

Albertus Magnus College

NEW HAVEN, CONNECTICUT



2015–2017 COURSE CATALOGUE Day Program

A Catholic College in the Dominican Tradition

ALBERTUS MAGNUS COLLEGE



Undergraduate Program Course Catalogue 2015–2017

St. 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 2015–2016

FALL TERM

Sun–Tues	Aug 23–25	Orientation, Admit Cards Distributed
Wed	Aug 26	Classes Begin
Thurs	Sept 3	Last Day to Enter Classes
Mon	Sept 7	Labor Day—College Closed
Mon	Oct 12	Columbus Day—No Classes
Tues	Oct 13	Midterm Grades Due
Wed–Sun	Nov 25–29	Thanksgiving Break—No Classes
Sat	Dec 5	Reading Day
Wed	Dec 9	Last Day of Classes
Thurs	Dec 10	Final Exams Begin
Wed	Dec 16	Final Exams End

12/17/2015 – 01/18/2016 Christmas Recess

SPRING TERM

Mon	Jan 18	Martin Luther King Day—College Closed
Tues	Jan 19	Orientation, Admit Cards Distributed
Wed	Jan 20	Classes Begin
Wed	Jan 27	Last Day to Enter Class
Mon	Feb 15	Presidents' Day—College Closed
Sat–Sun	Mar 12–20	Spring Break
Mon	Mar 14	Midterm Grades Due
Thurs–Sun	Mar 24–27	Easter Break
Fri	Mar 25	Good Friday—College Closed
Mon	Mar 28	Classes Resume
Fri	May 6	Last Day of Classes
Sat	May 7	Reading Day
Mon	May 9	Final Exams Begin
Sat	May 14	Final Exams End
Sun	May 22	Commencement

Academic Year 2016–2017

FALL TERM

Sun–Tues	Aug 28–30	Orientation, Admit Cards Distributed
Wed	Aug 31	Classes Begin
Mon	Sept 5	Labor Day—College Closed
Thurs	Sept 8	Last Day to Enter Classes
Mon	Oct 10	Columbus Day—No Classes
Tues	Oct 11	Midterm Grades Due
Thurs–Sun	Nov 24–27	Thanksgiving Break—No Classes
Sat	Dec 10	Reading Day
Mon	Dec 12	Last Day of Classes
Tues	Dec 13	Final Exams Begin
Sat	Dec 17	Final Exams End

12/18/2016–01/16/2017 Christmas Recess

SPRING TERM

Mon	Jan 16	Martin Luther King Day—College Closed
Tues	Jan 17	Orientation, Admit Cards Distributed
Wed	Jan 18	Classes Begin
Thurs	Jan 26	Last Day to Enter Class
Mon	Feb 20	Presidents' Day—College Closed
Sat–Sun	Mar 11–19	Spring Break
Mon	Mar 13	Midterm Grades Due
Thurs–Sun	Apr 13–16	Easter Break
Fri	Apr 14	Good Friday—College Closed
Mon	Apr 17	Classes Resume
Fri	May 5	Last Day of Classes
Sat	May 6	Reading Day
Mon	May 8	Final Exams Begin
Sat	May 13	Final Exams End
Sun	May 21	Commencement

The College

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 1992, Albertus began offering its first graduate degree through the Master of Arts in Liberal Studies Program. Today, there are 10 graduate programs.

The New Dimensions Program began in 1994. It is 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.

In 2005, the College opened its new Mary A. and Louis F. Tagliatela Academic Center.

Today, Albertus has an enrollment of 1,550 students—550 in the traditional day 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 1982–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 and students in the Day Program 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 three different major program delivery systems, housed in discrete schools, 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 Day 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 Day 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 Day Program offers twenty-three 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. The Division of Professional and Graduate Studies offers fourteen major Liberal Arts and Business Programs through its Accelerated Degree Program. A total of 10 graduate programs include a Master of Arts in Art Therapy (the only program of its kind in the state), Master of Arts in Leadership, Master of Arts in Liberal Studies, Master of Fine Arts in Writing, Master of Business Administration, Master of Science in Education, and Master of Science in Human Services, as well as a post-masters certificate for Advanced Alternative Preparation (AAP) as a Literacy Specialist in Reading/Language Arts Certification.

The New Dimensions Program, located in the Division of Professional and Graduate Studies, is a specialized program designed for working professionals. It provides an inno-

vative, non-traditional approach to learning that includes branch campus settings designed for enhanced access, non-standard terms with rolling starts, and a student-centered, team-based course methodology. Designed to minimize structural hurdles and provide a clear pathway to educational achievement, this fast-paced program permits students to focus on one course at a time while maintaining full-time status in the pursuit of undergraduate and graduate education. Degree programs offered are the associate and bachelor degrees in Business Management, a Master of Science in Management and Organizational Leadership, a Master of Business Administration, a Master of Arts in Leadership, and a Master of Science in Education.

The Academic Year

In its traditional day 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. Students in the New Dimensions Program experience a revolving academic year with new classes beginning monthly; students take ten courses a year enabling them to complete their degrees at an accelerated pace.

Location

The choice of New Haven as the site of Albertus Magnus College 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 health care 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 Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc. Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

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

New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
(781) 425-7785 E-Mail: cihe@neasc.org

In addition, A.S., B.S., and M.B.A. Business Programs at Albertus Magnus College (Day Program, Accelerated Degree Program, and New Dimensions) are nationally accredited by the International Assembly for Collegiate Business Education. The Master of Arts in Art Therapy Program is accredited by the American Art Therapy Association.

Memberships

Albertus Magnus College holds institutional memberships in the following:

Alpha Phi Sigma
American Alumni Association
American Art Therapy Association
American Association of College Admissions Counselors
American Association of Collegiate Registrars and Admissions Officers
American Council on Education
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Graduate Schools of Liberal Studies Programs
Chi Alpha Sigma
College Entrance Examination Board
Conference of Small Private Colleges
Connecticut Association of Collegiate Registrars
Connecticut Association for Continuing Education
Connecticut Conference of Independent Colleges
Connecticut Distance Learning Consortium
Connecticut United for Research Excellence
Council for Adult and Experiential Learning
Council for the Advancement and Support of Education
Council for the Advancement and Support of Education Affiliated Student Advancement Programs
Council of Independent Colleges
Council on Undergraduate Research
International Assembly for Collegiate Business Education
National Academic Advising Association
National Association of Academic Advisors
National Association of Foreign Student Advisors
National Association of Independent Colleges and Universities

National Catholic Educational Association
 National College Athlete Honor Society
 National Collegiate Honors Council
 National Commission on Accrediting
 New England Association for Cooperative Education and Field Experience
 New England Association of Collegiate Registrar and Admissions Officers
 New England Faculty Development Consortium
 Northeastern Association of Graduate Schools
 Sigma Delta Pi National Hispanic Honors Society
 United States Association for Small Business and Entrepreneurship

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.

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

This modern building is an important focal point for the entire College community. Opened in 1970, it offers a wide range of modern facilities and services: the Behan Community Room for multi-purpose usage; the Margaret L. MacDonough Art Gallery; a campus bookstore; a central mail room and telephone exchange; game and conference rooms; career counseling center; offices; lounge areas; the De Dominicis Dining Hall; several private dining rooms; the House of Bollstadt; and a health clinic.

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 Communications, Development, Alumni Relations, and Marketing.

Rosary Hall (Library)

The Library at Rosary Hall is located in the most historic building on campus, the largest existing mansion in New Haven. In this inspiring atmosphere, students, faculty, and staff alike are assisted by an enthusiastic team of library professionals dedicated to high standards of information literacy. Students are guided to the most appropriate resources for their research needs, whether they be in the traditional print or the newer digital formats such as e-books and online databases.

The Library has undergone an extensive renovation incorporating the “information commons” concept with a variety of seating patterns for group and individual study, including several C-pod stations as well as a smart-classroom area and a coffee bar. Information Technology Services, the Writing Center, Career Services, the Center for Teaching and Learning Excellence, Experiential Learning and the Office of Dominican Mission, which are now located in Rosary Hall, all serve to further the “information commons” ideal of bringing student support services together in one location.

Among the Library’s e-resources, patrons will find *ABI/INFORM Complete*, *Academic Search Premier*, *Business Source Premier*, *WestlawNext Campus Research*, *JSTOR*, *PsycINFO*, *Humanities International Complete*, *ThomsonONE*, *ValueLine*, *the New York Times (1851 to the present) Historical and Current*, and many other databases providing students with access to more than 35,000 e-journals, magazines and newspapers. The ever-expanding e-book offerings, which now include more than 130,000 full-text books in all subject areas, are represented by *eBooks on EBSCOhost* and *ebrary Academic Complete* among others. All of these resources are available to students both on and off campus.

The Library’s facilities also include student computer stations equipped with Internet, the academic databases, and *Microsoft Office*. Wireless and off-campus access are also available.

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 the Campus Center. At the residence halls and library there is limited parking. Parking on College property is at the vehicle owner's risk.

Academic Programs Overview***Undergraduate Programs***

Albertus Magnus College offers a comprehensive undergraduate program in a traditional semester format to students during the day 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.

Adult Education Programs

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.

Division of Professional and Graduate Studies

The Division of Professional and Graduate Studies houses the Accelerated Degree Program, which offers Associate of Arts, Bachelor of Arts, and Bachelor of Science Degrees; the New Dimensions Program, which offers specialized programs designed for working professionals; and graduate and post-graduate certificate programs.

The Accelerated Degree Program

The Accelerated Degree Program enables men and women with full-time career commitments and other obligations the opportunity to earn the same degree as full-time day students. The program offers undergraduate degrees in Accounting, Business, Communications, Criminal Justice, General Studies, Health Care Management, Humanities, Human Services, Management, Computer Information Systems, Philosophy

and Religion, Psychology and Social Science. 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 Accelerated Degree Program are tailored to the needs of working professions and include a Master of Arts in Art Therapy, Master of Arts in Leadership, Master of Arts in Liberal Studies, Master of Fine Arts in Writing, Master of Business Administration (General, Accounting, Health Care Management, Human Resource Management, Leadership, Marketing Project Management), Master of Science in Accounting, Master of Science in Criminal Justice, Master of Science in Education, and Master of Science in Human Services, Master of Science in Management and Organizational Leadership, as well as a post-masters certificate in Addictions 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 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. Other formats, such as completely online or completely on ground instruction, are employed as appropriate. Taking two courses per module makes it possible to earn 30 credits in one calendar year.

Please refer to the Accelerated Degree Program Catalogue for listings of the courses available in this program.

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.

The New Dimensions Program

Through the New Dimensions Program, Albertus Magnus College offers a specialized adult program designed for working professionals. It provides an innovative, non-traditional approach to learning that includes non-standard terms with rolling starts, and a student-centered, collaborative course methodology. Designed to minimize structural hurdles and provide a clear pathway to educational achievement, this fast-paced program permits students to focus on one course at a time while maintaining full-time status in the pursuit of undergraduate and graduate education. Degree programs offered are the associate and bachelor degrees in Business Management; bachelor degrees in Business Management (Health Care Concentration), Master of Business Administration; Master of Business Administration (Project Management Concentration); and Master of Science in Management and Organizational Leadership.

Please refer to the New Dimensions Program Catalogue for listings of the courses available in this program.

Campus Locations:

New Dimensions classes are offered at the following sites:

Albertus Magnus College

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

East Hartford Learning Center

Offices and classrooms are housed on the seventh floor of Founders Plaza.

Graduate Programs

Master of Arts in Art Therapy

The Master of Arts in Art Therapy 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 and 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 our traditional day students 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 ADP Master of Business Administration program is designed to be a formative process that assists students from a wide range of backgrounds 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 ADP MBA 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 our traditional day students we offer a five-year BS/MBA 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 Accounting

The ADP 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 MSA 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 our traditional day students 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 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 our traditional day students 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 our traditional day students 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 Programs are offered through the New Dimensions Program:

Master of Business Administration

The Master of Business Administration (M.B.A) degree program in New Dimensions is a 57-credit graduate program designed for the adult working professional, emphasizing both the theoretical approach to management issues as well as the opportunity to profit from practical, work-related experiences through a unique and intensive method of collaborative learning and student interaction.

The program has as its hallmark the existence of ethical issues applicable to and inherent throughout the course sequence as well as the concept that team-based effort is an important aspect of organizational success. Distinctive components of the curriculum include course clusters in Finance and Technology, Strategy and Leadership, Marketing and Research, and Organization and Management.

Additional requirements include the development and oral presentation of a Management Research Project and a comprehensive Business Plan, the latter forming the culminating experience for the capstone course. These research and business planning projects ultimately reflect the essential mission of the College, which seeks to provide an educa-

tion that is both humanistically enlarging and practical in its application to “real world” situations.

Please refer to the New Dimensions Course Catalogue for listings of courses available in this program.

Master of Science in Business Administration (Project Management Concentration)

Like the Master of Science in Business Administration, the MBA with a Project Management Concentration is a 57-credit program. It enables students who wish to specialize in project management the opportunity to focus on this area in their graduate studies.

Please refer to the New Dimensions Course Catalogue for listings of courses available in this program.

Master of Science in Management and Organizational Leadership

The New Dimensions 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 New Dimensions Course Catalogue for listings of 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

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 Admission 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 from 10:00 a.m. to noon by calling the Office of Admission locally at (203) 773-8501 or toll-free (800) 578-9160, or by visiting www.albertus.edu/visit.

The Application Process

An application form may be obtained by contacting:

The Office of Admission
Albertus Magnus College
700 Prospect Street
New Haven, CT 06511
Telephone: (203) 773-8501, or toll-free (800) 578-9160
E-mail: admissions@albertus.edu

Applications may also be completed online by visiting www.albertus.edu. Paper applications are available under special circumstances; please contact the Office of Admission for further information.

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 SAT I or ACT scores
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

In evaluating applications, the Office of Admission places the greatest emphasis on the applicant's academic record. Also reviewed carefully are recommendations, college entrance examinations, the personal essay, and school and community activities. An on-campus interview is strongly recommended, but not required and can be arranged through the Office of Admission. 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 scores of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the Assessment Test of the American College Testing Program (ACT) are required. For information on SAT testing dates and registration visit the website www.collegeboard.com. For information on ACT testing dates and registration, please visit the website www.act.org. Students' scores on the Writing section of the SAT will not be used when considering academic scholarship eligibility at this time. For more information, please contact the Office of Admission. This policy is subject to change.

The information required above will be used by the Office of Admission 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.

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.

If you are an international applicant, certain deadlines apply. All international applicants must submit the necessary materials by August 1 for the upcoming fall semester or December 1 for the upcoming spring semester.

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 Admission. 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.

Deposit Fee

A 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 after May 1 for both resident and commuter students. Checks, money orders or credit cards can be used to arrange for the deposit. 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 at Albertus may enroll in day, evening, or non-credit courses. Applicants must have graduated from high school or earned a GED. For information on being a non-matriculating student, consult the Registrar or the Division of Professional and Graduate Studies office. These offices can also provide information about how a non-matriculating student may become a regular matriculating student.

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. Submission of proof of high school graduation or GED is federally mandated and required regardless of the amount of incoming transfer credits
5. SAT/ACT scores are normally required of students with less than 60 transferable credits
6. A personal essay

International Students

The following credentials are required of every international applicant:

1. Completed application with USD \$35.00 application fee
2. Official or attested copy of school mark sheet or official high school transcript
3. Official test scores. Albertus Magnus College's institutional code is 3001. A minimum score of one of the following official tests is required for admission:
Paper-based TOEFL: 550
Internet-based TOEFL: 80
Computer-based TOEFL: 213
IELTS: 6.0

4. A letter of recommendation from a counselor, headmaster, or school principal
5. Official bank statement verifying your ability to pay tuition, room & board, and fees
Please note:
The Department of Homeland Security requires proof of access to sufficient financial resources to cover academic, living and personal expenses while living as a student in the United States. Albertus Magnus College does not have a Financial Aid Program for international students
6. If you are a transfer student, you must also send official or attested transcripts from every college or university you have attended. **All transcripts must be translated into English.**

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. **Please note that all transcripts submitted must be translated into English.**

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.

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 Day Program. International students may **not** apply for or matriculate in either the Division of Accelerated Degree Programs or the New Dimensions Program.

Recognition of Credit Earned Elsewhere

The policies outlined below govern the granting of credit by Albertus Magnus College for academic work done elsewhere. Courses completed with a minimum of C or its equivalent at fully accredited institutions are transferable for all collegiate level courses. Both the letter grade and the honor points are transferable and are calculated in the cumulative G.P.A. 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 student must earn at least 12 credit hours in upper-level courses in the major area 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 freshmen 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 daytime 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 freshmen. 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. Details concerning the program may be obtained from the Office of the Registrar. Students in College Before College are limited to one course and may not enroll for additional study until they have graduated from high school.

Financial Aid

The Albertus Magnus College Financial Aid Office's mission is to serve the student body, provide financial means, promote financial knowledge, and facilitate access to higher education. 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 freshmen and transfer students. The Office of Admission selects all award recipients and requires a completed admission application be submitted no later than March 15th to be considered for a merit award.

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 Day 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 and institutional financial assistance are not available to international students at this time.

Presidential Scholarship

The Presidential Scholarship awards a 75% tuition reduction to entering freshmen with a minimum 3.5 cumulative G.P.A. and minimum combined SAT scores in Critical Reading and Math of 1100, with no component score lower than 450, or an ACT equivalent score of 24. This scholarship is renewable annually, provided the student maintains a 3.3 cumulative G.P.A.

Mohun Scholarship

Mother Stephanie Mohun, O.P., and the Dominican Sisters of Saint Mary of the Springs founded Albertus Magnus College in 1925. The Mohun Scholarship is awarded to students who graduate from a Catholic high school. Criteria for each Mohun Scholarship follows.

- \$15,000 tuition reduction to students with a minimum 3.3 cumulative G.P.A.; renewable with a 3.2 cumulative G.P.A.
- \$11,000 tuition reduction to students with a minimum 3.0 cumulative G.P.A.; renewable with a 3.0 cumulative G.P.A.
- \$7,500 tuition reduction to students with a minimum 2.7 cumulative G.P.A.; renewable with a 2.5 cumulative G.P.A.

Honorable Richard C. Lee Scholarships for High School Students in the City of New Haven and Surrounding Connecticut Counties

Albertus Magnus College has a 90-year history of educating Connecticut students. To continue that tradition and to celebrate the community, Albertus Magnus College is proud to offer the Honorable Richard C. Lee Scholarships for high school students in the City of New Haven and in each county in Connecticut. Criteria for each scholarship follows.

- 50% tuition reduction: minimum combined SAT scores in Critical Reading and Math of 1000, or an ACT equivalent score of 21, and a cumulative G.P.A. of 3.0; renewable with a 3.0 cumulative G.P.A.
- 25% tuition reduction: minimum combined SAT scores in Critical Reading and Math of 900, or an ACT equivalent score of 21, and a cumulative G.P.A. of 2.5; renewable with a 2.5 cumulative G.P.A.

Devaney Scholarship

This Devaney Scholarship offers a \$14,000 tuition reduction to entering freshmen with at least a 3.2 cumulative G.P.A. and minimum combined SAT scores in Critical Reading and Math of 1000, or an ACT equivalent score of 21. This scholarship is renewable annually provided the student maintains a 3.2 cumulative G.P.A.

Saint Thomas Aquinas Scholarship

The College's namesake, St. Albert the Great, had a particularly well known student: St. Thomas Aquinas, who believed that service to one's community was of utmost importance. "Everyone," he wrote, "acts on the supposition that what he does will contribute to his overall good; one's overall good is the ultimate reason for doing anything... Thus in one sense there is one and the same ultimate end for every human agent—the integral human good." Albertus Magnus College is honored to offer a scholarship for students who show promise as active members of their community.

The St. Thomas Aquinas Scholarship is a \$10,000 reduction in tuition to students who have a documented history of exemplary community service while in high school, with a minimum of 200 total hours, and a 2.7 cumulative G.P.A. This scholarship is renewable annually, provided the student maintains a 2.5 cumulative G.P.A.

Transfer Student Scholarship

The Transfer Student scholarship is a tuition reduction for students who are transferring to Albertus Magnus College from an accredited institution with a minimum of 30 credits and a cumulative G.P.A. meeting the criteria below.

- \$13,500 tuition reduction to students with a 3.5 cumulative G.P.A.; renewable with a 3.5 cumulative G.P.A.
- \$10,500 tuition reduction to students with a 3.2 cumulative G.P.A.; renewable with a 3.2 cumulative G.P.A.
- \$7,500 tuition reduction to students with a 2.8 cumulative G.P.A.; renewable with a 2.8 cumulative G.P.A.

S.T.E.M. Award

St. Albert the Great, the patron of Albertus Magnus College, was referred to by a colleague as “so superior in every science that he can fittingly be called the wonder and miracle of our time.”

The S.T.E.M. Award is available to entering freshmen with a demonstrated interest in the sciences. This award offers up to an additional \$7,500 tuition reduction and is renewable annually, provided the student maintains a 3.0 cumulative G.P.A. and pursues a major in the S.T.E.M. fields of Biology, Chemistry, Mathematics, and/or Pre-Medicine.

Family Tuition Discount

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

Donor-Directed 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 '42 Scholarship

Amity Charitable Trust Fund Scholarship

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

Alyce Tuttle Fuller Scholarship

Sarah E. Hanley Financial Aid Fund

Katharine Deborah Frattini Scholarship

William Randolph Hearst Scholarship

Joseph and Louise Hubert Scholarship Fund

Kazickas Family Foundation Scholarship

Julia M. McNamara Scholarship

The Marguerite M. Minck '50 Memorial Scholarship

Evelyn and Dennis O'Connell and Jean and Wattie Branch Memorial Scholarship

Nationwide Insurance Scholarship

Mary Jane and Ciro Paoletta Memorial Scholarship

H. Pearce Family Scholarship

Schlingman Drama 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

- Priority deadline for first time freshmen is March 15.
- Priority deadline for transfer and returning students is April 15.
- 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 July 31 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 Grants

The Pell Grant is a need-based award offered to students with high demonstrated financial need. Awards are prorated based on a student's EFC. 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 Grants

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.

Connecticut Governor's Scholarship Program Grant

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 less than \$11,000, as determined by their FAFSA.

Albertus Magnus College Grants

Institutional grants awarded to full-time day 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 Perkins Loan

This loan program is funded by the federal government and is offered to students with high demonstrated financial need at a fixed rate of 5%. Repayment begins nine months after graduation.

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 4.29% 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 4.29% 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 campus. Students work an average of 5 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 Community Service 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 work off-campus at non-profit organizations, primarily to benefit the community. Priority is given to placing students in positions that meet the educational, environmental, and public safety needs of low income individuals. To participate in this program, students must have their own means of transportation. Students work an average of 8–10 hours per 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 application 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.

Federal Parent Loan for Undergraduate Students (PLUS)

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 6.84% with a 4.272% origination fee. 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.

Extenuating Circumstance Appeals

The Financial Aid Office encourages and accepts appeals for certain extenuating 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 Extenuating Circumstances
 1. Involuntary Loss of Income
 2. Divorce or Legal Separation
 3. Death of a Wage Earner
 4. High Medical Expenses
- Unusual Enrollment History

How to Apply for an Appeal

Submit a detailed letter explaining the extenuating circumstance along with supporting documentation. All appeals should be submitted at least four weeks prior to the start of a term.

Once all appeal documents are received, students should allow a minimum of 14 days for a decision to be made. 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.

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

For additional information regarding appeal options and required documents, please contact the Financial Aid Office.

Satisfactory Academic Progress Standards

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. *Qualitative measures* are herein defined as a minimum Cumulative G.P.A. 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 G.P.A. is calculated using grades earned at the College and only G.P.A.s 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 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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Students who receive Federal Student Aid (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 an incomplete 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.

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 academic plans
- At the end of the summer term (Module 5)
- At the point a student re-enters and/or re-enrolls in a program

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 G.P.A. in accordance with Albertus Magnus College's institutional graduation requirements to meet the qualitative measures.

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. 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. 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.

Refunding Federal Funds

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/enrollment period, or receives unearned F Grades in all enrolled classes. 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 Title IV aid 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 Title IV funds the student has earned at the time of withdrawal. Please note that after the 60% point in the term/enrollment period, a student has earned 100% of the Title IV 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/enrollment 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 Accelerated Degree 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 that the student begins the school'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 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/enrollment period, and the student's eligibility for Title IV aid 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, the DOD will be the date that the institution becomes aware the student has ceased attendance. For students who withdraw without written notification, the DOD is no later than 30 days after the end of the term/enrollment period or the end of the academic year, whichever comes first. 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.

Leave of Absence

When a student is on an approved Title IV 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 Traditional Undergraduate Day Program and Accelerated Degree Program is defined in the Course Catalogues as breaks that exceed five calendar days. Scheduled breaks for students in the New Dimensions Program are based on the student's cohort calendar.

F Grades

If a student receives unearned F grades in all courses that he/she was enrolled in during the term/enrollment 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/enrollment period, earned an F grade during the specified term/enrollment period, or gave written intent to return within 45 days of the end of the term/enrollment period in a modular program. The intent must be provided after the date of withdrawal.

Title IV Aid Disbursed

The following federal Title IV funds are reviewed in a R2T4 calculation:

- Federal Pell Grant
- Iraq and Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grant
- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Federal Perkins Loan
- Parent/Graduate PLUS Loan

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/enrollment period, are considered funds that could have been disbursed.

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.

Timeframe**Returns**

After the return calculation is completed, the Financial Aid Office returns any unearned Title IV aid 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 Title IV funds for which it is responsible.

Perkins Overpayments

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

Grant Overpayments

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

Institutional Charges

Institutional charges used in the R2T4 calculation are charges that were assessed during the term/enrollment 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 as of the date the Financial Aid Office was notified. The following is a list of applicable charges included in a return calculation:

Undergraduate Program Charges	Accelerated Degree Program Charges	New Dimensions Program Charges
Tuition	Tuition	Tuition
Fees: <ul style="list-style-type: none"> • Information Technology Fee • Activity Fee • Registration Fee 	Fees: <ul style="list-style-type: none"> • Information Technology Fee • Activity Fee • Registration Fee 	Fees: <ul style="list-style-type: none"> • Information Technology Fee • Resource Fee
Room and Board	Book Voucher	
Book 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.

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
Accelerated Degree Program Schedule (Eight Week Sessions)	Accelerated Degree Program Schedule (Session-Long Masters Programs MAAT and MFA)
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

Undergraduate Room and Board Charges Refund Schedule:

Room and board charges will be prorated 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.

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.

Refunding All Other Forms of Financial Aid

The Office of Financial Aid uses the following withdrawal date refund schedule to calculate percentage all other forms of financial aid (excluding outside scholarships):

- 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

Student Veterans

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 Shopping Sheets to all students. For information on how to apply or how to read the Shopping Sheet, please contact the Financial Aid Office or visit www.albertus.edu/studentresources/registrar/veterans-educational-info.php/

Student Financial Aid Ombudsman

The SFA 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 (877) 557-2575 or by visiting www.sfahelp.ed.gov.

Disclosure

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 call (203) 773-8508 or visit www.albertus.edu/admission-aid/financial-aid/.

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

Hours of Operation: Mondays: 8:30 a.m.–4:30 p.m.

Tuesdays, Wednesdays, and Thursdays: 8:30 a.m.–7:00 p.m.

Fridays: 8:30 a.m.–4:30 p.m.

Annual Costs

Tuition

The tuition fee for full-time students for the 2015–2016 academic year is \$29,160.00 (\$14,580.00 per semester). A part-time student (one taking fewer than 12 credits a semester) is charged \$1,944.00 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

A room deposit of \$400 is required of all resident students. For incoming freshmen and transfer students, the room deposit must accompany the acceptance card. The room deposit is applied toward the next semester's billing.

All new resident students must pay a dormitory maintenance deposit of \$350 upon initial notification of room assignment. This deposit is refunded upon graduation or upon withdrawal from the residence hall. The room must be inspected for dorm damage and all financial obligations must be met before the refund is issued.

Annual Room and Board (while classes are in session)	\$ 13,608
Dormitory Maintenance Deposit	\$ 350

The residence halls are closed during Thanksgiving, Christmas, and Spring vacations when classes are not in session. The College dining hall is also closed during these recesses.

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 Dean of Students. 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.

Late Registration \$35

A fee of \$35 is assessed for failure to complete registration at the designated time.

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

Transcripts are supplied at a fee of \$7.25 each. For same-day service, an additional \$10 fee per transcript is charged. If a request to mail a transcript by courier (Federal Express, UPS, etc.) is made, an additional fee to cover those costs will be charged.

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, transportation 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

Room and board charges will be pro-rated on a weekly basis. After the first 21 days (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 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

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 Student Life

The Office of Student Life provides programs and services designed to foster a positive and safe environment for student learning. The Office of Student Life assists in maintaining the general welfare of the college community by promoting individual responsibility and personal growth. The Office of Student Life 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 Student Life is also available to assist individual students with counseling resources and referrals, or general student concerns.

The Office of Student Life 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

Albertus Magnus College provides residence living for students who desire both to live on campus and to follow the Residence Hall Program based on personal integrity, mutual respect, and Christian principles. Most of the rooms in the residence halls accommodate

more than one student. Room choice, except for freshmen, is governed by seniority and by a housing selection process held each spring.

The College will be guided by the standard of documentation prescribed by the Americans with Disabilities Act, Section 504 to provide reasonable accommodations with regard to housing for students with disabilities. All appropriate documentation should be submitted to the Dean of Students. Students who live on campus are required to sign a residency contract.

The following are specifically prohibited from the residence halls:

- Firearms, explosives, and any type of lethal weapons
- Possession and use of illegal drugs
- Solicitation, sale, or promotion of any goods or services not authorized by the College
- Waterbeds
- Gasoline-powered equipment
- Private heating and food preparation appliances
- Candles, incense and halogen lighting.

Please refer to *The Source* the Albertus Magnus College Student Handbook for a complete list of prohibited items.

By Connecticut law alcoholic beverages are prohibited to persons less than 21 years of age. Students 21 and over are permitted alcoholic beverages in the privacy of their rooms or in other campus facilities when permission is obtained for specific use.

The College assumes that the students who choose to live in a residence hall agree to live within the norms established. It is important that students who live in Albertus Magnus College Residence Halls understand that if they choose a lifestyle that is not consonant with the guidelines for residence hall living, the Vice President for Student Services has the obligation to require that they live elsewhere. The College reserves the right to refuse or to revoke residency for any student at the College's discretion.

Any residential student in good standing at Albertus Magnus College may petition the Vice President for Student Services to take a leave of absence from the residence halls for the next term. A student who decides to leave residence during a given term must take either a medical withdrawal or a withdrawal for personal reasons. A written request for readmission to the residence must be submitted to the Vice President for Student Services. Normally, one full term must elapse before returning from a medical withdrawal and a full year must elapse before a student may return to residence from a withdrawal for personal reasons. All decisions concerning readmission to live in the College residences will be made by the Vice President for Student Services.

Residence Hall Governance

College residence halls function on the basis of cooperation and mutual respect between students and administration. All work together to bring about a high quality of life within the residence halls. Resident Assistants, chosen annually from among the residents, assist in this endeavor and are accountable to the Residential Life Coordinator.

In order to encourage peer governance and to develop leadership skills through the Residential Life Program, the Resident Assistants, Assistant Hall Directors, and the Residential Life Coordinator advise residents and implement policies in the residence

halls, coordinate activities among the various halls, and, in general, provide and maintain harmonious, healthy, and pleasant living conditions on campus.

Personal integrity, mutual respect, and Christian principles are the basic guidelines for student campus living. The College sets rules and regulations regarding guests and study hours, and College and student policies that pertain to student regulations are described in the Student Handbook.

Commuters

Commuter students are an integral part of the Albertus community. The Campus Center serves as their home on campus, and houses lounge space, the campus recreation 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 Commuter Programs Director on the Student Government Association 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

A Health Clinic is located in the Hubert Campus Center. A staff nurse is on duty part-time during the day, Monday through Friday. A Nurse Practitioner is on duty in the evening and the Medical Director is on call. In case of medical emergency, the student is sent to Yale-New Haven Hospital's Emergency Room.

The Health Clinic and the Dean of Students maintain information regarding referrals to mental health professionals in the Greater New Haven Community for students who wish assistance. On-campus appointments with mental health counselors are available.

All students must receive a pre-entrance physical examination by a qualified physician before classes begin each fall. Each student must submit documentation of the

examination as well as a complete immunization history to the College. The forms are provided by the College and serve as the basis for health care. Connecticut state law requires that students who reside on-campus receive a meningitis vaccination.

All full-time students are required to carry health insurance. They may enroll in or waive off of the College-sponsored accident and sickness policy.

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 Fall Fest and Spring Jam, as well as dances, workshops, lectures, off-campus trips, and more. The Student Government Association 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 page on the Albertus Magnus College website for an updated list of clubs. Students who are interested in forming a new student organization are encouraged to meet with the Associate Dean of Campus Activities and Orientation to find out more information.

Athletics and Recreation

Only full-time day students may participate in 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 recreational opportunities. In addition to the athletic facilities located inside the Cosgrove, Marcus, Messer Athletic Center, there are outdoor facilities on campus. They include four tennis courts, a turf soccer/lacrosse field, and a jogging track.

Fall sports include: women's volleyball, women's tennis, men's and women's soccer, men's and women's cross-country. Winter sports include: men's and women's basketball, and men's volleyball. Spring sports include: softball, baseball, men's tennis and men's and women's lacrosse.

In addition, Physical Education elective courses are available to all students on either a credit or non-credit basis. (For a complete listing, see the Physical Education Department—PE 96 Course Offerings). Intramural activities are also offered throughout the academic year.

Student Participation in Governance

Cooperative Council

Composed of equal numbers of representatives from the administration, faculty, and students, the Cooperative Council has legislative, consultative, and judicial powers as laid down in the Cooperative Council Constitution. The council can consult on all matters affecting the College community and make recommendations on these matters. It holds

primary responsibility for the administration of the College conduct system. It is the only formal organization on campus with representatives from all three major segments of the College population and is an effective forum in matters of campus-wide governance.

Student Government

Albertus students are responsible for the administration of the Student Government Association of Albertus Magnus College. The Student Government Association, with the approval of the Vice President for Student Services, allocates student activity funds and manages many aspects of student life on campus. The Student Government Association plans weekly events on campus and off campus for all students who pay the student activity fee.

Career Services

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 Services 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 Services supports students as they develop skills for lifelong career planning. The resources in the Career Center connect students with information sources and employers.

Career Counseling

The Director of Career Services 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 Director 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 Services 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 Course

The Director of Career Services teaches a one-credit course, open to 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 Services

The Office of Career Services 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 located in the Center

for Teaching and Learning Excellence 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 Services. 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 Services 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 Services; therefore, the Office of Career Services is not responsible for the contents of any linked site. The Trustees of Albertus Magnus College and the Office of Career Services 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 in the Career Center 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 Services provides support to students as they define their career goals and professional presence prior to the field experience. Students work closely with the Director of Career Services 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 Director of Experiential Learning.

Academic Programs and Requirements for Degrees

Overview of Degrees and Curriculum Requirements

The Day 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)

Introduction to College Life

Transfer Requirement (1 credit)

ePortfolio Lab

Second Year Requirement (1 credit)

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 disciplines above and beyond English 106 and 107. Consequently, the significance of effective writing is emphasized across the curriculum, and students are required to complete a minimum of four writing intensives (“W”) classes during the course of their tenure at the College. Beginning with two semesters of Invitation to Insight (“W”), students subsequently select one General Education course (“W”) in the sophomore or junior year, followed by one “W” course in their 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. These 30 credits must be the last 30 credits toward the degree.
5. 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

Mathematics

Actuarial Science Minor

Department of Business Administration and Management

Accounting

Business Administration

 Finance

 General Business (for students in the Teacher Preparation Program)

Computer Information Systems

Business Management

 Human Resource Management

 International Business Management

 Marketing Management

Health Care Management

Sport Management

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

History of Art Concentration

Photography Concentration

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

Inter-Departmental Majors

Arts Management

General Studies

Global Studies

Humanities

Human Services

Social Science

Graduate Programs

Master of Arts in Art Therapy
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 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
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.

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.

Overview

The Aquinas Scholars Program is designed to enable students to work independently or in self-selected groups to achieve their academic goals.

Students may apply to enter the Program beginning in the spring semester of freshman year. Selected students meet with a designated faculty mentor to select a theme for the following semester, and register for three credits in the Program.

Early in the Fall term, students must submit individual or small group project proposals pertaining to the selected theme. Proposals must include the following elements:

- Statement of proposed learning outcomes;
- Detailed description of the proposed project, including a discussion of the relevance of the project to the selected theme;
- Statement of the college requirement(s) for which the proposed credits are to be awarded (i.e., general education, major, and/or elective; specification of specific placement).

By the end of the second full week of the Fall term, students must secure project approval by the designated faculty mentor and by a faculty member who could offer a course which could fulfill the requirement(s) for which credit is being requested.

During the Fall term, students meet regularly *as a cohort* (at least once every two weeks) with their Program mentor to discuss progress on their projects and to gain input from members of the group and their mentor.

Projects must be completed by the end of the term and are assessed by the mentor. For each project, a second qualified faculty member selected by the project mentor will review the project and provide feedback to the project mentor, which will be considered when the mentor assigns a grade.

Program Participation Criteria

To enter the program, students must:

- Be nominated by a faculty member (students who wish to participate are encouraged to seek nomination);
- Provide two faculty references;
- Submit a letter addressed to the Aquinas Scholars Program Faculty Committee outlining reasons for wanting to participate in the program, academic goals, and discussion of why the candidate believes that he or she is suited for the program.

To continue in the program, students must:

- Successfully complete their projects in the preceding term;
- Maintain an Aquinas Scholars Program ePortfolio, and meet with a Program mentor, selected by the student, at least once each semester to discuss student progress and goals;
- Maintain a 3.2 G.P.A.

To complete the program successfully, students must:

- Successfully earn at least 18 Aquinas Scholars Program credits;
- Present a completed Program ePortfolio to the Program Director;
- Present at least one Program project at a student/faculty collaborative research symposium.

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 or request a copy of our Practica and Internship Guidebook.

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 and the Rome Campus Experience

In affiliation with Assumption College, Albertus Magnus College is pleased to offer the Rome Campus Experience. This study abroad opportunity is open to sophomores, juniors and seniors of Albertus, but is particularly designed with the sophomore year in mind. In this program, Italy becomes a living classroom with visits to culturally and historically significant locations in Rome, and across the country. The curriculum offers five strong liberal arts courses each semester.

To learn about the Rome experience, students should contact the Office of Career Services. The Office of Career Services also will provide assistance to students who wish to spend a semester or a full academic year 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

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, the aid of Writing Associates (WA's) who provide "peer" consultations for student writers throughout the writing process, and math tutors. It is the home of 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. The Center also supports experiential learning initiatives, assists students with special needs, provides information literacy instruction, 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 Advisor for academically At-Risk students, and the Director of the Honors Program advise entering first year students. Full-time faculty members advise students who have not yet declared a major in the sophomore year.

Students formally apply (declare a major) after they have earned thirty credits and before they register for more than forty-five credits. At this time, the Chair of the Department becomes the student's academic advisor and remains so until the student graduates.

In addition to this formal structure, students are urged to seek the counsel of their instructors and other members of the Albertus community. Each student is provided an Advising Handbook that may be used as a guide in selecting course and credit loads in each semester.

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-adaptor 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 Director of Experiential Learning and the Center for Teaching and Learning Excellence in the Office of Academic Affairs. 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 or request a paper copy.

Rosary Hall (Library)

The Library at Rosary Hall is located in the most historic building on campus, the largest existing mansion in New Haven. In this inspiring atmosphere, students, faculty, and staff alike are assisted by an enthusiastic team of library professionals dedicated to high standards of information literacy. Students are guided to the most appropriate resources for their research needs, whether they be in the traditional print or the newer digital formats such as e-books and online databases.

The Library has undergone an extensive renovation incorporating the "information commons" concept with a variety of seating patterns for group and individual study, including several C-pod stations as well as a smart-classroom area and a coffee bar. Information Technology Services, the Writing Center, Career Services, the Center for Teaching and Learning Excellence, Experiential Learning and the Office of Dominican Mission which are now located in Rosary Hall, all serve to further the "information commons" ideal of bringing student support services together in one location.

Among the Library's e-resources, patrons will find *ABI/INFORM Complete*, *Academic Search Premier*, *Business Source Premier*, *WestlawNext Campus Research*, *JSTOR*, *PsycINFO*, *Humanities International Complete*, *ThomsonONE*, *ValueLine*, *the New York Times (1851 to the present) Historical and Current*, and many other databases providing students with access to more than 35,000 e-journals, magazines and newspapers. The ever-expanding e-book offerings, which now include more than 130,000 full-text books in all subject areas, are represented by *eBooks on EBSCOhost* and *ebrary Academic Complete* among others. All of these resources are available to students both on and off campus.

The Library's facilities also include student computer stations equipped with Internet, the academic databases, and *Microsoft Office*. Wireless and off-campus access are also available.

Academic Policies and Regulations: General

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.

Those students approved to take 18 or more credits will be required to pay an additional tuition fee for the eighteenth hour equal to the cost of $\frac{1}{4}$ of the current semester tuition rate, with the exception of Biology and Chemistry majors, whose additional tuition fees will be waived on an individual basis, based upon the number of laboratory or four-credit courses that they are taking.

Student Classification

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

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

Sophomore—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 day 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 day 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 day program tuition rate.

Transfer Credits Allowed After Matriculation

Prior written approval from the Vice President for Academic Affairs or the Academic Dean is required when a current matriculated student wishes to enroll in courses at another accredited institution and receive transfer credit from Albertus Magnus College. A permission form for this purpose is available in the Registrar's Office. Approved work at institutions other than Albertus Magnus College must be completed with a grade of C or better to be accepted by Albertus. A matriculated student may seek permission from the Vice President for Academic Affairs or the Academic Dean to transfer no more than 15 credits of coursework. The final 30 credits must be completed 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 Registrar's Office in advance with appropriate paperwork.

Academic Policies and Regulations: Courses, Grading, Cumulative Performance

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.

Late Registration

A fee of \$35 is charged for late registration. In special circumstances, the Registrar may waive this fee.

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

- Class attendance will be taken in all courses.
- Students who have not attended any courses during the first two full weeks of the semester will be withdrawn automatically.
- 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.

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	
<u>15</u>		<u>36.0</u>	

“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

A student who has failed to fulfill all requirements of a course because of **a serious illness or other justifiable cause** may petition the instructor to grant an Incomplete (“I”) for the course. This request must be made in writing and given to the instructor by the last class of the course, and be approved by the instructor and by the Vice President for Academic Affairs or the Academic Dean before the first day of the final examination period for the semester. The faculty member and the Vice President for Academic Affairs or the Academic Dean will handle emergencies that arise during the examination period. The form for this request may be obtained in the Registrar’s Office. **A student must be doing passing work in the course at the time an Incomplete is requested.**

The student must clear an Incomplete by the end of the first month of the following semester of enrollment; otherwise, it becomes an “F” and will be indicated on the transcript as “IF.” If the student clears the Incomplete satisfactorily, the transcript will indicate this by “I” followed by the grade received. In either case the “I” becomes a permanent part of the student’s record.

With the written permission of the instructor and of the Vice President for Academic Affairs, or the Academic Dean, a student may—in a very exceptional case—receive an extension of time for an Incomplete, but the time may not extend beyond one year from the end of the semester in which it is requested. If the student’s other grades average below that required for good standing, the student will automatically be placed on Academic Review for the following semester. Refer to the Student Handbook for further details.

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 Academic Dean. This does not refer to a grade change resulting from incorrect mathematical calculations, transposition of numbers, or a grade of incomplete.

If a student wishes to challenge a course grade, the student should discuss the matter with the faculty member no later than two weeks after the start of the semester following that in which the grade was given. If no satisfactory solution is reached, the student should arrange a meeting with the Department Chair, the faculty member and the student. If the matter is still not resolved, the Academic Dean for the Undergraduate Day Program 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.

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:

Credits Attempted	Minimum Cumulative Average
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:

Credits Attempted	Minimum Cumulative Average
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

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

Students who withdraw from Albertus Magnus College must complete prescribed withdrawal procedures with the Office of the Registrar. If a student withdraws from the College before the midterm of classes, no courses are entered on the permanent record. The College recognizes the following categories of withdrawal: complete withdrawal and medical withdrawal.

Day students who withdraw from the Day program and change their program status to Continuing Education for purposes of registering for Summer Mod 5 will not be allowed to revert to Day student status until the following January.

Readmission to the College

Students who withdraw from the College may apply for readmission through the Office of Academic Affairs, but if the student during the interim has attended another college, the student must apply for readmission through the Office of Admission. When a student is returning after a break of 5 years or more, the student must follow the current catalogue. Students who were dismissed from the College may apply, after one year, for readmission through the Office of Admission. Students who were dismissed must have taken a minimum of twelve credits at another accredited institution of higher education and have maintained a minimum of a 2.0 grade point average to be considered for readmission.

Academic Policies and Regulations: Graduation, Transcripts and Student Records

Commencement

Six months prior to the anticipated date of commencement, the candidates for degrees must:

1. Request in writing an official audit of credits (forms are available in the Office of the Registrar)
2. Arrange for earned credits outside of Albertus Magnus College to be recorded two months prior to the date of graduation
3. Submit a formal application for graduation accompanied with the Degree Completion fee (forms are available in the Office of the Registrar)

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, a student must have earned at least fifty-six of his or her credits at Albertus Magnus College.

The cumulative grade point average is based upon all the work done by the student at Albertus Magnus College. However, graduation honors attained may not exceed that which is earned by the student's work completed at Albertus.

The level of Honors for B.A., B.S. and B.F.A. degrees are:

Summa Cum Laude

Honor bestowed on students whose cumulative grade point average is 3.90 or above.

Magna Cum Laude

Honor bestowed on students whose cumulative grade point average is 3.70 to 3.89.

Cum Laude

Honor bestowed on students whose cumulative grade point average is 3.50 to 3.69.

The level of Honors for graduate degrees (M.A., M.S.M., M.B.A.) are:

With Honors

Honor bestowed on students whose cumulative grade point average is 3.90 or above and whose final project/thesis received a grade of A or Honors.

Transcripts

The fee for all transcripts is five dollars. For same-day service, an additional ten-dollar fee for each transcript will be charged. If the student has an outstanding balance with the Business Office, requests for transcripts may be denied. If a request to mail a transcript by courier (Federal Express, UPS, etc.) is made, an additional fee to cover those costs will be charged. Ordinarily, transcripts are not issued during those periods when the Registrar's Office is preparing and distributing grades. Transcript requests must be made in writing to the Registrar, Albertus Magnus College, 700 Prospect Street, New Haven, CT 06511.

Student Records

NOTIFICATION of RIGHTS under FERPA

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

- (1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they would like changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); the National Student Loan Clearinghouse; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.)

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Albertus Magnus College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

Directory Information Notice

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

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

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

Student Right-To-Know

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 under the Policy and Reports section. Any questions may be addressed to the Registrar in Aquinas Hall.

The Curriculum

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.***

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 medical 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 Laboratory I
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
SC 352	Senior Science Seminar II

Required Correlatives: (10 credits)

MA 120 or MA 121	Pre-Calculus or Calculus
CH 324, 324L	Biochemistry (plus Laboratory)
SC 302	Internship/Practica

Additional electives may be selected from Biology or Chemistry courses.

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
CH 241L	Introduction to Analytical Chemistry Laboratory
CH 242	Instrumental Analysis
CH 242L	Instrumental Analysis Laboratory
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
SC 352	Senior Science Seminar II

Additional electives may be selected from Biology or Chemistry courses.

Mathematics Major (33 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 (18 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

Two additional courses chosen in consultation with the Department Chair

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. 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 and to introduce the scientific method of experimental design. 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 215. Prerequisites: BI 111. *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, the mechanisms of energy production, storage and utilization, 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 included 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, computer-based image analysis, and the manipulation of selected model organisms. To be taken in conjunction with BI 310. 3 hours. *1 credit*

BI 312 Developmental Biology

The study of fundamental processes shared by organisms as they undergo the transition from a single-celled zygote to a multicellular adult. Topics include gametogenesis, fertilization, embryogenesis (cleavage, gastrulation, neurulation, organogenesis), cellular differentiation, pattern formation, and the aspects shared by both development and cancer. P: BI 111, BI 112, BI 216. *3 credits*

BI 312L Developmental Biology Lab

Selected model organisms are examined in the laboratory (zebra fish, chick, F9 teratocarcinoma). To be taken in conjunction with BI 312. 3 hours. *1 credit*

BI 313 Human Physiology

An in-depth course designed to study aspects of human anatomy and physiology. This course is recommended for students interested in continuing their studies in biology, especially those intending to apply to graduate or professional programs. It provides a more detailed study of human systems and their functions. P: BI 111, BI 112. *3 credits*

BI 313L Human Physiology Laboratory

Laboratory exercises involve measuring and assessing different physiological responses and parameters. To be taken with BI 313. 3 hours. *1 credit*

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 fall 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 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: CH121, CH121L, 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: 2 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: 2 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. 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. 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 annually. P: MA 122. *3 credits*

MA 230 History of Mathematics

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 every two years. *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. *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 every two years. *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 every 2 years. *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 though 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 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. *Bon appétit! General Education Choice, Level A. 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 semester of even years. *3 credits*

SC 131L General Physics I Laboratory

Offered in conjunction with SC 131, this course illustrates selected topics 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 semester of odd 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 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. *1 to 6 credits*

SC 327 Independent Research

Experimental research under the supervision of a member of the Biology or Chemistry faculty. P: Permission of Instructor. *2 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. 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 and student presentations. Offered each fall semester. P: Senior status or instructor permission. *1 credit*

SC 352 Senior Science Seminar II

Extension of SC 351. Students focus on a single research area of their choosing, conducting a thorough analysis of the pertinent literature and formulating questions for future study in the field. The student is guided in the preparation of a written research proposal that details an experimental approach to address the identified questions. The course is designed to demonstrate a senior student's breadth of scientific knowledge and use of the scientific method. Scheduled each spring semester. P: Completion of SC 351 or instructor permission. *1 credit*

Department of Business Administration and Management

The mission of the Department of Business Administration and Management 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 continuously changing environment. The Department majors are designed around a common core of courses along with the requirements for each concentration. A student can obtain a double major within the Department. However, only one major is permitted in each of the following areas: Accounting, Business Administration, Business Management, Health Care Management, Sport Management, or Computer Information Systems.

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

Concentrations: Finance

General Business (for students in the Teacher Preparation Program)

Computer Information Systems

Business Management

Concentrations: Human Resource Management

International Business Management

Marketing Management

Health Care Management

Sport Management

MBA: Five-year BS/MBA option

Students must meet with their academic advisor prior to the start of their junior year.

MSA: Five-year BSA/MSA option

Students must meet with their academic advisor prior to the start of their junior year.

***Core Requirements for All Accounting and Business Administration Majors
(21 credits)****

All students pursuing a major in Accounting or Business Administration are required to take the following set of core courses as a foundation for requirements in their area of concentration culminating with a capstone course.

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 202	Statistics for Business
BE 205	Principles of Microeconomics
BE 234	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing

Accounting Major

(54 credits, 33 credits + 21 core credits listed above)

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

Business Administration Major

Finance Concentration

(51 credits, 30 credits + 21 core credits listed above)

BE 135W	Business Communications
BE 204	Principles of Macroeconomics
BE 225	Money and Banking
BE 227	The Stock Market
BE 265	Corporate Financial Management
BE 361	Federal Income Taxation for Individuals
BE 381	Finance Internship
MG 228	International Business Management
CIS 171	Business Spreadsheet Development
MG 391W	Business Capstone

General Business Concentration**(48 credits, 27 credits in business + 21 core credits listed above)**

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 135W	Business Communications
BE 204	Principles of Macroeconomics
MG 228	International Business Management
MG 365	Issues of Small and Family Business
CIS 115	Computer Essentials
CIS 383	Internet and Web Publishing
BE 380	Internship (6 credits) (ED 391)
MG 391W	Business Capstone

Accounting Minor (18 credits)

The minor in Business Administration and Management is designed to allow the non-major an opportunity to specialize in Accounting. A maximum of two courses are allowed to be utilized from another area requirement.

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 263	Cost Accounting
BE 265	Corporate Financial Management
BE 361	Federal Income Taxation for Individuals
BE TBD	Elective

Computer Information Systems Major**Computer Information Systems Major (51 credits)**

Required courses:

CIS 170	Operating System Concepts
CIS 172	Database Development
CIS 174	Introduction to Programming
CIS 276	Systems Analysis and Design
CIS 325	Data Communications
CIS 330	Issues in Computer Ethics
CIS 379	Management of the IS Function
CIS 382	Computer Networks
CIS 383	Internet and Web Publishing
CIS 385	IS Security
CIS 387	Electronic Commerce
CIS 388	Project Management
CIS 393	Senior Computer Project

Four of the following courses:

CIS 115	Spreadsheet Development
CIS 171	Business Spreadsheet Development
CIS 252	Special Topics
CIS 278	Advanced Database Development
CIS 301	Technology and the Arts
CIS 315	Health Care and Information Systems
CIS 320	Computer Forensics I
CIS 321	Computer Forensics II
CIS 380	Internship
CIS 386	Advanced Website Development
CIS 390	Independent Study
AR 114	Graphic Design I
AR 201	Introduction to Computer Art
BE 135	Business Communications
BE 161	Financial Accounting
BE 391	Business Policy Seminar
MG 131	Principles of Management

Computer Information Systems Minor (18 credits)

The minor in Computer Information Systems is designed to allow the non-major an opportunity to specialize in CIS. A maximum of two courses are allowed to be utilized from another area requirement.

CIS 115	Computer Essentials
CIS 379	Management of the Information Systems Function

Four additional CIS courses selected in consultation with the Director of the CIS Program.

Business Management Major

Core Requirements for all Business Management Majors (24 credits)

All students pursuing a major in Business Management are required to take the following set of core courses as a foundation for requirements in their area of concentration culminating with the capstone course.

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 204	Principles of Macroeconomics
BE 334	Business Law
MG 228	International Business Management
MG 362	Human Resource Management
MG 365	Issues of Small and Family Business
MG 380	Management Internship
CIS TBD	Select one of the designated CIS courses

***Human Resource Management Concentration
(48 credits) (24 credits + 24 core credits listed)***

BE 135W	Business Communications
BE 204	Principles of Macroeconomics
MG 335	Human Resource Law
MG 337	Human Resource Recruiting & Selection
MG 339	International Human Resource Management
MG 362	Human Resource Management
MG 380	Management Internship
CIS TBD	Select one of the designated CIS courses

***International Business Concentration
(48 credits, 24 credits in business + 24 core credits listed above)***

BE 135W	Business Communications
	OR
BE 204	Principles of Macroeconomics
BE 334	Business Law
MG 228	International Business Management
MG 328	International Marketing
MG 339	International Human Resource Management
MG 362	Human Resource Management
MG 380	Internship
CIS TBD	Select one of the designated CIS courses

Recommended Correlative:

MG 329 Global Issues (General Education choice
for International/Global requirement)

Students concentrating in International Business are encouraged to complete at least 12 credits in a foreign language.

**Marketing Management Concentration
(48 credits, 24 credits + 24 core credits listed above)**

BE 135W Business Communications
OR
BE 204 Principles of Macroeconomics
BE 334 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

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 236 Human Resource Management
MG 238 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)

Health Care Management:

Core Requirements for Health Care Management (24 credits)

All students pursuing a major Health Care Management are required to take the following set of core courses as a foundation for courses required in their area of concentration culminating with a capstone course.

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
MG 362	Human Resource Management
MG 380	Internship

***Health Care Management Courses:
(51 credits) (27 credits + 24 core credits)***

BE 247	Health Care Finance
CIS 315	Health Care and Information Systems
MG 235	Health Care Management
MG 308	Ethical Issues in Health Care
MG 311	Introduction to Public Health
MG 312	Global Health
MG 336	Health Care Law
MG 348	Data Analysis for Health Care Managers
MG 392	Capstone — Health Care Management Research Project

Sport Management Major

Core Requirements for all Sport Management Majors (24 credits)*

All students pursuing a major in Sport Management are required to take the following set of core courses as a foundation for requirements in their area of concentration culminating with the capstone course.

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

***Sport Management Courses:
(51 credits, 27 credits + 24 core credits listed)***

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 Health Care Finance

This course will provide an introduction to health care finance and the current financial environment in which health care organizations function. The course will expand on basic financial accounting concepts, explore financial concepts unique to health care, and examine techniques that lead to improved cost-effectiveness in a variety of health care organizations. The perspectives of various interest groups will be discussed: providers, insurers, policy makers, patients and the general public. Prerequisite: BE 161.

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 334 Business Law

In this course, we study the basic legal principles that guide business relationships. Emphasis is placed on examination of the Uniform Commercial Code, contracts, sales, commercial paper, negotiable instruments, and business organizations. 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

CIS 115 Computer Essentials

A general description of the use of computers in business and an introduction to solving practical business problems using the microcomputer. Topics include basic computer architecture, input/output devices, and storage devices. Microcomputer topics concentrate on five areas: word processing, spreadsheets, databases, graphics, and communications. Microsoft Office is used. This course is designed for those who feel they need an introductory computer course. This course is generally offered twice each 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. This course is 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 emphasized throughout the course. Special emphasis will be placed on accounting software applications. Microsoft Excel is one of the packages used in this course. This course is generally offered once 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 databases on the microcomputer. Topics include table creation, sorting, indexing, and reporting. Students develop an understanding of the uses of databases in business and the management of a database on a microcomputer. Microsoft Access is used. This course is generally offered every other year. *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 252 Special Topics

Timely current topics of interest especially 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 a member of a project team designing a complex computer system. This course is generally offered every other year. *3 credits*

CIS 278 Advanced Database Development

A continuation of database development taught in CIS 172, emphasis is on the development of databases on the microcomputer using programming techniques. A large project is used to teach both programming skills and management techniques. Microsoft Access is used. P: CIS 172. This course is generally offered every other year. *3 credits*

CIS 301 W Technology and the Arts

This course includes all forms of creative expression and their evolution through digital technology. It demonstrates the connection between the arts, humanities and technology that continue to influence today's digital society. This course is generally offered every semester. *This course meets the "W" course requirement and General Education choice for Part C. 3 credits*

CIS 315 Health Care and Information Systems

This course will explore the technologies that support health care 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 I

This course is designed as an introduction to computer forensics. It will cover the basic concepts of cyber crime and information systems forensics, and provide a solid foundation for more advanced computer forensic concepts. P: CIS 385. This course is generally offered every other year. *3 credits*

CIS 321 Computer Forensics II

This continuation course will introduce students to advanced information systems forensics techniques. It will include the processes involved in searching hardware, computer programs and data for evidence. P: CIS 320. This course is 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. *This course is a General Education choice for Part C. 3 credits*

CIS 379 Management of the Information Systems Function

In this course, students study the principles of managing an information systems service function in business. Topics include: objectives, organization, client relations, cost allocation, computer center operations, legal issues, and the application development process. This course is offered every year. *3 credits*

CIS 380 Internship

This is a field-based course in which students gain on-site employment experience in a local business establishment for 120 contact hours per 3 credits. The student is respon-

sible 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*

CIS 382 Computer Networks

A study of the hardware and software used in local area networks. Includes study of the use and maintenance of network operations systems. This course is generally offered every other year. *3 credits*

CIS 383 Internet and Web Publishing

This course covers the basics of the Internet, including the World Wide Web. Students create their own websites with multiple related pages, links to other sites, and complex graphics and photographs. Course includes HTML, Dreamweaver, and Flash. This course is generally offered every other year. *3 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. This course is generally offered every other year. *3 credits*

CIS 386 Advanced Website Development

Using advanced HTML, students create complex World Wide Web sites for a private corporation and a government entity. Topics include network considerations, CGI programs, and JavaScript. P: CIS 383. This course is generally offered every other year. *3 credits*

CIS 387 Electronic Commerce

This course explores current e-commerce technologies using the Internet. Topics include: technological challenges, business plans, legal and regulatory considerations, business strategies, global e-business, and social, political and ethical issues. This course is generally offered every other year. *3 credits*

CIS 388 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 uses the Microsoft Project Management software package extensively. *3 credits*

CIS 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.

CIS 393 Senior Computer 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. This course is offered twice each year. *3 credits*

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 Health Care Management

Students are introduced to the various types of health care 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 health care environment. P: MG 131. *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 243 Professional Selling

The course will focus on the skills required to sell products, services or ideas. Special attention will be placed on the development of a professional sales presentation that is consumer or organization centered. The course will stress the importance of knowing consumer behavior, the company and its products, as well as the selling environment. Sales force management skills will be addressed. These skills include sales planning and forecasting, selection, recruitment, training and compensation of salespeople and integration with other elements of the marketing mix. 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 Health Care

From biomedical research to clinical practice to policy and planning, health care managers face ethical issues in every aspect of their work. In this course, students explore their own values and moral principles in relations to health care; consider various professional codes of ethics; and apply systematic approaches to ethical decision-making to cases related to health care access; client self-determination; privacy; cultural and religious diversity; and the economics of the health care 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 health care 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. *General Education choice for International Cultural Studies requirement.* This course is offered when there is sufficient demand. *3 credits*

MG 335 Human Resource Law

In this course students examine the American labor force, the laws and regulations that protect it, and the federal agencies involved in enhancing worker's rights. Union structure, operation, and relations will be discussed as well as employee relations in nonunion organizations and in the public sector. *3 credits*

MG 336 Health Care Law

An examination of the laws and regulations which protect and govern health care facilities and programs. Special attention is paid to the rights and protection afforded to users of health care facilities. P: MG 235. *3 credits*

MG 337 Human Resource Recruiting and Selection

In this course students examine the American labor force, the laws and regulations that protect it, and the federal agencies involved in enhancing worker's rights. Union structure, operation, and relations will be discussed as well as employee relations in nonunion organizations and in the public sector. *3 credits*

MG 339 International Human Resource Management

Students will study the vital role of utilizing people effectively to meet the multinational corporation's foreign country objectives. Topics include planning personnel needs, recruiting and selecting employees, training and developing the workforce, performance evaluation, compensation in the foreign country, as well as the foreign legal and social context in which human resource management must operate. P: MG 362. This course is generally offered every other year. *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 Health Care Managers

In this course, students will be introduced to the analytic tools needed to understand and assess the data collected by health care organizations. Students will learn how various healthcare data sets are constructed and utilized by health care managers for efficient and effective decision-making. The students will apply these techniques and interpret case study data. Prerequisite: BE 202.

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 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 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: Health Care 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.

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*

College Courses

The College offers a limited number of elective 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 ePortfolio Lab

All Albertus students are required to develop an ePortfolio that aligns College benchmarks in core skills with a formal learning experience. The ePortfolio is not simply a repository to store assignments. It is a place to reflect, to critically think, to draw connections and to make meaning of learning. Students will use their ePortfolio to demonstrate learning over time, to improve academic performance, to reflect on personal strengths and weaknesses, to become civic-minded, and to prepare for meaningful careers. Required for all transfer students. *1 credit*

Students shall recognize and meet College benchmarks in core skills including:

- Written Communication
- Oral Communication
- Critical Reading
- Quantitative Reasoning
- Information Literacy
- Critical Thinking

CC 213 Sophomore ePortfolio Lab

A course designed to continue educating mid-academic career college students to the concept of liberal arts education and the collegiate curriculum. The course will include discussion and ePortfolio pages on the liberal arts aspects of higher education, as well as guidance with degree evaluation and future academic plans. *1 credit*

CC 260 Career Preparation

This course introduces students to the career development 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 this information is to be applied when making career decisions. Students develop skills related to career research, résumé development and letter writing, interviewing, and job search methods. Open to juniors and seniors only. Generally offered each semester. *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*

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 171	Introduction to Political Communications (Level A)
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 242	Electronic Field Production
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. **Laboratory fee of \$40.00.** 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. Organization 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 171 Introduction to Political Communications

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

Students interested in teaching at the early childhood (birth–K; N–3) or elementary (grades 1–6) levels are encouraged to meet with the Director of Education Programs 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 early childhood or elementary teachers.

* 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 (EN 251 special topics).

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

- By attaining required scores on Praxis Core Academic Skills for Educators and Praxis II Subject Assessments, candidates will demonstrate their academic skills in reading, writing, and mathematics, and subject-specific content knowledge and general and subject-specific teaching skills.
- By their 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 ePortfolios 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, indications of their readiness to assume responsibilities as classroom teachers.

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. [For information about general education requirements at Albertus, please see this catalogue's description of The Insight Program on page 46.]

Testing and Assessment

The Connecticut State Department of Education requires that all candidates for teacher certification meet its testing requirements, which include Praxis Core Academic Skills for Educators, and 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 and also from the Office of Education Programs. In addition, throughout the planned program the College employs a variety of assessments to determine the teacher candidate's progress and growth in knowledge, skills, and dispositions.

Acceptance into a Planned Program

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

1. Submit to the Office of Education Programs an original and personal essay stating reasons for the choice of teaching as a career goal;
2. Request an appointment with the Certification Officer or the Director of Education Programs for the purpose of plotting a planned program leading to certification;
3. Obtain the required scores set by the Connecticut State Department of Education for Praxis Core tests [Students with scores above a certain level on SAT or ACT tests may qualify for a waiver of the Praxis Core requirement. Information is available in the Office of Education Programs.];
4. Select a content major from approved endorsement areas;
5. Complete ED 190W and PY 111;
6. Present documentation of a criminal history records check;
7. 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.

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

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.

Education Minor

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 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 pro-

vides 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. The Education Minor consists of 18 credits, including

11 credits in the following core courses:

ED 190W	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
PY 229	Psychology of the Exceptional Child	3 credits

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 190W 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 on individual schools and school districts, as well as various challenges teachers experience as part of their daily routine. Students are expected to write several brief papers and keep reflective journals, as well as to participate in electronic discussion forums. Because this course is designated as a writing course, students will be required to make use of the Writing Center as they write their papers. 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 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 course for teacher candidates seeking initial teacher certification in Connecticut. Teacher candidates should consult with the Certification Officer for information about the required special education course, currently a special topics course (ED 251).

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

The 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 related to content area studies. By becoming familiar with current IRA 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 to include 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. A fifteen-hour field experience that consists of assisting with classroom reading and writing instruction in local schools is one component of this course. 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. Field work in local schools is a component of this course and teacher candidates are placed with teachers at the level and in the content area for which they anticipate seeking endorsement. Taken during the same semester as ED 322, Technological Applications in the Classroom. Offered annually in spring. *3 credits*

ED 322 Technological Applications in the Classroom

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

ED 330 Child Development (same as PY 330)

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

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

ED 341 Adolescent Psychology (same as PY 341)

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

ED 391 Teaching Practicum

This teaching experience enables the teacher candidate to observe 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. Opportunity is provided for the candidate to engage in limited teaching experiences under the supervision of the classroom teacher. *3 or 6 credits*

Note: Teacher candidates may arrange a practicum with the Foreign Language Department (FL 391S) or the Business Department (BE 380) as an alternative to ED 391, but must obtain permission of the Director of Education Programs before registering for the course.

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. *6 or 12 credits*

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

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	Seminar in Dramatic Literature

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.

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. *3 credits*

EN 106 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 107 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 129 Drama: Vision and Revision

This course focuses on modern re-imaginings of earlier plays. Generally offered every other year. *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 other 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 230 Tragedy

This course explores the nature of tragedy by looking at recurrent patterns in plays that have haunted the imagination of generations. It intends to raise questions about the relationship between tragic drama and “the tragic vision of life” and to consider if it is possible to write tragedy today. Readings may include plays by Sophocles, Shakespeare, Shelley, Ibsen, O’Neill, Brecht, and Ionesco, as well as selected criticism. Generally offered every other year. *3 credits*

EN 231 Comedy

Like tragedy, comedy has its roots in ancient myth and ritual, but its spirit is one of celebration. Comedy is a genre versatile enough to encompass social commentary, psychological observations, and philosophical issues. This course focuses principally on the works of playwrights such as Aristophanes, Plautus, Shakespeare, Molière, Congrève, Wycherley, Wilde, Shaw, Chekov, Beckett, and Pinter. Generally offered every other year. *3 credits*

EN 232 Modern Drama

This course introduces students to the excitement and variety of modern drama. It begins with the roots of modern drama in the nineteenth-century (Ibsen, Strindberg, Chekov, and Shaw) and continues into the present with such playwrights as O’Neill, Eliot, Miller, Williams, Beckett, Albee, and Pinter. Generally offered every other year. *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. Generally offered every other year. *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. Generally offered every other year.

3 credits

EN 264 Medieval British Literature

This course introduces a variety of literature from the cultures of medieval Britain, with an emphasis on changing ideals of heroism, questions of gender, and the development of romance. Readings may include *Beowulf*, selections from Celtic literature, *The Lais of Marie de France*, *Sir Gawain and the Green Knight*, Chaucer's *Canterbury Tales*, and Arthurian romance, such as Malory's *Morte D'Arthur*. All readings are in modern English translation. Generally offered every other year.

3 credits

EN 268 Nature and American Literature

This course is an historic and contemporary look at the interplay between wilderness, nature, and civilization in American Culture. The course represents a study of how writers imagine and represent nature and wilderness in American literature, and which genres are most effective. Readings are drawn from writers ranging from Henry Thoreau, John Muir, Sarah Orne Jewett, and Willa Cather to Thedore Roethke, Gary Snyder, Stephanie Mills, Barry Lopez, Wendell Berry and Leslie Marmon Silko. The class may also consider artistic themes of nature and wilderness, such as paintings from the Hudson River School and American Impressionism to more contemporary visions of the American landscape. Generally offered every other year.

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 335 British Novel of the Nineteenth Century

An upper-level course that investigates thematic, narrative, and other stylistic developments in the British novel as represented in selected major works by authors such as Jane Austen, Charlotte and Emily Bronte, Charles Dickens, George Eliot, and Thomas Hardy. Generally offered every other year. *3 credits*

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. Generally offered every other year. *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 346 a/b Seminar in Playwriting

This seminar introduces the student to different kinds of dramatic texts and encourages experimentation in more than one theatrical mode. Students will complete either a one act play or several scenes from a work-in-progress by the end of the course. If possible, completed dramatic texts written by members of the class will be given workshop productions. 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

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 392 Writing Seminar

This advanced course is aimed at preparing upperclass students to meet successfully the kinds of writing they will encounter in the work place and in graduate study. After an intensive review of the stylistic and other formal aspects of business, technical, journalistic, and scholarly writing, students will concentrate on writing projects keyed to their career plans. Generally offered every other year. *3 credits*

EN 393 Seminar in Dramatic Literature

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 learning and personal enrichment of the student through an emphasis on the structure of a second language. Such a structure, which includes the basics of listening, speaking, reading, and writing, gives students the opportunity to expand communication techniques while learning about diverse cultures and countries. 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. 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 culture and civilization are taught in traditional, blended, or on-line formats.

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

- demonstrate an ability to communicate both orally and in writing at a level appropriate for their course placement
- demonstrate through discussion and assigned activities their ability to read with comprehension and to communicate their understanding of text
- demonstrate through discussion and assigned activities an ability to draw parallels among authors from Spain and Latin America
- demonstrate an understanding of the literary contributions of Spanish and Latin American authors on a global level
- demonstrate an aesthetic appreciation and understanding of the creative works of others
- produce coherent, thoroughly researched papers, convincingly and creatively presented
- produce coherent, thoroughly researched oral presentations or research projects, 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

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. Students majoring in Spanish must take the Departmental Seminar during their senior year. Students pursuing teacher certification are required to take FL 391S and to arrange 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.

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 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 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 Hispanic 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 Major Latin American Writers

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 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 Hispanic 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*

Classics

Through the study of the Latin language, students come in direct contact with many of the greatest minds of the Western World. In acquiring a working knowledge of ancient languages, students not only learn morphology and syntax but also begin to analyze and evaluate the contributions of these languages to our Western intellectual and cultural development.

COURSE DESCRIPTIONS**Classics (Taught in English)****FL 250C Ancient Epic (Taught in English)**

A study of the ancient epic through a careful reading in translation of Homer's *Iliad* and *Odyssey*, and of Virgil's *Aeneid*. Generally offered every two years. *3 credits*

FL 253C Women in Greek Drama (in English)

This course is designed to introduce students to several plays of the three great dramatists of 5th century Athens. The course will focus on women as they are portrayed by male writers. Generally offered every two years. *3 credits*

FL 275C, 276C Classical Civilization I, II (in English)

General survey of Greek and Roman literature in translation, from Homer to Tacitus. Generally offered in alternate years. *3 credits each*

FL 277C Classical Mythology (in English)

Study of selected aspects of the gods (creation myths, the coming of Zeus and the Olympians, mystery religions), the sagas (of the Mycenaeans, Troy, Heracles, and the Argonauts), Roman mythology, and the transmission of mythology to later ages. Generally offered every two years. *3 credits*

FL 278C Greek Tragedy (in English)

A study in translation of selected plays of Aeschylus, Sophocles, and Euripides that examines the development and influence of Greek tragedy. Plays differ from those treated in FL 275C, 276C. Generally offered every two years. *3 credits*

FL 279C The Age of the Early Roman Empire (Literature, in English)

This course is designed to introduce the students to the civilization of Rome during the period extending from roughly A.D. 40 to A.D. 140. It is above all a literature course with a principal approach to the early Roman Empire through the careful reading of several representative examples of the literature of the period. These include prose and poetry, novels, historical works, biographies, and satire. Generally offered every two years. *3 credits*

FL 280C The Age of Augustus (in English)

An introduction to the most important literary works created during the last years of the Roman Republic and the principate of the Roman emperor Augustus, and to the historical and social material necessary for a deeper understanding of this time. The course covers roughly the years 60 B.C. to A.D. 14. Generally offered every two years. *3 credits*

FL 390L or FL 390G

The student chooses, presents for approval, and carries out an original project dealing with the Latin or Greek languages, literatures, and/or cultures and civilizations. Generally offered on need and demand of the student. P: Approval of Department chairperson. Hours and credits to be arranged.

Italian

The goal of the Italian section of the Department of Foreign Languages is to foster an appreciation of the Italian people through a study of their language and culture.

Information on international study programs, arranged through universities which sponsor programs abroad, is available for students wishing to enroll in an accredited junior-year-abroad program in an Italian-speaking environment or to take part in a summer session abroad.

COURSE DESCRIPTIONS**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. *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.

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 (36 Credits)

Required Courses: (18 credits)

HI 111	Western Civilization I
HI 112	Western Civilization II
HI 121	United States History I
HI 122	United States History II
HI 385	Historiography
HI 391	Senior Research Seminar

Six courses from among the following: (18 credits)

HI 252	Topics in Historical Study
HI 253	Topics in Historical Study
HI 302	Women and Society in Early Modern Europe
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 343	Imagining Heaven and Hell
HI 344	Slavery in the Atlantic World

The field of concentration in History includes 36 credits in the discipline exclusive of HI 380, 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 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 302 Women and Society in Early Modern Europe

A study of women and their various roles in the society of early modern Europe. P: Sophomore standing. *General education choice for Part C. 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 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 343 Imagining Heaven and Hell: Utopias and Dystopias in Theory and Practice (Same as PO 343)

An examination of conceptions of utopia and dystopia throughout history and of efforts to bring utopian visions into practice. Utopian visions read and discussed will be both literary and political. In examining efforts to create ideal worlds, focus will be on what worked, what didn't, and why. P: Sophomore standing. *General education choice for Part C. 3 credits*

HI 344 Slavery in the Atlantic World

The development of slavery in the Atlantic basin from its fifteenth-century beginnings through the nineteenth-century era of abolition with particular emphasis on the development of the slave trade, the evolution of slave cultures, economies, and societies in the New World and the impact of these on the old world. 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

Fieldwork experience initiated with permission of the Department Chair. P: Senior standing and 12 credits in history.

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 (36 credits)

Required Courses:

PO 111	World Politics
PO 112	American Politics and Government
PO 273	Classical Political Theory
PO 274	Modern Political Theory
PO 391	Political Science Seminar

Seven courses from among the following:

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 380 and 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, gov-

ernmental 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 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 343 Imagining Heaven and Hell: Utopias and Dystopias in Theory and Practice (same as HI 343)

An examination of conceptions of utopia and dystopia throughout history and of efforts to bring utopian visions into practice. Utopian visions read and discussed will be both literary and political. In examining efforts to create ideal worlds, focus will be on what worked, what didn't, and why. P: Sophomore standing. *General education choice for Part C. 3 credits*

PO 380 Internship

Fieldwork experience initiated with permission of the Department Chair. Hours and credits to be determined.

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 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 underly-

ing 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 to be addressed? This course examines the ways in which contemporary thinkers draw upon the work being done in various relevant fields to develop a coherent philosophy for answering this complex question. In so doing, the goal is to reach a better understanding of the issues and a critical, if provisional, assessment of the approaches and solutions that are proffered. The works of such significant figures in the field as Gandhi and Martin Luther King, Jr. will serve as a focus for discussion. P: Sophomore standing or permission of the instructor. *General Education choice 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 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 Internship Coordinator. 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 Career Services Office 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.*

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 health care 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 Director of Experiential Learning and the Center for Teaching and Learning Excellence. 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 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.

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)

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

Sociology Major—General Concentration (33 credits)**** Required Core Courses (18 credits)**

SO 111	Introduction to Sociology
SO 218	Statistics for the Behavioral Sciences
SO 219	Research Methods
SO 371	Classical Sociological Theory
SO 372	Contemporary Sociological Theory
SO 391	Senior Seminar

Five substantive sociology courses chosen in consultation with the Department Chair (15 credits)

Recommended Correlative:

CIS 115	Computer Essentials
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Criminal Justice Concentration (36 credits)**Required Core Courses (18 credits)**

SO 111	Introduction to Sociology
SO 218	Statistics for the Behavioral Sciences
SO 219	Research Methods
SO 371	Classical Sociological Theory
SO 372	Contemporary Sociological Theory
SO 391	Senior Seminar

Criminal Justice Concentration additional required courses (18 credits)

CJ/SO 121	Contemporary Social Problems
CJ/SO 231	Deviance and Criminology
CJ/SO 232	Juvenile Delinquency
CJ/SO 233	Corrections
CJ/SO 310	Sociology of Law and Social Control
CJ/SO 380	Criminal Justice Internship

Recommended Correlative:

CIS 115	Computer Essentials
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Social Gerontology Concentration (36 credits) 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 CE 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 371	Classical Sociological Theory
SO 372	Contemporary Sociological Theory
SO 391	Senior Seminar

Social Work and Social Welfare Concentration additional required courses (15 credits)

SO 121	Contemporary Social Problems
SO 212	Social Work: History and Practice
SO 213	Social Work: Populations and Policies
SO 242	Minorities and Diversity
SO 380	Social Work Internship

Three 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 371	Classical Sociological Theory
SO 372	Contemporary Sociological Theory
SO 391	Senior Seminar

Urban Studies Concentration additional required courses (12 credits)

SO 121	Contemporary Social Problems
SO 241	Urban Sociology
SO 242	Minorities and Diversity
SO 380	Urban Studies Internship

Two 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 exception, 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 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. 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 371 Classical Sociological Theory

We will examine the theories of Marx, Weber, Durkheim, and other important founders of the sociological discipline and perspective. P: Junior or senior status, or permission of Department Chair. Generally offered every other year, spring or fall. *3 credits*

SO 372 Contemporary Sociological Theory

This course familiarizes students with contemporary developments in social thought that influence sociological research in the current period. Draws connections to classical theory and offers an overview of the main outlines of recent sociological theorizing. P: Junior or senior status, or permission of Department Chair. Generally offered every other year, spring or fall. *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*

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.

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.

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. 187)

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 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

COURSE DESCRIPTIONS

Art History

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*

AH 342 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 using a variety of materials and techniques. This course investigates numerous approaches to understanding the visual world. *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.

Inter-Departmental Major Programs

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

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 315 Grants and Fundraising

AM 380 Art Management Internship

AH 342 Museum and Curatorial Studies

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
CO 129	Art Space Management

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 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 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*

AH 342 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*

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 the impact of globalization in shaping the contemporary world. Graduates of the program gain an understanding and appreciation of the historical, political, economic,

cultural, and technological forces that contribute to globalization. By the conclusion of the program, graduates are able to identify and provide cogent analyses of issues that have arisen as a result of globalization and to bring a global perspective to bear on the analysis of local and regional issues. It thereby prepares them to think globally and to contribute to addressing the challenges facing the world in the 21st century.

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 problems and consequences 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	Modernity
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	Global Perspectives in the Arts
CO 371	Political Communication in the 21st Century
DA 301	World Dance

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
FL 320S	Italian Civilization and Culture
HI 344-1	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 globality 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.

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. Day students are allowed to take these courses with Continuing Education students, subject to all other policies with respect to Day 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

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 course designed to introduce the new college student to the concept of liberal arts education and the collegiate curriculum. The course will include discussion and papers on the liberal arts aspects of higher education. Required of entering 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 113W, 114W 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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Angela Haggerty, M.B.A.
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Anne Leeney-Panagrossi, M.L.S.
*Director of Master of Arts in
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*Director of Master of Arts in
Liberal Studies Program*
Julia Coash, M.F.A.

Director of Master of Arts in Leadership Program; Director of Master of Science in Management and Organizational Leadership Program
Howard Fero, Ph.D.

Director of Master of Business Administration Program
Wayne Gineo, Ph.D.

Director of Master of Science in Human Services Program
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Director of Student Services, Division of Professional and Graduate Studies
June Sangapore, B.S.

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Corey Ann Brushett, M.B.A.

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Coordinator of Academic Services
Garrett Dell, M.A.L.S.

Academic Coordinator
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Associate Director of Library
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Access Services & Instructional Technology Librarian
Tim Meyers, M.L.S.

Reference Librarian
John McCann, M.L.S., M.S.

Emerging Technologies Librarian
Eileen Bujalski, M.L.I.S.

Serials and Inter-Library Loans Technician
Patricia Dawson, M.S.H.S.

Administrative Assistant
Elizabeth Karpf, B.A.

Administrative Assistant
Christine Hansen

Administrative Assistant
Maureen Kos

Administration and Finance

Vice President for Finance and Treasurer
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Associate Vice President for Finance
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Carol Fucci

Senior Accountant
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Director of Purchasing and Public Safety
James Schafrick, B.A.

Supervisor of Facilities Services
Edward Thomasi

Admission Office

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Director of Admission
Nilvio Perez, M.LDR.

Admission Counselor
Allison Shaw, B.A.

Director of Financial Aid
Michelle Cochran, M.B.A.

Advancement

Vice President for Advancement and Alumni Relations
Carolyn Behan Kraus, M.A.

Director of Alumni Relations
Stefanie Stevens Seslar, M.A.

Advancement Associate
Catherine Zdanowicz, B.A.

Information Technology Services

Vice President for

Information Technology Services

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and Assistant to the Vice President*

Marlene Bodnar, M.S.

*Institutional Research
and Assessment Analyst*

Viola Simpson, M.A.

*Assistant Director for Information
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*Administrative Computing Services
Team Leader/Colleague Programmer*
Thad Dawley, M.S., M.B.A.

*Colleague Systems Administrator/
Program Analyst*
Glenn Scheneman, M.B.A.

Colleague Programmer/Support Analyst
Victoria Munoz

Electronic Resources Access Specialist
Scott Bartlett, M.L.S., M.S.

*Instructional Technology
and Help Desk Specialist*
David Garaventa, M.B.A., C.W.E.

Network Analyst
David Mikhail, B.S.

P.C. Support and Network Analyst
Everett Silver, A.S.

P.C. Support Analyst and Media Specialist
Evell Concepcion, M.S.

Senior Web Developer
Jeffrey Scott

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and Community Relations*

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Vice President for Student Services

Andrew Foster, M.A.

*Associate Dean for Campus Activities
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Assistant Director of Athletics

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Mitchell Oliver, B.A.

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Director of Medical Services

William Crede, M.D.

Nurse, Health Clinic

Sharon Callahan-Treanor, R.N.

Nurse Practitioner, Health Clinic

Elizabeth Magenheimer, R.N.,
M.S.N., F.N.P.

The Faculty

(* denotes full-time faculty)

- * **William Aniskovich**, Assistant Professor of Health Care Management and Business Law; (B.A., The Catholic University of American; M.A., J.D., University of Virginia).
- * **Christine Dolan Atkins**, Associate 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).
- * **Amanda Berhenke**, Assistant Professor of Education and Psychology; (B.A., Pomona College; M.S., Ph.D.; Education and Psychology, University of Michigan)
- * **Robert Bourgeois**, Associate Professor of Social Sciences; (B.A., Yale University; M.A., Ph.D., University of Chicago).

James Brine, Lecturer in Psychology; (B.S., Georgetown University; Ed.D., University of Massachusetts at Amherst).

- * **Mark B. Case**, Professor of Mathematics (B.S., U.S. Coast Guard Academy; M.S., Rensselaer Polytechnic Institute; Ph.D., University of Rhode Island).
- * **Julia A. Coash**, Professor of Visual and Performing Arts; Co-Chair, Department of Visual and Performing Arts; Director of M.A.L.S. Program; (B.A., M.S. Ed., Southern Illinois University; M.F.A. James Madison University).
- * **Jeremiah P. Coffey**, Professor of Religious Studies; Chair, Department of Philosophy and Religion; (B.A., Our Lady of Angels Seminary; M.A., University of St. Michael's College, Toronto; Ph.D., Fordham University).
- * **Susan Letzler Cole**, Professor of English; (B.A., Duke University; M.A., Ph.D., Harvard University).
- * **Patricia A. Compagnone-Post**, Professor of Biology; (B.S., Emmanuel College; M.S., University of Pennsylvania; Ph.D., University of Pittsburgh).

Dominic Corrado, Lecturer in Foreign Languages; (B.S., M.S., Southern Connecticut State University).

Tina Corrado, Lecturer in Foreign Languages; (B.A., Amherst College; M.S., Southern Connecticut State University).

- * **Kristen DeCarli**, Instructor, Sport Management; (B.A. Endicott College; M.B.A., Albertus Magnus College).

Melissa DeLucia, Lecturer in Communications; Director of Experiential Learning and the Center for Teaching and Learning Excellence; (B.S., M.S., Southern Connecticut State University).

Garrett Dell, Lecturer in Computer Information Systems; (B.A., M.A.L.S., Albertus Magnus College).

* **Natalie DeVault**, Assistant Professor of English; Director of Writing Programs; (B.A., University of Michigan; M.F.A., Sarah Lawrence College).

* **Ross Edwards**, Assistant Professor of Political Science; (B.A., University of Massachusetts, Amherst; M.A., University of Massachusetts, Amherst, Ph.D. University of Minnesota).

* **Nabil Elias**, Assistant Professor of Business Administration; (Professional Post-Graduate in Executive Management, University of Cairo, Egypt; Master of Business Administration, Southern Connecticut State University; Doctor of Medicine, Shams University Faculty of Medicine, Egypt).

* **Siobhan Evarts**, Assistant Professor of Psychology; (B.A., College of the Holy Cross; M.A., Ph.D., Hofstra University)

* **Nancy C. Fallon**, C.P.A., C.M.A., C.F.M. Professor of Accounting; Chair, Department of Business Administration and Management; (B.A., Albertus Magnus College; M.B.A., University of New Haven; Ph.D., Capella University).

* **Howard Fero**, Associate Professor of Management and Leadership; Director, Master of Arts in Leadership Program; Director of Master of Science in Management and Organizational Leadership Program; (B.A., Hofstra University; M.S., Baruch College; Ph.D., Claremont University).

* **Deborah D. Frattini**, Associate Professor of English and Humanities; (B.A., Albertus Magnus College; M.S., Southern Connecticut State University; M.F.A., Albertus Magnus College).

* **Lisa Furman**, Associate Professor of Psychology—Master of Arts in Art Therapy; (B.F.A., Rhode Island School of Design; M.A.A.T., New York University).

* **Michael T. Geary**, Associate Professor of Criminal Justice; Criminal Justice Program Coordinator; (B.S., Mercy College; M.S., Long Island University; J.D., Pace University).

* **Wayne Gineo**, Associate 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).

Susan Hawkshaw, Lecturer in Music; (B.A., University of Rochester; M.A., M.Phil., Ph.D., Columbia University).

Paul Hodel, Lecturer in Philosophy and Religion; (B.A., Wittenberg University; M.Div., Yale University; M.S.W., Southern Connecticut State University).

* **Isaac Hon**, Associate Professor of Chemistry; (B.S., M.S., University of Malaya; Ph.D., University of Connecticut).

Carol Huckaby, Lecturer in Human Services; (B.A., cum laude, Albertus Magnus College; M.A., University of New Haven).

* **Robert Hubbard**, Associate Professor of Computer Information Systems; Director, Computer Information Systems Program; Director of Academic Computer Lab; (B.S., M.B.A., University of Connecticut).

* **Robert Imholt**, Professor of History; Chair, Department of History and Political Science; (B.A., Washington and Lee University; M.A., Ph.D., University of Kentucky).

Robert E. Jasek, Lecturer in Computer Information Systems; (B.S., Albertus Magnus College; M.S., Colorado Technical University).

* **Rev. Kenneth Jorgensen, S.J.**, Professor of History and Political Science; (B.A., M.A., Gonzaga University; M.Phil., Ph.D., Columbia University).

* **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**, Associate Professor of Sociology; (B.A., State University of New York; M.A., Ph.D., University of California).

* **Barbara Krause**, Assistant Professor of Mathematics; (B.A., Connecticut College; M.S., Southern Connecticut State University).

* **John N. Lawrie, J.R.**, Assistant Professor of Criminal Justice; (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. 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).

Raymond McGrath, Lecturer in Accounting and Finance; (B.S., Providence College; M.B.A., Babson College).

Julia M. McNamara, Professor of French; (B.A., Ohio Dominican College; M.A., Middlebury College; M.Phil., Ph.D., Yale University).

* **Abbe Miller**, Associate Professor of Art Therapy; Director of the Master of Arts in Art Therapy Program; (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 in Business; Chair, Department of Business Administration and Management, Accelerated Degree Program; (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, Co-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; (Professional Diploma of Advanced Study in Educational Administration and Supervision, Southern Connecticut State University; M.A., Trinity College; B.A., Summa Cum Laude, Albertus Magnus College).

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).

* **Ross Riskin, C.P.A.**, Assistant Professor of Accounting; (B.S. Fairfield University; M.S. Bentley University).

* **Paul Robichaud**, Professor; Chair, Department of English; Associate Dean for Academic Affairs; (B.A. (Hons), M.A., University of Western Ontario; Ph.D., University of Toronto).

Clement Russo, Lecturer in History; (B.A., Fordham University; M.A., Ph.D., Cornell University).

* **Eric Schoeck**, Assistant Professor of English and Humanities; (B.A., Yale University; M.A.L.S., Albertus Magnus College).

Kevin Schroeder, Lecturer in Political Science; (B.S., University of Tampa; M.S., Florida State University).

Peter Sinclair, Lecturer in English and Humanities; (B.A., Connecticut College; M.A., Ph.D., University of Connecticut).

* **Hilda Speicher**, Professor of Psychology; (B.A., City University of New York; M.A., Ph.D., University of Delaware).

Anahit Ter-Stepanian, Lecturer in Art History; (M.S., Yerevan Polytechnic Institute, Armenia; Ph.D., Moscow Architectural Institute, Russia).

* **Loel Tronsky**, Associate 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**, Associate Professor 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**, Associate Professor of English; (B.A., University of Pittsburg; M.F.A., University of Pittsburg).

* **John Wasserman**, Assistant Professor of Management and Leadership; (B.A., Wesleyan University; M.B.A., University of Hartford; M.A., Columbia University).

* **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

Sister Juliana D'Amato, O.P., B.A., M.A., Ph.D., Professor Emerita of Italian and Art.

Judith Lawler Caron, B.A., M.A., Associate Professor Emerita of Sociology.

Driving Directions

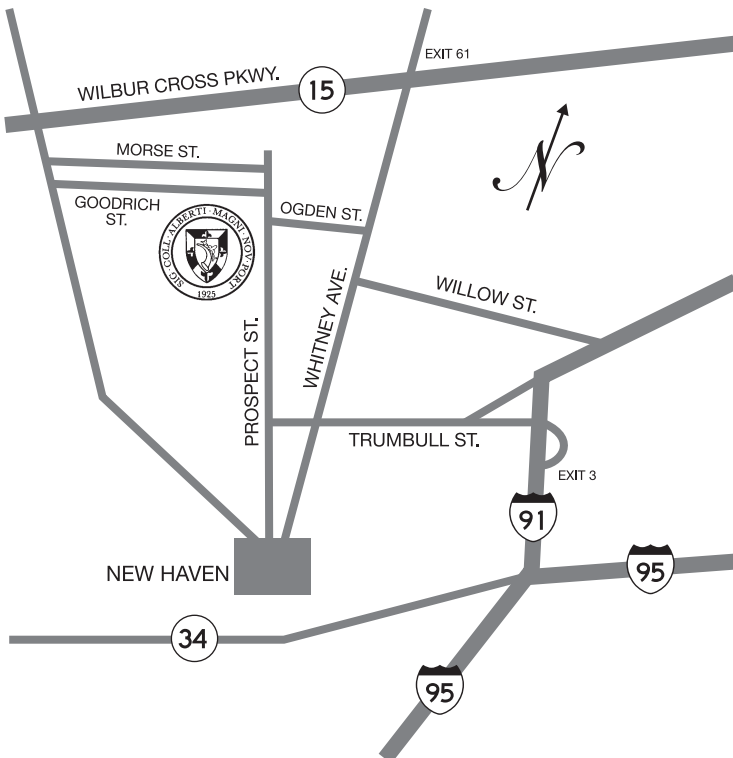
Albertus Magnus is easily reached by major highways from anywhere in the state and is convenient to Greater New Haven and the shoreline via I-91, I-95, and the Wilbur Cross parkway.

From the shoreline east or west of New Haven

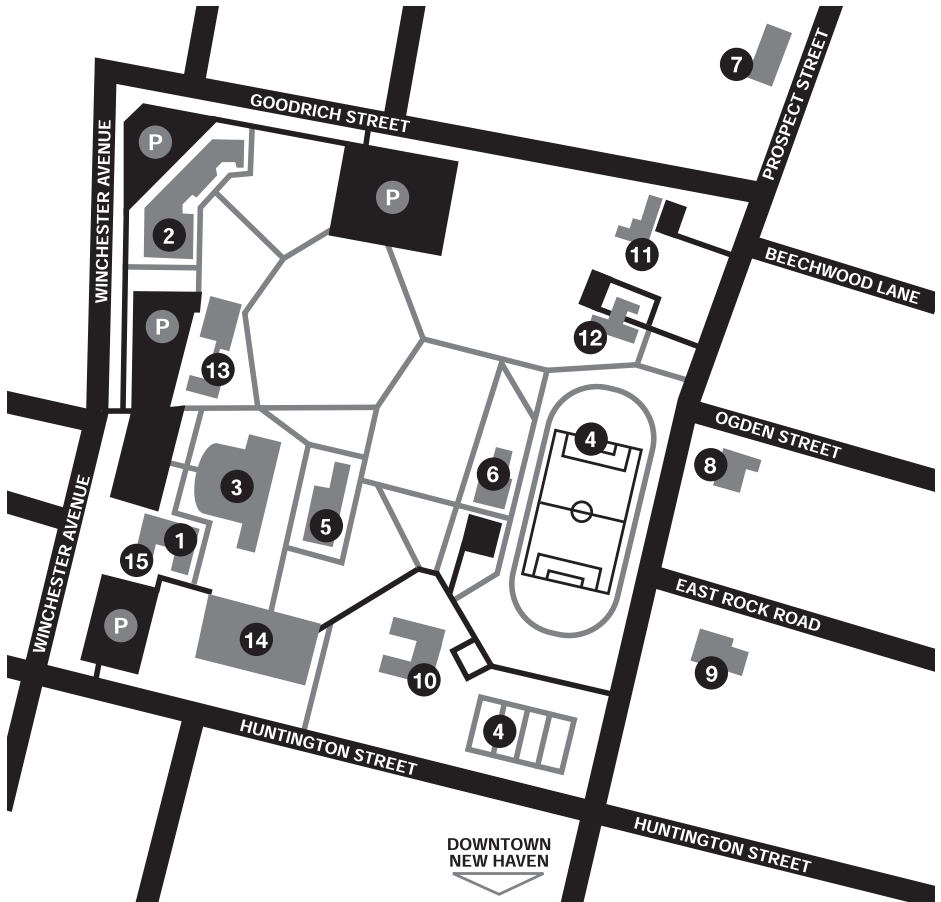
Follow I-95 to I-91 North. Take Exit 3 (Trumbull Street). Go straight ahead on Trumbull to Prospect Street. Turn right and follow Prospect Street about 1½ miles to Goodrich Street. Turn left onto Goodrich Street and after about 100 yards, turn left again at the main entrance to the campus.

From Meriden, Wallingford, and other points north

Follow the Wilbur Cross Parkway (Route 15) to Exit 61 (Whitney Avenue). Turn right and follow Whitney Avenue about 4 miles to Ogden Street. Turn right onto Ogden and proceed to Prospect Street. Turn right onto Prospect Street and take first left onto Goodrich Street. After about 100 yards, turn left again at the main entrance to the campus.



Campus Map



- | | |
|--|--|
| ① ACT 2 Theatre | ⑩ Rosary Hall |
| ② Aquinas Hall/Bree Common | ⑪ Sansbury Hall |
| ③ Hubert Campus Center | ⑫ Siena Hall |
| ④ Celentano Playing Fields,
Track and Tennis Courts | ⑬ Tagliatela Academic Center/
Walsh Hall/Chapel |
| ⑤ Dominican Hall | ⑭ Cosgrove, Marcus and Messer
Sports Center |
| ⑥ McAuliffe Hall | ⑮ Weldon Hall |
| ⑦ McKeon Hall | P Parking |
| ⑧ Mohun Hall | |
| ⑨ Nilan Hall | |

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Albertus Magnus College

Office of Admission
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Front cover: Mosaic floor tile in the St. Albert Atrium of the Mary A. and Louis F. Tagliatela Academic Center represents November 15, the Feast of Albert the Great; symbol is Albert's family shield. Through the generosity of Nancy Ryan Doyle '49. Photo by Carolyn Behan Kraus '86.