cases according to the requirements of each department.

A maximum of 90 credits is transferable from an accredited four-year college for work done satisfactorily (C or better). A maximum of 64 credits is transferable from junior and community colleges. B.F.A. students may transfer an additional 9 credits. A maximum of 39 credits is transferrable toward an associate's degree from a regionally accredited institution.

Undergraduate students must earn their final 15 credits and at least 12 credits in upper-level courses at Albertus Magnus College. These 12 credits shall be chosen in consultation with the Department Chair, and may exclude credits earned in practical training or internships.

“Pass” courses are transferable only if it can be documented that the Pass grade is equivalent to a C or better.

Credit will be given for appropriate courses taken during the training period for Peace Corps and/or Vista workers, during military service, and/or earned under CLEP. Except for CLEP, credit must appear on an official transcript from a fully accredited college. The Educational Testing Service should send CLEP scores directly to Albertus Magnus College.

## **CLEP and ACT Tests**

Albertus Magnus College will grant credit for appropriate subject examinations according to the policy recommended by the American Council of Education (ACE) on College Level Examination Program (CLEP) of The College Board; i.e., credit will be granted to individuals earning scores at or above the mean score for C students on CLEP national norms. Credit for general examinations may be granted on the basis of a score of 50 or more.

A student who takes the CLEP general examination in English composition must take the version that includes the essay section. If, due to the constraints of time, this is not possible, the student may take the multiple-choice examination and submit a writing sample to the Chair of the English department.

The American College Testing Proficiency Examination Program (ACT-PEP) is a second national testing program recognized by Albertus. Credit is awarded to students receiving the recommended passing score.

All credit granted through CLEP and ACT-PEP is tentative until the applicant has been admitted to a degree program and has successfully completed one full year of study at Albertus. Before taking subject examinations, a student already enrolled at Albertus must have the permission of the Vice President for Academic Affairs or his/her designee and, in the case of subjects related to the major, the Department Chair. Entering first-year or other students beginning or returning to college may take all or a portion of the general examination and receive advanced placement and/or up to 27 credits. Up to 45 credits may be earned through CLEP and ACT-PEP.

## Advanced Placement

The Advanced Placement Program of College Entrance Examination Board was developed to give recognition to persons who take college-level courses while in high school. A student can be excused from certain college requirements and be given college credit if he or she satisfactorily passes the Advanced Placement examination in art history, studio art, English, foreign languages, French literature, American history, European history, biology, chemistry, physics, psychology, mathematics, or music. If the score is 3.0 or above on the Advanced Placement Test, the waiver and credit are given automatically.

## Credit for Prior Learning

Documented learning, not experience, is the basis for Prior Learning credit. The credits must fit appropriately into a degree program. Validation of credit normally includes one of the following: a CLEP examination or ACT-PEP examination or a challenge examination or a portfolio. Albertus Magnus College accepts up to 45 credits through CLEP examinations for B.A./B.S. students, with up to 12 credits available for acceptance as prior learning. For the A.A., a maximum of 21 CLEP credits are accepted, with 6 allowable as prior learning credits.

Students may apply for Prior Learning credit after earning a minimum of 30 credits at Albertus. A fee is charged for preparation and correction of challenge examinations and for portfolio reviews. Tuition charge for credits earned through challenge examinations and portfolio reviews is 50 percent of the current per credit Traditional Undergraduate Program tuition. Albertus Magnus College utilizes the services of Charter Oak College for the evaluation of all portfolio reviews of prior learning.

## Special Programs

### *College Before College*

In this program, outstanding high school seniors from the area, nominated by their respective schools, come to Albertus Magnus College for a course of their choice available for first-year students. Whether they matriculate at Albertus or not, they are given Albertus credit for successful completion of the course. These students bring a contemporary point of view to the classroom, gain experience in a college situation, and are part of the Albertus program for easing the transition from high school classroom to college classroom.

### **Instructions:**

1. The student must be a high school senior.
2. The student must be in good academic standing with a cumulative G.P.A. of 3.0 or above.

3. The student must submit a copy of their high school transcript as well as a brief essay explaining why they are interested in attending Albertus Magnus College.
4. The student must submit a letter of recommendation from their guidance counselor.
5. Students in College Before College are limited to ONE course and may not enroll for additional study until they have graduated from high school.

Registration for a course is limited to those with available seats. Registration will be open one week prior to the start of the term to any student who has been accepted into the program. There is no limit on the number of students eligible to take a course from any high school provided there are available seats in the class and the student has submitted the required paperwork.

Additional details concerning the program may be obtained from the Office of the Registrar.

# Financial Aid

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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.

## Merit Scholarships

Albertus Magnus College annually awards merit scholarships to both first-time first-year students and transfer students. The Office of Admission selects all award recipients and requires a completed admission.

All eligible students must enroll at Albertus Magnus College full time and attend a regionally accredited high school or postsecondary institution. All scholarships are renewable, provided the student maintains the minimum cumulative grade point average (G.P.A.) required of the scholarship that has been offered; additionally, the student must maintain a full-time status in the Traditional Undergraduate Program, with a minimum of 12 credit hours per semester, to retain his or her merit award. Merit scholarships are awarded for up to eight consecutive semesters only.

Students are eligible to receive only one merit award from Albertus Magnus College upon admission. Please note that high school grade point averages are subject to recalculation by the Office of Admission at the time of admission. Merit scholarships are available to international students.

### *First-Year Student*

#### ***Merit Awards—Awarded to students of exceptional academic promise:***

<b>Presidential Scholarship</b> . . . . .	\$20,000–\$22,000
<b>Mohun Scholarship</b> . . . . .	\$18,000–\$20,000
<b>Devaney Scholarship</b> . . . . .	\$15,000–\$18,000
<b>St. Thomas Aquinas Scholarship</b> . . . . .	\$10,000–\$13,000
<b>Promise Award</b> . . . . .	\$4,000–\$8,000

#### ***Select Awards—Students may receive these awards in addition to the merit scholarships above:***

<b>Residential Award</b> . . . . .	\$3,000
Awarded to undergraduate students living on campus.	
<b>St. Catherine of Siena Award</b> . . . . .	\$3,000
Awarded to graduates of Catholic high schools, Catholic college preparatory schools, or Catholic colleges or universities.	
<b>Legacy Award</b> . . . . .	\$1,000
Awarded to the children, step-children and grandchildren of Albertus Magnus alumni.	

**St. Dominic Award** . . . . . \$1,000–\$3,000

Accepted students may be awarded \$1,000 per extracurricular activity listed below (with a maximum of \$3,000 awarded). For the scholarship to be awarded, students must provide documentation and/or interview to verify involvement in each activity and agree to participate in a similar activity at Albertus Magnus College. Once a student applies, please submit the St. Dominic form to be considered for this award.

\* *This scholarship may or may not increase your net Financial Aid award. For questions, speak to your financial aid counselor (203-773-8508).*

- Community Service (Minimum of 100 hours)
- Computer Club (Web-Design, Computer Programming, etc.)
- Creative Writing (School Newspaper, Magazine, or similar programs)
- Drama/Theater (Performance, Technical or Design)
- Future Law Enforcement (Participation in Mock-Trial, Police Explorers or similar programs)
- Multi-Lingual (Students who are fluent in 2 or more languages)
- Music (Concert Band, Orchestra, Chorus)
- Photography or Videography
- School Spirit (Marching/Pep Band, Cheerleading, Dance Team, Step-Team)
- Student Government

**Honors Award** . . . . . \$1,000

To be awarded to students who have been invited to join and agree to participate in the Albertus Magnus Honors Program.

***Transfer Students***

Transfer students are defined as having completed more than 15 credits at another institution. A transfer student may be eligible for a transfer scholarship ranging from \$7,000 to \$15,000.

*All merit scholarships are subject to change. Students must be enrolled full-time for consecutive terms and remain in good academic standing to be eligible to receive any annual scholarship.*

***Family Tuition Discount***

A Family Tuition Discount program is available to a second sibling attending Albertus Magnus College in the full-time Traditional Undergraduate Program along with a current sibling. The first sibling will receive 10 percent off his or her tuition charges from the Financial Aid Office.

***Endowed Scholarships***

The following scholarships are established by alumni and friends of the College and are geared toward upper classmen. Eligibility is subject to restrictions set forth by the donor(s) of each scholarship:

- The Margaret M. Allman Scholarship
- Amity Charitable Trust Fund Scholarship
- AMPower Fund
- Anthem Blue Cross/Blue Shield Scholarship
- Dr. Luca Celentano Scholarship

Class of 1957 Endowed Scholarship  
 Class of 1958 Endowed Scholarship  
 Class of 1959 Endowed Scholarship  
 Class of 1960 Endowed Scholarship  
 Class of 1963 Endowed Scholarship  
 Enterprise Foundation Grant  
 Alyce Tuttle Fuller Scholarship  
 Sarah E. Hanley Financial Aid Fund  
 Katharine Deborah Frattini Scholarship  
 William Randolph Hearst Foundation Scholarship  
 Joseph and Louise Hubert Scholarship Fund  
 Kazickas Family Foundation Scholarship  
 Julia M. McNamara Scholarship  
 Evelyn and Dennis O'Connell and Jean and Wattie Branch Memorial Scholarship  
 Rae Coppola Orlando '50 Memorial Scholarship  
 Nationwide Insurance Scholarship  
 Mary Jane and Ciro Paoletta Memorial Scholarship  
 H. Pearce Family Scholarship  
 Doris Polastri Memorial Scholarship  
 Georgette Ann Schmitt Memorial Scholarship  
 Silver Horn Scholarship  
 Louis F. and Mary A. Tagliatela Scholarship  
 The Woman's Club of New Haven Endowed Scholarship

## 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) form**. The FAFSA form can be completed online at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

- Priority deadline for first-time first-year is March 15.
- Priority deadline for returning students is April 15.
- Priority deadline for transfer students is June 1.
- Applications received after the priority deadline will be processed. However, they may be subject to a loss or reduction of grant eligibility depending on funding at the time of the application.
- All Financial Aid recipients must reapply on an annual basis. Please note that financial assistance is dependent upon the actual federal, state, and institutional funds received by the institution each academic year.

## Financial Aid Awarding Process

Financial aid awards are released on a rolling basis from March to August. All financial aid recipients must have a completed file by the priority document deadline 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 on a per semester basis.

## **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.

### **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.

#### ***Albertus Magnus College Grants***

Institutional grants awarded to Traditional Undergraduate Program students with demonstrated need.

### **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.

## Alternative Financing Options

### ***Payment Plan***

The Albertus Magnus College's monthly payment plan allows you to pay your semester's expenses interest-free. Payment installments begin in June for the fall semester and November for the spring semester. There is a non-refundable \$25 enrollment fee per semester. Payments are processed on the 20th of each month through October for the fall semester and March for the spring semester. For more information please contact the Business Office directly.

### ***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
  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 Progress 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. The New Dimensions Program academic year is offered in credit hours without terms. Full-time New Dimensions undergraduate students take 24 credits in 30 weeks and full-time New Dimensions graduate students take 21 credits in 40 weeks per academic year. 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 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/pay-

ment 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. New Dimensions students who wish to officially withdraw must contact the Student Service's Office and complete a Change of Status 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.

### ***Albertus Magnus College's Leave of Absence Policy***

New Dimensions students enrolled in an undergraduate or graduate program who need a break in their scheduled calendar may apply for a Leave of Absence (LOA). A LOA is a temporary interruption in a student's program of study and refers to the specific time period during a program when a student is not in attendance. Students do not need to submit a LOA for institutionally scheduled breaks if that is their only period of nonattendance. A student who wants to apply for a LOA should contact his/her Academic Advisor, Department Chair, or the Associate Dean for Student Success and Retention at least ten days prior to the start date of the leave. Additionally, the student must complete an Application for Leave of Absence with the reason for the LOA and anticipated date of return ten days prior to the start of the leave. All approved LOAs may not exceed a total of 180 days in any 12-month period. Financial aid applicants should also consult the Financial Aid Office prior to the LOA to learn whether the LOA will result in a change in their financial aid or result in an owing balance with the College. The Financial Aid Office will also discuss the effects failure to return as scheduled from the LOA may have on their current financial aid and/or loan repayment terms. The College must approve the student's written LOA request prior to the start of the LOA.

A student returning from a LOA must resume their calendar at the same point in the academic program. Because of this, the College will grant full tuition credit for the course

a student is in should a LOA be granted mid-course. The student will be assessed the prevailing tuition and fees upon retaking the course. Financial aid recipients will continue to earn the financial aid previously awarded for the period upon their return. The financial aid is not subject to an increase or change in need. Students who return to a graduate program after five years or more must follow the curriculum of the current Course Catalogue. Students who return in fewer than five years may choose to follow either the curriculum that was in place when they first entered the degree or the current curriculum. Students should consult with their Department Chair or Program Director in selecting the curricular requirements that best meet their needs.

Should a student need an extension for his/her LOA he/she must contact his/her Academic Advisor, Department Chair, or the Associate Dean for Student Success and Retention. If a student does not return as scheduled from a LOA, he/she is considered to be withdrawn as of the date the student began the LOA.

For additional information, please contact the Division of Professional and Graduate Studies at (203) 773-8505.

### ***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. Scheduled breaks for students in the New Dimensions Program are based on the student's individual cohort calendar.

### ***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 Disbursement**

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 grant funds in excess of \$50 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:
<ul style="list-style-type: none"> <li>• Information Technology Fee</li> <li>• Activity Fee</li> <li>• Course Lab Fee</li> </ul>	<ul style="list-style-type: none"> <li>• Information Technology Fee</li> <li>• Registration Fee</li> </ul>
Room and Board	Title IV Voucher
Title IV Voucher	

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:**

Undergraduate Program Schedule	New Dimensions Program Schedule
100% refund – The first calendar day of classes	100% refund – Student withdraws up to one week before or on the first night of class
90% refund – The 2nd to the 7th calendar day of classes	90% refund – Student withdraws after the first night of class and before the second night
50% refund – The 8th to the 51st calendar day of classes	50% refund – Student withdraws after the second night of class and before the third night
0% refund – The 52nd calendar day and beyond of classes	0% refund – Student withdraws after the third night of class and beyond
Professional and Graduate Studies Program Schedule (Eight Week Sessions)*	Professional and Graduate Studies Program Schedule (Session-Long Masters Programs M.A.A.T. and M.F.A.)*
100% refund – Prior to the second class meeting	100% refund – Prior to the first class meeting
50% refund – Prior to the third class meeting	60% refund – Prior to the third class meeting
0% refund – After the third class meeting	50% refund – Prior to the fourth class meeting
	0% refund – After the third class meeting

\*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 Work-Study, 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<sup>®</sup> (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.

# Annual Costs

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## Tuition

The tuition fee for full-time students for the 2019–2020 academic year is \$32,770.00 (\$16,385.00 per semester). A part-time student (one taking fewer than 12 credits a semester) is charged \$2,080.00 per credit.

The Board of Trustees of Albertus Magnus College reserves the right to make changes in tuition, fees, and other charges at any time.

## Room and Board

An annual room deposit of \$50 is required of all residential students. For incoming freshmen and transfer students, the room deposit must accompany the acceptance card.

All new resident students must pay a dormitory maintenance deposit of \$50 to request housing. This deposit is refunded after each academic year once it has been determined that the student does not owe any damage billing costs. The room must be inspected for dorm damage and all financial obligations must be met before the refund is issued.

### Annual Room and Board

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#### Room Charges

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Single Room	\$11,730 (\$5,865 per semester)
Double Room	\$10,692 (\$5,346 per semester)
Triple/Quad Room	\$10,480 (\$5,240 per semester)

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#### Board Charges

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Blue Plan	\$3,218 (\$1,609 per semester)
White Plan	\$2,388 (\$1,194 per semester)
Silver Plan	\$1,764 (\$882 per semester)

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### Dormitory Maintenance Deposit: \$350

The residence halls are closed during winter and summer vacations. The College dining hall is also closed during these recesses and additional breaks during the academic year.

## Student Activity Fee (not refundable)

The student Activity Fee for full-time students is \$170 each term. This fee is set by and allocated by the Student Government Association with the approval of the Vice President for Student Services. The fee is used to help defray expenses of student publications, organizations, and social activities sponsored by the SGA.



## Other Fees (not refundable)

### ***Application Fee \$35***

A one-time, non-refundable application fee of \$35 is charged to all new students.

### ***Registration \$15***

A non-refundable registration fee of \$15 per semester is charged to all students.

### ***Studio, Computer and Laboratory Fees***

Advanced courses using Art Studios, Computer Laboratories and Science Laboratories are assessed a usage fee. These fees for special materials and equipment used in classes shall be fixed by mutual agreement of the Department Chair, the Vice President for Academic Affairs, and the Treasurer and will be published at the time of registration for the course. The Business Office will then add the fee to the semester bill of all students registered for the course.

### ***Auditing***

The fee for a student auditor in any course is the same as if the course were taken for credit.

### ***Degree Completion Fee***

A degree completion fee of \$150 is assessed to all students completing their degree requirements. This fee covers the expense of awarding degrees, recording transactions, and graduation activities. This fee must be paid once a student has completed 84 credits, regardless of participation in the graduation ceremonies or actual receipt of the diploma. This fee is due and payable once billed by the Business Office.

### ***Transcript Fee***

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 at [www.albertus.edu/studentresources/registrar/](http://www.albertus.edu/studentresources/registrar/). Transcript fees are due at the time of the transcript request.

## Insurance

### ***Accident and Health Insurance***

All registered students enrolled at Albertus Magnus College automatically will be enrolled in the Student Accident and Sickness Insurance Plan. If you have comparable health insurance coverage under another policy, you may apply for a waiver of coverage. Information on "how to waive off the Plan" will be published on the College's website. If you elect to enroll in the insurance plan, payment is due prior to the start of the applicable semester.

### ***Other Insurance***

**THE COLLEGE DOES NOT CARRY FIRE, BURGLARY, THEFT, OR OTHER KINDS OF INSURANCE TO COVER THE PERSONAL POSSESSIONS OF STUDENTS, NOR DOES IT ASSUME RESPONSIBILITY FOR THEIR LOSSES.**

## Expenses to be Anticipated

Students are reminded that in addition to the costs described above, there are other annual expenses which they should anticipate. The cost of books and supplies, trans-

portation to and from college, and other personal expenses should be taken into account when estimating the total annual costs.

## Payment of Bills

The College offers different methods of payment for bills. An automatic payment plan that includes online enrollment and flexible payment options is available. Bills may also be paid through the Business Office of the College. Information regarding bill payment options will be mailed to parents/guardians of students or to independent students themselves. Checks and money orders should be made payable to Albertus Magnus College. Accounts are due and payable by July 15 for the first semester, and December 15 for the second semester, unless arrangements have been made with Tuition Business Solutions for a monthly payment plan. Supplementary fees not included in the original billing will be due within two weeks from date of their invoice. Registration schedules will be void if the tuition and other financial obligations are not paid in full one week prior to the first day of classes each semester. Re-registration will occur by meeting with the academic advisor to select courses based on space availability.

A student who fails to meet financial obligations may not attend classes, live in residence halls, participate in athletic programs, utilize campus facilities, or participate in graduation ceremonies. A student will not receive grade reports, be provided a transcript of one's record, or receive a degree unless the Treasurer certifies that all financial obligations to the College have been satisfied. Any student who is in default on a National Direct Student Loan taken at Albertus Magnus College will only be issued an unofficial (without the College seal) transcript.

The financial records of former students with outstanding balances to Albertus Magnus College may be provided (on a confidential basis) to a collection agency and/or an attorney to assist the College in the collection of its debts.

## Monthly Payment Plan

The College offers a monthly payment plan that allows you to make convenient interest free monthly payments through Tuition Business Solutions, an independent agency for your education expenses not covered by financial aid. Information about this plan may be obtained from the Business Office.

## Schedule of Refunds on Tuition, Fees, and Room and Board

For students who withdraw, drop out, are dismissed, or take a leave of absence from the College, the following refund schedule will be applied towards institutional charges including tuition and room and board. Please be aware that based on the refund calculations applied, a student is still responsible for any outstanding charges owed to Albertus Magnus College.

### ***Day Program and Master's Programs—Tuition Charges Refund Schedule***

- 100% refund—The first calendar day of classes
- 90% refund—The 2nd to the 7th calendar day of classes
- 50% refund—The 8th to the 51st calendar day of classes
- 0% refund—The 52nd calendar day and beyond of classes

**Day Program-Room and Board Charges**

100% refund—Before the end of the second (2nd) week of classes

75% refund—Before the end of the fourth (4th) week of classes

50% refund—Before the end of the sixth (6th) week of classes

25% refund—Before the end of the eighth (8th) week of classes

0% refund—After the end of the eighth (8th) week of classes

If the Student wishes to be released from this Contract, the Student must submit the Housing Contract Release Request Form. The College only approves release from this Contract in cases of serious documented medical conditions, religious concerns, unforeseen financial hardships, and transfer/withdrawal from the College. No refunds will be given when a student is suspended or expelled from a residence hall due to disciplinary action.

Any student who is a financial aid recipient prior to or at the time of withdrawal from the College must see the Financial Aid Office. Their lender will determine when unused loan proceeds need to be returned and will contact those students who have received their semester living expenses prior to withdrawing from the College.

**Late Payment**

There will be a late fee of \$30 for all payments submitted late to the College Business Office. The service charge on late payment of college bills is 1 percent per month on the unpaid balance, with the interest figured from the due date of the bill and/or last payment made.

**Refund Policy**

The College's annual budget provides for yearly commitments in advance to its faculty and staff. For this reason no deductions or refunds from its fixed charges, except those indicated above, will be made for cancellations or withdrawal from the College or from any course.

Students receiving financial assistance are subject to federal regulations and financial aid policy governing refunds, which determine what portion must be returned to the assistance programs. For more information on this policy, inquire at the Financial Aid Office.

Official withdrawal means that the student has complied with all withdrawal procedures as established by the Vice President for Academic Affairs in the case of withdrawal from the College; as established by the Registrar in the case of withdrawal from a course; and as established by the Dean of Students in the case of withdrawal from the residence hall. The dates of official withdrawal will be certified by each of these persons.

# Student Life and Activities

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During their years at Albertus, students participate in a community life in which formal classroom instruction is closely interwoven with many types of informal learning experiences. A guiding principle on campus is consideration for the rights and privileges of others in the community. Students are expected to display personal maturity, integrity, and self-discipline. Their college years should strengthen these traits.

Albertus, in accordance with these expectations, maintains a minimum number of institutional regulations over student living, while providing guidance and support for student self-direction. Faculty, administration, and students are expected to share in joint concern that each student achieves and sustains high levels of community behavior: good citizenship, respect for law and Constitutional rights, and Christian compassion toward others. Advice and counseling are available in many quarters. The experience of the College over its history is that its students respond generously to the trust placed in them.

## The Office of the Vice President for Student Services

The primary concern of this office is the adjustment, development, and well-being of each student. The Vice President for Student Services coordinates counseling, the residential life program, co-curricular and extra-curricular activities, and health services. The Vice President for Student Services is available to individual students for discussion of personal problems and for assistance in finding and making use of college resources to meet student needs.

## The Office of Community Standards

The Office of Community Standards provides programs and services designed to foster a positive and safe environment for student learning. The Office assists in maintaining the general welfare of the college community by promoting individual responsibility and personal growth. The Office supports Albertus Magnus College's Dominican mission by enforcing regulations designed to promote an environment in which students can develop intellectually, morally, spiritually, and socially. The Director of Community Standards is also available to assist individual students with counseling resources and referrals, or general student concerns.

The Office of Community Standards is responsible for working with students whose behavior is disruptive to the quality of life on campus. The Vice President for Student Services reserves the right to remove a case from the College's disciplinary system and to act on it when such removal is, in the Vice President for Student Service's opinion, in the best interests of the student or the College community. For more information on the college's conduct system, please refer to the Student Handbook, *The Source*.

## The Office of Residential Life

The Office of Residential Life strives to create a living and learning experience that supports the academic mission of the college and fosters a community of inclusivity, responsibility, and compassion. The mission of the Residential Life Experience is to nurture a

positive environment that is conducive to learning, friendship, and study. By creating a holistic residential experience, we will provide students the opportunity to develop life-long skills in order to become contributing members of society. College residence halls function on the basis of cooperation and mutual respect between students and administration. All parties collaborate to create a high quality of life within the residence halls.

There are five residence halls on Albertus' campus, one traditional style building that houses all first year students, and four mansion style buildings for upperclassmen. Each building offers a variety of double, triple, or quad sized housing accommodations. First year students are assigned housing by the Office of Residential Life. Returning residential students will make their housing selections during the annual Housing Selection process held in the spring semester of each academic year. Housing Selection is a lottery process that is broken down into groups based on the total number of credits earned. All residential students are required to sign an annual housing contract that reviews the college's policies in relation to residential life.

The College will be guided by the standard of documentation prescribed by the Americans with Disabilities Act, Section 504, to provide housing accommodations for students with disabilities. All appropriate documentation should be submitted to the Office of Residential Life upon applying for housing.

The Residential Life Staff is made up of twelve Resident Assistants (RAs), two Graduate Hall Directors, one full-time Hall Director, and the Director of Residential Life and Community Standards. The RAs serve as student staff members and live in the residence halls. RAs are responsible for building community within the halls and enforcing the college's policies and procedures to ensure the safety and wellbeing of the residential student.

All policies regarding rules, regulations, and accommodations can be found in The Source, the Albertus Magnus College Student Handbook. Any questions regarding the Residential Life Program can be directed to the Office of Residential Life, 203-773-8542.

## **Commuters**

Commuter students are an integral part of the Albertus community. Hubert Campus Center serves as their home on campus, and houses lounge space, the campus game room, and a dining hall. There is also a lounge in Aquinas Hall where students can study between classes. On-campus parking is available for cars displaying an Albertus parking sticker. The Coordinator of Daytime Programming on the Campus Activities Board plans activities that allow commuter students to enjoy their college experience to the fullest.

## **The Office of Dominican Ministries**

While Albertus has a Catholic heritage, it welcomes students of all faiths and makes no discrimination in matters of religious belief.

The Office of Dominican Ministries serves the entire community by helping as well as challenging its members to consider what it is they believe and how they put that belief into practice. It is concerned with creating and building a caring community. Students of all religious backgrounds are invited to participate in the many programs, activities, and celebrations coordinated by the Office of Dominican Ministries. The Office of Dominican Ministries strives to foster the profound respect for the dignity of each individual and his/her freedom to maintain and express his/her beliefs that have always inspired the College. Dominican Ministries plans worship services, organizes retreats, and is available for counseling and spiritual direction.

The Office of Dominican Ministries seeks to activate in others a faith that does justice and brings others life. Students are encouraged to place their gifts and talents in the service of others by tutoring, acting as big sisters and brothers, serving as companions to the mentally ill, participating in projects to help the poor and homeless, and engaging in other struggles for peace and justice. Students are encouraged to become leaders by helping to plan and organize all activities, including worship services. Regular liturgy and ecumenical services are offered to all members of the community.

## **Student Health Services**

### ***Health Clinic***

Health is more than the absence of disease, it is wellbeing of the whole person—physical, psychological, and sociological. The Health Clinic at Albertus Magnus College strives to meet the holistic needs of students through the direct care of acute, chronic and preventive health needs; health education; coordination of care; referral to community resources and support of programs and initiatives that build a healthy campus community. The nurse run clinic is staffed by a Registered Nurse and a bilingual (Spanish) Advanced Practice Registered Nurse. In case of medical emergency, students are sent to Yale-New Haven Hospital's Emergency Room.

All services provided by Student Health Services are confidential and onsite services are free of charge.

Pre-entrance health requirements—All students must complete the College's student health forms which include, but are not limited to: immunization history, tuberculosis screening, and a physical exam. The forms are maintained in the student's confidential medical record. Immunization requirements are consistent with state and College policy and are outlined in the forms.

All full-time students are required to carry health insurance. Students may enroll or waive the College-sponsored health plan.

### ***Non-Discrimination Policy***

*The American College Health Association supports all initiatives to create a campus climate guided by the values of cultural inclusion, respect, equality and equity. Such a climate is essential to college health. Consistent with those values, ACHA rejects all forms of intolerance and subtler forms of discriminatory conduct with respect to the following: age, gender identity, including transgender; marital status; physical size; psychological/physical/learning disability; race/ethnicity; religious, spiritual or cultural identity; sex; sexual orientation; socioeconomic status; or veteran status.*

### ***The Counseling Center***

The Albertus Magnus Counseling Center provides counseling services to students in an effort to address concerns that may be impacting their college experiences. Some reasons students might seek counseling include, but are not limited to: adjusting to college life; homesickness; stress; anxiety, depression; sports performance anxiety; relationship difficulties; trauma; grief; gender and sexuality issues; food and body image issues; low self-esteem; and difficulties with concentration.

The Counseling Center offers individual counseling, which affords students the opportunity to work individually with a counselor in a safe, confidential and caring environment. During their first intake appointment, a student will work with their counselor to identify areas of concern and create a specific short-term goal. As needed, students can also be referred to providers in the community.

The Counseling Center is available to meet with faculty and staff who may have concerns about a particular student's emotional well-being.

All services provided by the Counseling Center are confidential and free of charge. Contact and communication with the Counseling Center will not be shared with family members, friends, or faculty members without a student's written consent. The exception is if a situation arises where ethical standards or state law require confidentiality to be breached.

## **The Office of Campus Activities**

In addition to formal learning in the Liberal Arts, a broad education gives students the opportunity to develop values and competencies that will enable them to be contributing members of society. Both inside and outside the classroom, one finds opportunities to assume and exercise responsibility, to acquire leadership and communication skills, and to make sound judgments on various levels.

All parts of the college community join in preparing a well-rounded, relevant, and interesting series of events on campus during the academic year. Student clubs and organizations sponsor a variety of events including annual traditions such as Homecoming and Spring Fest, as well as dances, workshops, lectures, Performers, home-grown programs and off campus trips, and more. The Campus Activities Board plans weekly events for students to participate in, as well as a Late Night Programming Series each weekend, Albertus@Night.

The list of active student organizations on campus changes each year. Please check the Campus Activities tile on the Albertus Magnus College portal (MyAlbertus) for an updated list of student organizations. Students who are interested in forming a new student organization are encouraged to meet with the staff in the Office of Campus Activities to find out more information.

## **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.

## **Athletics and Extracurricular Activities**

Only full-time students in the Traditional Undergraduate Program who are in good academic standing may participate in extracurricular activities and the athletic program, which includes varsity intercollegiate teams that compete as members of the NCAA Division III and the Great Northeast Athletic Conference. Students are encouraged to pursue a wide variety of athletic and extracurricular opportunities. To learn more about student life, go to: <http://www.albertus.edu/student-life/>. To learn about athletic opportunities, see: [athletics.albertus.edu](http://athletics.albertus.edu).

Albertus Magnus recognizes that it is critically important for students to succeed academically and to have as their priority their academic success. Therefore, students are expected to attend all classes. Students who miss all classes for seven consecutive calendar days are not allowed to practice or to participate in a sport or club until the Registrar certifies that the student has returned to class. Administrative withdrawal policies are in effect for all students.

## **Student Participation in Governance**

### ***Student Government***

Albertus students are responsible for the administration of the Student Government Association of Albertus Magnus College. The Student Government Association (SGA), allocates the student activity fee to active student clubs and organizations and manages many aspects of student life on campus. The Campus Activities Board receives funding from SGA and plans weekly events on and off campus for all students who pay the student activity fee. The Albertus Magnus Student Government Association is the leader on campus for student advocacy and student engagement for students.



# Office of Career & Professional Development

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A Liberal Arts education offers both lifelong enrichment to an individual's daily existence and a firm base on which to build career and occupational skills. Albertus Magnus College has prepared educated students who use their Liberal Arts training as a foundation for successful and rewarding careers in a wide variety of fields. Students are encouraged to use the career services listed below starting in the first year of college in order to develop realistic and flexible career goals related to their majors. These career services are available to current Albertus students and alumni.

The Office of Career & Professional Development provides a variety of programs designed to help students make appropriate career choices and career plans—at all points in their individual career development timetable. Students are guided to identify their career goals early on in order to find employment that enables them to utilize their individual talents and training. In addition, the Office of Career & Professional Development supports students as they develop skills for lifelong career planning. The resources in the Office of Career & Professional Development connect students with information sources and employers.

## Career Counseling

The Office of Career & Professional Development is available to work with students individually to develop plans for achieving career goals, introduce career information sources, relate the academic world to the working world, enhance career decision-making and goal-setting skills, and assist with any other career-related issues or concerns they may have. In addition, the Office assists students to develop skills in résumé and letter writing, job search methods, career research concepts, and interview techniques.

## Self-Assessment

The Office of Career & Professional Development utilizes standardized personality assessment instruments throughout the counseling and career planning process. These assessments help students to identify their skills, abilities, interests, personality characteristics, and career preferences. Results are used as a starting point for further career exploration.

## Career Preparation Courses

The Office of Career & Professional Development teaches one-credit courses, open to sophomore, junior and senior students. Please refer to the College Courses section of the Catalogue for a complete course description. (Generally offered each semester.)

## Office of Career & Professional Development

The Office of Career & Professional Development is the central location on campus for career planning information. Students have access to a career library where they can research career fields, graduate schools, and potential employers. Additional resources include online access to current employment posting information as well as a computer workstation to conduct research and work on résumés and job search letters. The Office

is part of the Center for Teaching and Learning Excellence and is located on the second floor of Rosary Hall, the College Library.

## Employment Opportunities

Current employment opportunities from a wide variety of companies and organizations are provided in an online subscription service available to all current students and alumni. These opportunities are updated on an ongoing basis.

### **Important Information**

*Albertus Magnus College makes no representations or guarantees about positions listed by the Office of Career & Professional Development. Albertus Magnus College is not responsible for wages, working conditions, safety, or other aspects of employment at the organizations listed. It is the responsibility of each individual to research the integrity of the organizations to which they are applying, and use caution and common sense when following up on job leads. The Office of Career & Professional Development assumes no liabilities for acts or omissions by third parties or for material supplied by them. The links to other websites from the Albertus Magnus College site are not under the control of the Office of Career & Professional Development; therefore, the Office of Career & Professional Development is not responsible for the contents of any linked site. The Trustees of Albertus Magnus College and the Office of Career & Professional Development shall not be responsible or liable, directly or indirectly, for any direct or indirect damage or loss caused by or in connection with use of or reliance on any such contents, products, or services available on or through such sites.*

## On-Campus Recruiting

Local, statewide, and national companies participate in on-campus recruiting activities through the Office of Career & Professional Development to directly connect students with employers seeking to fill open positions in many fields. Activities include employer information sessions and on-campus interviews.

## Career Workshops

Workshops dealing with career-related topics are offered throughout the academic year as needed. Workshop topics include: résumé and letter writing, job search techniques, interview methods, and self-assessment concepts. These sessions are customized to meet students' needs.

## Practicum and Internship Support

Practica and internships are available as part of a student's academic program to connect classroom learning with hands-on experience in a work environment closely related to the student's academic major. The Office of Career through the Office of Career & Professional Development provides support to students as they define their career goals and professional presence prior to the field experience. Students work closely with the Office of Career through the Office of Career & Professional Development to develop a professional résumé prior to site placement.

Please refer to the Academic Support Services section of the Catalogue for information about the College's Practica and Internship program. Students who are interested in learning more about how to participate are advised to contact the Office of Career through the Office of Career & Professional Development.

# Academic Programs and Requirements for Degrees

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## Overview of Degrees and Curriculum Requirements

The Traditional Undergraduate Program offers the following degrees: Bachelor of Science, Bachelor of Arts, and Bachelor of Fine Arts. For each of these degrees there are core and general education requirements, specific major requirements and other requirements, as detailed below:

### The Insight Program: The College's General Education Program

Albertus Magnus College is committed to providing a Liberal Arts education that promotes the pursuit of truth in all its dimensions. We seek to provide an education that helps students develop the skills and knowledge necessary for ongoing insight into the self and the world, and that prepares them for leading a life that is personally and professionally fulfilling and socially responsible. The College recognizes the import of cultivating core competencies and knowledge if students are to meet the challenges and opportunities that they will encounter in the contemporary world—including the challenges of being of service to self and others, and for living a well-lived life.

Because it is an institution of higher learning in the Dominican tradition, dedicated to nurturing the life of the mind and promoting the pursuit of truth, Albertus embraces as a fundamental goal partnership with students in pursuit of this developmental project.

The Insight Program seeks to realize potential for human flourishing through an intentional and interactive course of study rooted in the concept of the “arts that liberate”. It explores human beings’ relation to the world and affords a context in which students may discover how to make meaningful contributions in public life and in a chosen career. Offering the foundation for a life marked by ongoing insight into the human condition, the program promotes the liberation of mind and heart. Through successful completion of the program, 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.

Through participation in the Program, students can build a thinking framework that will support them throughout their lives as they discover goals they want to pursue and set a course for realizing them.

The foundation for the Program is the *first year*, the heart of which is a two semester long, interdisciplinary Seminar that explores the question, “How does the human being fit into the universe?” This Seminar invites the student’s engagement with the story science and scholarship reveal about the evolution of the cosmos, of life, of the human species, of human society, and of human consciousness. In learning “everybody’s story,” the students will discover the fundamental oneness of humanity with all of life and with the stuff of the cosmos itself, and will gain the perspective of “Big History” on the trajectory of human society from the earliest tiny bands to an immense interconnected planetary population. The seminar will ask the student to address the major benefits and challenges that will confront college graduates in a globalized world. In general, the students will be given the opportunity to demonstrate skill at the craft of organizing a large, complex body of information into a variety of formats as they are introduced to the ways various disciplines seek to understand the world and define and solve problems. The atmosphere of the Seminar encourages close collaboration and good-spirited debate that stimulates critical engagement with multiple perspectives. The seminar both encourages and stimulates a sense of wonder at the interlinked stories of the cosmos and the human being.

In addition to the First Year Seminar, designated courses (*A Courses*) are designed to build the competencies necessary to succeed in the Insight Program and in the student’s major, and, ultimately, to flourish in personal and professional life.

During the *sophomore and junior years*, students work closely with a faculty advisor to build an individualized course of study, choosing from a variety of designated courses that fall into two broad categories:

- (1) *B Courses*: Courses that introduce and model how different academic disciplines offer distinctive approaches for gaining insight into the world and which examine the role that culture plays in informing one’s understanding of self, society, and the world. (This category consists of courses in Literature, History, Philosophy, Religious Studies, and the Social Sciences);
- (2) *C Courses*: Courses that undertake an interdisciplinary or cross-cultural study for deepening students’ capacities for responsive and responsible dialogue in a pluralistic society. (This category consists of selected courses that draw upon a variety of different disciplines and perspectives.)

The Insight Program culminates in the senior year with the Senior Humanities Seminar, an interdisciplinary capstone Seminar in which students engage in critical reflection and informed dialogue on the question of what it means to flourish as a human being in the contemporary world. It builds upon questions addressed in the first-year Seminar and provides a forum in which to employ the intellectual and cultural competencies developed in the program.

The Insight Program thus consists of a set of selected courses and a range of designated electives. This combination assures that students will meet the objectives of the core while enabling them to pursue individual interests in various fields. The Program is structured as follows:

***The First Year Program: Laying the Foundations for Insight***

The First Year Humanities Seminar Invitation to Insight (6 credits)

Written Expression (6 credits)

*A Courses:* Designated Courses in Each of the Following:

Art, Communications, or Music (3 credits)

Mathematics (3 credits)

Natural Sciences (3 credits)

***Sophomore and Junior Years: Assembling Disciplinary Expertise and Amassing Cultural Insight***

*B Courses:* Designated Courses in Each of the Following:

Literature (3 credits)

History (3 credits)

Philosophy (3 credits)

Religious Studies (3 credits)

Social Sciences (3 credits)

***Junior and Senior Years: Making Room for Others and Acquiring Insight through Dialogue***

*C Courses:* Three 3-credit designated courses in three different disciplines

***Senior Year: What It Means to Inhabit the World Today, to Flourish as a Human Being in Service to Self and Others***

Senior Humanities Seminar

**Other College Requirements**

In addition to completing general education requirements in the Insight Program and major requirements, all students seeking a bachelor degree in the Undergraduate Program in the semester format at Albertus Magnus College must complete the following College Requirements:

***First Year Requirement (1 credit)***

HU 101 Introduction to College Life

***Transfer Requirement (1 credit)***

CC 113 Transfer ePortfolio Lab

***Second Year Requirement (1 credit)***

CC 213 Sophomore ePortfolio Lab

### ***College Foreign Language Requirement (6 credits)***

Because the College recognizes that an understanding of languages and culture enriches the student's life and enhances career opportunities in an increasingly international world, the College has a foreign language requirement that may be satisfied in one of five ways:

- a. Successfully completing three years of the same foreign language at the high school level;
- b. Passing an examination demonstrating intermediate proficiency administered by the Foreign Language Department;
- c. Taking two semesters of a new foreign language at the college level;
- d. Completing two courses offering various international cultural studies opportunities;
- e. Continuing with two college semesters of a foreign language taken in high school for two years in Spanish, French, or Italian, and concentrating on the practical, conversational aspects of that language.

### ***“W” Course Requirements***

The comprehensive Writing Program at Albertus Magnus College embraces the philosophy that writing facilitates learning and that writing is a craft demanding practice in multiple disciplines. Consequently, the significance of effective writing is emphasized across the curriculum, and students are required to complete a minimum of five writing intensives (“W”) classes during the course of their tenure at the College. Beginning with two semesters of Written Expressions I and II (“W”), students subsequently select two General Education courses (“W”) in the sophomore and junior year, followed by one “W” course in the major field. While writing intensive courses may vary in the number of writing/research projects assigned, all require that “W” students complete fifteen pages of polished writing and visit the Writing Center to consult with a Writing Associate about a drafted written assignment. Writing Associates are student peers who are thoroughly trained to offer individual consultations on prewriting, editing, and rewriting techniques across disciplines. They work closely with student writers, providing supplemental writing instruction throughout the writing and revision process.

Courses included in the Elective Core are selected by the relevant academic departments.

## **Requirements for the Associate of Arts Degree**

The A.A. degree in Liberal Studies requires the successful completion of at least 60 credits of course work, a minimum of 21 of which must be taken as a matriculating student at Albertus Magnus College. These 21 credits must be the last credits toward the degree. A matriculating student may earn the A.A. degree by completing 60 college credits as follows: 30 by fulfilling basic college requirements, 15 in a given discipline, and 15 in electives in other Liberal Arts courses. A general average of C (2.0) must be achieved in all work attempted at Albertus Magnus College.

### ***I. Basic College Requirements (30 credits)***

- A. Written Expression I (3 credits)
- B. History or Fine Arts (3 credits)

- C. Literature (3 credits)
- D. Philosophy (3 credits)
- E. Religious Studies (3 credits)
- F. Social Sciences (3 credits)
- G. Mathematics or Science (3 credits)
- H. Three courses chosen from Business Administration and Management, Communications, English, Fine Arts, Foreign Languages, History, Literature, Mathematics, Science, Philosophy, Political Science, Psychology, Religious Studies, Sociology (9 credits)

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

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

## **Requirements for the Bachelor of Arts or the Bachelor of Science Degree**

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, college requirements and requirements for the major.

Candidates for the degree of Bachelor of Arts or Bachelor of Science at Albertus Magnus College must fulfill the following requirements:

1. Pass the required core curriculum and general education courses as outlined above.
2. Complete the field of concentration with its major subject and correlatives.
3. Maintain a general average of C (2.0) in all work attempted at Albertus Magnus College as well as a C average in the major and minor.
4. Complete a minimum of 30 credits as a matriculating student at Albertus Magnus College. Undergraduate students must earn their final 15 credits and at least 12 credits in upper-level courses at Albertus Magnus College. Complete at least 120 credits in course work, including 60 credits in courses outside the major and its required correlatives.

### ***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 courses (300 level) at Albertus Magnus College.

## **Requirements for the Bachelor of Fine Arts (Art Major)**

The B.F.A. degree offers a combination of liberal studies and professional art training. Although requirements for individual fields such as Graphic Design, Fine Arts, and Photography vary, a matriculating student may earn the B.F.A. degree by completing 127 credits. In addition to the General Education and General College Requirements outlined above, the student must take 12 credits in Art History and 60 credits in Studio Art.

## **Majors, Concentrations and Specializations**

Albertus Magnus College reserves the right not to offer a particular major and/or concentration for which there is insufficient demand.

Albertus Magnus College offers the following majors, concentrations and specializations. A detailed description of each may be found in the appropriate department in the Course Descriptions section of the Catalogue.

### ***Department of Biology, Chemistry and Mathematics***

Biology

Chemistry

General Health Sciences

Mathematics

Pre-Pharmacy Minor

### ***Tagliatela School of Business and Leadership***

Accounting

Business Administration

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

Business Management

Entrepreneurship

Marketing Management

Computer Information Systems

Finance

Corporate Financial Management

Healthcare Management

Personal Financial Planning

Sport Management

M.B.A.: Five-Year B.S./M.B.A. Option

M.S.A.: Five-Year B.S.A./M.S.A. Option

### ***Department of Communications***

Communications

Promotional Communications Sequence

Visual Communications Sequence

Sports Communications Sequence

Digital Communications Sequence

### ***Department of Education***

Teacher Preparation



***Department of English***

English

Creative Writing Concentration

Dramatic Studies Concentration

***Department of Foreign Languages***

Spanish

***Department of History and Political Science***

History

Political Science

***Department of Philosophy and Religion***

Philosophy and Religion

Peace and Justice Studies Interdisciplinary Minor

***Department of Psychology***

Psychology

General Psychology Concentration

Art Therapy Concentration

Child Development Concentration

Counseling and Mental Health Concentration

***Department of Sociology***

Criminal Justice

Sociology

Criminal Justice Concentration

General Sociology Concentration

Social Work and Social Welfare Concentration

Urban Studies Concentration

***Department of Visual and Performing Arts***

Art

Art Therapy Concentration

Graphic Design Concentration

Photography Concentration

Studio Art Concentration (B.A., or B.F.A.)

***Inter-Departmental Majors***

Arts Management  
 Cyber Security  
 Digital Media Studies  
 General Studies  
 Global Studies  
 Humanities  
 Human Services  
 Social Science

***Graduate Programs***

Master of Arts in Art Therapy and Counseling  
 Master of Arts in Leadership  
 Master of Arts in Liberal Studies  
 Master of Fine Arts in Writing  
 Master of Science in Accounting  
 Master of Science in Clinical Counseling  
 Master of Science in Criminal Justice  
 Master of Science in Education  
 Master of Science in Human Services  
 Master of Science in Management and Organizational Leadership  
 Master of Business Administration  
 Master of Public Administration  
 Advanced Alternative Preparation Program (AAP)  
 Post-Master Certificate in Addiction Counseling

***Pre-Professional Programs***

Education  
 Pre-Medicine  
 Pre-Law

Correlatives for one major can be used as part of a minor or a second major. For a double major, the student must satisfy one set of College requirements and the requirements for each of the majors.

***Minors***

Minors give students the opportunity to use their electives to take an interrelated set of courses that complement studies in the student's major or to explore an unrelated area of interest.

Minors typically require five to seven courses which are counted towards the student's electives.

In order to be awarded the minor, students must earn a minimum cumulative grade point average of 2.0 in all courses taken toward the minor. A maximum of 6 transfer credits may be applied to the minor.

Students interested in pursuing a minor should contact their advisor, department chair of the minor and obtain a declaration of minor form. Completed forms should be brought to the Office of the Registrar.

## **The Honors Program**

Students may apply to follow a program in honors which involves work in special courses designated each semester as honors courses and the development of individual projects designed in consultation with faculty mentors. Entering qualified students are assigned to special honors sections; other students interested in such a program should consult, by the spring of their sophomore year or earlier, with their advisor and the Director of the Honors Program.

## **The Aquinas Scholars Program**

Created to promote the habits of mind and foster the skills necessary to pursue the truth in all of its dimensions, the Aquinas Scholars Program enables highly motivated, self-directed students in all disciplines to pursue self-designed projects as part of their college curriculum. The Program provides a unique opportunity for students to pursue their intellectual passions and exercise initiative in the context of a vibrant, supportive learning community. Students who successfully complete the Program will be uniquely qualified to undertake advanced study in their chosen fields.

## **Learning Outside the Classroom**

### ***Practica and Internships***

Practica and internships within the academic programs are offered to well-prepared and highly motivated students. Credit is given for work done outside the classroom in an environment suited to the student's major interest. See the "Academic Support Services" section for more information, and please visit the website [www.albertus.edu](http://www.albertus.edu) or request a copy of our Internship Handbook.

### ***Independent Study***

Independent study affords a highly motivated and sufficiently prepared honors student the opportunity to undertake research or to do a research project in an area not covered by course work. It is not a way of making up credits. The project should make a positive contribution to the student's program, scholarly development and intellectual maturity. To be eligible, the student must be in good academic standing (not "Academic Review" status) and must have sufficient background to undertake the work. The independent study should not take the form of a tutorial. Refer to the Student Handbook for details.

### ***Study Abroad***

The Office of Career & Professional Development will provide assistance to students who wish to spend time studying abroad in any one of a number of approved American-college-sponsored programs. Credits received in these programs are transferable to Albertus. All students are encouraged to take advantage of opportunities for foreign study and travel. Language majors find residence in the country of the major particularly rewarding.

Planning for the program should begin at least one semester in advance of the student's departure for foreign study. The Office of the Registrar must be notified.

# Academic Support Services

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## Center for Teaching and Learning Excellence

The mission of the Center for Teaching and Learning Excellence is to foster 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. A robust online tutoring system is available to students at any time. The is also home to the College's comprehensive Writing Program, which is designed based on the philosophy that writing facilitates learning and, thus, requires practice in disciplines other than college English. To support this concept, the significance of effective writing is emphasized first and foremost in courses designated as writing intensive ("W"), and more generally across the College curriculum. As part of the College's comprehensive Writing Program, Writing Associates (WA's) provide professional peer consultations for student writers throughout the writing process. The Center also supports experiential learning initiatives, assists students with special needs, provides information literacy instruction, hosts the annual Experiential Learning Day, and assists faculty members in effective course design and implementation.

## Academic Advising

At every stage in their academic careers, Albertus students benefit from experienced guidance in planning a course of study. The Director of Academic Advisement and Student Success, the Director of the Honors Program, and the Director of the Academic Development Center advise entering first year students and undeclared transfer students.

Students formally apply (declare a major) after they have earned at least twelve credits and before they register for more than forty-five credits. At this time, an adviser in the Department, often the Chairperson, becomes the student's academic advisor and remains so until the student graduates. Students can access their academic adviser's contact information through myAlbertus.

Students are required to see their academic advisor prior to registration each semester and are encouraged to seek council whenever any concerns may arise.

## Computer Labs, Wireless Network and Computer Usage Expectations

Information technology is an integral part of the academic program at Albertus Magnus College. Access to the Internet is available in each of the classrooms, which also have document and computer projection capabilities, audio/visual presentation systems, and

in many cases, interactive whiteboards. In addition, the campus (including dormitories) supports a wireless network, so students can access the web or network software virtually anywhere on campus without the need for a physical connection (wireless network adapter hardware is required for access).

The library catalogue is electronic and many of the library resources are available only through computer access. Students may access library resources off campus by using the universal student identification card, the Falcon Card, which is issued to every new student. In addition, most courses use eLearning, an online Course Management System to support instructional delivery. Therefore, all students entering Albertus Magnus College are strongly encouraged to have their own laptop or personal computer. Computers are available in the computer labs in Aquinas Hall and at stations throughout the Library.

## **Practicum and Internship Advising**

Practica and internships within the academic programs are offered to well-prepared and highly-motivated students. Credit is given for work done outside the classroom in an environment suited to the student's major interest. Students must receive written consent to participate from their advisor, the appropriate department chair, and the Office of Career & Professional Development in Rosary Hall, a part of the Center for Teaching and Learning Excellence. The number of credits a student may take in practica and internships to be counted toward a degree depends on departmental policy. See the College's Practica and Internship Guidebook at [www.albertus.edu](http://www.albertus.edu) or request a paper copy.

## **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.

# Academic Policies and Regulations: General

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## Definition of the Credit Hour

Albertus Magnus College adheres to the definition of a credit hour as defined by Federal Regulation 34CFR600.2 as passed by the U.S. Department of Education, Office of Postsecondary Education. The College's definition of a credit hour is as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the College including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## Full-Time Course Loads in the Academic Program

Full-time students at Albertus Magnus College normally enroll in 15 to 16 credits a semester. 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.

## Eighteen or More Credits

Students wishing to take 18 or more credits in a given semester must have the permission of the Vice President for Academic Affairs or the Academic Dean. With the exception of Biology and Chemistry majors, students may take no more than eighteen credits in a semester.

## Student Classification

Regular or matriculating students (those in a degree program) are classified according to the number of academic credits they have earned.

*First Year*—An entering student without college credit is classed as a freshman. This classification holds until the student has accumulated 24 credits

*Second Year*—A student who has 25 to 53 credits

*Junior*—A student who has 54 to 83 credits

*Senior*—A student who has 84 or more credits

*A Special Student (non-matriculating)* is one admitted to the College who is not a candidate for a degree. For guidance purposes, the high school record and complete college transcripts may be requested.

## **Credit for Courses and Auditing Courses**

Students do not receive credit for courses for which they have not been formally registered, or for courses for which they are registered as auditors. Students may audit courses only with the permission of the instructor concerned. Auditors are expected to attend classes regularly. Classes audited officially (with proper permission and notice to the Registrar's Office) will be noted on the student's permanent record. Details may be obtained at the Registrar's Office. Audits must be declared at the time of registration and are irreversible.

## **Accelerated Degree Program Credit**

Full-time Traditional Undergraduate Program students of Albertus Magnus College holding junior or senior standing may enroll in the Albertus Magnus College Accelerated Degree Program courses, but the advisor and the Vice President for Academic Affairs or the Academic Dean must approve them in advance.

## **Summer/Inter-Session Classes**

During Summer Mod 5, a Traditional Undergraduate Program student is allowed to take no more than a grand total of six credits at the Accelerated Degree Program tuition rate. Beyond six credits in the same Summer Mod or subsequent Summer Mods, the student will be required to pay the Traditional Undergraduate Program tuition rate.

## **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 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.

## **Study Abroad**

A student studying abroad for one or two semester(s) is classified as an enrolled student when the student notifies the Office of the Registrar in advance with appropriate paperwork.



# Academic Policies and Regulations: Courses, Grading, Cumulative Performance

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## Registration

Registration dates are indicated on the academic calendar each year. During the time allotted for registration, students meet with their advisors and choose courses from those listed in the Course Offerings. Incoming freshmen will be notified of the registration process. Non-matriculating students may register after the three week period for matriculated students.

## Change of Courses (Adding and Withdrawing)

Students may change their class schedules any time from registration until the close of the first week of classes. A student may not add courses after the end of the first week of classes, but may withdraw from a course at any time before midterm without notation being made on the permanent record. After midterm until the last Friday before the last week of class, a student may petition the instructor to withdraw from a class. The student will be given, on the recommendation of the instructor, a WP (withdrawal passing) or a WF (withdrawal failing) for the course.

Neither WP nor WF is considered in calculating a student's cumulative average. No credit is given for a WP or a WF.

To withdraw officially from a course, a student must follow the procedure prescribed by the Registrar; otherwise, the student is still enrolled in the course. The student should obtain a drop form from the Registrar. Failure to attend class or notice to an instructor does not constitute an official withdrawal.

No student will be permitted to withdraw from a course to avoid a lowered grade or "F" which may result from plagiarism or cheating.

## Class Attendance

Albertus Magnus College is required to verify the enrollment and participation of students who participate in Federal Title IV student aid programs and/or received educational benefits through alternate funding sources.

Albertus Magnus College has adopted the following attendance policies for the Traditional Undergraduate Day Program:

- Class attendance will be taken in all courses.
- A student who is absent from class for 14 calendar days from of the first day of the semester, never completes an assignment and does not contact the Office of the Registrar will be considered a "no show" and will be administratively withdrawn from the course. The student's financial aid will be adjusted to reflect eligibility only for those courses attended. A student who has been administratively withdrawn from a course will have the course and all tuition and fees associated with the course removed from his/her record and a registration hold will be placed on his/her account. A stu-

dent who is administratively withdrawn will be notified in writing by the Office of the Registrar.

- Instructors have the right to set attendance policies for grading purposes. Instructors may reduce a grade or issue a failing grade in a course based upon a student's class attendance record.

## Attendance Policy for Practicing and Participating in Athletics and Extracurricular Activities

Albertus Magnus recognizes that it is critically important for students to succeed academically and to have as their priority their academic success. Therefore, students are expected to attend all classes. Students who miss all classes for seven consecutive calendar days are not allowed to practice or to participate in a sport or club until the Registrar certifies that the student has returned to class. Administrative withdrawal policies are in effect for all students.

## Grading System

Grade	Numerical Equivalent	Honor Point Per Credit
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
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.

## Pass/Fail

Students may take up to 20 percent of their total program on a Pass/Fail basis, or one course per semester. This 20 percent includes courses elected by the student as optional Pass/Fail courses, courses with Pass grades which have been accepted by the College for transfer credit, and courses which have been approved by the Academic Policy Committee as Pass/Fail courses. The Pass/Fail option may not be used for courses in a student’s major/minor or for courses designated by one’s department as required correlatives. If students later wish to major in a field in which they have taken an optional Pass/Fail course, the major department may decide to accept or reject the P/F grade but NOT to convert the P/F grade to a letter grade.

The Pass/Fail option form must be signed and submitted to the Registrar by three weeks from the first day of class. No Pass/Fail option may be added after that time.

Once the Pass/Fail option has been granted, it cannot be removed or replaced by any letter grade other than P or F.

## 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 Office of the Registrar by the last Friday before the final exam week. 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 the Incomplete.

An Incomplete must be cleared by the student within 30 days of the end of the term; 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.

## In Progress Courses

Students registered for an undergraduate or graduate practicum or internship or graduate thesis or capstone, but who do not complete the work in the term may, with the permission of the instructor, register for a continuation course. If the instructor does not feel the continuation is warranted the student will have the opportunity to apply for an Incomplete.

When a continuation is granted the Office of the Registrar will issue a provisional grade of “I/P” for the course. If the 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 are given one semester (or two modules—this will require two continuation registrations) to complete the course free of charge. At the discretion of the instructor, students may register for an additional continuation. Students will incur a \$250 continuation fee per course per module/semester payable to the Business Office at the time of registration.

Students who do not complete the continuation for undergraduate or graduate practicum or internship within one calendar year must receive a grade for the original course. The student will need to retake the course and pay the full tuition rate.

Students who do not complete the continuation for graduate thesis or capstone may register and pay for continuations as long as their thesis or capstone is completed within seven years of matriculation.

The Office of the Registrar shall change the “I/P” notation to an “F” grade if the student does not register for subsequent continuations.

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

Ordinarily, a student who fails 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 G.P.A. If a student fails a required course and the professor wishes to permit a make-up examination, the grade for the course may not normally be higher than “D.”

## Grade Reports

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

## 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 Vice President's Designated Representative. 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 Vice President for Academic Affairs or the Vice President's designated representative 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 G.P.A. will not change.

## Cumulative Performance—Dean's List, Good Standing, Academic Review and Dismissal

The following policies address issues of a student's cumulative performance at Albertus Magnus College:

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

The Dean's List is published at the end of each semester. On it are the names of full-time students who have attained a honor-point average of at least 3.50, or a 3.30 average with no grade below a B during the semester.

### ***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:

<b>Credits Attempted</b>	<b>Minimum Cumulative Average</b>
1–34	1.7
35–60	1.80
61–75	1.90
76–over	2.00

**Academic Review**

Academic Review is not considered to be a punitive measure but rather a serious warning to the student that the student's future at the College is in jeopardy. The period of Academic Review is, therefore, a time to make the necessary academic improvement to regain good standing.

A student will be placed on Academic Review status for:

1. Failure to maintain the minimum cumulative average for good standing (see above for required averages)
2. Failure to maintain a 2.00 cumulative average in one's major field
3. Deficiencies ("F"s or "WF"s) in three courses in any one semester
4. Attaining a semester average of less than 1.7 in the preceding semester
5. If a student has one or more incompletes at the end of a semester and their other grades average below that required for good standing, the student will automatically be placed on Academic Review for the following semester.

At the discretion of the Vice President for Academic Affairs or the Academic Dean, a student may be required to take a reduced load during the period of Academic Review. Such a student may not transfer credits earned at any other college during the Academic Review period until achieving the status of Good Standing. A full-time student who is on Academic Review must take at least 12 credits for a grade.

**Academic Dismissal**

A student who is not making satisfactory progress will incur academic dismissal from the College under any one of the following conditions:

1. Incurs two Academic Reviews in any three consecutive semesters of enrollment.
2. Incurs a third Academic Review at any time.
3. Cumulative average on all work attempted at Albertus Magnus College falls below the following:

<b>Credits Attempted</b>	<b>Minimum Cumulative Average</b>
1–34	1.5
35–60	1.7
61–90	1.8

**Right to Appeal**

A student has the right to appeal an academic dismissal in writing to the Vice President for Academic Affairs, or the Academic Dean, within one week of receipt of notification of dismissal.\*

\* *Note that there is a separate appeal process for the reinstatement of financial aid, which is described in the Financial Aid section of this catalogue.*

# Academic Policies and Regulations: Leaves, Withdrawal from College

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## Leave of Absence

A student may apply for a leave of absence of up to one year after which the student must reapply with the Vice President for Academic Affairs, or the Academic Dean. Financial Aid recipients are allowed one leave of absence per academic year, which cannot exceed 180 days.

## Withdrawal from College

### ***Official Withdrawal from the College – Day Program***

Undergraduate Day Program students who wish to officially withdraw must contact the Office of the Registrar and complete a Statement of Withdrawal form. The date that the student begins the college's withdrawal process, or notifies the school of their intent to leave the program, is the Date of Determination (DOD). Upon a student's withdrawal, notification is provided to the Financial Aid Office in writing. The last day of attendance is the last day the student attended class based on attendance records and is considered the withdrawal date. The Office of the Registrar uses this date to report enrollment status to the National Clearinghouse.

### ***Unofficial Withdrawal from the College – Day Program***

When official written notification is not received from the student, the DOD will be the date that the college becomes aware the student has ceased attendance.

Any Albertus Magnus College employee who has been notified verbally or in writing that a student plans to stop attending class(es) or plans to withdraw from the college should notify the Office of the Registrar within 24 hours and provide any written correspondence from the student, if applicable. The DOD will be the date the student notifies the employee.

If a student has not attended any classes for 14 calendar days the administrative withdrawal process from the college will begin. The student will be notified by the Office of the Registrar that s/he is being administratively withdrawn from the college. The student will have 10 calendar days to respond to the Office of the Registrar. At that time an action plan will be developed with the student and a copy of the plan will be put in the student's permanent academic file. If the student does not take any action s/he will be administratively withdrawn.

### ***Attendance***

Albertus Magnus College is required to verify the enrollment and participation of students who participate in Federal Title IV student aid programs and/or received educational benefits through alternate funding sources.

### ***Student Failure to Start Day Program– Administrative Withdrawal***

A student who is absent from class for 14 calendar days from of the first day of the semester, never completes an assignment and does not contact the Office of the Registrar will be considered a "no show" and will be administratively withdrawn from the course. The student's financial aid will be adjusted to reflect eligibility only for those courses attended.

A student who has been administratively withdrawn from a course will have the course and all tuition and fees associated with the course removed from his/her record and a registration hold will be placed on his/her account. A student who is administratively withdrawn will be notified in writing by the Office of the Registrar.

### ***Administrative Withdrawal from the College – Day Program***

Albertus Magnus College has the authority to withdraw a student from the college and to revoke that student's registration at any time for the following reasons:

- Registration in violation of college regulations (e.g., academic ineligibility to register).
- Failure to comply with academic requirements (e.g. unsatisfactory class attendance, violation of the learning contract for students on academic probation, etc.).
- Failure to pay college tuition and fees by the due date.
- Disciplinary suspension or dismissal for the remainder of an academic term or longer.
- Severe psychological or health problems such that the student cannot continue in attendance.
- Other reasons deemed appropriate by the proper administrative officer.

A grade of WA is recorded for an 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.

In other cases of administrative withdrawal, the date of the withdrawal and the reason for the withdrawal are used to determine the grade to be recorded and the amount of tuition and fees to be assessed or cancelled. In most cases, the regular tuition and fee assessment and refund policies of the college prevail.

If a student is being administratively withdrawn from the college the student will be notified by the Office of the Registrar and s/he will have 10 calendar days from the date of the notice to respond to the Office of the Registrar. If the student does not take any action s/he will be administratively withdrawn.

This administrative withdrawal policy is subject to the following provisions:

- The administrative withdrawal policy must be included in the course syllabus with specific language about the policy (see recommended language below).
- The student must be informed that his/her administrative withdrawal may have an impact on his/her Financial Aid awards and/or student visa status.
- The student will be notified by the Office of the Registrar prior to being administratively withdrawn and s/he will have an opportunity to respond.
- A student who is administratively withdrawn from the college may not be eligible for a tuition refund.

### ***Administrative Withdrawal from a Course – Day Program***

If a student is absent from class for 14 calendar days the administrative withdrawal process will begin. The student will be notified by the Office of the Registrar that they are being administratively withdrawn from the course. The student will have 10 calendar days to respond to the Office of the Registrar. At that time an action plan will be developed with the student and a copy of the plan will be put in the student's permanent academic file. If the student does not take any action s/he will be administratively withdrawn from the course.



This administrative withdrawal policy is subject to the following provisions:

- The administrative withdrawal policy must be included in the course syllabus with specific language about the policy (see recommended language below).
- The student must be informed that his/her administrative withdrawal may have an impact on his/her Financial Aid awards and/or student visa status.
- The student will be notified by the Office of the Registrar prior to being administratively withdrawn and s/he will have an opportunity to respond.
- Administrative withdrawals will take place after the fee refund period. A student who is administratively withdrawn from a course will not be eligible for a tuition refund.
- Administrative withdrawals will be managed through the student's attendance record.

For administrative withdrawals during the first 7 weeks of a semester the grade of WA is recorded.

After this period, the date of the administrative withdrawal and the reason for the withdrawal are considered. The Registrar has the authority to backdate an administrative withdrawal if circumstances warrant such action. Disciplinary suspensions or dismissals are initiated by the appropriate authority and written notification is sent to the Office of the Registrar, who cancels the student's registration and notifies other administrative offices and faculty members.

After the start of the WP/WF period a student who stops attending a course for 14 calendar days will be notified by the Office of the Registrar that they are being administratively withdrawn from the course. The student will have 10 calendar days to respond to the Office of the Registrar. At that time an action plan will be developed with the student and a copy of the plan will be put in the student's permanent academic file. If the student does not take any action s/he 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. The issuance of a UF grade will activate reevaluation of the student's financial aid. Students who have been issued a UF grade can officially withdraw from the course by returning an instructor signed WP/WF form 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, the student must meet the withdrawal deadlines posted on the appropriate academic calendar.

## **Traditional Undergraduate Readmission Policy**

Students who have taken a break of less than one calendar year and who have not attended another college should apply through the Office of Academic Affairs.

Students who wish to return to Albertus Magnus College after a break of one calendar year or who have attended another college must apply for readmission through the Office of Admission.

Students seeking readmission will be held to the same priority processing deadlines as all new student applicants regardless of status: full-time, part-time or non-degree seeking.

Readmission to Albertus Magnus College is not guaranteed. The College seeks to readmit only those students who can demonstrate the ability to remain in good academic standing and complete degree requirements within a reasonable period of time.

As part of the readmission process, students who wish to return to Albertus Magnus College after a break of one calendar year or who have attended another college must write a letter to the readmission committee explaining why they left the College, why they are seeking re-admittance and why their re-admittance should be approved.

Students who have attended the College in one program and who are seeking admission in another will have their application reviewed by the readmission committee.

Students who have been denied readmission in one program, but seek admission in another program must write a letter to the readmission committee explaining why they should be readmitted.

Academic, disciplinary and financial status restrictions will be checked by the readmission committee. The committee may consult with faculty or other pertinent persons concerning the advisability of readmitting the student. There is no appeal for decisions of the readmission committee.

The readmission committee for the Traditional Undergraduate Program consists of the Associate Dean, Traditional Undergraduate Program, Director of Academic Advisement and Student Success, Dean for Student Services and the Director of Admission.

Information which may be reviewed by the readmission committee includes, but is not limited to:

1. The readmission application including any supplemental materials.
2. Documents specifically requested by academic affairs, student services or health services.
3. Academic history while at Albertus Magnus College.
4. Social or disciplinary history while enrolled at Albertus Magnus College.
5. Current status of account with the Business Office. Applications for readmission from students with an outstanding financial obligation to the College will not be reviewed by the readmission committee. If the outstanding debts are cleared, or acceptable arrangements for payment have been made prior to the readmission application deadline, the application will be considered.
6. Official transcripts from each college attended after Albertus Magnus College will be required for readmission consideration. Resubmission of original official transcripts may be required if the absence prior to re-enrollment exceeds five years.

It is important that students notify the financial aid and housing offices regarding their interest in applying for readmission as soon as possible. Financial aid resources for readmitted students are limited. If a student is readmitted to Albertus Magnus College, the level of financial aid awarded may be different than that received when the student was first admitted.

International students (with an F-1 student visa) should also contact the Coordinator of International Admission before applying for readmission to discuss visa status and enrollment limitations.

Readmits will be notified by the Office of Admissions the readmission decision or pending restrictions. Students may be readmitted with the understanding that certain conditions or expectations will be met once the student has returned.

Students returning after a break of five years or more, must follow the current catalogue. Students who return within five years or fewer may choose to follow the curriculum that was in place at the time of the leave or the current curriculum.

The College reserves the right to deny readmission to any student and to deny and/or rescind readmission to any student who provides false or misleading information to the College.

### ***Readmission after Dismissal***

Students who have been dismissed from Albertus Magnus College have a right to appeal an academic dismissal in writing to the Vice President for Academic Affairs or the Vice President's designated representative within one week of receipt of notification of dismissal. Students may apply for readmission through the Office of Admission after one year of non-attendance. Students who are dismissed must take a minimum of twelve credits at another regionally accredited institution of higher education and maintain a minimum of a 2.0 grade point average to be considered for readmission. Students readmitted after dismissal may be subject to regulation of their classes and number of credits attempted. Students readmitted who are subsequently dismissed a second time shall be dismissed from the College and will not be eligible for readmission until after five years of non-attendance. In extreme cases in which dismissal resulted from extenuating circumstances, students ineligible for readmission under the above regulations may appeal to the readmission committee and may be readmitted upon approval of the petition.

To apply for readmission after dismissal, students must complete all steps outlined in the readmission process.

### **Readmission of Uniformed Service Members**

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 perform, 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.

# Academic Policies and Regulations: Graduation, Transcripts and Student Records

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## 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.

## 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.

**Awarding of a Posthumous Degree****Undergraduate**

A deceased student who did not complete all requirements for his/her degree at the time of death may be awarded a degree posthumously provided the following conditions are met:

1. The student should have been in academic and disciplinary good standing at the time of death
2. The student has earned a minimum of 90 credits (i.e., senior status)
3. The faculty of the deceased student's primary major approves the awarding of the degree upon recommendation of the department chair or program director after ascertaining that conditions 1 and 2 have been met.

**Graduate**

The policy is unchanged except that condition 2 will require a student to have completed 75% of the credits necessary to complete the degree the student was pursuing.

**Procedure**

Inquiries relative to the awarding of a posthumous degree (normally requested by deceased student's family) should be referred to the appropriate department chair or program director.

The Registrar will confirm for the department chair or program director the student's academic standing and earned credits. The Vice President for Student Services or Associate Dean for Student Services in the Division of Professional and Graduate Studies will confirm for the department chair or program director the disciplinary standing.

The recommendation of the department chair or program director will be forwarded to the Vice President for Academic Affairs and Dean of the Faculty for approval.

If approved, the Vice President will request the Registrar to complete the transcription, graduation, and diploma procedures. The transcript will reflect that the degree was awarded posthumously.

If the student does not meet the criteria, or if the decision to award the degree is not approved, the Vice President will have the option to award an In Memorium Degree.

An In Memorium Degree is a recognition provided to honor a deceased student's progress to a degree for those students ineligible for a Posthumous Degree. The In Memorium degree is not included in the official count of degrees and is not reported nor recorded to the student's academic record and transcript. The In Memorium degree may be awarded solely at the discretion of the Vice President for Academic Affairs.

The Vice President for Academic Affairs and Dean of the Faculty will be responsible for communicating the final determination to the family.

**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 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 (Family Educational Rights and Privacy Act)***

The purpose of the Family Educational Rights and Privacy Act of 1974 as amended (FERPA) is to afford certain rights to students concerning their education records. The primary rights afforded are the right of the student to inspect and review their education records, to request amendments to their records, and to have some control over the disclosure of personally identifiable information (PII) from their records. The Colleges FERPA policies are disclosed in the Colleges course catalogues and on the Colleges website. Students will be notified of their FERPA rights annually through the Colleges email system. Students who would prefer to receive a hardcopy of their FERPA rights can contact the Office of the Registrar.

Under the Family Educational Rights and Privacy Act (FERPA), Albertus Magnus College students are afforded certain rights when it comes to educational records. The information below outlines these rights including the disclosure of personally identifiable information (PII). Education records are not accessible to a parent or guardian without a student's written consent, unless the parent/guardian provides a certified copy of the most recent Federal income tax return that shows the student is a dependent. However, if the College believes it is in the students best interest, information from the education record may be released to a parent/guardian in certain cases, such as:

- when a student's health or safety is in jeopardy;
- when a student engages in alcohol- or drug-related behavior that violates College policies;
- when a student has been placed on academic probation;
- when a student has voluntarily withdrawn from the College or has been required by the College to withdraw;
- when a student's academic good standing or promotion is at issue;
- when a student has been placed on a Behavior Contract or stronger restriction;
- when a student engages in behavior calling into question the appropriateness of the student's continued enrollment at the College.

A student has the right to consent to disclose PII contained within his/her education record, except where FERPA authorizes disclosure without consent. Information may be released:

- to the student.
- to the parents of a dependent student.
- to a College official.
- to a party seeking directory information.
- to a party receiving the information pursuant to a judicial order or lawfully issued subpoena.
- to parties otherwise authorized to receive the information pursuant to FERPA.

If a student wishes the information to be released to a third party, he/she would file a Permission to Release Educational Information form with the appropriate office.

Type of Record	Location
<b>Academic, Placement, Directory Information</b> (Official college transcripts, other document records containing admission documents and basic student data, notices of transfer credit and previous college transcripts, etc.)	Office of the Registrar
<b>Academic Progress/Grades</b> (Correspondence regarding academic progress, grades and status)	Office of Academic Affairs
<b>Discipline</b> (Files concerning extracurricular and non-academic correspondence along with confidential disciplinary files)	Office of Community Standards
<b>Financial Records</b> (Maintaining financial aid files)	Business Office/Financial Aid Office
<b>Medical Records</b> (Medical Records that are submitted to the College are held for 7 years from when a student graduates or leaves the College)	Health Center

### ***Access to Education Records***

If a student wishes to inspect and review his/her education records, he/she should make a request in writing to the custodial office of the specific record he/she wishes to review (see the table above for the correct custodial office). If a student does not know to which custodial office to make the request, he/she may contact the Office of the Registrar. The custodial office must respond to the written request within 45 days. When a record contains information about more than one student, the requesting student may inspect and review only the portion of the record which relates to him/her. The College reserves the right to charge the student for copying, copying time, and postage should such services be requested. If a student experiences a financial hardship and is unable to incur the cost of copying records, the College will make reasonable opportunities for the student to view and inspect the records.

### ***The College may refuse access to the following records:***

- Financial statement of the students parent(s);
- Letters and statements of recommendation for which the student has waived his/her right of access or which were placed in file prior to January 1, 1975;
- Records connected with an application to attend Albertus Magnus College or a component unit of Albertus Magnus College if that application was denied;
- Those records which are excluded from the FERPA definition of education records.

### ***Amendment of Education Records***

If a student believes that his/her education record is inaccurate or misleading, he/she may make a request in writing to the appropriate custodial office identifying which

records he/she wishes to have amended and providing supporting documentation as to why he/she desires the amendment. Albertus Magnus College may comply with the request to amend or it may decide not to comply.

If it decides to comply, the Office of the Registrar will notify the student in writing within 45 days of the request, amend the record and place a statement in the students file which will include the reasons for the amendment.

If it decides not to comply, the Office of the Registrar will notify the student in writing of the decision and advise him/her of his/her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the students rights within 45 days of the students request. Upon request by the student for a hearing, the Office of the Registrar will arrange for a hearing and notify the student of the date, place, and time of the hearing within 45 days. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the College. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the education record. The student may be assisted by one or more individuals, including an attorney.

The student will be notified in writing of the final decision within 45 days of the hearing. The notification will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the College decides that the information in the education record is deemed accurate, the College will place a notice in the students file which will include a summary of the evidence and the reasons for the decision and inform the student of his/her right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the College.

If, as a result of the hearing, the College decides that the information in the education record is deemed inaccurate, misleading, or otherwise in violation of the privacy of the rights of the student, the College will amend the record, will place a notice in the students file which will include a summary of the evidence and the reasons for the decision and inform the student of his/her right to place a statement in the record commenting on decision.

The College will maintain the College and students statements with the contested part of the record and disclose the statement whenever it discloses the portion of the record to which the statements relate.

### ***Directory Information/Privacy Blocks***

Albertus Magnus College designates directory information as: student name, address, telephone number, email address, date and place of birth, major field of study, dates of attendance, full or part time status, expected date of degree completion and graduation and awards received, class rosters and the most recent previous educational agency or institution attended by the student. For varsity athletes directory information also includes: height, weight, hometown, and home state. If a student does not wish to have his/her directory information released, he/she must complete within two weeks of the beginning of the academic term a nondisclosure form available in the Office of the Registrar in Aquinas Hall.

Once a student completes and submits this form, his/her directory information will be withheld for life, even after he/she is no longer a student, unless he/she rescinds the request in writing. A copy of the request will be kept in the students education file.



- If a student blocks directory information, it may still be inspected by those College officials authorized by FERPA to inspect education records without consent.
- Blocking directory information does not allow a student to be anonymous within the classroom. A student's name, student identification number and College email address cannot be blocked in a class in which a student is enrolled.
- If the College requires a student to wear, to publicly display, or to disclose the student ID card that exhibits information that may be designated as directory information the student cannot block the information.
- If a student blocks his/her directory information, it cannot be released to friends, family, prospective employers, the news media, student activities and honor societies.
- Some reasons for considering a privacy block on directory information may include harassment, or the advice of a legal or medical professional.
- If a student would like to keep directory information private, but release information so it can be published in commencement programs and honor lists, he/she must contact the Office of the Registrar in Aquinas Hall and submit his/her request in writing. A copy of the request will be kept in the student's education file.

### ***College Officials with Legitimate Educational Interests***

A student's education records may be disclosed, without consent, to College officials with legitimate educational interests. These include, but are not limited by FERPA policy, people employed by the College in administrative, supervisory, academic, research, or support staff roles (including Campus Security and Health Center Staff); people contracted by the College as an agent for the College to perform particular services (such as an attorney, auditor or collection agent); people serving on the Board of Trustees; students serving on official committees or assisting other school officials in performing tasks, or volunteers or other non-employees with legitimate educational interests. A legitimate educational interest is present if the College official needs to review an education record in order to fulfill professional responsibilities.

Under FERPA, the College may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the student.

The officers, employees, and agents of a party that receives such information may use the information, but only for the purposes for which the disclosure was made.

### ***Reports of Academic Progress, Status and Disciplinary Action to Parents***

It is College policy to send academic progress and status reports directly to students. If parents or guardians wish to receive correspondence about academic progress, status and disciplinary actions (usually grade reports, letters relating to deans list, probation), requests can be made to the Office of the Registrar by:

- The student who completes the Permission to Release Educational Information form in the Office of the Registrar requesting reports be sent to parents or legal guardians;
- Parents or guardians who make a written request to the Office of the Registrar indicating that the student is a dependent and providing evidence that the parents or guardians declared the student as a dependent on their most recent Federal Income Tax form.

Release of confidential information to parents and disclosure of directory information to others are separate issues. The student may allow one and deny the other. For example,

student may release confidential information to parents and at the same time prevent disclosure of directory information to others. Permission to Release Educational Information forms are available in the Office of the Registrar in Aquinas Hall. When access is granted to one parent the College must grant equal access to the other parent upon request, unless presented with a court order or other legally binding document that states otherwise. Students may terminate their release of information to parents by providing written notice to the Office of the Registrar. A copy of the request will be kept in the students education file.

### **Record Maintenance**

Student education records are defined under FERPA as records directly related to a student and maintained by the institution or by a party acting for the institution. This includes any information or data recorded in any medium, including handwriting, print, tapes, film, microform, and any other form of electronic data storage. Student education records are maintained in a number of College offices, such as the Office of the Registrar, Office of Academic Affairs, Office of the Dean of Students, the College Health Center, Departmental Offices, Office of Financial Aid, Business Office, Office of Career Services and Experiential Learning, and the Division of Professional and Graduate Studies. Students are invited to consult with the Office of the Registrar about other offices that may maintain student educational records.

Procedures governing the maintenance and ultimate disposition of student education records are different from one area to another.

A full schedule regarding the location of documents and the Colleges document retention is available at <http://www.albertus.edu/policy-reports/document-retention-policy>.

### **Inspection and Review of Educational Records**

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA), affords students the right to inspect and review their education records within 45 days of the date the College receives a request for access.

1. All students who are or have been in attendance at Albertus Magnus College shall have the right to inspect and review their education records, subject to the limitations provided under applicable regulations of FERPA. Students should submit to the Office of the Registrar, Vice President for Academic Affairs, Dean of Students, or other appropriate official, a written request that identifies the records he/she wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the 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. Under FERPA, a student ID number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and a student ID number or other unique personal identifier that is displayed on a student ID badge cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
3. Under FERPA, certain records are not part of the students education record, such as:

- a. Notes about students by individual staff or faculty members which are retained in the sole possession of the maker of the record and not accessible or revealed to any other person
  - b. Records maintained by the College Health Clinic which are used only for treatment of a student and made available only to those persons providing treatment
  - c. Employment records of individuals whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individuals employment
  - d. Alumni records which contain information about a student after he or she is no longer in attendance at the College and which do not relate to the person as a student
  - e. Records created or received by the College after the student is no longer a student in attendance and that are not directly related to the students attendance while a student
4. Under FERPA, the College is not required to permit students to inspect and review:
    - a. Financial information submitted by parents
    - b. Confidential letters and statements of recommendations concerning which the student has waived his or her rights to inspect and review
  5. In cases where the student is not within commuting distance of campus, and is therefore physically unable to be present to view the record on campus, the student may request a copy of the records for a fee (contact the appropriate office for fees). To obtain copies of transcripts and source documents such as test scores from other institutions, students must contact the originator of those records. The College does not copy transcripts of other schools for student use. For students who have unpaid financial obligations to the College, alternative arrangements may be made at the students expense to view his or her records. For this service, students need to send a written request addressed to the Office of the Registrar. A copy of the request will be kept in the students education file.
  6. Under FERPA, the College shall not destroy any education records if there is an outstanding request to inspect and review the education records.
  7. Under FERPA, the College maintains a record of each request for access to and each disclosure of personally identifiable information from the education records of each student, as well as the names of State and local educational authorities and Federal officials and agencies listed in 99.31(a)(3) that may make further disclosures of personally identifiable information from the student's education records without consent under 99.33(b). The College shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record will include the parties who have requested or received personally identifiable information from the education records and the legitimate interests the parties had in requesting or obtaining the information. Students requesting to review their education record will have access to this record.

### ***Student Consent to Disclose Educational Records***

The Family Educational Rights and Privacy Act affords students the right to consent to disclosures of personally identifiable information contained in the students 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, research, or support staff person (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 agency); 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 of the official needs to review an educational record in order to fulfill his or her professional responsibility.

As provided by FERPA, the College may also disclose educational records or components thereof without written consent of students to designated persons and agencies including but not limited to:

- Authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local educational authorities in connection with certain state or federally supported education programs;
- U.S. Immigrations and Customs Enforcement in compliance with the Student Exchange Visitor Information System program for nonimmigrant students with an F, J, or M visa;
- Officials of other institutions in which a student seeks or intends to enroll, in which case the Office of the Registrar will make a reasonable attempt to inform the student of disclosure;
- Persons or organizations providing financial aid to students or determining financial aid decisions;
- State and local officials to whom disclosure is required by State statute adopted prior to November 19, 1974;
- Organizations conducting certain studies for, or on behalf of, educational agencies or institutions;
- Accrediting organizations carrying out their accrediting functions;
- Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1986, Section 152;
- Persons in compliance with a judicial order, lawfully issued subpoena, or IRS Summons in which case a reasonable attempt will be made to inform the student of the disclosure except when required by law or court order;
- Persons in an emergency, if the knowledge of information is necessary to protect the health or safety of students or other persons;
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense (as defined in 34 CFR Part 990, the final results of the disciplinary proceeding conducted by the institution with respect to the alleged crime or offense);
- Interested individuals, subject to the requirement of 34 CFR Part 99, the name, violation committed, and sanction imposed by the institution against a student who has committed a violation of the institution's rules or policies in connection with the alleged perpetration of a crime of violence or a non-forcible sex offense;
- Parents regarding the student's violation of any federal, state or local law, or of any institutional policy or rule governing the use of alcohol or a controlled substance, if the institution has determined that the student has committed a disciplinary violation with respect to the use or possession, and the student is under the age of 21 at the time of the disclosure to the parent.

- Interested individuals, when the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 and the information was provided to the College under 42 U.S.C. 14071 and applicable federal guidelines.

Under FERPA, the College may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the student. The officers, employees, and agents of a party that receives such information may use the information, but only for the purposes for which the disclosure was made.

Under FERPA, the College will maintain a record when the College discloses personally identifiable information from education records under the health or safety emergency exception. The record of the disclosure will include the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

### ***Conflicts with State or Local Law***

If the College determines that it cannot comply with FERPA due to a conflict with state or local law, it must notify the U.S. Department of Education within 45 days, giving the text and citation of the conflicting law. If another recipient of Department funds under any program administered by the Secretary or a third party to which personally identifiable information from education records has been non-consensually disclosed determines that it cannot comply with FERPA due to a conflict with state or local law, it also must notify the Office within 45 days, giving the text and citation of the conflicting law.

### ***Filing a Complaint***

If a student feels that the College has failed to comply with FERPA requirements, he/she has the right to file a complaint with the U.S. Department of Education's office that administers FERPA at:

Family Policy Compliance office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

All complaints must be filed within 180 days of the alleged violation.

### ***Student Right-To-Know***

In accordance with the Higher Education Act of 1965, students have the right to know the graduation or completion rate. This can be found on the Web at [www.albertus.edu](http://www.albertus.edu) under the Policy and Reports section. Any questions may be addressed to the Registrar in Aquinas Hall.

## **Directory Information Notice**

Albertus Magnus College designates “directory information” as: student name, address, telephone number, email address, date and place of birth, major field of study, dates of attendance, full or part time status, expected date of degree completion and graduation and awards received, class rosters and the most recent previous educational agency or institution attended by the student. For varsity athletes “directory information” also includes: height, weight, hometown, and home state. If a student does not wish to have his/her directory information released, he/she must complete within two weeks of the

beginning of the academic term a nondisclosure form available in the Office of the Registrar in Aquinas Hall.

Once a student completes and submits this form, his/her directory information will be withheld for life, even after he/she is no longer a student, unless he/she rescinds the request in writing. A copy of the request will be kept in the student's education file.

- If a student blocks directory information, it may still be inspected by those College officials authorized by FERPA to inspect education records without consent.
- Blocking directory information does not allow a student to be anonymous within the classroom. A student's name, student identification number and College email address cannot be blocked in a class in which a student is enrolled.
- If the College requires a student to wear, to publicly display, or to disclose the student ID card that exhibits information that may be designated as directory information the student cannot block the information.
- If a student blocks his/her directory information, it cannot be released to friends, family, prospective employers, the news media, student activities and honor societies.
- Some reasons for considering a privacy block on directory information may include harassment, or the advice of a legal or medical professional.
- If a student would like to keep "directory information" private, but release information so it can be published in commencement programs and honor lists, he/she must contact the Office of the Registrar in Aquinas Hall and submit his/her request in writing. A copy of the request will be kept in the student's education file.

## **Student Right-To-Know**

In accordance with the Higher Education Act of 1965, students have the right to know the graduation or completion rate. This can be found on the Web at [www.albertus.edu](http://www.albertus.edu) under the Policy and Reports section. Any questions may be addressed to the Registrar in Aquinas Hall.

# The Curriculum

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## Definition of Terms

- Introductory courses are numbered 100–199, intermediate courses, 200–299, advanced courses, 300–399, and graduate courses 500–799.
- The number of credits after 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 is given in the official schedule for the semester that the course is being offered.***
- The letter “W” following a course number indicates that it is a designated writing course that can be used to fulfill one of the College writing requirements.
- For advising purposes, the anticipated frequency that a course is offered in the curriculum is indicated where possible.
- All courses meet three hours a week in-class unless otherwise specified as blended or on-line.
- The official schedule of courses is available in the Office of the Registrar. Consult the official schedule for classes offered in a given semester.
- ***The College reserves the right to cancel any class for which there is insufficient enrollment.***

## College Courses

The College offers a limited number of courses that are designed to support a student's formal academic program, while also helping to prepare the student for a meaningful career. These courses are offered for academic credit, but are not administered through any specific academic department.

### COURSE DESCRIPTIONS

#### **CC 113 Transfer ePortfolio Lab**

All Albertus students are required to develop an ePortfolio aligned with the benchmarks in core skills of the College's general education Insight Program. In this course, the transfer student will create an ePortfolio to demonstrate learning over time, reflect on personal strengths and weaknesses, practice responsible use of digital technologies, and prepare for meaningful careers. Required for all transfer students in their initial semester. *1 credit*

#### **CC 213 Sophomore ePortfolio Lab**

A course designed to support students in the midpoint of their academic experience through continued development of their general education ePortfolio in Handshake, as well as career exploration and preparation. Through selection and reflection upon academic and co-curricular work, students will identify personal strengths and weaknesses, practice responsible use of digital technologies, and prepare for meaningful careers. Required for all sophomore students. Offered annually in the spring. *1 credit*

#### **CC 260 Career, Internship and Job Strategies**

This course introduces students to career development, internship, and the job search process. Students identify their short and long-term career goals through a comprehensive process of self-evaluation. Students gain a realistic assessment of their skills, values, interests, and life experiences and how to apply this information when making career decisions. Students develop skills related to career research, résumé development, social media marketing, letter writing, networking, interviewing, and job/internship/graduate school search methods. Students will continue to post artifacts in their ePortfolio related to their career development. Open to juniors and seniors only. *1 credit*

#### **CC 270 Explorations in Leadership**

This course is designed to explore the dimensions and multiple facets that make a good leader and enlighten students who are interested in the basic elements that foster great leadership. By exploring leadership through contemporary definitions, self-assessment, and open group discussion, students will have the opportunity to challenge themselves and rise to a new level of leadership. *1 credit*



# Arts and Sciences

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## Department of Biology, Chemistry and Mathematics

The mission of the Department of Biology, Chemistry and Mathematics is to build upon the College's Liberal Arts focus to prepare students with the knowledge, skills, and judgment necessary to be responsible, able practitioners in their chosen fields. The majors are designed to prepare students for careers in education, research, museums, libraries, industry, government service, and scientific writing and illustration. The faculty works closely with students interested in pursuing professional or graduate study, helping them to prepare for entrance into both professional and graduate programs. Majors are advised individually about their choice of courses according to their special interests and abilities.

A major in Biology leading to a Bachelor of Science (B.S.) degree provides broad preparation including pre-medical, pre-veterinary, and pre-dental training. Our department gives the student the basic entrance requirements for a variety of U.S. colleges of medicine, dentistry, and veterinary medicine. Entrance into these colleges is highly competitive. The completion of the degree does not guarantee acceptance. Albertus Magnus graduates have gone on to pursue medical, dental, and veterinary degrees. The Biology major at Albertus Magnus College also offers students opportunities to develop practical experience, through participation in faculty-directed research and career-related internship experiences. Moreover, students interested in earning a teaching certificate in secondary education in biology may follow the approved sequence leading to initial teacher certification offered by our Education Programs Department. The B.S. in biology is the best choice for a major for those planning to teach biology at the secondary level. Students interested in teaching science at the middle school level need a variety of science courses including biology. Please contact our Education Programs Department for additional information.

A major in Chemistry leading to a Bachelor of Science (B.S.) degree prepares students for industry, graduate school or professional school (including medicine, dentistry, and veterinary medicine). This is achieved through a broad-based education that includes exposure to major areas of chemistry including analytical, biochemistry, inorganic, organic and physical. In both the classroom setting and in the laboratory, students will interact directly with our faculty, taking advantage of our small student to faculty ratio. Students interested in earning a teaching certificate in secondary education in Chemistry may follow the approved sequence leading to initial teacher certification offered by our Education Programs Department. The B.S. in chemistry is the best choice for a major for those planning to teach chemistry at the secondary level. Students interested in teaching science at the middle school level need a variety of science courses, including chemistry. Please contact our Education Programs Department for additional information.

Mathematics gives students the ability to reason quantitatively and logically so as to enable them to live productive and fulfilling lives. The role of mathematics in society today is both fundamental and widespread. Mathematics is needed for the study of such diverse areas as sociology, psychology, political science, business, economics, physics, chemistry, biology, and linguistics. A degree in mathematics can lead to careers in teaching, business, a large variety of industries, and government service, as well as to graduate

study in pure or applied mathematics. For students wishing only a cultural introduction to mathematics, a terminal course is offered which exposes the student to the fundamental concepts and beauty of the discipline.

## **Biology Major (42 Credits)**

All students pursuing the Biology Major are required to take the indicated courses.

BI 111	General Biology I
BI 111L	General Biology I Laboratory
BI 112	General Biology II
BI 112L	General Biology II Laboratory
BI 216, 216L	Cell Biology (plus Lab)
BI 310, 310L	Genetics (plus Lab)
CH 121	General Chemistry I
CH 121L	General Chemistry I Laboratory
CH 122	General Chemistry II
CH 122L	General Chemistry II Laboratory
CH 221	Organic Chemistry I
CH 221L	Organic Chemistry I Laboratory
CH 222	Organic Chemistry II
CH 222L	Organic Chemistry II Laboratory
SC 131	General Physics I
SC 131L	General Physics I Laboratory
SC 132	General Physics II
SC 132L	General Physics II Laboratory
SC 351	Senior Science Seminar I

### **Required Correlatives: (credits will vary)**

MA 120 or MA 121	Pre-Calculus (3 cr.) or Calculus (4 cr.)
CH 324, 324L	Biochemistry (plus Laboratory)
SC 302	Internship/Practica (credits vary)

Additional electives may be selected from Biology or Chemistry courses.

## General Health Sciences (46 credits)

All students pursuing the General Health Sciences Major are required to take the indicated courses.

BI 111	General Biology I (with lab; BI 111L)
CH 121, 122	General Chemistry I & II (with labs; CH121L, CH 122L)
PY/SO 218	Statistics
PY 111	Intro to Psychology
BI 214	Microbiology (with lab; BI 214L)
CH 205	Chemistry of Nutrition
BI 310	Genetics (with lab; BI 310L)
SC 114	Nutrition for Health & Fitness
BI 316, BI 317	Anatomy & Physiology I, II w/labs (BI 316L, BI 317L)
MG 311	Intro to Public Health
MG 308	Ethical Issues in Healthcare OR
MG 312	Global Health

### Required Correlatives:

MA 120 or MA 121	Pre-Calculus (3 cr.) or Calculus I (4 cr.)
SC 302	Internship/Practica (credits vary)

### Suggested Correlatives: (9 credits)

CH 221, CH 222 & CH 324

## Chemistry Major (32 credits)

All students pursuing the Chemistry Major are required to take the indicated courses.

CH 121	General Chemistry I
CH 121L	General Chemistry I Laboratory
CH 122	General Chemistry II
CH 122L	General Chemistry II Laboratory
CH 221	Organic Chemistry I
CH 221L	Organic Chemistry I Laboratory
CH 222	Organic Chemistry II
CH 222L	Organic Chemistry II Laboratory
CH 241	Introduction to Analytical Chemistry I
CH 241L	Introduction to Analytical Chemistry I–Lab
CH 242	Introduction to Analytical Chemistry II
CH 242L	Introduction to Analytical Chemistry II–Lab
CH 321	Physical Chemistry I (with Laboratory)
CH 322	Physical Chemistry II (with Laboratory)

**Required Correlatives: (21 credits)**

MA 121	Calculus I
MA 122	Calculus II
SC 131, 131L	General Physics I (with Laboratory)
SC 132, 132L	General Physics II (with Laboratory)
SC 302	Internship/Practica
SC 351	Senior Science Seminar I

Additional electives may be selected from Biology or Chemistry courses.

**Mathematics Major (32 credits)**

The Department of Biology, Chemistry and Mathematics offers a Major in *Mathematics with an Emphasis on Teacher Preparation*; the requirements for this major are as follows:

MA 121	Calculus I
MA 122	Calculus II
MA 215	Differential Equations
MA 230	History of Mathematics
MA 233	Linear Algebra
MA 242	Linear Optimization
MA 315	Geometry
MA 345	Probability
MA 351	Statistical Methods
MA 391	Senior Seminar

**Biology Minor (20 credits)**

Students wishing to complete a minor in Biology are required to take: BI 111, BI 111L, BI 112, BI 112L, and three additional 200–300 level biology (BI) courses w/labs.

**Chemistry Minor (24 credits)**

Students wishing to complete a minor in Chemistry are required to take:

CH 121, CH 121L, CH 122, CH 122L

CH 221, CH 221L, CH 222, CH 222L

Any two additional 200–300 level chemistry courses

**Mathematics Minor (20 credits)**

Students wishing to complete a minor in Mathematics are required to take:

MA 121                      Calculus I

MA 122                      Calculus II

MA 233                      Linear Algebra

Three additional 200–300 mathematics courses chosen in consultation with the Mathematics Program Director

## Pre-Pharmacy Minor (18 credits)

Students wishing to complete a minor in Pre-Pharmacy are required to take:

- Calculus (MA 121)
- Statistics (PY 218 or SO 218 or BE 202 or MA 351)
- Speech/Oral Communication (CO 141)
- Economics (BE 204 or BE 205)
- Anatomy & Physiology w/lab (SC 340)
- E-Portfolio (CC 213)

## COURSE DESCRIPTIONS

### Biology

#### BI 111 General Biology I

The goal of this course is to familiarize the student with fundamental principles which govern all organisms. Topics introduced include biological themes illustrated throughout the semester, cell structure and physiology, Darwinian evolution and genetics. *General Education choice, Level A*. To be taken in conjunction with BI 111L. Scheduled each fall term. P: High school biology or departmental permission. *3 credits*

#### BI 112 General Biology II

This course is a continuation of General Biology I with a comparative approach to various organ systems. What is an animal? What are the various modes of nutrition? What evolutionary steps have organisms made to become more efficient at surviving? What organ systems have they exploited? Their physiology, maintenance of homeostasis and the relationships the organ systems have to each other will be explored. To be taken in conjunction with BI 112L. Scheduled each spring semester. *3 credits*

#### BI 111L, BI 112L General Biology I, II Laboratories

BI 111L uses a series of laboratory exercises designed to provide hands-on experience in addressing various biological principals to introduce the scientific method of experimental design and to improve student writing using lab reports. BI 112L explores the anatomy and physiology of selected organisms through dissection-based activities. One three-hour laboratory period per week. To be taken in conjunction with BI 111 and BI 112 respectively. *1 credit each*

#### BI 116 The Human Body

A non-majors 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. Hands-on activities may be offered during the course giving the student a chance to experience the wonders of the human body for themselves. *General Education choice, Level A. 3 credits*

#### BI 205 Special Topics

An in-depth study of a selected topic in Biology.

**BI 215 Microbiology**

This introductory-level course concentrates on fundamental functional and structural characteristics of microscopic organisms: bacteria, viruses, and lower eukaryotic species comprising the fungi, protozoa, and algae. Categorical features related to morphology, genetics, and metabolic processes will be studied. The course also highlights the importance of these groups of organisms as causative agents of infectious diseases and as powerful genetic tools in research. To be taken in conjunction with BI 215L. Prerequisites: BI 111, BI 112. *3 credits*

**BI 215L Microbiology Laboratory**

Offered in conjunction with BI 215. Students gain experience in basic laboratory techniques that demonstrate the isolation and culturing of microbes, morphological traits of select microorganisms, and the exchange of genetic material between microbial cells. Biochemical assays that differentiate metabolic functions and enzymatic activities of bacterial and fungal species are introduced. The course provides training in the formatting and detailing of laboratory reports that review the experimental exercises. Prerequisites: BI 111, BI 112. 3 hours. *1 credit*

**BI 216 Cell Biology**

This course addresses life at the cellular level. Topics include the composition and physiology of major organelles, signal transduction, cancer, cell migration, and adhesion. Offered in fall semester. P: BI 111. *3 credits*

**BI 216L Cell Biology Laboratory**

This course includes exercises employing methods commonly used in studying areas in cell biology. Laboratory techniques include mammalian cell culture, DNA/protein electrophoresis, bacterial transformation, protein expression, and purification. To be taken in conjunction with BI216. 3 hours. *1 credit*

**BI 310 Genetics**

This course is designed to introduce the student to DNA and its roles in the forming of genes, heredity, and the variation of organisms. Mendelian genetics, fundamental molecular genetics, and the genetic basis of evolution are covered as well. P: BI 111, BI 112. *3 credits*

**BI 310L Genetics Laboratory**

Laboratory exercises include DNA/protein electrophoresis, polymerase chain reaction (PCR), restriction enzyme analysis and computer-based image analysis. To be taken in conjunction with BI 310. 3 hours. *1 credit*

**BI 316 Anatomy & Physiology I**

Topics cover a detailed analysis of the components and functions of the primary tissues and the skeletal, muscular and nervous systems. Offered every odd numbered fall semester. To be taken in conjunction with BI 316L.

**BI 316L Anatomy & Physiology Lab I**

Laboratory periods involve hands-on coverage and analyses of the structures and functions of the primary tissues and the skeletal, muscular and nervous systems.

**BI 317 Anatomy & Physiology II**

Lectures cover the structures and functions of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Offered every even number spring semester. P: BI 316; to be taken in conjunction with BI 317L.

**BI 317L Anatomy & Physiology Lab II**

Laboratory periods involve hands-on coverage and analyses of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

**Chemistry****CH 121 General Chemistry I**

A study of matter and atomic structure, mass-mole relationships, reaction stoichiometry, solution chemistry including redox and precipitation reactions, the Theory of gas laws, electronic structure and the Periodic table of elements, covalent bonding and thermochemistry. *General Education choice, Level A.* Scheduled each fall semester. P: Background in Mathematics equivalent to Algebra II. *3 credits*

**CH 121L General Chemistry I Laboratory**

Laboratory experiments which correlate with General Chemistry I lecture. General laboratory incorporating qualitative and quantitative techniques such as titrations, filtrations and chromatography will be included. To be taken in conjunction with CH 121. *1 credit*

**CH 122 General Chemistry II**

Course includes studies in liquids, solids and intermolecular bonding, concentration units and colligative properties, chemical kinetics, equilibrium in gaseous systems, acid and bases, acid-base theory and equilibria studies (including buffers and titrations), precipitation equilibria, coordination compounds, spontaneity of reactions, electrochemistry, and nuclear reactions (time permitting). Scheduled each spring semester. P: CH 121. *3 credits*

**CH 122L General Chemistry II Laboratory**

Laboratory experiments which correlate with CH 122 lecture. Laboratory experiments include basic analytical techniques: titrations, gravimetry, spectroscopy and electrochemistry. To be taken in conjunction with CH 122. *1 credit*

**CH 205 Special Topics**

A non-majors course designed to examine different aspects of chemistry. Topics will vary depending on the instructors' areas of expertise. Studies may involve hands-on learning. Students will gain an understanding of the scientific method along with techniques in data analysis and presentation. *General Education choice Level A. 3 credits*

**CH 221 (W) Organic Chemistry I**

This course focuses on fundamentals of structure and bonding in organic compounds. Study of the structure, properties, preparation, reactions, and reaction mechanisms of organic compounds including alkanes, alkenes, alkynes, alcohols, and alkyl halides. Includes stereochemistry of organic compounds; nucleophilic substitution reactions. This is a writing intensive (W) course. Scheduled each fall semester. P: CH 121, CH 122. *3 credits*

**CH 221L Organic Chemistry I Laboratory**

Laboratory experiments correlated with Organic Chemistry I lecture. Introduction to various organic laboratory techniques including distillation, reflux, extractions, recrystallization, chromatography, qualitative analysis, and laboratory safety (and related matters). Experiments include paper and thin-layer chromatography, elimination, nucleophilic substitution, and addition reactions. To be taken in conjunction with CH 221. P: CH 121, CH 121L, CH 122, CH 122L. *1 credit*

**CH 222 Organic Chemistry II**

Study of the structure, properties, preparation, reactions, and reaction mechanisms of organic compounds including alkenes, arenes, organometallics, alcohols, ethers, aldehydes, ketones, carboxylic acids, amines, and various other derivative groups. Basic theory of spectroscopic methods NMR, UV, IR and MS will be introduced and spectral interpretation of organic compounds emphasized. Scheduled each spring semester. P: CH 221. *3 credits*

**CH 222L Organic Chemistry II Laboratory**

Laboratory experiments correlated with Organic Chemistry II lecture. Experiments will incorporate spectroscopic analysis (NMR, UV, IR and MS) with synthesis and organic reaction experiments such as oxidation-reduction, esterification, and nucleophilic substitution reactions. Scheduled each spring semester. P: CH 221L. *1 credit*

**CH 241 Introduction to Analytical Chemistry I (Laboratory, CH241L)**

This course includes the analysis of data in analytical chemistry, basic statistics, stoichiometry, titrations, gravimetry, complexometry, electrochemistry, voltammetry and electrochemical sensors, spectrochemical techniques-atomic absorption, chromatography-theory and applications-column, TLC, GC, HPLC, ion-exchange, electrophoresis, clinical chemistry. Laboratory experiments will incorporate lecture material emphasizing data collection (and analysis) and the analytical techniques. To be taken in conjunction with lab. Some experiments may be miniprojects. P: CH 222, 222L. Lecture: 3 hours per week; Laboratory: 6 hours per week. *3 credits. CH241L 1 credit.*

**CH 242 Introduction to Analytical Chemistry II (Laboratory, CH242L)**

Introduction to theory and use of modern chemical instrumentation techniques including titrations (acid-base, complexometric), spectroscopy (UV, IR, AAS), electrochemistry, chromatography (GC, HPLC), and other techniques. To be taken in conjunction with lab. P: CH 222, 222L, CH 241. Lecture: 3 hours per week; Laboratory: 6 hours per week. *3 credits. CH242L 1 credit*

**CH 321 Physical Chemistry I (Laboratory, CH 321L)**

A study of the theoretical principles underlying the areas of thermodynamics, chemical equilibrium, electrochemistry, kinetics, quantum mechanics, and spectroscopy. To be taken in conjunction with lab. P: CH 122, MA 122. SC 131 & SC 132 are strongly recommended. *3 credits. CH 321L 1 credit.*

**CH 322 Physical Chemistry II (Laboratory, CH 322L)**

Study of a quantitative approach to statistical mechanics, quantum chemistry, kinetics, macroscopic and microscopic structures. To be taken in conjunction with lab. P: CH 321. *3 credits. CH322L 1 credit.*



**CH 324 Biochemistry**

Study of the structure and function of complex macromolecules such as proteins, nucleic acids, lipids and carbohydrates. Intermolecular interactions and regulatory mechanisms that control these interactions will be examined. Cellular metabolism and a quantitative analysis of certain biochemical reactions will also be covered. Scheduled each fall semester. P: BI 111, CH 221, and CH 222. BI 216 is strongly recommended. *3 credits*

**CH 324L Biochemistry Laboratory**

Offered in conjunction with CH 324. Experimental techniques are aimed at extracting and quantitating nucleic acids and proteins from cells. Purified macromolecules are analyzed using a combination of chromatographic, electrophoretic, and immunobiological methods. Students gain proficiency in operating equipment and instruments commonly found in a biochemical laboratory. The course also includes visits to off-campus sites engaged in advanced and highly specialized biochemical experimentation. To be taken in conjunction with CH 324. 3 hours. *1 credit.*

**Mathematics****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 every semester. *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. *General Education choice, Level A.* P: MA 100 or its equivalent. Generally offered every semester. *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. *General Education choice, Level A.* P: MA 100 or permission of instructor. Generally offered yearly. *3 credits*

**MA 120 Pre-Calculus**

For students who require review and extension of mathematical background before undertaking the more advanced calculus courses. Topics include numbers, functions, graphing, exponential functions, logarithmic functions, and trigonometry. Generally offered each spring semester. *General Education choice, Level A.* P: MA 100 or its equivalent or by permission of the Mathematics Program Director. *3 credits*

**MA 121 Calculus I**

Presentation of the fundamental concepts of functions, limits, and differential calculus with an introduction to integral calculus. Techniques and applications of differentiation and calculating areas as limits are explored. Offered each fall semester. P: MA 120 or its equivalent. *4 credits*

**MA 122 Calculus II**

Further extensive study of the fundamental concepts of differential and integral calculus. Topics include logarithmic, exponential and trigonometric functions, integration techniques, applications of the definite integral, and infinite series. Offered each spring semester. P: MA 121 or its equivalent. *4 credits*

**MA 215 Differential Equations**

An intermediate follow-on course to the calculus sequence building on much of that subject matter and hence highlighting the use and importance of calculus. The course is designed to develop a tool kit of solution techniques which can be used to solve ordinary differential equations including first order equations and higher order linear equations. Topics include first order equations, higher order linear equations, Laplace transforms, systems of equations, power series solutions, numerical methods, and practical applications to science. Generally offered every two years. P: MA 122. *3 credits*

**MA 230 History of Mathematics (W)**

A study of dominant trends in the historical development of mathematics. Study of the growth of various branches of mathematics will be supplemented by historical background material, biographies of mathematicians, and translations of original sources. Generally offered every two years. P: MA 100 or its equivalent or permission of the Mathematics Program Director. *3 credits*

**MA 232 Advanced Calculus**

Continuation of MA 121 and MA 122 leading to an introduction to differential and integral calculus for functions of several variables. Topics include infinite series, vectors, vector functions, surfaces in three-dimensional space, partial differentiation, multiple integration, and vector calculus. Generally offered when there is sufficient demand. P: MA 121, 122. *3 credits*

**MA 233 Linear Algebra**

The study of mathematical systems with emphasis on vector spaces, linear transformations, and matrices including geometric interpretations and applications. Topics include systems of linear equations, vector spaces, linear mappings, determinants, and eigenvalue problems. Offered every other fall semester. P: MA 121 or permission of instructor. *3 credits*

**MA 241 Mathematical Logic**

Propositional calculus and simple predicate calculus will be studied with an emphasis on deciding which arguments are valid. Both mathematical and non-mathematical applications will be discussed. P: MA 100 or its equivalent or permission of instructor. Generally offered when there is sufficient demand. *3 credits*

**MA 242 Linear Optimization**

An introduction to the application of linear mathematical models used for optimization and to support decision-making processes. Emphasis will be on formulating mathematical models of various problems encountered by decision-makers, developing and solving spreadsheet models, and interpreting their solutions. Topics include linear programming, sensitivity analysis, integer programming, network modeling, multiple objective programming, regression analysis, and time series forecasting. Computer analysis is utilized. Offered every other spring semester. P: MA 233 or permission of the instructor. *3 credits*

**MA 243 Number Theory**

Examination of elementary properties of integers, including congruences, quadratic reciprocity, and Diophantine equations. P: MA 100 or its equivalent or permission of instructor. Generally offered when there is sufficient demand. *3 credits*

**MA 275 Special Topics**

Special topics in mathematics studied with the approval of the Mathematics Program Director. Hours and credits to be arranged, as needed.

**MA 313 Algebraic Structures**

A basic introduction to groups, rings & fields. Emphasis will be placed on the patterns involved, applications (e.g., to number theory) and the relationships to school arithmetic & algebra (e.g., the development of number systems from the natural numbers to the complex numbers: always wanting more!). P: MA 233 or permission of the instructor. Generally offered when there is sufficient demand. *3 credits*

**MA 315 Geometry**

The study of Euclidean and non-Euclidean geometry. The history of geometry, structure of geometry, relationships between various parts of geometry, relationships between theorems, styles, and techniques of proofs will be studied. Generally offered every two years. *3 credits*

**MA 345 Probability**

The basic concepts of probability will be covered to form the foundation for statistical methods and applications. Topics include data collection and presentation, numerical descriptive measures, probability rules, discrete and continuous random variables, probability distributions, the central limit theorem, sampling distributions, and confidence interval estimation. Offered every other fall semester. P: MA 120 or its equivalent or permission of the instructor. *3 credits*

**MA 351 Statistical Methods**

A mathematical development of statistical procedures that builds upon the topics covered in probability and introduces concepts of estimation, confidence intervals, hypotheses testing, contingency tables, goodness of fit, analysis of variance, correlation, regression, nonparametric methods and their applications. Emphasis is on practical applications of the statistical methods using statistical software. Offered every other spring semester. P: MA 345. *3 credits*

**MA 391 Senior Seminar**

Topics may vary. Typically, topics will be chosen that pull together previous coursework and also prepare students for the Praxis II test in mathematics content knowledge. Students will also develop a graded class presentation for one of the mathematics courses. Generally offered annually. P: MA 122, MA 233. *3 credits*

## Science

### SC 105 Special Topics

A non-majors course designed to examine different aspects of science. Topics will vary depending on the instructors' areas of expertise. Field studies may be involved along with some hands-on learning. Students will gain an understanding of the scientific method along with techniques in data analysis and presentation. *General Education choice Level A. 3 credits*

### SC 108 Frontiers of Science

This is a non-majors course that introduces general principles of biology through the examination of issues and concerns of current importance to the general public. Topics studied include, but are not limited to, biotechnology, genetic engineering, human health and disease. Through the exploration of highly debatable subjects, students gain an understanding of how the scientific method is applied to resolving questions and unanswered problems. *General Education choice Level A. Scheduled each semester. No prerequisites. 3 credits*

### SC 109 Ecology in the Field

This is a non-majors course that introduces students to field techniques that investigate the relationship between organisms and their environment. We start with nearby forest habitat and ask what factors contribute to a healthy ecosystem, including water quality, soil type, tree diversity, and invertebrate and amphibian abundance. Once field data has been collected, we return to the lab and analyze and interpret our results. Students working in teams are expected to write a paper and create a presentation explaining our methodology and discussing the implications of our results on biodiversity and forest quality. *General Education choice Level A. Offered every fall semester. No prerequisites. 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*

### SC 118 Ecology of Long Island Sound

This is a non-majors course that introduces students to the Biology and Ecology of Long Island Sound (LIS). Topics may include the different habitats found throughout LIS, the organisms found in those habitats, current environmental issues and fundamental marine research approaches. The course may involve field trips to various LIS locations. *General Education choice Level A. Offered every spring semester. No prerequisites. 3 credits*

### SC 131 General Physics I

The study of selected topics, e.g., motion, force, work, energy and thermodynamics, using algebra and trigonometry. Laboratory exercises will illustrate these principles. This course is a requirement for students preparing for teaching certification in Biology or Chemistry. P: high school physics, algebra or departmental permission. Offered fall semesters of even numbered years. *3 credits*

**SC 131L General Physics I Laboratory**

Offered in conjunction with SC 131, this course illustrates selected topics including motion, force, work, energy and thermodynamics, using algebra and trigonometry through hands-on work. 3 hours. *1 credit*

**SC 132 General Physics II**

The study of the fundamental principles of sound, electricity, magnetism, optics and atomic physics. Laboratory exercises will illustrate these principles. Offered spring semesters of odd numbered years. P: SC 131 or departmental permission. *3 credits*

**SC 132L General Physics II Laboratory**

Offered in conjunction with SC 132, this course illustrates selected topics including sound, electricity, magnetism, optics and atomic physics through hands-on work. 3 hours. *1 credit*

**SC 201 (W) Science Writing**

This course is designed for science majors to improve their communication skills in science, mainly the writing and reporting abilities. The course will emphasize comprehension and writing skills in science (biology and chemistry) through interpretation and analysis of scientific information from scientific journals, various writing assignments as well as oral and poster presentations. The course will also discuss methods in literature search, plagiarism and letter writing (CVs, cover letters, etc). Students will learn to develop effective writing techniques that are clear, concise and understandable yet compelling. Effective writing in science should prepare them for their professional writing needs in their future science careers. This is a writing intensive (W) course. Offered when there is sufficient demand. *2 credits*

**SC 302 Practicum/Internship**

Program of supervised practical experience in an external setting related to students' interest. P: Permission of Department Chair. *Minimum: 1 credit*

**SC 327 Independent Research**

Experimental research under the supervision of a member of the Biology or Chemistry faculty. Offered when there is sufficient demand. P: Permission of Instructor. *1 to 4 credits*

**SC 340 Advanced Topics**

An in-depth study of a selected topic in Biology or Chemistry. Topic chosen will be compatible with students' interests and instructor's expertise. Offered when there is sufficient demand. P: instructor permission. *3 credits*

**SC 351 Senior Science Seminar I**

Students examine current research advances by reviewing reports in the scientific literature. Experimental techniques used in the research laboratory are studied in-depth. Course structure involves instruction on the use of literature databases, the structures of a peer-reviewed article, and student presentations. Offered each fall semester. P: Senior status or instructor permission. *1 credit*

## Department of Communications

The 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.

Courses span broadcasting, film and video production, digital media, advertising, public relations, sports media, film studies, organizational communications, writing and photojournalism. All courses are offered as part of either a specific content sequence or as a general topics course. A unique feature of Albertus' Communications Program is the potential for students to "individualize" programs of study in order to best prepare each student to exercise his or her best mix of talents and passions.

One of our primary goals is to insure that Communications majors are well prepared to enter their selected career paths. Through required internships, students acquire important hands-on experience that builds on their coursework, and prepares them for success.

Internships are on-the-job placements where students earn college credit while acquiring applied professional skills. The breadth of the Internships completed through the Department of Communications is clearly a significant benefit of the program.

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 220/SO 220	Sociology of Communications

**Sequences**

- Each major must complete *three courses from any one sequence* and *one of the following* (Total of 12 Credits):
- One course from any different sequence
- One topics course

**A. Promotional Communications Sequence**

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

**B. Visual Communications Sequence**

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

**C. Sports Communications Sequence**

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

**D. Digital Communications Sequence**

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

**E. Topics Course**

CO/DR 117	Introduction to Theatre (Level A)
CO 118	Fundamentals of Acting (Level A)
CO 125	Digital Audio Recording
CO 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.)

**F. Practical Applications: Each major is required to complete an internship:**

CO 380	Internship (3 to 12 credits) (Letter Grade)
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**G. Communications Seminar: Each major is required to complete Communications Seminar**

CO 391	Communications Seminar (3 credits)
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**H. Portfolio or Thesis: Each major is required to complete either a senior portfolio or a senior thesis.**

CO 392	Senior Portfolio (3 credits)
CO 393	Senior Thesis (3 credits)

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

## 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 will 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 for Part A.* Generally 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. Generally 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 for Part A*. Generally 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. Generally 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. Generally offered yearly. *3 credits*

**Promotional Communications 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. Generally offered yearly. *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. Problem solving and PR expressive skills are emphasized. Highly recommended for those students interested in corporate communications. Generally offered yearly. *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 the 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 for Part C*. Generally offered yearly. *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. Generally offered yearly. *3 credits*

**CO 251 Film and Video Production**

In this course we introduce student to the principles, processes and creative production techniques associated with studio produced motion media. Using HD video, 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 multi-camera, studio-oriented production. Generally offered yearly. *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 for Part C*. Generally offered yearly. *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 or program. Generally offered yearly. *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. Generally offered yearly. *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. Generally offered yearly. *General Education choice for Part 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. Generally offered yearly. *3 credits*

**CO 230 Internet Marketing and Advertising**

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. Generally offered yearly. *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 for Part C.* Generally offered yearly. *3 credits*

**Topics Courses:****CO/DR 117 Introduction to Theatre**

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 A course.* Generally offered yearly. *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 A course.* Generally offered yearly. *3 credits*

**CO/DR 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. Generally offered every other year. *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 organiza-

tions 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. Generally offered every other year. *3 credits*

### **CO 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. Generally offered yearly. *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. Generally offered yearly. *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. Generally offered yearly. *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. The Gangster Films course 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. Generally offered yearly. *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 copyediting, 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. Generally offered yearly. *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 and 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. Generally offered yearly. *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. Students will address the following 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 digital, still camera. Students should be familiar with the rudimentary operation of their photographic equipment; however, course lectures will focus at times on application and technique. This course hopes to enhance the student’s visual literacy and proficiency, enlighten the student on news and photojournalism issues, and introduce the would-be practitioner to the basics of producing successful images. Generally offered yearly. *3 credits*

**CO 238 Mass Media and the Law**

Increasingly, the connection between mass media and 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. Generally offered yearly. *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. Generally offered every other year. *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. Generally offered every other year. *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. Typically offered every other year. *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. Generally offered every other year. *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 practicum/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 practicum/internship. P: Permission of Department Chair. Generally offered every other year. *3 to 12 credits*

## Communications Seminar:

### CO/DR 391 Communications Seminar

Communications Seminar serves as a capstone course and is open to Communication majors of Senior status. The emphasis 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. P: Senior status or permission of Department Chair. Generally offered yearly. *3 credits*

## Senior Portfolio or Thesis:

### CO 392 Senior Portfolio

Drawing upon original materials and materials gleaned from Internship experience, the student will compile a portfolio of media materials that are representative of his/her ability to perform as a Communications professional. This portfolio will be administered in a tutorial manner by the Department Chair. P: Senior status or permission of Department Chair. Generally offered yearly. *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. The Department Chair performs administration of Senior Theses. 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 completing the Promotional Communications Sequence may elect to complete her/his nine credits in Business or Marketing. A student completing the Sports Media Sequence may elect to complete 9 credits in Sports Management. A student completing the Visual Communications Sequence may elect to complete 9 credits in Art/Photography or English/Writing. A student completing the Digital Communications Sequence may decide to complete 9 credits in Computer Information Systems, Graphics or Marketing.



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

***Communications Minor Requirements***

The description of the 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**

## 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. More particularly, the Department assumes a key role in directing the English major to both personal enrichment and a rewarding career. Through successful completion of the English program, students will:

- demonstrate an understanding of major works of British and American literature
- demonstrate the means by which meaning is created in literary works
- demonstrate an aesthetic appreciation of the creative work of others
- produce consistently lucid, coherent, thoroughly researched papers, convincingly and creatively presented
- possess the writing and research skills, and the literary knowledge, necessary to flourish in the liberal professions and relevant graduate programs

English majors find that training in their academic discipline enables them to excel in many fields such as: law, publishing, education, civil service, library science, business, and journalism. Moreover, the Department offers students interested in going on to graduate programs in English a baccalaureate curriculum that is balanced, historically comprehensive, and rigorous.

### English Major (36 credits)

#### Requirements

EN 225	Masterpieces of American Literature I
EN 226	Masterpieces of American Literature II
EN 227	Masterworks of British Literature I
EN 228	Masterworks of British Literature II
EN 317	Literary Theory and Criticism
EN 391	Senior Seminar in British and American Literature

One course from the following:

EN 283	Shakespeare I
EN 284	Shakespeare II
EN 383	Shakespeare Seminar

15 credits of English electives

## English Concentrations

### Creative Writing (36 credits)

#### Requirements

EN 143	Introduction to Creative Writing (may be waived with permission of Department Chair or Director of Creative Writing Concentration).
EN 225	Masterpieces of American Literature I
EN 226	Masterpieces of American Literature II
EN 227	Masterworks of British Literature I
EN 228	Masterworks of British Literature II
EN 244a/b	Creative Writing: Poetry, Short Fiction, Short Theater Pieces
EN 317	Literary Theory and Criticism
EN 391	Senior Seminar in British and American Literature

One course from the following:

EN 283	Shakespeare I
EN 284	Shakespeare II
EN 383	Shakespeare Seminar

Three of the following courses (9 credits):

EN 245a/b	The Composing Process
EN 343a/b	Seminar in Poetry Writing
EN 344a/b	Seminar in Fiction Writing
EN 345a/b	Seminar in Composing Autobiography
EN 346a/b	Seminar in Playwriting
EN 392	Writing Seminar

*(NOTE: Students may take a second session of any creative writing course above the introductory level (EN 143). The letters "a/b" following the course numbers indicate the first ("a") and the second ("b") semester for which a student enrolls in a course so designated.)*

### Dramatic Studies (36 credits)

#### Requirements

EN 225	Masterpieces of American Literature I
EN 226	Masterpieces of American Literature II
EN 227	Masterworks of British Literature I
EN 228	Masterworks of British Literature II
EN 317	Literary Theory and Criticism
EN 391	Senior Seminar in British and American Literature

**Requirements**

Six additional courses must be chosen from the following. (One of these six courses must be either EN 283, EN 284, or EN 383).

EN 283	Shakespeare I
EN 284	Shakespeare II
EN 383	Shakespeare Seminar
EN 230	Tragedy
EN 231	Comedy
EN 232	Modern Drama
EN 244a/b	Creative Writing: Poetry, Short Fiction, Short Theater Pieces
EN 280	Practicum
EN 346a/b	Seminar in Playwriting
EN 380	Internship
EN 390	Independent Study
EN 393	Playing (with) Plays

**English Minor**

Any student who wishes to minor in English may do so by taking 18 credits in English courses, excluding EN 106 and EN 107. Students seeking to complete a minor select English courses in consultation with, and guidance from, a faculty member in the Department of English.

**Drama Minor**

Any student who wishes to minor in Drama may do so by taking 18 credits from the following courses:

EN/DR 232	Modern Drama
EN/DR 244 a/b	Creative Writing: Poetry, Fiction, Drama
EN/DR 245 a/b	The Composing Process
EN 255/DR 255	Special Studies
EN/DR 283	Shakespeare I
EN/DR 284	Shakespeare II
EN/DR 380	Internship
EN/DR 390	Independent Study
EN/DR 383	Shakespeare Seminar
EN/DR 393	Playing (with) Plays
CO/DR 117	Introduction to Theatre (Level A)
CO/DR 118	Fundamentals of Acting (Level A)
CO/DR 228	Acting for Stage and Screen
CO/DR 326	The Creative Mind (Level C)
AM 111	Introduction to Arts Management
AM 315	Grants and Fundraising

## **B.A./M.F.A. Five-Year Option**

The Department of English offers its undergraduates the opportunity to pursue its M.F.A. in Writing by completing an additional year after graduation. Interested students with a minimum 3.0 G.P.A. will submit a writing portfolio to the Director of the M.F.A. Program in the Spring semester of their junior year. During their senior year as undergraduates, students provisionally accepted into the M.F.A. program will undertake a 1.0 credit portfolio each semester (2.0 credits total), as well as take a 4.0 credit graduate course (to be determined by the Director) in addition to their undergraduate degree requirements. They would then take an additional 4.0 credit course (to be determined by the director) during the summer after graduation. During their graduate fall and spring semesters, students accepted into the M.F.A. program complete 9.0 credits of graduate work each semester, then an additional 8.0 credits during the graduate summer semester. Please consult the graduate catalogue for full program details.

## **COURSE DESCRIPTIONS**

### **EN 100 Introduction to College English**

A basic college-level English course in reading comprehension and expository composition. This course prepares students to read, think, and write with the accuracy, critical acuity, and cogency generally expected in college classes. EN 100 is for students whose preparation is marginal in the skills essential for success in post-secondary education; yet, who demonstrate a solid grasp of the fundamentals (i.e., of the semantics and syntax of Standard English). Generally offered each fall semester. *4 credits*

### **EN 106W Written Expression I**

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 each semester. *3 credits*

### **EN 107W Written Expression II**

Continuing EN 106, the second semester builds upon students' fundamental knowledge of expository writing and increases proficiency in reading and writing, particularly argument, persuasion, and research. An introduction to the major literary genres provides a context for written response. Generally offered each semester. *3 credits*

### **EN 143 Introduction to Creative Writing**

A writing course designed as a general introduction to the strategies of literary composition. Through sustained and systematic practice in the techniques that stimulate and refine creative writing, students will exercise and develop intuitive and critical abilities essential to significant artistic achievement. Generally offered once a year. *3 credits*

**EN 155(H) Writing for Humanities: Composing with the Classics**

This is a course designed to complement work in HU 114(H). Students will refine their understanding of the writing process as they continue to gain a greater appreciation for the relationship between reading texts intelligently and writing with clarity and precision. Each week, following class discussions on the readings, students will be given topics for writing assignments. The essays or writing projects (creative and expository) will vary in length; the student will write a total of 30–45 pages. Generally offered each spring semester. *1 credit*

**EN 211 Post Colonial Literature**

This course surveys the emergence of new national literatures in English within the former British Empire. By exploring the question, “what does it mean to be post-colonial?”, students will gain a deeper understanding of cultures outside those of America and Britain. Students will discover the work of writers from developing nations and former settler colonies, including India, Nigeria, South Africa, Canada, Australia, and New Zealand. Generally offered every year. *3 credits*

**EN 220 The Short Story**

A study of the thematic and stylistic range of the short story, with a concentration on the work of several English-language masters of the genre, such as Hawthorne, Poe, James, Crane, Joyce, Hemingway, O’Connor, and Oates. Generally offered every year. *3 credits*

**EN 225 Masterpieces of American Literature I**

This introductory survey traces the development of a distinctly American literary tradition in relation to questions of national identity, selfhood, gender, and race. Drawn from contact and colonial writing through the ante-bellum period, readings may include Native American myths; exploration and captivity narratives; religious writing; poems by Bradstreet, Taylor, Whittier, and Longfellow; autobiographies by Franklin and Douglass; essays by Emerson and Thoreau; fiction by Hawthorne, Poe, and Melville. *3 credits*

**EN 226 Masterpieces of American Literature II**

The second part of Masterpieces of American Literature introduces students to major American achievements in poetry, fiction, drama, and non-fictional prose from post-Civil War era through the second half of the twentieth century. Readings may include the poetry of Whitman, Dickinson, Frost, Stevens, Hughes, and Bishop; the fiction of James, Twain, Wharton, and Faulkner; the drama of O’Neill and Williams; the prose of Washington and DuBois. *3 credits*

**EN 227 Masterworks of British Literature I**

Introduces students to the treasures of British literature: the tales of Chaucer; sonnets of Shakespeare; poems of Sidney, Spenser, Donne, Marvell, Milton, Dryden, Pope; essays of Swift and Samuel Johnson. Making use of some of the most beautiful and suggestive literary texts in English, this course helps students to become confident and responsive readers of literature. *3 credits*

**EN 228 Masterworks of British Literature II**

The second half of Masterworks of British Literature explores selections from among the prose and poetry of Blake, Wordsworth, Coleridge, Byron, Shelley, Keats; the works of Tennyson, Arnold, the Brownings, Ruskin, Mill, Newman, Carlyle, Pater; and such modern poets as Yeats, Eliot, Auden, and Heaney. *3 credits*

**EN 233 Narrative Literature**

An exploration of the varied forms of narrative (and the contexts from which they arise) through a close study of diverse narrative genres, including the epic, romance, novel, and short story. Generally offered every other year. *3 credits*

**EN 236 British and American Novel of the 20th Century**

A comparison of innovative modernist works with more traditional novels of the same era, reflecting the forces which shaped twentieth-century Western culture. Authors considered may include Joseph Conrad, E.M. Forster, Virginia Woolf, James Joyce, Ernest Hemingway, William Faulkner, Edith Wharton, Zora Neale Hurston, and Richard Wright. Also studied are selected works from recent decades. Offered if there is sufficient demand. *3 credits*

**EN 244 a/b Creative Writing: Poetry, Short Fiction, Short Theater Pieces**

This course invites students with a serious interest in writing to compose various forms of poetry, short fiction, and/or theater pieces. Through weekly writing and class workshops, this course helps students discover material, find and develop an authentic voice, and experiment with different kinds of writing. Generally offered every other year. *3 credits*

**EN 245 a/b The Composing Process**

Making use of class exercises, workshops, and individual conferences, this course will guide students to discovering materials, affecting audiences, and writing creatively with clarity and power. Generally offered every year. *3 credits*

**EN 250 through EN 254 Special Studies in Literature**

Topics are interdisciplinary and/or may focus on literature in translation. *3 credits*

**EN 251 Young Adult Literature**

This course centers on different kinds of literature read by young adults. It is particularly useful to future teachers. *3 credits*

**EN 255 Special Topics in British and American Literature**

These courses focus on specific themes, periods, genres, or groups of writers in British and/or American literature. *3 credits*

**EN 261 Literary Romanticism**

This course explores outstanding prose and poetry from selected major Romantic writers such as Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats from the British literary tradition, and Cooper, Hawthorne, Poe, Emerson, Thoreau, and Melville from the American literary tradition. Offered if there is sufficient demand. *3 credits*

**EN 280 Practicum**

The English Department offers suitably prepared students the opportunity to apply and develop reading and composing skills in work environments such as hospital administration, marketing, publishing, television news studios, and newspaper offices. Requires permission of Department Chair, with whom hours and credits are arranged.

**EN 283, 284 Shakespeare I, II**

These two courses, which can be taken together or separately, explore the literary and theatrical genius of one of the world's greatest and most controversial artists. We will read, discuss, and watch performances (both film and live) of Shakespeare's major plays. EN 283 focuses on the turbulent history plays (*Richard II*, *Henry IV Part I and Part II*, *Henry V*); sparkling romantic comedies (*A Midsummer Night's Dream*, *As You Like It*); and two of the most popular and poignant tragedies (*Romeo and Juliet*, *Hamlet*). EN 284 focuses on three great tragedies (Macbeth, Othello, King Lear); two mind-bending, problematic plays (*Antony and Cleopatra*, *Measure for Measure*); and the fascinating and beautiful final plays (*The Winter's Tale*, *The Tempest*). Generally offered every other year. *3 credits each*

**EN 317 Literary Theory and Criticism**

What is literature? Who decides what we should read and why? How should we read a literary text? These are just a few of the questions about literature that this course will explore. Focusing on one major literary text, students will learn to apply a variety of critical perspectives to their reading and be introduced to the practice of literary criticism and major contemporary critical theories. *3 credits each*

**EN 337 Modern Poetry**

This course traces the development of modern poetry in Britain and America, with an emphasis on the origin and impact of modernism. Poets students will read may include Yeats, Pound, Frost, Eliot, Stevens, Williams, Auden, Moore, Hughes, Bishop, Larkin, Ashbery, and Heaney. *3 credits*

**EN 343 a/b Seminar in Poetry Writing**

This seminar explores and develops students' interest in different kinds of poetic forms. It includes a final portfolio in the form of a collection of poems or a single long poem. Students can expect to submit their more accomplished work to various literary publications (including Breakwater) and poetry competitions. P: EN 244a/b or permission of instructor. Generally offered every other year. *3 credits*

**EN 344 a/b Seminar in Fiction Writing**

An intensive class in composing and evaluating short stories and longer fiction. Students will work on a variety of brief exercises and one major project in narrative composition. P: EN 244a/b or permission of instructor. Generally offered every other year. *3 credits*

**EN 345 a/b Seminar in Composing Autobiography**

This seminar uses readings, class exercises, and workshop activities to help students begin the process of exploring different versions of writing one's self as a literary text. Issues addressed include becoming the "author" of oneself; autobiography as the "rewriting" of the self; confession and deception as "autobiographical" impulses; the relation between autobiography and fiction. Students compose autobiographical poems or narratives as their final portfolio project. P: EN 143 or permission of the Department Chair. Generally offered every other year. *3 credits*



**EN 355 American Literary Modernism Seminar**

This seminar explores the idea and implications of modernism in American literature. It probes the sources of values in a cultural milieu that has marginalized traditional religious and romantic ideals, a world in which sincerity itself has come under suspicion. Readings may include the poetry of Pound, Eliot, Stevens, Williams, and Moore and the fiction of Hemingway, Faulkner, Stein, and Fitzgerald. Generally offered every other year. *3 credits*

**EN 360 The Literature of Love and Desire**

EN 360 focuses on the literature of love. As we read selected works from the early Greek poet Sappho to contemporary American poets, we will explore the various meanings love takes on in different cultures, centuries, and contexts—and we will consider the possibility that writing itself can be a way of loving. If you think that love poetry is sentimental or predictable, this seminar will surprise you! *3 credits*

**EN 361 Literature of the Immigrant**

Immigration is always two stories: a leaving and an arrival. This course considers the American immigrant experience through the perspective of literature. Novels, short stories, poetry, essays, and memoirs are read to gain understanding of the struggle of creating new lives in an unfamiliar culture. Generally offered every year. *3 credits*

**EN 380 Internship**

A 3 to 6 credit field work experience open only to senior majors. Requires permission of Department Chair, with whom hours and credits are to be arranged.

**EN 383 Shakespeare Seminar**

This seminar, designed for students who have some previous college experience of Shakespeare, offers an opportunity to study, compare, and perform scenes from a small number of Shakespeare's plays, in conjunction with a staged production, whenever possible. Generally offered every other year. *3 credits*

**EN 390 Independent Study**

A course of study for superior students with well-developed reading plans and research projects. Requires permission of Department Chair, with whom hours and credits are to be arranged. Generally offered every year.

**EN 391 Senior Seminar in British and American Literature**

This is the culminating seminar for English majors which invites in-depth study of selected seminal literary texts. Past seminars have focused on the question: How does reading and knowing poets of the past relate to our reading and knowing of poets of our own time? Generally offered every year. *3 credits*

**EN 393 Playing (with) Plays**

This seminar, required for English majors concentrating in Dramatic Studies, is open to any upperclass student with an interest in drama. The seminar focuses on several provocative issues, including the relation between classical myth and mythic tragedy; the relation of action and inaction in the theater; plays which subvert their own form; political versus apolitical theater. Generally offered every other year. *3 credits*

## Department of Foreign Languages

The mission of the Department of Foreign Languages is to contribute to the Liberal Arts education 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. Certain courses, offered in English, provide students with the opportunity to appreciate other societies and their development and progress. The Department of Foreign Languages offers a major and a minor in Spanish as well as a minor in Spanish & Latin American Studies. In addition, the Department provides study in Italian, Intensive English Language, and Sign Language.

The offering of all courses depends on adequate enrollment. Courses in literature, film, culture and civilization are taught in traditional, blended, or on-line format.

The learning outcomes that students are expected to meet through their study in the program are as follows:

1. formulate an advanced conceptual understanding of literature, music or film as a viable means of expressing different viewpoints regarding the relation of art, nature and society
2. develop competency in oral communication skills in the target language as assessed through engaged class participation, group work, class debate, and oral presentations
3. develop competency in written communication in the target language by writing well organized, logical and coherent arguments in homework assignments, literary reviews and research papers
4. distinguish important cultural differences and historical moments
5. enhance digital literacy as measured through assignments on elearning and Google eportfolio
6. critically analyze films and literary works for deeper thematic and socio-historic content
7. draw parallels among authors from Spain, Latin America, and the United States
8. possess the writing and research skills, and the literary knowledge, necessary to flourish in the liberal professions and relevant graduate programs
9. achieve native or near-native fluency in the target language

Students enrolled in the teacher certification program with endorsement in Spanish will demonstrate through satisfactory scores on the ACTFL examinations and the departmental exit examinations adequate mastery of language, literature, and culture to become successful teachers.

### The Spanish Major

The Spanish major aims to develop mastery of Spanish language and literature while exposing students to diverse cultures and literary movements. In addition to analyzing major literary and critical works of the Spanish-speaking world from medieval times through the present, students are encouraged to complement their coursework with a semester or summer experience abroad. The major prepares students for various professions, including education, law, civil service, journalism, publishing, business, and sport management.

In order to major in Spanish, students must successfully complete 30 credits beyond the elementary levels (FL 111S, FL 112S). Of these, at least 12 credits must be taken at the advanced 300 level. All students majoring in Spanish must take FL391S: Internship & Practicum and FL395S: Senior Seminar. Students pursuing teacher certification, FL 391S/ED391, will make arrangements with the Education Programs Department for a teaching practicum in an area school in conjunction with this course.

## The Spanish Minor

Students in other departments are invited to pursue a minor in Spanish as an additional subfield of specialization. In order to fulfill the minor, students must complete a minimum of 18 credits in Spanish, including 6 credits in each of the 200 and 300 level courses.

## The Spanish & Latin American Studies Minor

Students in other departments are invited to pursue a minor in Spanish as an additional subfield of specialization. In order to fulfill the minor, students must complete a minimum of 18 credits (in English or in Spanish) from the departmental course offerings, including 6 credits in each of the 200 and 300 level courses.

## 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. FL 111S is a prerequisite for FL 112S. Offered annually. *3 credits each*

### **FL 161S Spanish in the Media I: ESPN Deportes, Telemundo, CNN, and Univision**

In this course, students will approach the Spanish language through media such as ESPN Deportes, CNN, Telemundo, and Univisión. Emphasis will be placed on attendance, active participation, viewing and listening comprehension, short quizzes, and a final Google eportfolio project. The learning objectives for this course include developing a precise vocabulary for spoken and written communication and cultural studies; and developing speaking, listening, and writing abilities at an elementary level. This 3 credit course counts towards fulfilling the Foreign Language requirement when taken in conjunction with FL 244S: Spanish/Hispanic Civilization & Culture, FL 244I: Italian Civilization & Culture, or FL 162S: Spanish in the Media II. *3 credits*

### **FL 162S Spanish in the Media II: ESPN Deportes, Telemundo, CNN, and Univisión**

In this continuation course, students will approach the Spanish language through media such as ESPN Deportes, CNN, Telemundo, BBC, and Univisión. Emphasis will be placed on attendance, active participation, viewing and listening comprehension, short quizzes and a final Google eportfolio project. The learning objectives for this course include developing a precise vocabulary for spoken and written communication and cultural studies; and developing speaking, listening, and writing abilities at an intermediate level. This 3 credit course counts towards fulfilling the Foreign Language requirement when taken in conjunction with FL 244S: Spanish/Hispanic Civilization & Culture, FL 244I: Italian Civilization & Culture, or FL 161S: Spanish in the Media I. *3 credits*

**FL 211S, 212S Intermediate Spanish I, II**

A continuation of the study of the essentials of grammar and pronunciation, with continued emphasis on oral performance. Includes increased practice in composition and reading. Prerequisite: FL 111S, 112S or three units of high school Spanish. Offered annually. *3 credits each*

**FL 230S Advanced Spanish Conversation and Composition**

Intensive review of Spanish language structure with emphasis on composition and conversation. The course prepares students for more advanced study of Spanish and Latin American cultures through extensive readings and in-class analysis. Generally offered annually. Prerequisite: FL 211S, 212S or equivalent. *3 credits*

**FL 231S Conversational Spanish**

A course that builds students' conversational skills in Spanish. While all four vital skills of language (speaking, listening, reading and writing) are targeted, the course emphasizes proficiency in oral communication skills. Students are required to practice Spanish through class discussions, presentations and reports. Prerequisite: FL 211S, 212S, two years of successful high school Spanish or the equivalent with permission of the instructor. Generally offered annually. *3 credits*

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

A survey of key aspects of Spanish and Hispanic culture and civilization. Includes an examination of the contributions of Spanish-speaking writers, artists, and essayists to the formation of the modern Spanish-speaking world. Course may fulfill three of the six-credit language/culture requirement at Albertus. This course may be counted toward the Spanish major or minor by students who read translated texts in the original and do all writing in Spanish. Generally offered annually. *3 credits*

**FL 260SW Literature & Culture of Puerto Rico**

In this B-level seminar, students will read and critically analyze several important Puerto Rican novels, short stories, essays, films and music from the 20th century to see how they influence (or are influenced by) national identity or history. Julia de Burgos, Willie Perdomo, Pedro Pietri, Tato Laviera, Lin Manuel Miranda, Antonio Pedreira, Rosario Ferré, Piri Thomas, Ana Lydia Vega, Esmeralda Santiago, and Jack Agüeros figure among the influential writers that we will read this semester. Emphasis will be placed on digital literacy, written and oral communication. Offered in English or Spanish. *General Education Course for Part B. 3 credits*

**FL 261SW 20th-century Spanish & Latin American Film**

In this B-level seminar, students will view and critically analyze several important Latin American and Spanish films from the early 1980s–2011. Emphasis will be placed on our on-line discussions and essay writing. The learning objectives for this course include developing a precise vocabulary for cultural studies; developing a deeper understanding of the diverse history, art, and cultures of Central America, Latin America, and Spain; and developing speaking, listening, and writing abilities at an advanced level. Because of its fast pace and intense writing demands, preparation in advance is essential. Offered in English or Spanish. *General Education Course for Part B. 3 credits*

**FL 290S Independent Study**

An individualized program of study at the advanced intermediate level. A variety of student-oriented projects is possible, such as an intensive audiotape program or directed readings. Prerequisite: Spanish proficiency and permission of Department chairperson. Hours and credits to be arranged. *3 credits*

**FL 299S Introduction to Latin American Literature**

An introductory survey of Spanish and Latin American literature from medieval times to the present, including poetry, prose, and theater. Emphasis is on reading and literary techniques of interpretation and on familiarizing students with major works while building on Hispanic cultural literacy. The course prepares students for more advanced study of Spanish culture. Prerequisite: FL 230S, the equivalent, or permission from the instructor. Generally offered on the basis of student needs and interest. *3 credits*

**FL 340S Latin American Literature to *Modernismo***

An exploration of works of literature from the Spanish conquest to the late nineteenth century, with attention paid to the impact of colonialism on the present Spanish-speaking world. Major figures studied include Christopher Columbus, Hernán Cortés, Sor Juana Inés de la Cruz, Garcilaso de la Vega (El Inca), as well as the rise of Romanticism in Spanish America. Prerequisite: FL 299S or permission of the instructor. Generally offered on the basis of student needs and interest. *3 credits*

**FL 341S Masters of Latin American Literature**

A study of the major works of Latin American literature from *modernismo*, through the “Boom” and the contemporary period. Students learn of the rise of independent forms of cultural expression from the diverse genres of poetry, prose, and theater. Writers studied include Rubén Darío, José Martí, Jorge Luis Borges, Alfonsina Storni, Juan Rulfo, Gabriel García Márquez, Julio Cortázar, Carlos Fuentes, and Antonio Skármeta. Prerequisite: FL 299S or permission of the instructor. Generally offered on the basis of student needs and interest. *3 credits*

**FL 342S Revolutionary Literature & Culture of Cuba**

In this C-level seminar, students will examine and consider the paradoxical relationship between revolutionary politics and the arts in 20th-century Cuba, while noting recent political, social, and economic changes that have occurred in 21st-century Cuba. Emphasis will be placed on attendance, improved digital literacy, in-class discussions, and a final Google eportfolio project. The learning objectives for this course include developing a precise vocabulary for cultural studies; developing a deeper understanding of the history, culture, economics and politics of Cuba; and developing speaking, listening, and writing abilities at an advanced level. Offered in English or Spanish. *General Education Course for Part C. 3 credits*

**FL 343SW Borges and His Precursors: Borges, Kafka and Poe/Borges y sus precursores: Borges, Kafka y Poe**

Students will read several short stories from Argentine writer, Jorge Luis Borges. Borges' short narratives will be studied in depth and compared/contrasted with the narrative works of Franz Kafka and Edgar Allan Poe. This is a W course with a strong written component. Students are expected to research and write several shorter papers along with one final research paper (MLA format and Bibliography). This course will be conducted in English and/or in Spanish and is highly recommended for students majoring or minor-ing in Spanish. Native speakers are encouraged to register as well. *General Education Course for Part C and W Course. 3 credits*

**FL 352S Medieval/Golden Age Spanish Literature**

A study of significant aspects of medieval and Golden Age Spanish literature and culture. Major works studied include, but are not limited to, the anonymous *Cantar de mio Cid*, Don Juan Manuel's *Conde Lucanor*, Calderon's *La vida es sueño*, and excerpts from Cervantes. Special attention is given to the role of misogyny in early modern culture, as well as the significant contributions of Muslims and Jews to the formation of Spanish culture. Prerequisite: FL 299S or permission of the instructor. Generally offered on the basis of student needs and interest. *3 credits*

**FL 354S Special Topics in Latin American Literature**

A study of significant areas of Hispanic culture through the exploration of a particular theme rather than genre or period. Topics ranging from year to year may include Women Writers of Latin America, Poetry and Politics, Social Drama, Creolization and Literature in the Caribbean. May be repeated for credit if topics differ. Occasionally offered in translation for non-Spanish majors. Prerequisite: FL 299S or permission of the instructor. *3 credits*

**FL 390S Independent Study**

An individualized program of study at the upper level. A variety of student-oriented projects is possible, including directed readings or individual research. Prerequisite: Spanish proficiency and permission of the Department chairperson. Hours and credits to be arranged. *3 credits*

**FL 391S Practicum**

Supervised practical experience. With the approval of the Department's chairperson, a limited number of students may be placed in a variety of positions where the student's principal activity centers on communication in Spanish. Suggested practica may include teaching practice at area schools or business internships with a focus on Spanish language usage. Student minors in Spanish are strongly encouraged to do a practicum. Prerequisite: 18 credit-hours in Spanish and permission of the Department chairperson. Hours and credits to be arranged.

**FL 395 Departmental Seminar**

An integrated study of a particular theme, topic, or genre. Possible topics include the Renaissance in Spain, Existentialism in the Contemporary Novel, Cervantes and the Rise of the Novel, among others. Prerequisite: Spanish proficiency and permission of the Department chairperson. *3 credits*

## American Sign Language

American Sign Language is a language comparable to any written or spoken language used throughout the world. ASL has its own syntax and strict rules. It is very dynamic and complex in nature. The goal of American Sign Language courses is to foster an understanding of and appreciation for the benefits that learning American Sign Language affords and an ability to use American Sign Language effectively to communicate with others. While it is considered a difficult language to learn, it is a fun and exciting language to learn and use.

### **FL 111&112 SL**

Introduction to the basic language skills: signing and practice of American Sign Language. Includes study of the dynamic and complex syntax, structure, rules, and culture affiliated with American Sign Language. Generally offered every year to fulfill the General Education Foreign Language requirement. *3 credits each*

## Italian

### **FL 111I, 112I Elementary Italian I, II**

Introduction to basic language skills: listening, reading, practice in speaking and writing simple Italian. Includes study of contemporary Italian culture and civilization. Generally offered every year to fulfill the General Education Foreign Language requirement. *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 year. *3 credits*

### **FL 390I Independent Study (Offered in special instances.)**

The student chooses, presents for approval and carries out an original project related to Italian language, literature, or culture. P: Approval of Department chairperson. Hours and credits to be arranged.

## Study Abroad

The Department of Foreign Languages works closely with the Office of Career & Professional Development to offer extensive Study Abroad opportunities in various Spanish speaking countries, Italy, and Ireland. Students interested in studying abroad are encouraged to meet with their academic advisor, the Chair of the Department of Foreign Languages, and the Director of the Office of Career & Professional Development. Although not required, students pursuing a major or minor in Spanish are highly encouraged to pursue Study Abroad opportunities in Spanish-speaking countries. Full immersion in the target language is critical to achieve native or near-native fluency.

## **History**

*(See History and Political Science Department, page 169)*

## **Humanities**

*(See Interdisciplinary Majors, page 231)*



## Department of Philosophy and Religion

The mission of the Department of Philosophy of Religion is to prepare students to examine horizons of ultimate significance and modes of meaning that provide the frameworks by which societies and individuals are shaped.

### Objectives

Students who successfully complete courses in Philosophy and Religion will demonstrate abilities to:

- Think critically
- Engage multiple perspectives
- Survey and engage bodies of literature in a chosen area
- Reflect on horizons of ultimate significance

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 independent study/final project. The student's program is self-designed in consultation with a faculty member/mentor, in pursuit of a particular question or subject area. Students will maintain an eportfolio for their work in the major so that their progress can be monitored and assessed, and for the pedagogical purpose of student self-reflection.

#### Required courses: (33 credits)

PH 211                  Ethics

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 225                  Contemporary Philosophy

Seven courses from among all other PH and RS courses, and a 3-credit final project, independent study, or seminar.

### Philosophy and Religion Minors (18 credits)

The department offers a minor consisting of 18 credits from the 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.

## Peace and Justice Studies Interdisciplinary Minor (18 credits)

Faithful to its mission in educating women and men to become leaders, the College offers the Peace and Justice Studies Interdisciplinary Minor as an opportunity to explore a variety of issues associated with the promotion of peace and justice in a complex and rapidly changing world.

Those participating in the program are encouraged to develop an area of concentration through the electives they choose. Students majoring in Business and Economics, for example, might minor in Peace and Justice Studies concentrating on economic justice issues or on questions of military industrial conversion. Students majoring in Political Science might minor in Peace and Justice Studies concentrating on political justice issues such as civil rights, international human rights, the role of the U.N., and questions of the organization of political power.

Some additional areas of concentration that can be developed by the student in cooperation with the director of the minor are: war and disarmament, religion and questions of justice and peace, global ecological justice, philosophical theories of justice, the impact of sociological changes on justice and peace, historical studies of justice and peace, and active non-violent approaches to injustice.

### Required courses

One of the following courses:

PH 352 Introduction to Peace, Justice and Global Issues

RS 383 Religion and Social Concerns

Five courses from a list of electives announced each term (One of these may be an Internship arranged with the Chair of the Department of Philosophy and Religion)

PH/RS 380 Practicum in field of Peace and Justice Issues

## COURSE DESCRIPTIONS

### Philosophy

#### PH 111 Logic

This course provides an introduction to classical and symbolic logic with an emphasis on deciding which arguments are valid. Same as MA 241. Generally offered every two years. *3 credits*

#### 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 for Part 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 for Part B.* Generally offered in 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 for Part B.* Generally offered in alternate years. *3 credits*

**PH 224 Modern Philosophy**

This course explores the impact that the development of the modern world, including the scientific revolution, the building of nation states, and the exploration of the natural world, has had on shaping our understanding of ourselves and our capacity to know and appreciate the world(s) in which we live. By drawing on the work of prominent modern philosophers, students will endeavor to understand and critically evaluate the modern understanding of the self and its place in the world. *General Education choice for Part B.* Generally offered in 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 for Part B.* Generally offered in alternate years. *3 credits*

**PH 240 Modernism and Post-Modernism**

This course examines the set of projects that make up 'modernity.' Its aim is to provide the student with a keener understanding of the world in which we live, the histories that led up to it, and the sorts of questions it gives rise to from a moral and philosophical standpoint. Students will become familiar with key themes consistent throughout various aspects of modernity (individualism, democracy, free thinking, progress, etc.) and are asked to think critically about the successes and/or failures of those projects. *General Education choice for Part B.* Generally offered yearly. *3 credits.*

**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 for Part B.* Generally offered in 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 for Part C.* Generally offered in alternate years. *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 mean 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 for Part C.* Generally offered in 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 for Part C.* Generally offered in 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**

What are the causes of poverty, international conflict, racism, sexism, and ecological degradation; and how ought these complex issues 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 for Part C.* Generally offered in alternate years. *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 for Part C.* Generally offered in alternate years. *3 credits*

**PH 370 Language, Gender, Politics**

Is there a relationship between how we speak about things (language); the way in which we conceive of identity in terms of sexual identification (gender); how we conceive of society, its ideal goals and structure (politics)? If so, what is that relationship and how is it constituted? Taking as its focus contemporary gender theories, this course considers the function of ideology and utopia in shaping social consciousness and practice. Special emphasis is given to modern, contemporary, and postmodern discussions of interpretation that have influenced the development of contemporary gender theory in the West. P: 3 credits in philosophy, and sophomore standing or permission of the instructor. *General Education choice for Part C.* Generally offered every three years. *3 credits*

**PH 380 Internship in Peace and Justice Studies (same as RS 380).****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 for Part 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 axial age traditions of Hinduism, Buddhism, Judaism, and Islam. P: Sophomore standing or permission of the instructor. *General Education choice for Part B.* Generally offered every year. *3 credits*

**RS 225 Native American Religion**

An introductory exploration of pre-classical religious experience as can be seen in particular instances of a hunting-gathering culture (e.g., The Oglala Sioux), and of an agricultural culture (e.g., the Navaho). P: Sophomore standing or permission of the instructor. *General Education choice for Part C.* Generally offered every other year. *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 for Part B.* Generally offered every 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 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?”), 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 for Part B.* Generally offered every 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. *General Education choice for Part C.* Generally offered every other year. *3 credits*

**RS 321 Fundamentalism**

Just as sociologists were predicting the decline of the significance of religion as reason and science progressed, we have witnessed the rise of religious fundamentalism. Fundamentalisms bridge social, cultural, religious and political responses to modernity and can be studied as an attempt to understand not only other cultures but the West and the predicaments engendered by modernization. This course focuses on Islamic and Christian fundamentalism, combining the study of primary and secondary texts and familiarizing students with the methods and theories of comparative religious studies. *General Education choice for Part C.* Generally offered every other year. *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 for Part C*. 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 for Part B*. Generally offered every semester. *3 credits*

**RS 380 Internship in Peace and Justice Studies (same as PH 380).****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 for Part C*. Generally offered every year. *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 for Part C*. Generally offered every year. *3 credits*

**RS 390 Independent Study**

## Department of Physical Education

The mission of the Department of Physical Education Department is to promote health and to reinforce a lifestyle of wellness, which is vitally important to the optimal functioning of the student at Albertus Magnus College and in life after college.

### COURSE DESCRIPTIONS

#### **PE 95 Wellness**

A theoretical course that focuses upon health and well-being of individuals. The course is based on a lecture-dialog approach that allows for each topic to be fully covered. Topics covered include nutrition, stress management, drug abuse, alcohol abuse, AIDS, and sexually transmitted diseases. *1 credit*

#### **PE 96 Electives**

Two 1 half-credit courses from the following are required. It is strongly recommended that students take a minimum of one course every two terms. Courses may not be repeated for credit, and evaluation is on a pass/fail basis. *1 half-credit*

#### **PE 96 DD Weight Training**

This course is designed to give proper instruction to those students interested in the development of strength and general conditioning. Various equipment will be used in the development of a personalized weight-training program for each student. The course also teaches lifetime recreational team activities. *1 half-credit*

#### **PE 96 V Swim to be Fit I**

A course designed to improve body fitness through structural swimming activities. *1 half-credit*

#### **PE 96 VV Swim to be Fit II**

A course utilizing structural swimming activities to increase body fitness and improve movement in the water. Aquatic exercises aimed to lessen body fat and improve physical well being. *1 half-credit*



## 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, Music, and Dance, 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.

### Bachelor of Fine Arts

The B.F.A. degree offers a combination of liberal studies and professional art training. Although requirements for individual fields such as Graphic Design, Fine Arts, and Photography vary, a matriculating student may earn the B.F.A. degree by completing 127 credits. In addition to General Education and General College Requirements, a major must take 12 credits in Art History and 60 credits in Studio Art.

### Art

With a choice of four concentrations, students are provided with a strong basic foundation in a variety of art areas, preparing them for advanced programs, graduate studies, and careers in art related professions. Courses are designed to give students an extensive background in the history of art and an opportunity to achieve competence in studio art areas. (Also see Arts Management Major p. 196)

### Art Major

The art major requires 45 credits in studio art, art history and correlative courses in one of the following four concentrations: Studio Art, Graphic Design, Photography or Art Therapy.

#### ***Concentration in Studio Art***

The Studio Art concentration introduces the student to the language of art in its many forms. Small interactive classes nurture growth in personal style and expression while encouraging individual excellence and the cooperative interchange of ideas. A one person art exhibition is required of each major as preparation for a career as an artist. An internship further strengthens your preparation to find success post-graduation. Students are offered opportunities to investigate and explore possibilities in the field and are encouraged to find a direction that will lead them toward a future in the art world.

#### **Required Courses: (45 credits)**

AR 111	Drawing I
AR 113	Three-Dimensional Design
AR 122	Two-Dimensional Design
AR 213	Color
AR 391	Senior Project

Three courses in Art History

Six courses in studio electives in three or more areas (18 credits)

AR 380 Practicum 3 credits

**Recommended Correlative: (3 credits)**

PH 365                      Origins of Art

***Concentration in Graphic Design***

The Graphic Design concentration is of timely and practical value to the student interested in a career in visual communications. Students pursue coursework in digital art techniques with an emphasis on intelligent design. Areas of study include digital art, photography and two dimensional design. Advanced coursework in graphic design exposes students to design for print and the web. This coursework coupled with a practicum in the field gives students the practical skills and conceptual knowledge needed to pursue a career in graphic design.

**Required Art Courses: (45 credits)**

AR 111	Drawing I
AR 114	Graphic Design I
AR 122	Two-Dimensional Design
AR 201	Introduction to Computer Art
AR 213	Color
AR 214	Graphic Design II
AR 235	Introduction to Photography
AR 236	Photography II
AR 314	Advanced Graphic Design I
AR 315	Advanced Graphic Design II
AR 335	Digital Photography I
AR 336	Digital Photography II
AR 380	Practicum
AR 391	Senior Project

One course in art history: (3 credits)

**Suggested Correlatives**

Two additional Art History courses (6 credits)

CO 235	Magazine Editing and Publishing
CO 260	Advertising Techniques

***Concentration in Photography***

The Photography concentration provides experience with the medium of photography as a fine art necessary to pursue a rewarding career in the area of photography. Introductory level courses are followed by advanced topics in black and white and color photography, preparing the student for work in the field or for graduate studies in photography. An internship further strengthens your preparation to find success post graduation.

**Required Art Courses: (45 credits)**

AR 111	Drawing I
AR 113	Three-Dimensional Design
AR 122	Two-Dimensional Design
AR 201	Introduction to Computer Art
AR 213	Color
AR 235	Introduction to Photography
AR 236	Photography II
AR 335	Digital Photography I
AR 336	Digital Photography II
AR 337	Advanced Photography I
AR 338	Advanced Photography II
AR 391	Senior Project

Two courses in Art History: (6 credits)

AR 380 Practicum

**Recommended Correlative**

CO 255 Photojournalism

***Concentration in Art Therapy (48 credits)***

The Art Therapy concentration presents for the student a particular focus designed to lead to a graduate art therapy program. The program offers the student a rich and varied background in media and techniques of art that is important as a vocabulary for the art therapist. Also, the art therapy student acquires the psychology courses needed to prepare for this rewarding field.

**Required Art Courses: (27 credits)**

AR 111	Drawing I
AR 213	Color
AR 391	Senior Project

One of the following: (3 credits)

AR 113	Three-Dimensional Design
AR 122	Two-Dimensional Design

One course in Art History: (3 credits)

Three courses from studio art electives (9 credits)

AR 380 Practicum (3 credits)

**Required Psychology Courses: (21 credits)**

PY 111	Introduction to Psychology
PY 211	Abnormal Psychology
PY 218	Statistics for the Behavioral Sciences
PY 340	Psychological Assessment
PY 371	Introduction to Art Therapy
PY 372	Theory and Practice of Art Therapy

One of the following courses: (3 credits)

PY 330	Child Psychology
PY 341	Adolescent Psychology

**Recommended Correlatives:**

Two additional Art History courses

**Art Education Certification** grades K–12 is available. See Department of Education and Teacher Preparation

**Arts Management** is offered as an interdepartmental major, see Inter-Departmental Major Programs

***Art Minor (18 credits)***

AR 111	Drawing I
AR 213	Color

One of the following: (3 credits)

AR 113	Three-Dimensional Design
AR 122	Two-Dimensional Design

One course in Art History (3 credits)

Two courses in studio art electives (6 credits)

***Art History Minor (18 credits)***

Five courses in Art History (15 credits)

One course in Photography (3 credits)

***Graphic Design Minor (18 Credits)***

AR 111	Drawing
AR 122	Two Dimensional Design
AR 201	Introduction to Computer Art
AR 114	Graphic Design I
AR 214	Graphic Design II
AR 314	Advanced Graphic Design I

**Photography Minor (18 Credits)**

AR 235	Introduction to Photography
AR 236	Photography II
AR 335	Digital Photography I
CO 237	Photo Journalism
AR 336	Digital Photography II
	OR
AR 237	Advanced Photography I
AR 122	Two Dimensional Design (recommended) Level A
	OR
AR 113	Three Dimensional Design Level A

**COURSE DESCRIPTIONS****Art****AH 143 Evolution of Art: Ideas and Practice**

This is an art history survey course which encourages active learning through creative studio projects, research, collaborative discussion and problem solving. The course will examine a selection of major visual art forms in various cultures and time periods ranging from the ancient to the contemporary. *General Education choice for Part A. 3 credits*

**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 (Pre-historic, Ancient Egyptian, Greek, Roman, Medieval, and Islamic influences on the development of Romanesque and Gothic). *General Education choice for Part A. 3 credits*

**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. (Renaissance, Baroque, Rococo, Romanticism, Neo-Classicism). *General Education choice for Part A. 3 credits*

**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 (Realism, Impressionism, Post Impressionism, Cubism, Futurism, Surrealism, Abstract Expressionism, Pop, Op, Minimalism to the New Genre of Today). *General Education choice for Part A. 3 credits*

**AM 251 Museum and Curatorial Studies**

The course introduces students to the cultural role of museums and galleries, deepening their understanding of the intellectual and practical tasks of curating exhibitions and maintaining collections. Recent scholarship on the origins and functions of the museum will be studied. This course is ideal for students interested in careers in art-related fields, such as studio art, art history, arts management, and art education.

**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. Some examples of Special topics courses are: Global Perspectives in the Arts (C), Asian Art and Architecture (C), Islamic Art and Architecture (C), Arts of the Renaissance (C), and Post Modern and New Genre (C). *3 credits*

**AH 380 Art History Practicum**

Program of supervised practical experience in museum, gallery, or arts administration related to the student's course of study in art history. P: Permission of Department Chair. Hours and credits to be arranged.

**AH 390 Special Problems in Art History**

Opportunity for qualified students to pursue in depth an area of individual interest. P: Permission of Department Chair. Hours and credit to be arranged. *3 credits*

**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 for Part A.* Offered yearly. *3 credits*

**AR 113 Three-Dimensional Design**

Provides an analytical approach to design elements and principles with an emphasis on spatial organization and three-dimensional forms. This computer based course will explore 3D rendering, lighting, materials and printing. *General Education Choice for Part A.* 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. Offered every semester. *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. *General Education Choice for Part A.* Offered yearly. *3 credits*

**AR 201 Introduction to Computer Art**

An introduction to imaging using Windows-based tools. The course explores digital bit mapped and vector systems to create two-dimensional works for paper and the web. Offered yearly. *3 credits*

**AR 211 Drawing II**

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

**AR 212 Figure Drawing**

Figure Drawing is an advanced drawing course. Students enrolled should already have developed a competency in the technical aspects of observational drawing. This course is an introduction to the skills and concepts associated with drawing the nude and clothed human form through creative studio and homework projects. P: AR 111. *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. 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. 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 every semester. *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 every semester. *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. Offered every semester. *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. Field trips. P: AR 235. Offered every semester. *3 credits*

**AR 311 Painting I**

An introduction to various techniques and approaches to painting with acrylic and/or oils. Regular critiques, gallery visits. P: AR 111, AR 213 or permission of 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. Generally offered yearly  
P: AR 311. *3 credits*

**AR 314 Advanced Graphic Design I**

Introduction to design for the World Wide Web. Students will create a professional portfolio site for themselves and take it live to the web with their own domain name.  
P: AR 214 Offered each semester. *3 credits*

**AR 315 Advanced Graphic Design II**

A semester in company identity and package design. Design to meet the strategic needs of corporate branding and packaging. P: AR 314 Offered each semester. *3 credits*

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

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

**AR 335 Digital Photography I**

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. Offered yearly. *3 credits*

**AR 337, 338 Advanced Topics in Photography I, II**

An opportunity for motivated students to pursue more advanced work in still photography including color and large format work. P: AR 235, AR 236. Offered every semester. *3 credits each*

**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 380 Art Practicum**

Program of supervised practical experience in museum, gallery, art, or advertising studio related to the student's course of study in art. P: Permission of Department Chair. Hours and credit to be arranged.

**AR 390 Special Problems in Art**

Opportunity for qualified students to pursue in depth an area of individual interest. P: Permission of Department Chair. Hours and credit to be arranged.

**AR 391 Senior Project**

Involves an in-depth studio project or research paper. Includes discussion of current research, writings on art and art criticism. Culminating exhibition, lecture or project required of all art majors. P: Open to senior art majors. *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.

### **Music Minor 18 Credits**

#### Required

MU 111	Introduction to Music (3 credits)
MU 112	Fundamentals of Music (3 credits)

12 credits additionally divided among lecture or performance courses with a maximum of 6 credits in performance-choir, vocal or instrumental study.

## 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 option for Part 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 113 Fundamentals of Music: History, Theory, Practice**

This course combines theoretical fundamentals of music with instrument or voice training, so that the abstract concepts of music theory are correlated with practical usage. A history of the evolution of the instrument will be included, from early forms to the great masters. Generally offered when there is sufficient demand. *3 credits*

### **MU 211 Music of the 16th–18th Centuries**

Survey of musical styles from the late Renaissance through the Classic Era, with emphasis on masterpieces of Bach, Handel, Hayden, and Mozart. Keyboard works, sonata and concerto, opera and oratorio, symphonic and chamber music will be included. General education option for Part A. 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 option for Part A.* Generally offered when there is sufficient demand. *3 credits*

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

The 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 option for Part A.* Generally offered when there is sufficient demand. *3 credits*

**MU 214 History of American Music**

From folk music of European and African origin, the development of a true American Idiom is traced from the early colonists to current electronics and pop. Diverse American originals and significant jazz figures will be discussed and their music heard via recordings and live performances. *General education option for Part A.* Generally offered when there is sufficient demand. *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 individual composers of our time. Students will attend area symphonic performances. *General education option for Part A.* Generally offered when there is sufficient demand. *3 credits*

**MU 216 World Music**

Discussion of music and its place in the society of major population groups throughout the world with emphasis on music of the Orient, India, Indonesia, and the Arab world. *General education option for Part C.* Generally offered when there is sufficient demand. *3 credits*

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

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

**MU 251 I, II Madrigals**

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

**MU 190, 290, 390 Independent Study**

Private vocal or instrumental studies with one of the many fine artist-teachers in the area. MU 190 signifies study at the beginning or elementary level, MU 290 at the intermediate level and MU 390 at the advanced level. Special fee required. P: Permission of Department Chair. Hours and credit to be arranged.

# Social Sciences

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## Criminal Justice Major

*(See Sociology Department, Criminal Justice Major, page 189)*

## 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.

Students interested in teaching at the elementary (grades 1–6) level 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.

**Expected Outcomes for Teacher Candidate Program Completers**

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 meeting or exceeding the score set by the Connecticut State Department of Education on the edTPA, the student teaching assessment required in CT, candidates will demonstrate their readiness to assume responsibilities as classroom teachers in their chosen subject areas.
- 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 Education Programs Department 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 acceptable 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 190W 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 Insight Program.*

### **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. Testing, preparation, and fee requirements are subject to change without notice, based on new legislation, regulations, or State Board of Education action.

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 routines. 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. This course includes a field experience requirement consisting of forty hours spent in a school environment under the supervision of a site supervisor. Offered annually in spring. *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 in fall. *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 focuses 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 in 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. Offered annually in fall. *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 a culminating summative assessment that is one measure of qualification for initial teacher certification. This performance assessment is designed to evaluate teacher candidates' knowledge and skills in planning, instructing, and assessing 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. Offered in spring. *2 credits*

*Note: This course has a lab fee.*

## **Human Services**

*(See Interdisciplinary Department, page 229)*

## **Five-Year Option: B.S. to M.S. Human Services**

*(See Interdisciplinary Department, page 230)*

## 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.

### History Major (39 Credits)

#### Required Courses: (21 credits)

HI 111	Western Civilization I
HI 112	Western Civilization II
HI 121	United States History I
HI 122	United States History II
HI 380	History Internship
HI 385	Historiography
HI 391	Senior Research Seminar

#### Six courses from among the following: (18 credits)

HI 150	Rights, Slavery, Revolution
HI 252	Topics in Historical Study
HI 253	Topics in Historical Study
HI 304	History through Biography
HI 311	Renaissance and Reformation
HI 315	Nineteenth-Century Europe
HI 316	War and Peace in 20th Century Europe
HI 320	History of Colonial America
HI 321	The American Revolution
HI 324	American Civil War
HI 334	The Sixties: From Kennedy to Vietnam
HI 341	World Revolution in the Twentieth Century
HI 344	African Slavery in the Atlantic World

The field of concentration in History includes 39 credits in the discipline exclusive of HI 390 and HI 395. Students majoring in History are strongly encouraged to continue to develop their foreign language competency at the undergraduate level as an essential prerequisite for further study.

### **History Minor (18 credits)**

The minor in History consists of 18 credits chosen in consultation with the Department Chair and including HI 385.

## **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 which 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 for Part B. 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 for Part B. 3 credits each*

#### **HI 150 Rights, Slavery, and Revolution**

This course will analyze the period in world history where calls for human rights and freedom existed alongside a social and economic system of racial slavery. After situating European slavery in the context of the global economy, the course analyzes the French Revolution as a moment when the issue of human rights emerges in the West. The tension between slavery and human rights culminates with the Haitian Revolution, the first full-scale revolution for independence. The course concludes by asking questions about the place of that revolution in contemporary historical narratives. How does minimizing the Haitian revolution impact our understanding of that period, ideas of freedom and rights, and the idea of revolution itself? *General education choice for Part B. 3 credits*

#### **HI 252 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 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 304 History Through Biography**

This course will focus on biography as a form of historical inquiry, presenting examples of biography from diverse eras and with various approaches as well as subjects with distinctive problems. Additional readings from historians and writers will also help each student clarify a position on the nature of biography. *General education choice for Part C. 3 credits*

**HI 311 Renaissance and Reformation**

An in-depth study of the European cultural reawakening of the 15th century and of the religious, intellectual, social, and political ferment of the era of the Reformation. P: Sophomore standing. *General education choice for Part C. 3 credits*

**HI 315 Nineteenth-Century Europe**

A study of continental European history from the Congress of Vienna to World War I. P: Sophomore standing. *General education choice for Part C. 3 credits*

**HI 316 War and Peace in 20th Century Europe**

A study of European history from World War I through the decades of Fascism and depression to the end of World War II. P: Sophomore standing. *General education choice for Part C. 3 credits*

**HI 320 History of Colonial America**

A survey of early America from the late fifteenth century to the mid-eighteenth century. The course looks at Native American peoples and their initial contact with explorers and settlers and the continuing interactions of Americans, Europeans, and Africans throughout the era. Particular attention is given to comparative analysis of selected colonies and the types of social, economic, political, and cultural institutions that emerged. P: Sophomore standing. *General education choice for Part C. 3 credits*

**HI 321 The American Revolution**

A study of the origins, character, and consequences of the struggle for American independence. Major emphasis is given to matters of interpretation and to social, economic, and cultural developments. P: Sophomore standing. *General education choice for Part C. 3 credits*

**HI 324 American Civil War**

A study of the causes, ideas, and personalities involved in the struggle between North and South as well as a consideration of the era of Reconstruction. Major emphasis is given to matters of interpretation and to social, economic, and cultural aspects of the conflict. P: Sophomore standing. *General education choice for Part C. 3 credits*

**HI 330 History of Immigration/Nation of Immigrants**

Why do Americans often view new cohorts of immigrants with fear and suspicion despite our being a nation of immigrants? This course will trace the experiences of various groups of immigrants to North America from the Colonial period to the present. The course will examine the push factors that compel immigrants to emigrate and the pull factors present in the United States that encourages them to immigrate. This course will also examine the reception of, struggles of, and pressures facing new groups of immigrants.

**HI 334 The Sixties: From Kennedy to Vietnam**

A study of the domestic and foreign policies of the Kennedy, Johnson, and Nixon administrations with attention to the social, economic and cultural changes of the decade. Major emphasis is given to the question of economic prosperity and its impact upon society, the rights revolutions, youth culture, and Great Society programs. The course concludes with a study of American withdrawal from Vietnam, Watergate, and stagflation. P: Sophomore standing. *General education choice for Part C. 3 credits*

**HI 341 World Revolution in the Twentieth Century (Same as PO 341)**

A study of the major revolutions of the twentieth century with special attention to the theoretical approaches to the nature of revolution. Primary attention will be given to the Mexican Revolution of 1910, the Russian Revolution of 1917, the Chinese Revolutions of 1911 and 1949, and the Great Proletarian Cultural Revolution. P: Sophomore standing. *General education choice for Part C. 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*

**HI 380 Practicum/Internship**

Junior/Senior standing and 12 credits in history. *3–6 credits*

**HI 385 Historiography**

An examination of the nature of the historical enterprise and historical methodology as well as prominent interpreters and interpretations of the past. Much of this seminar style course is devoted to critical analysis of the writings of historians and the preparation of an historiographic essay. P: 12 credits in history. *3 credits*

**HI 390 Independent Study**

Initiated by the student through consultation with the Department Chair and authorized when a faculty member of the Department agrees to advise and guide the study. P: Senior standing and 12 credits in history. *3 credits*

**HI 391 Senior Research Seminar**

Required of all senior majors, students will research and write a significant essay based upon primary source material to the degree possible, in which they will demonstrate their mastery of the craft of History. Prerequisite: HI 385—Historiography. *3 credits*

**HI 395 Honors Thesis**

An extended research project for seniors concentrating in history who have demonstrated their ability to do quality academic work. The topic shall be chosen in consultation with the advisor appointed by the Department Chair. The thesis must be defended before a committee appointed by the Department Chair. P: Senior standing and a 3.3 average in all work attempted. *3 to 6 credits*

## **Political Science Major (39 credits)**

### **Required Courses: (18 credits)**

PO 111	World Politics
PO 112	American Politics and Government
PO 273	Classical Political Theory
PO 274	Modern Political Theory
PO 380	Political Science Internship
PO 391	Political Science Seminar

### Seven courses from among the following: (21 credits)

PO 230	State and Local Government
PO 231	Constitutional Law
PO 252	Topics in Political Science
PO 253	Topics in Political Science
PO 257	International Relations
PO 259	American Foreign Policy
PO 322	Politics through Film
PO 323	Politics and Literature
PO 325	Democracy and Its Critics
PO 328	The American Presidency
PO 341	World Revolution in the Twentieth Century
PO 343	Imagining Heaven and Hell

The field of concentration in Political Science includes 36 credits in the discipline exclusive of PO 390. Students majoring in Political Science are strongly encouraged to continue to develop their foreign language competency at the undergraduate level as an essential prerequisite for further study.

## **Political Science Minor (18 credits)**

The minor in Political Science consists of 18 credits chosen in consultation with the Department Chair and including PO 111.

## COURSE DESCRIPTIONS

### 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*

#### PO 230 State and Local Government

This course looks at the practical workings of government at the local and state level in the United States. Particular attention will be paid to the ways in which Federalism and separation of powers has shaped politics in these areas, as well as the ways in which democracy, social movements, and political parties shape the process and outcomes of state and local government. *General education choice for Part B. 3 credits*

#### PO 231 Constitutional Law

An introduction to the constitutional doctrines and political role of the U.S. Supreme Court, focusing on its evolving constitutional priorities and its response to basic governmental and political problems. The course examines the nature of the Constitution and various theoretical approaches to interpreting it. Special emphasis is given to close textual analysis of various Supreme Court decisions. P: Sophomore standing. *General education choice for Part C. 3 credits*

#### PO 252 Topics in Political Science

A course in any area of Political Science that will focus on a single topic or theme. *3 credits*

#### PO 253 Topics in Political Science

A course in any area of Political Science that will focus on a single topic or theme. *3 credits*

#### PO 257 International Relations

An introduction to the political interaction of nations and non-national actors on the global stage. The course focuses on strategies nations employ in pursuit of national security, economic development, and global influence. Attention is given both to theories of international relations such as realism, idealism, and neo-realism as well as specific case studies. P: Sophomore standing. *General education choice for Part C. 3 credits*



**PO 259 American Foreign Policy**

This course will focus on the American tradition in foreign policy with particular attention to the post-World War II era, including the Cold War and the post-Cold War era. Study includes the role of economic, social, scientific, and cultural aspects of foreign policy as well as diplomatic and national security concerns. P: Sophomore standing. *General education choice for Part C. 3 credits*

**PO 273 Classical Political Theory**

An introduction to political philosophy through the writings of major political thinkers of the classical period. The primary focus is a critical analysis of Plato and Aristotle. The course is concerned with the enduring issues of political life: the nature of freedom, the proper relationship of the individual to the state, the nature of justice, the nature and function of law, the rightful use of power, and the relative value of different forms of government. P: Sophomore standing. *General education choice for Part C. 3 credits*

**PO 274 Modern Political Theory**

An examination of Western political thought through the writings of important modern political theorists: Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx. A central focus of the course is the nature of liberalism, and the meaning of concepts such as rights, justice, freedom, equality, and democracy. P: Sophomore standing. *General Education Choice for Part C. 3 credits*

**PO 322 Politics Through Film**

This course focuses on film as a medium for the presentation of political events and ideas and as a means of shaping political opinion. P: Sophomore standing. *General Education Choice for Part C. 3 credits*

**PO 323 Politics and Literature**

This course explores the links between politics and literature, focusing on the unique powers of fiction for understanding, expressing, and responding to politics. The course situates literary texts in their specific historical and political contexts, and confronts the philosophical and conceptual problems at the intersection of literature and politics. Students read and discuss novels, short stories, and plays drawn from diverse historical and cultural settings, as well as secondary readings in history, political science, and literary criticism. P: Sophomore standing. *General education choice for Part C. 3 credits*

**PO 325 Democracy and Its Critics**

This course examines the theoretical and practical development of democracy from ancient Athens to the present by reading key thinkers and critics of democracy. Concepts to be addressed include majority rule, representation, participation, democratic citizenship, among others. Authors may include Rousseau, Marx, Dewey, Schmitt, Schumpeter, Dahl, Held, among others. P: Sophomore standing. *General education choice for Part C. 3 credits*

**PO 328 The American Presidency**

An analysis and evaluation of the office of president and the men who have occupied it. Topics include presidential nominations and elections; the powers of the office; the nature of presidential policy making; the relationship between the president and Congress, the courts, the bureaucracy, the media and the public; the impact of presidential personality on performance; the role of the president as world leader. P: Sophomore standing. *General education choice for Part C. 3 credits*

**PO 341 World Revolution in the Twentieth Century (same as HI 341)**

A study of the major revolutions of the twentieth century with special attention to the theoretical approaches to the nature of revolution. Primary attention will be given to the Mexican Revolution of 1910, the Russian Revolution of 1917, the Chinese Revolutions of 1911 and 1949, and the Great Proletarian Cultural Revolution. P: Sophomore standing. *General education choice for Part C. 3 credits*

**PO 380 Practicum/Internship**

Junior/Senior standing and 12 credits in Political Science. *3–6 credits*

**PO 390 Independent Study**

An opportunity for students to work independently and in-depth on a special topic or area of interest. Permission of Department Chair required. *3 credits*

**PO 391 Political Science Seminar**

This course provides the political science major an opportunity for creative research. The goal is to expose students to the various ways of acquiring knowledge of politics and to philosophical problems involved in political science inquiry, as well as to train them in the use of the scientific method. This course is required of political science majors and is to be taken either in the junior or senior year. It is open to any junior or senior social science major. *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 and 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 students' interests. This program is strongly recommended for students intending to pursue advanced studies in psychology or related fields. The critical thinking skills fostered by this concentration are useful in many academic and professional settings.

#### **Required 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 Psychology

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 (offered in evening only)
PY 372	Theory and Practice of Art Therapy (offered in evening only)

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)

Studio art electives (minimum of 3 credits)

*Note: Admission to graduate art therapy programs requires a minimum of 18 credits in studio art. Students are strongly encouraged to take at least 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 131–136	Topics in Child Development (1.5 credits each)
PY 248	Cultural Psychology
PY 331	Child Life: Concepts and Methods
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 educational 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:

BI 116	The Human Body (offered in evening only)
	OR
	coursework in biology, such as BI111 and/or BI112
PY/SO 235	Drug and Alcohol Abuse (offered in evening only)
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
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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.

\* *Note: Students who intend to do a practicum or internship **must** see their academic advisor at the beginning of the prior semester. A practicum and internship must be arranged through the Office of Career & Professional Development. This should be done*

*by no later than the middle of the semester prior to beginning the practicum or internship placement. In addition, students must complete a preparatory workshop offered by the Office of Career & Professional Development during the semester before beginning their practicum or internship. On site work begins the first week of the semester and ends the last week of the term.*

**M.S. Human Services: B.S. Psychology/M.S. Human Services Five-Year Option**

Students must meet with their academic advisor prior to the start of their junior year.

## 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 every semester. *3 credits*

### **PY 131 Development of Art in Childhood**

Children naturally begin producing works of art by the preschool years, and their mental growth is mirrored in their art. This course examines the typical developmental sequence of children's art, the meaning of art to the child, and the ways in which art can inform us about children's cognition. Attention also will be paid to the facilitation of artistic development by educators and the use of art in child psychotherapy. P: PY111. Offered every other year. *1.5 credits*

### **PY 132 Development of Play in Childhood**

Play, a universal behavior among young mammals, not only represents their abundant energy but also serves as an important form of enactive learning. Children's play helps them to master and make sense of the physical and social worlds in which they live. Human play takes many forms, some of which emerge in a developmental sequence. This course reviews the major forms of play at different stages of childhood as well as their significance for understanding the child. Attention also will be paid to the facilitation of desirable play behavior and the use of play in child psychotherapy. P: PY111. Offered every other year. *1.5 credits*

### **PY 133 Reasoning and Numeracy in Childhood**

Examines the development of reasoning in childhood, from its beginnings in infancy through the maturation of abstract thinking in adolescence. The classic stage model proposed by Jean Piaget and his followers will be evaluated in terms of more recent research that has led to revisions in our understanding of children's cognitive abilities. Special attention will be paid to the development of quantitative reasoning, beginning with basic numeracy and progressing to more complex operations. Methods of facilitating reasoning and mathematical competence also will be considered. P: PY111. Offered every other year. *1.5 credits*

**PY 134 Attachment and Relationships in Childhood**

Humans, like other mammals, form attachment bonds with important caregivers early in life. As social beings, humans also may generalize lessons learned from our interactions with caregivers to other relationships, such as friendships with peers. This course examines the considerable body of theory and research concerning attachment in childhood as well as the development of children's friendships and other important relationships. Attention also will be paid to the clinical manifestations of attachment disorders. P: PY111. Offered every other year. *1.5 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: PY111. Offered annually. *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: PY111. Offered annually. *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 the Level A math requirement. Generally offered every semester. *3 credits*

**PY 222 Learning**

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 concepts, such as education, will be covered. Offered annually. P: PY 111. *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., 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 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 211. Offered annually. *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. Generally offered every other year. *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**

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. Generally offered annually in the evening. *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 topic of work motivation will receive special attention. Offered every other year. P: PY111. *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 may 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. Offered every other year. P: PY 111. *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 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. This is a required class for students seeking teacher certification. P: PY 111. Offered annually. *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: PY111. 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. Offered every other year in the evening. P: PY 111. *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 (all concentrations)**

A three-credit field-based experiential practicum involving approximately 8–10 hours per week on site. Sites may include schools, clinics, community agencies, corporations, or laboratories depending on the student's interest and area of concentration. Offered every semester. P: Senior status or second semester Junior status and permission of Department Chair. *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 311W 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. Offered every other year. P: PY 111. *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 annually. P: PY 111, PY 211. *3 credits*

**PY 321W 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. *General Education Choice for Part C and Writing requirement.* Offered annually. P: PY 111. *3 credits*

**PY 323W 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. *General Education Choice for Part C and Writing requirement.* Offered every other year. P: PY111. *3 credits*

**PY 325W 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. *Fulfills major Writing requirement.* Offered annually. *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. Offered annually. P: PY 111. *3 credits*

**PY 331 Child Life: Concepts and Methods**

Child Life professionals work with medically ill children, helping them to cope with their illness and its consequences. This course introduces the field of Child Life and its implementation in a healthcare setting. Topics include the effects of illness and hospitalization on children and families, the development of play and coping skills in childhood, the roles of play therapy and other therapeutic techniques in medical settings, and the challenges of working with chronically or terminally ill children and families under stress. For students interested in Child Life careers, this course provides necessary background. For those interested in counseling/clinical work with children in other settings, it provides greater breadth and depth of relevant knowledge and expertise. Offered every other year.

**PY 340 Psychological Assessment**

Psychological assessment involves the systematic appraisal of cognitive abilities, personality traits, social attitudes, interests, values, and other characteristics. Methods include interviews, self-report measures, projective techniques, and performance appraisals. 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 218 and open only to psychology majors with Senior status. Offered annually. *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. Offered annually. P: PY 111. *General Education Choice for Part C. 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, and the processes of aging, death, and bereavement. P: PY 111. Offered annually in the evening. *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. Offered annually in the evening. P: PY 111, and either PY 211 or PY 321. *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, PY 371, and either PY 312 or PY 321. Offered annually in the evening. *3 credits*

**PY 380 Internship**

A field-based experiential internship in the Child Development and Counseling, and Mental Health concentrations requiring a commitment of 16–24 hours per week to the placement site. P: PY 280 and departmental permission. May, with special permission of the Department Chair, be taken over the course of two semesters. Upon registering for PY 380, students should immediately meet with the Office of Career & Professional Development and Experiential Learning (Rosary Hall). This should be done by the middle of the semester prior to actually beginning the placement. Offered every semester. *6–9 credits*

**PY 391 Senior Seminar**

In-depth study of selected topics in psychology. Offered as needed. P: 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; (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 (Continuing Education only), 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 will prepare students for employment in those social services and criminal justice sectors which directly support police and government law enforcement efforts. The program will also prepare them for graduate work in these fields. The focus of the major will be 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, will 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, will be exposed to and practice ethical reasoning and will 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 and 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

***Criminal Justice Minor (18 credits):***

Students wishing to minor in criminal justice must take CJ 111 and any five other criminal justice classes.

***Criminal Justice B.S. to M.S. Five-Year Option***

Albertus Magnus College offers undergraduate Criminal Justice students the opportunity to participate in a Five-Year Bachelor's to Master's Program. Ideally, in the fall semester of their freshman year, students would express an interest in the Five-Year Program, and course work would be scheduled so as to complete the Criminal Justice requirements by the end of their Fall semester, senior year. During the Spring semester of their senior year, students would take 2 MSCJ courses in order to be on track to complete the MSCJ Program the following year. It is imperative that students express their interest in this option as soon as possible so that courses can be planned and completed in a timely fashion. Students who enter their senior year with a cumulative grade point average of less than 3.0 will be ineligible to continue pursuing the Five-Year Option.

***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 373	Sociological Theory
SO 374	Qualitative Methods
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 373	Sociological Theory
SO 374	Qualitative Methods
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) Continuing Education only*****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 212	Social Work: History and Practice
SO 213	Social Work: Populations and Policies
SO 215	Social Gerontology
SO 242	Minorities & Diversity
SO 380	Social Gerontology Internship

**Recommended Correlatives:**

SO 122	The Family
PY 350	Adulthood and Aging
SC 114	Introduction to Nutrition (available in ADP program only)

***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 373	Sociological Theory
SO 374	Qualitative Methods
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 courses (9 credits) 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 373	Sociological Theory
SO 374	Qualitative Methods
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 courses (6 credits) 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 each semester. *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 annually. *3 credits*

**CJ 240 Police Administration**

In this course, students will explore the myriad of 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 of workplaces. Among the issues covered in class are: leadership style, interpersonal communication, motivation, discipline, and working with difficult employees. Offered annually. *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 Practicum (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 is designed to introduce students to the development of substantive and procedural due process, focusing on the ancient roots of criminal law from Medieval England up to the present day. Various topics such as criminal responsibility, causation, attempts, crimes and criminal procedure will be analyzed. P: CJ 111. *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 (Senior Year)**

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 every semester. *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 every Fall semester. *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 spring semester. *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 spring semester. *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 spring semester. *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 spring semester. *3 credits*

**SO215 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. Generally offered in ADP every fall. *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. *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 Fall semester. *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 fall semester. *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 in ADP every fall. *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 summer. *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 spring semester. *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. This is a Distance Learning course. Generally offered in the Accelerated Degree Program every spring. *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 and Designated W Course*. Generally offered every spring semester. *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 in the Accelerated Degree Program every spring. *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 other fall semester. *3 credits*

**SO 373 Sociological Theory**

An exploration of social theory as a set of organizing logics for asking and answering questions about social interaction and institutions. The course will explore the underlying conceptual framework of sociology past and present in order to understand that what sociologists know is shaped by how they know it. Focus on theories of social structure and inequality, micro and macro theories, and the socio-historical context of theory production. P: Junior or Senior status, or permission of Department Chair. Generally offered every Fall Semester. *3 credits*

**SO 374 Qualitative Methods**

This course will examine strategies for gathering and analyzing qualitative data using approaches such as participant observation, content analysis, focus groups, and interviews. The focus of the course will be on understanding what types of questions are best answered through qualitative research methods, and will highlight how social theory is tested and applied through social research. Attention to the use of qualitative analysis in program evaluation, and as a basis for engaged citizenship. Emphasis on ethical issues and researcher responsibilities. P: Sociological Theory, or permission of Department Chair. Generally offered every Spring semester. *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 semester. *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 semester. *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 spring semester. *3 credits*

**SO 245 Introduction to Women’s and Gender Studies**

This course is an introduction to the interdisciplinary field of Women’s and Gender Studies. It explores the social and cultural meanings of gender in society and familiarizes students with key issues, questions and debates in Women’s and Gender Studies scholarship. Focus is on the construction of gender through social action and interaction, and cultural processes and products. Critically analyzes themes of gender and power in law, media/culture, work, medicine, the family and so on. *3 credits*

**SO 246 Introduction to African American Studies**

This course is an introduction to the study of people of African descent in the United States. We will explore why people of African descent have occupied an oppressed position in the US and globally, and how they have resisted this oppression through culture and the creation of social change. We will examine key historical periods in African American history, with a concern for how race, gender, and class shape the lives of people of African descent, and how Black struggles for citizenship shape the ongoing development of democracy in the US and globally. *3 credits*



### **SO 247 Introduction to Hispanic and Latina/o Studies**

This course is an introduction to Hispanic and Latina/o Studies in the United States. The course investigates the historical, socio-economic conditions and experiences of Latina/os in the United States. We will pay particular attention to cultural processes and identity construction among Latina/os as both citizens and immigrants. Study may include but not be limited to Mexican-Americans/ Chicana/os, Puerto Ricans/ Nuyoricans, Cuban-Americans, Dominican-Americans, and Central and South Americans.

## **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 skills.
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 345	Criminal Law and Procedure
CJ 255	Criminal Evidence
CJ 391	Ethics
PO 122	American Government
PO 231	Constitutional law

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.

## **Five-Year Option: B.S. to M.S. Criminal Justice**

## **Social Science**

***(See Interdisciplinary Majors, page 233)***

# 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, Sport Management, or Computer Information Systems, Cyber Security.

Students who successfully complete the program will:

- Exhibit basic competencies in interpersonal skills, oral and written communication, leadership, and teamwork appropriate for the business world.
- Acquire and apply basic knowledge in the student's chosen field.
- Integrate the functional components of business into a workable whole.
- Illustrate the ability to apply critical thinking and reasoning skills and to utilize effective problem solving techniques.
- Demonstrate an awareness and appreciation for cultural, ethical, and responsible behaviors in a global world.

## ***Majors***

### **Accounting**

### **Business Administration**

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

### **Computer Information Systems**

### **Cyber Security**

### **Business Management**

### **Finance**

### **Healthcare Management**

### **Sport Management**

### **M.B.A.: Five-Year B.S./M.B.A. Option**

### **M.S.A.: Five-Year B.S.A./M.S.A. Option**

## **Accounting Major**

### ***(54 credits)***

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 202	Statistics for Business
BE 205	Principles of Microeconomics
BE 334W	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
BE 135W	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
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

## 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

## 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 113      Three Dimensional Design  
 AR 114      Graphic Design I  
 AR 201      Introduction to Computer Art  
 AR 214      Graphic Design II

## **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 development 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 Management Major**

***(48 credits)***

***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 391W Business Capstone

All Business Management majors are required to take one of the following computer courses:

- CIS 115 Computer Essentials  
 CIS 171 Business Spreadsheet Development  
 CIS 388 Project Management

***Business Management Major***

***(48 credits, 24 credits in business + 24 core credits listed above)***

- BE 135W Business Communications  
 BE 334W Business Law  
 MG 228 International Business Management  
 MG 362 Human Resource Management  
 MG 365 Issues of Small and Family Business  
 MG 367 Strategic Management  
 MG 380 Management Internship  
 CIS TBD Select one of the designated CIS courses

**Entrepreneurship Concentration****(48 credits, 24 credits + 24 core credits listed above)**

BE 248	Business Modeling & Analysis
MG 240	Social Entrepreneurship
MG 320	Product Development
MG 367	Strategic Management
MG 365	Issues of Small and 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 listed above)**

MG 367	Strategic Management
BE 334W	Business Law
MG 241	Marketing Research & Strategy
MG 320	Product Development
MG 322	Techniques of Marketing Promotion
MG 328	International Marketing
MG 380	Management Internship
CIS TBD	Select one of the designated CIS courses

**Entrepreneurship Minor****(18 credits)**

MG 131	Principles of Management
MG 231	Principles of Marketing
BE 248	Business Modeling & Analysis
MG 365	Issues of Small and Family Business
MG 368	New Venture Challenge–C
MG 382	Entrepreneurship Internship

**Management Minor (18 credits)**

The minor in Management is designed to allow the non-major an opportunity to specialize in Business Management. A maximum of two courses are allowed to be utilized from another area requirement.

MG 131	Principles of Management
MG 231	Principles of Marketing
MG 362	Human Resource Management
MG 365	Issues of Small and Family Business
MG 367	Strategic Management
BE 161	Financial Accounting

**Recommended Correlatives:**

MG 329            Global Issues  
 (General Education choice for International/Global requirement)

**Finance Major****(48 credits)****Core Requirements for all Finance Majors: 30 credits**

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 202	Statistics for Business
BE 135W	Business Communications
BE 204	Principles of Macroeconomics
BE 205	Principles of Microeconomics
BE 334W	Business Law
CIS 171	Business Spreadsheets
MG 131	Principles of Management
MG 231	Principles of Marketing

**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)**

BE 135W	Business Communications
MG 131	Principles of Management
BE 161	Financial Accounting
MG 231	Principles of Marketing
BE 202	Statistics for Business
BE 205	Principles of Microeconomics
BE 334W	Business Law



MG 383	Internship
BE 247	Healthcare Finance
CIS 315	Healthcare & Information Systems
MG 235	Healthcare Management
MG 308	Ethical Issues in Healthcare
MG 311	Introduction to Public Health
MG 312	Global Health
MG 336	Healthcare Law
MG 348	Data Analysis for Healthcare Managers
MG 392	Capstone — Healthcare Management Research Project

## **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

## **Sport Management Major**

***(51 credits)***

BE 135W	Business Communications
BE 161	Financial Accounting
BE 202	Statistics for Business and Economics
BE 204	Principles of Macroeconomics
BE 205	Principles of Microeconomics
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 391W	Business Capstone
CO 202	Sport Marketing & Promotion
CO 203	Sport Writing and Information
SO 225	Sociology of Sport
SM 140	Introduction to Sport Management
SM 301	Ethics in Sport Management
SM 302	Legal Aspects of Sport Management
SM 303	Sport Venue and Event Management
SM 304	Sport Finance
SM 381	Sport Management Internship

## COURSE DESCRIPTIONS

### Business Administration

#### **BE 135W 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. This course meets the “W” course requirement. This course is generally offered twice each year. *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. This course is generally offered once a year. *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. P: BE 161. This course is generally offered once a year. *3 credits*

#### **BE 202 Statistics for Business and Economics**

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. This course is generally offered twice each year. *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 for Part B.* This course is generally offered once a year. *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 for Part B.* This course is generally offered once a year. *3 credits*

#### **BE 220 Personal Finance**

This course is an examination of personal finance and the many tools available in the preparation of a personal financial plan. Areas of discussion include the following: banking and products and services offered by typical banks and credit unions, credit and credit repair, home finance and understanding various mortgages, financial planning including IRA and retirement planning, annuities, life insurance, long term care, making a will, estate planning and trusts, taxes, and an understanding of the role of stocks, bonds and mutual funds. This course is offered when there is sufficient demand. *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. *General Education choice for Part C.* This course is generally offered once a year. *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. This course is generally offered once a year. *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 the 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, BE 161. *3 credits*

**BE 251 Special Topics**

Timely current topics of interest to junior and senior majors. *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 and 162. These courses are generally offered in sequence every other 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 and 162. This course is generally offered every other 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 162. This course is offered once a year. *3 credits*

**BE 334W 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. This course is generally offered twice each 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. This course is generally offered every other 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 262. This course is generally offered every other 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 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 allo-

cation, 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. This course is generally offered once a year. *3 credits*

### **MG 141 Introduction to Arts Management**

This course will introduce students to the practical skills required for the successful management of arts organizations. Areas covered will include budgeting, marketing/publicity, fundraising, audience development, analysis of financial statements, contracts, board governance, and issues associated with the founding of a nonprofit organization. This course is offered when there is sufficient demand. *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. This course is generally offered every other year. P: MG 131. *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. This course is generally offered once a year. *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 a b-corp, grant-writing, and the values-based pitch. Students develop an idea for a nonprofit or mission-based enterprise, and learn to use social impact as a success metric. P: BE 248. *3 credits*

### **MG 241 Marketing Research & Strategy**

This course will utilize marketing research tools, processes, and results to assist managers, 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, interpreting data, and presenting results. This course is generally offered every other year. P: MG 231. *3 credits*



**MG 251 Special Topics**

Timely current topics of interest to junior and senior majors. *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? P: MG 131. *General Education choice for Part C.* This course is offered when there is sufficient demand. *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 315W Grants 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. *This course meets the "W" course requirement.* This course is offered when there is sufficient demand. *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 cycle will be discussed as well as an examination of product successes and failures. P: MG 231. This course is 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, sales 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. This course is generally offered every other year. *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. This course is generally offered every other year. P: MG 231. *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 will be analyzed from a variety of viewpoints. This course is offered when there is sufficient demand. *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 340 Project Management**

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 change is implemented in real world organizations through the use of project management. Core topics include initiation, planning, execution, monitoring, and closure of 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. This course is generally offered every other year. *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, and BE 161. This course is generally offered every other year. *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. This course is generally offered every other year. *3 credits*

**MG 368 New Venture Challenge–C**

An inter-collegiate, 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 Management 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 the Business Administration and Management Department 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 plan, using the College's 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 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 391W 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 meets the "W" course requirement. This course is generally offered twice 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*

**Sport Management****SM 140 Introduction to Sport Management**

This course explores the global nature, historical aspects, trends as well as the role of the sports industry in society. Topics include, but are not limited to, organizational structure, management, public relations, marketing, financial/economic, intercollegiate athletics, legal and ethical principles of sport administration and management. This course is offered every other year. *General Education choice for Part C. 3 credits*

**SM 301 Ethics in Sport Management**

This course examines major ethical theories and their relation to the development of personal and professional ethics in sport and recreational management. The course is designed to develop a theoretical framework that will lead to a moral course of action and personal philosophy needed to meet the challenges and issues of modern athletics. The application of ethical decision making and problem solving in sport and recreation will be explored. An integrative study of current industry and ethical issues facing sport leaders. P: MG 131. This course is generally offered every other year. *3 credits*

**SM 302 Legal Aspects of Sport Management**

This course explores the legal principles of the sport industry and provides a basic knowledge of the legal statutes that relate to various dimensions of sport business. It includes legal principles that affect the prudent performance of all those involved in sporting events and will look at federal legal legislation as it affects program development. Major focus is on a review of judicial opinions in the areas of tort liability (risk management), agency and contract law, labor and employment law and antitrust issues. Topics to be addressed include right to participate, liability for injuries, legal status of sports organizations, risk management, assertion of legal rights, and crisis management. Other areas of sport industry law to be covered are contracts, negligence, gender equity, sport labor relations, and selected current issues. P: MG 131. This course is generally offered every other year. *3 credits*

**SM 303 Sport Venue and Event Management**

Examines principles and fundamentals of managing and financing sport, recreational, and entertainment venues. Focuses on knowledge and skills necessary to develop, design and manage sports, recreation and health/fitness facilities. Concentration is on the planning, implementation, and evaluation of sport events in addition to the design, maintenance, and full utilization of athletic facilities. Principles for effective management of sport events and facilities in both human and physical resources are stressed. Includes site visits. P: MG 131. This course is generally offered every other year. *3 credits*

**SM 304 Sport Finance**

Financial analyses pertaining to different aspects of sports including player compensation, labor relations, facility development, broadcast rights, and competitive structure employed in managerial decision making in amateur and professional sports. Focus is on understanding the development and management of enterprise budgets and financial strategies, including debt service, ticket and concession sales, corporate sponsorship and licensed sport merchandise. Examines financial challenges related to current and future sources of revenue for the sport enterprise. P: BE 161 and MG 131. This course is generally offered every other year. *3 credits*

**SM 381 Sport Management Internship**

This is a field based course in which students gain on-site employment experience in the Sport Management field 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 the Business Administration, Management and Sport Management Department plus junior or senior standing. *3 to 12 credits*

# Interdisciplinary Majors

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The following programs offer majors that are interdisciplinary and draw from more than one department's offerings.

## Bachelor of Arts in Art Management

Consistent with the mission of Albertus Magnus College to provide an education that promotes the pursuit of truth in all of its dimensions and is practical in its application, the Bachelor of Arts in Art Management combines a Liberal Arts core curriculum and an interdisciplinary blend of managerial, artistic, business and communications courses. The program enables students to develop their understanding and expertise in visual arts and prepares them to assume management positions in organizations dedicated to the visual arts, pursue careers as artists, or gain acceptance into a graduate program.

### **Objectives:**

Through successful completion of the Art Management Program, students will:

- Demonstrate an understanding of the history of the visual arts.
- Demonstrate advanced undergraduate expertise in one of the following areas: art history, studio art, graphic design, or photography.
- Possess the knowledge and skills necessary to assume management positions in organizations dedicated to the visual arts.

## Art Management Major (60 credits)

### I. Understand the History of the Visual Arts

AH 230	Art History I
AH 231	Art History II
AH 232	Art History III

### II. Demonstrate Advanced Undergraduate Expertise in One of the Following Areas: Art History, Studio Art, Graphic Design, or Photography: Choice of six three-credit courses (excluding Art History courses above) in one of the following concentrations, at least one of which is at the 300 level: Art History, Studio Art, Graphic Design, Photography.

### III. Possess the Knowledge and Skills Necessary to Assume Management Positions in Organizations Dedicated to the Visual Arts.

AM 111	Introduction to Art Management
AM 129	Art Space Management
AM 315	Grants and Fundraising
AM 351	Museum and Curatorial Studies
AM 380	Art Management Internship
BE 135W	Business Communications
BE 161	Financial Accounting

BE 204	Principles of Macroeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
CIS 301W	Technology and the Arts

## COURSE DESCRIPTIONS

### Art Management Courses

#### **AM 111 Introduction to Art Management**

Through this course, students will gain an understanding of the theory and practice of art management in non-profit and for-profit organizations. Generally offered annually. *3 credits*

#### **AM 129 Art Space Management**

This course is designed for students to study and to discover how spaces are managed as facilitators of the promotion of art to the community. *3 credits*

#### **AM 315 Grants and Fundraising**

Through this course, students will gain insight into best practices for developing and pursuing grant opportunities and engaging in fundraising for non-profit organizations. Topics covered include: identifying fundraising needs and goals, developing a fundraising plan, identifying grant opportunities, evaluating when it is appropriate to seek a grant, and aligning fundraising strategies and goals with institutional mission. P: AM 111. Generally offered every other year. *3 credits*

#### **AM 351 Museum and Curatorial Studies**

The course introduces students to the cultural role of museums and galleries, deepening their understanding of the intellectual and practical tasks of curating exhibitions and maintaining collections. Recent scholarship on the origins and functions of the museum will be studied. This course is ideal for students interested in careers in art-related fields, such as studio art, art history, arts management, and art education. *3 credits*

#### **AM 380 Art Management Internship**

Program of supervised practical experience in arts management in a field related to the student's course of study. P: AM 111; AM 315; Junior standing. *3 credits*

## Bachelor of Arts or Bachelor of Science in Digital Media Studies

Digital media have become pervasive in the contemporary world and continue to develop at a rapid pace. Digital literacy is no longer optional in the 21st Century! Virtually all human endeavors are experiencing digitally evolving forms, and are increasingly dependent upon digital technology. Companies of all sizes, major industries, and not-for-profit organizations need creative, digital specialists. Fashioning messaging, supporting marketing efforts and managing social media are just some of the present and future needs for digital experts. The central challenge is to provide an education that lays a foundation for continued evolution and growth in the field as digital media continue to emerge.

The Bachelor of Arts/Bachelor of Science in Digital Media Studies is a 54 credit major that prepares students for careers in digital communications, web design, social media applications, and digital production. Interdisciplinary in nature, the major enables students to exercise their creativity and develop the technical knowledge and skills that are necessary for the creation and dissemination of content via traditional and emerging media technologies. Students learn to take a concept from the initial stages of development to a finished product, such as a webpage, short film, or mixed media artwork. The program is organized around the competencies and types of literacy students must possess to flourish in the rapidly evolving field of digital media studies.

Each student's program of study is tailored to meet individual career goals and objectives. Drawing upon courses spanning Art, Business, Communications, Computer Information Systems, English and Management; students are provided the core knowledge, understanding, and skills necessary to engage the aesthetic, cultural, and technical dimensions of constructing and interpreting works that employ digital media. The major in Digital Media Studies prepares students to enter careers in media, government agencies, education, public interest groups, and private industries that require the development, implementation, application and management of digital media as they evolve.

### **Student learning outcomes for the program are as follows:**

- Possess the oral, written, and media communication skills necessary to create substantive, professional multimedia works. (Oral, written, and media communication literacy)
- Demonstrate an awareness of, and ability to use digital technologies and software to create and distribute multimedia content. (Computer information systems literacy)
- Know and understand core concepts and current issues in the study of media, culture, and communication. (Media literacy in the context of cultural studies)
- Be conversant in the primary scholarly work addressing the intersection of media, culture and communication fields. (Media literacy in the context of cultural studies)
- Understand core principles pertaining to promotion, advertising, and social networking using digital media. (Promotional literacy)
- Understand the basic principles of project management. (Management literacy)
- Possess the ability to create a professional-quality finished product in an area of focus.



## Career Directions For Those Majoring In Digital Media Studies

The major in Digital Media Studies prepares students to enter careers in media, government agencies, education, public interest groups, and private industries that require the development, implementation, application and management of digital media as they evolve. Emphasis is placed on the development of core competencies that will enable students to adapt as technology changes. Students also are prepared to pursue advanced study in the field.

### ***Program Of Study (54 Credits)***

#### **Oral Literacy: (3 credits from the following)**

- CO 141            Speech Communications (Level A)
- CO 239            Broadcast Announcing

#### **Writing Literacy: (6 credits from the following)**

- CO 151            Writing for the Mass Media
- CO 250            Broadcast Writing
- CO 240            Screenwriting
- EN 143            Creative Writing
- BE 135            Business Communications
- CO 365            Writing for Interactive Media

#### **Media Literacy: (15 credits from the following)**

- CO 125            Digital Audio Recording and Editing
- AR 114            Graphic Design I
- AR 201            Introduction to Computer Art
- AR 214            Graphic Design II
- AR 314            Advanced Graphic Design I
- AR 315            Advanced Graphic Design II
- AR 335            Digital Photography I
- AR 336            Digital Photography II
- CO 229            Introduction to Digital Communications
- CO 237            Photojournalism
- CO 242            Electronic Field Production
- CO 251            Film and Video Production
- CIS 301            Technology and the Arts

**Computer Literacy: (6 credits from the following)**

CIS 230	Scripting and the Web
CIS 325	Data Communications
CIS 382	Computer Networks
CIS 383	HTML and Web Publishing
CIS 385	Cyber Security

**Promotional Literacy: (3 credits from the following)**

CIS 387	Electronic Commerce
CO 230	Internet Marketing and Advertising
MG 231	Principles of Marketing

**Management Literacy: (3 credits from the following)**

MG 131	Principles of Management
MG 228	International Business Management
CO 301	Organizational Communications
MG 340	Project Management
AM 111	Arts Management

**Courses in Area of Focus (12 credits)**

*To be determined in consultation with Program Director*

**Capstone and Internship****DM 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 practicum/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 practicum/internship. P: Permission of Department Chair. Generally offered every year. *3 to 12 credits*

**DM 391 Digital Media Studies Capstone**

This course serves as the capstone course for the major in Digital Media Studies. It will provide an environment where the student can identify and critique threads of learning from previous Media Studies coursework. It will give students the opportunity to assess their proficiency in the literacies associated in the program: oral, promotional, management, computer, written, and media. The course culminates in the production and formal showing of a multimedia project to be designed in consultation with the faculty member. *3 credits*

## **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)

## Global Studies Major (43 Credits)

The Global Studies major is designed to provide an understanding of processes of globalization and their impact in shaping the contemporary world. Globalization refers to forces which are pulling the peoples of the world together and which ignore national boundaries, such as the spread of rap and hip hop from the Bronx to the world; the migration of peoples in response to disasters; global communications and global trade; the trafficking of art, weapons, and people; cyberattacks on computer information systems; climate change; the degradation of ecosystems. Graduates of the program gain an appreciation of the connections between global forces and local realities of their neighbors, towns, cities. Global Studies thereby prepares students to think both globally and locally and to contribute to addressing the challenges facing the world in the 21st century. Business, educational, non-profit, and governmental sectors value employees who have acquired a global perspective.

### **Objectives:**

Through successful completion of the Global Studies Program, students will:

- Demonstrate an understanding of the historical development of the contemporary world.
- Demonstrate an understanding of the political, economic, cultural, and technological forces that have contributed to globalization.
- Demonstrate an understanding of the benefits and problems resulting from globalization.
- Be capable of bringing a global perspective to bear on the analysis of local and regional issues.
- Demonstrate specialized knowledge regarding an issue transcending national borders, or the impact of globalization on a particular geographical region.
- Demonstrate highly developed research, critical thinking, and written communication skills.
- Demonstrate a sufficient knowledge and skill base to pursue graduate studies and/or work in organizations involved in global issues.

### **Requirements\* (43 Credits)**

I. The Contemporary World and the Processes of Globalization: 18 credits

GL 111	Introduction to Global Studies
SO 211	Introduction to Cultural Anthropology
GL 210	Colonialism/Post Colonialism
PO 257	International Relations
PH 240	Modernism and Post-Modernism
RS 221	World Religions

II. Twentieth Century World History: 3 credits from the following courses:

HI 316	War and Peace in 20th Century Europe
	OR
HI 341	World Revolutions in the 20th Century

III. Global Issues: 12 credits from the following list of courses that offer in-depth treatment of issues that have arisen as a result of globalization. (chosen in consultation with an advisor)

AH 344	Arts of the Twentieth Century to the Present
AH 355/GL 255	Global Perspectives in the Arts
CO 371	Political Communication in the 21st Century
EN 211	Post Colonial Literature
EN 361	Literature of the Immigrant
GL 217	Human Rights and Religious Witness in Latin America
GL 240	Globalization and Technology
GL 323	Islam and the West
GL 255	Special Topic: Globalization and War in Afghanistan
FL 244S	Spanish/Hispanic Civilization & Culture (in English)
FL 320I	Italian Civilization and Culture (in English)
HI 344	Slavery in the Atlantic World
MG 329	Global Issues
MU 216	World Music
PO 111	World Politics
PO 342	Nationalism
PH 352	Introduction to Peace, Justice, and Global Issues
RS 321	Fundamentalism

IV. Specialized Studies: 10 credits

GL 391	Senior Thesis (Conducted as a course)
GL 380	Internship/GL: 355 Special Topics Seminar
GL 355	Advanced Study in a Particular Field
GL 330	Portfolio

*\*A minimum of 12 credits of major requirements must be at the 300 level.*

*Students majoring in Global Studies also must have completed successfully three years of a foreign language at the high school level or 6 credits of foreign language at the college level. Students also are strongly encouraged to pursue advanced study in foreign language and study abroad.*

## COURSE DESCRIPTIONS

### Global Studies Courses

#### **GL 111 Introduction to Global Studies**

Globalization refers to the processes which are pulling everyone on the planet together. In Introduction to Global Studies, we will look at politics, history, economics, and ecology to understand both the compression of the world and the rise of consciousness of the globally of human experience. Topics will include terrorism; migration from poor to rich countries; human rights; the flow of jobs and money around the world; human trafficking; transnational smuggling of drugs, weapons, and art; and the impact of human beings on the biosphere. Generally offered every year. *3 credits*

#### **GL 210 Colonialism/Postcolonialism**

An examination of the impact of European colonialism in the last five hundred years to shaping contemporary global systems and cultures. This course examines the histories of modern colonialism from the 15th c. to the 20th c.; histories and literatures of decolonization from the 18th c. to the 20th c.; and the histories, cultures and discourses of the postcolonial era. It provides a conceptual introduction to the problems, debates, and discussions that represent current attempts to grapple with the role of colonial encounters in shaping the global present. *3 credits*

#### **GL 255 Special Topics**

Topics selected on the basis of relevance, student interest, and special competence of the instructor. Offered when there is sufficient demand. *3 credits*

#### **GL 330 Portfolio**

Portfolio of work demonstrating successful completion of student learning outcomes for the Global Studies major. The portfolio is developed under the direction of the Program Director. *1 credit*

#### **GL 355 Special Topics Seminar**

An in-depth treatment of a special topic announced at the time of registration. *3 credits*

#### **GL 380 Internship**

Fieldwork experience initiated with the permission of the Program Director. Upon registering for GL 380, students should meet immediately with the internship coordinator. This should be done by the middle of the semester prior to completing the placement. P. Senior status, GL 111, permission of Program Director. Generally offered every semester. *3 credits*

#### **GL 391 Senior Thesis**

A senior research project for seniors majoring in Global Studies. The topic is chosen in consultation with the senior research instructor. Generally offered every year. *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 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 core general education courses.

*Note: Four of the required courses are offered annually in the Accelerated Degree Program: HS 101; HS 311; PY 213; and PY/SO 235. Traditional Undergraduate Program students are allowed to take these courses with Accelerated Degree Program students, subject to all other policies with respect to Traditional Undergraduate Program students taking Continuing Education 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 213	Counseling Techniques
PY 250	Community Psychology
PY/SO 235	Drug and Alcohol Abuse
SO 111	Introduction to Sociology
MG131	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 Communications
- EN 246 Business Writing
- 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

### **Human Services Five-Year B.S./M.S. Option**

Students must meet with their academic advisor prior to the start of their junior year.



# Humanities

## Humanities Major (45 credits)

The Humanities major is designed for the 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

Communications

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.

## COURSE DESCRIPTIONS

### Humanities Courses

#### **HU 101 Introduction to College Life**

A one-credit course designed to introduce incoming students to the concept of a Liberal Arts education and to assist students in making a successful transition into the Albertus Magnus College community. Through discussion and reflection, this course will identify campus resources and strategies for success that will help students develop their academic and personal goals. Students will participate in activities both in and out of the classroom that will help prepare them to become lifelong learners and vibrant members of the Albertus Magnus community. Required for incoming first-year students. *1 credit*

#### **HU 111W, 112W 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' ability to read texts intelligently. During the first year, Albertus students engage in a program designed to improve their capacity to read intelligently and to express themselves clearly both in writing and speaking. Students learn to make sense of a variety of texts and modes of expression. *These courses are part of the required core curriculum. Generally offered each semester. 3 credits each*

**HU 113, 114 Invitation to Insight I, II**

In this first course of the College's General Education Insight Program, students employ the differing lenses of history, science, religions, literature, and art to begin a four-year journey exploring, from various viewpoints, what it means to be human. Using the rich resources of multiple perspectives and theories, students gain a "bird's eye view" of the human condition. This context serves as a provisional horizon against which, in subsequent courses in the Insight Program, individuals look more deeply at the significant particulars of the human condition in contemporary times.

The course work in the first semester consists of three units: Cosmos (considering the human place in space and time), Bios (examining the remarkable phenomenon of life), and Homo sapiens (tracing the emergence and early experience of the human species). The second semester focuses on the historical experience of the human species: Civitas (the age of civilizations), Modernity (the developments emanating from Europe in the sixteenth century of the modern era), and Post-Modernity (the contemporary moment).

Through this exploration, students develop and enhance competencies in core skills essential to flourishing in the contemporary world, especially in professional life. The course is designed with a strong emphasis on reading, writing, critical thinking, and collaborative learning. Offered each year. *3 credits each*

**HU 255 Special Topics**

Selected topic studied in-depth within 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 each semester. *3 credits*

## Social Science Major

The curriculum in the Social Science major is designed to provide strong academic training in any two of the four social sciences: Economics, Psychology, Sociology and Political Science.

The mission of this major is to provide course offerings in the Liberal Arts curriculum of the College, in order to introduce students to the economic, psychological, political, and sociological aspects of human existence. This will add to their critical thinking processes as well as provide an academically strong major which affords an approach to the study of social systems and social change.

### ***Social Science Major (48 credits)***

Required courses

Seven courses (including the introductory course) from the first social science (21 credits)

Five courses (including the introductory course) from the second social science (15 credits)

Two courses in social science correlatives excluding the first two social sciences (6 credits)

Two courses in social science electives from any of the social sciences (6 credits)

# Directories

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# 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).
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**James Brine**, Lecturer in Psychology; (B.S., Georgetown University; Ed.D., University of Massachusetts at Amherst).
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- 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).

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\* **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).

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\* **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).
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- \* **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).
- \* **Brenda Joslyn**, Assistant Professor and Faculty Advisor, Business (B.S., M.B.A., Albertus Magnus College).
- \* **Stephen Joy**, Professor of Psychology; Chair, Department of Psychology; (B.A., Bowdoin College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut).
- \* **Karen Kendrick**, Professor of Sociology; (B.A., State University of New York; M.A., Ph.D., University of California).
- Emru Kiydal**, Lecturer of Human Services; (B.A., Gazi University; M.S., Indiana University; Ph.D., Oakland City University).
- \* **Barbara Krause**, Assistant Professor of Mathematics; (B.A., Connecticut College; M.S., Southern Connecticut State University).
- \* **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).
- \* **Joan Venditto**, Associate Professor of Education; Director of Education Programs (B.A., Albertus Magnus College; M.A., Middlebury College; Doctor of Arts, Carnegie Mellon University).
- \* **Joseph Veth**, Professor in the Department of Education; (B.S., Fordham University; M.A., Maryknoll School of Theology; Ph.D., University of Connecticut).
- \* **Matthew Waggoner**, Professor of Philosophy and Religion; Chair, Department of Philosophy and Religion; (B.A., Evangel University; M.A., Southwest Missouri State University; Ph. D., University of California, Santa Cruz).
- \* **Ronald Waite**, Associate Professor of Communications; Chair, Department of Communications; (B.A., M.A., Fairfield University; C.A.S., Wesleyan University).
- \* **Sarah Wallman**, Professor of English; Co-Director, Master of Fine Arts in Writing Program; (B.A., M.F.A., University of Pittsburgh).
- \* **John Wasserman**, Assistant Professor of Management and Leadership; (B.A., Wesleyan University; M.B.A., University of Hartford; M.A., Columbia University).
- \* **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

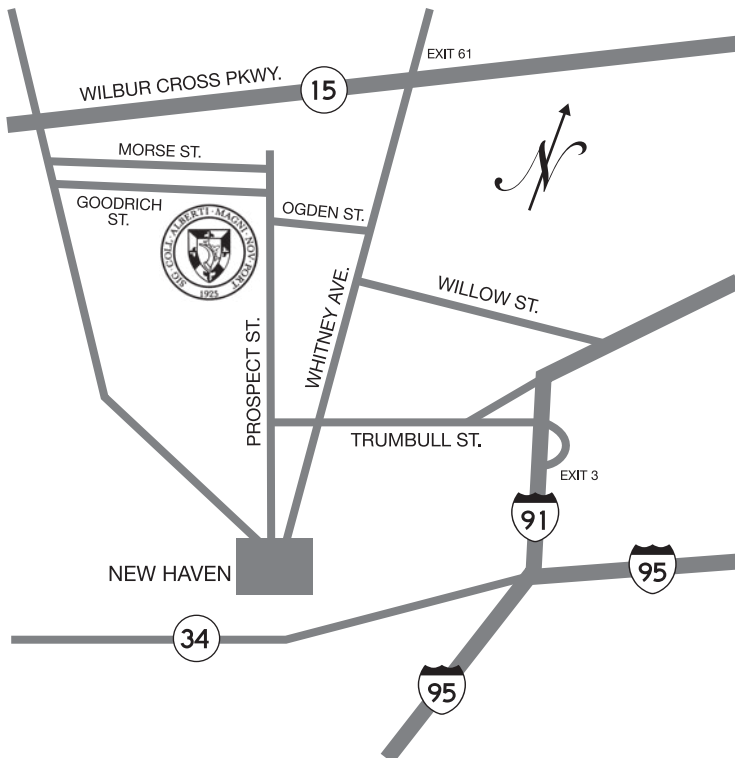
Albertus Magnus is easily reached by major highways from anywhere in the state and is convenient to Greater New Haven and the shoreline via I-91, I-95, and the Wilbur Cross parkway.

## ***From the shoreline east or west of New Haven***

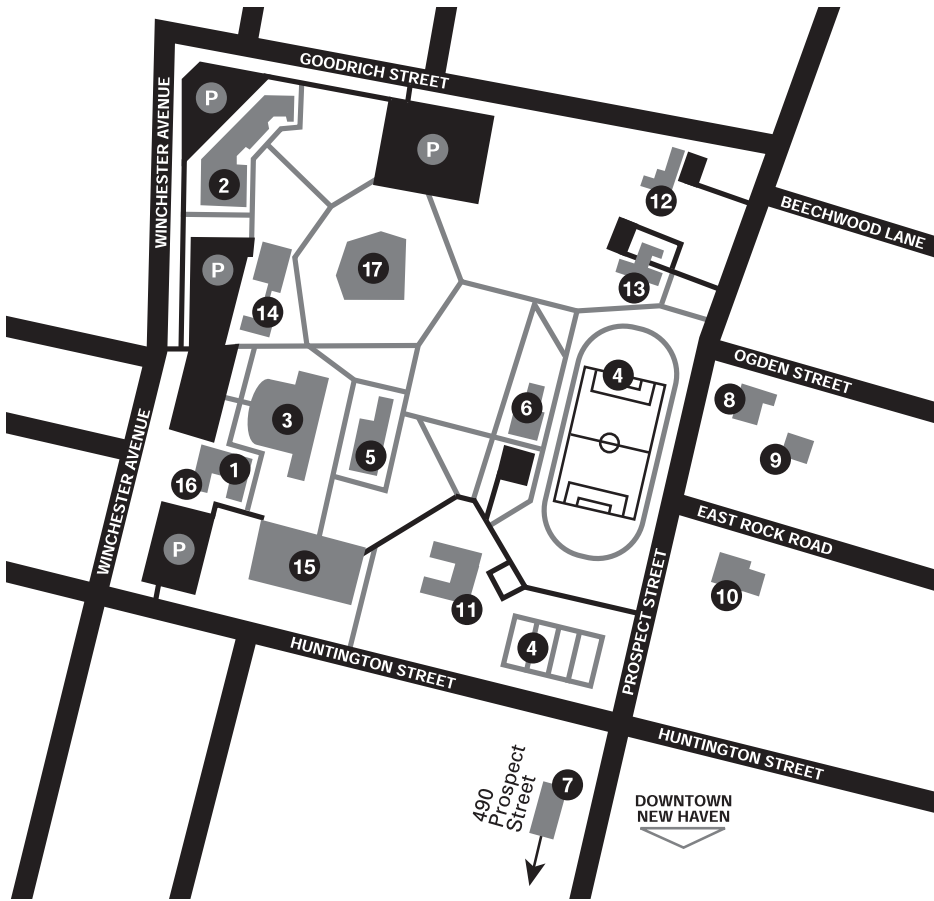
Follow I-95 to I-91 North. Take Exit 3 (Trumbull Street). Go straight ahead on Trumbull Street to Prospect Street. Turn right and follow Prospect Street about 1½ miles to Goodrich Street. Turn left onto Goodrich Street and after about 100 yards, turn left again at the main entrance to the campus.

## ***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
- ② Aquinas Hall/Bree Common
- ③ Hubert Campus Center
- ④ Celentano Playing Fields, Track and Tennis Courts
- ⑤ Dominican Hall
- ⑥ McAuliffe Hall
- ⑦ 490 Prospect
- ⑧ Mohun Hall
- ⑨ Mohun Annex

- ⑩ Nilan Hall
- ⑪ Rosary Hall
- ⑫ Sansbury Hall
- ⑬ Siena Hall
- ⑭ Tagliatela Academic Center/Walsh Hall/Chapel
- ⑮ Cosgrove, Marcus and Messer Sports Center
- ⑯ Weldon Hall
- ⑰ Shea Softball Complex
- Ⓟ Parking





## Albertus Magnus College

Office of Admission  
700 Prospect Street  
New Haven, Connecticut 06511

Front cover: Rosary Hall, purchased by the Dominican Sisters of Saint Mary of the Springs in 1924 (now known as the Dominican Sisters of Peace), was originally home to students, classrooms, the college chapel, and social gatherings. The first classes held at Albertus Magnus College took place here on September 24, 1925. Photo by KVON Photography.