



ALBERTUS MAGNUS COLLEGE

A Catholic College in the Dominican Tradition

NEW HAVEN, CONNECTICUT

2021-2022 Course Catalog

*Traditional
Undergraduate Programs*

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General Information

Introduction: St. Albert the Great

Undergraduate Program Course Catalog 2021–2022

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 academic life, he resigned his episcopal appointment in 1262 and returned to Cologne for a life of prayer and study. Albert died in Cologne in 1280.

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

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

The contents of this catalog were as accurate as possible at the time of printing. This catalog 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 catalog. Students should always consult with their College advisors to confirm all information.

Academic Year

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

ACADEMIC YEAR 2022-2023

FALL TERM

Fri-Sun	Aug 26-28	Orientation
Mon	Aug 29	Classes Begin

Fri	Sept 2	Last Day to Enter Classes
Mon	Sept 5	Labor Day – College Closed
Mon	Oct 10	Indigenous Peoples' Day – No Classes
Tues	Oct 11	Midterm Grades Due
Thurs-Sun	Nov 24-27	Thanksgiving Break – No Classes
Wed	Dec 7	Last Day of Classes
Thurs	Dec 8	Reading Day
Fri	Dec 9	Final Exams and Course Projects Begin
Thurs	Dec 15	Final Exams and Course Projects End

12/16/2022 – 01/02/2023 Christmas Recess**INTERSESSION**

Tues	Jan 3	Classes Begin
Mon	Jan 16	Martin Luther King Day – College Teach-in
Thurs	Jan 19	Last Day of Classes
Fri	Jan 20	Final Exams and Course Projects End

SPRING TERM

Thurs	Jan 19	Orientation
Mon	Jan 23	Classes Begin
Fri	Jan 27	Last Day to Enter Class
Mon	Feb 20	Presidents' Day – College Closed

Sat-Sun	Mar 18-26	Spring Break
Mon	Mar 27	Midterm Grades Due
Fri-Sun	Apr 7-9	Easter Break – College Closed
Fri	May 5	Last Day of Classes
Sat	May 6	Reading Day
Mon	May 8	Final Exams and Course Projects Begin
Sat	May 13	Final Exams and Course Projects End
Sun	May 21	Commencement

The College

Mission Statement 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. It was named Albertus Magnus College for St. Albert the Great, the thirteenth century medieval scholar, philosopher, theologian and bishop. They named the mansion on the property Rosary Hall. The College's charter was signed on July 13, 1925, and 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 and learning commons. Dominican Hall, a residence hall, 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.

The Cosgrove, Marcus, Messer Athletic Center opened in 1989. The indoor sports and recreation center houses a pool, a gymnasium and indoor track, racquetball and volleyball courts, weight and dance rooms, and other facilities. The Center is part of a six million dollar athletic complex which also features soccer and softball fields, an outdoor track, and tennis courts. In 2005, the College opened its new Mary A. and Louis F. Tagliatela Academic Center, a state-of-the-art facility that houses science facilities, a communications studio, classrooms, and an atrium that is frequently used for public lectures and forums. The new Shea Softball Complex opened in 2017. In 2019, the Hubert Campus Center underwent a major redesign, including the addition of workout facilities, multi-purpose presentation space, and a rooftop garden with a bridge connecting to Dominican Hall. In 2019, the College also purchased 490 Prospect Street, a three building property that supported the expansion of student housing.

Established to expand educational opportunities for women, Albertus Magnus has stayed true to that initial impetus to expand educational opportunity as it has evolved. In 1971, the College was a pioneer in launching its first program for adult learners. In 1975, the Board of Trustees voted to omit the words "of women" from the charter to allow the awarding of degrees to men through the Office of Continuing Education, and in April 1985, the Board had the foresight to make the College fully co-educational. As Albertus grew and evolved, it extended its reach through the establishment of the Accelerated Degree Program, thus making Albertus an even more valuable resource for working adults in the greater New Haven area. Since then, the College has continued to develop new programs and to offer these programs in innovative ways. In 1992, the College offered its first graduate program, the Master of Arts in Liberal Studies. The New Dimensions program began in 1994 as an alternative degree completion program, whereby working professionals could obtain their Associate's, Bachelor's, or Master's Degrees in business fields. The College launched its first, fully-online degree program in 2009. In the years that followed, Albertus introduced new graduate programs and extended its reach through the development of on-ground, blended, and online program options. In Spring 2015, to respond to the needs of students, the College adapted and

began offering nearly every adult degree program in a "Flex" format, which provides opportunities for students to choose between blended and online course options on a course-by-course basis. Today, Albertus offers its academic programs through two divisions: the Traditional Undergraduate Program, which offers programs in a semester format at its main New Haven campus with primarily face-to-face instruction, and the Division of Professional and Graduate Studies, which houses the undergraduate Accelerated Degree Program and Graduate Studies at its main New Haven and East Hartford campuses.

Today, Albertus Magnus College is proud of its commitment to making accessible a practical, liberal arts-based education rooted in Dominican values expressed through the four Dominican pillars of study, prayer, community, and service and celebrates its student body of 1,225 FTE students whose diversity is multifaceted. The College remains ever true to its Dominican heritage and its dedication to the search for truth in all its dimensions.

The Presidents

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 Irminda Longstreth, O.P. 1947–1949
 Sister Coralita Cullinan, O.P. 1949 –1953
 Sister Lucia Deku, O.P. 1953 –1956
 Sister Marie Louise Hubert, O.P. 1956 –1971
 Dr. Francis Horn 1971–1974
 Sr. Francis de Sales Heffernan, O.P. 1974 –1982
 Dr. Julia M. McNamara, President Emerita 1982–2016
 Sister Anne Kilbride, O.P., Interim 2016– 2017
 Dr. Marc M. Camille 2017– Present

The Tradition of Honor

The ideal of honor is an integral and important part of college life at Albertus. Honor implies that each member of the College has a personal responsibility to abide by and to uphold the policies of the College. Its practice extends to every aspect of college life. The spirit of honor encourages a strong sense of mutual responsibility, respect, trust, and fairness among all the members of the campus community.

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

Intellectual Honesty

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

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

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

Plagiarism

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

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

Students who have questions about plagiarism are encouraged to consult with their instructor or to visit the Germain Center for Academic Success located in Rosary Hall or by emailing asc@albertus.edu.

Student Code of Conduct

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

The Albertus Community

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

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

The Division of Professional and Graduate Studies is designed specifically to meet the needs of the adult learner. The program features a flexible scheduling system that permits students to attend on either a full or part-time basis. Innovative approaches to adult learning combine the convenience of online instruction with the personalized classroom attention that is a hallmark of the Albertus experience. Many programs are offered in a flexible format that allows students to choose on a course-by-course basis between blended courses (50% online and 50% on-ground) and fully online offerings, thereby enabling students to complete their programs in a blended format, in a combination of blended and online courses, or fully online.

The Division of Professional and Graduate Studies offers eighteen major Liberal Arts and Business Programs through its Accelerated Degree Program. A total of fifteen graduate programs include a Master of Arts in Art Therapy and Counseling (the only program of its kind in the state), Master of Fine Arts in Writing, Master of Business Administration, Master of Public Administration, Master of Science in Education, Master of Science in Accounting, Master of Science in Human Services, the combined Master of Science in Human Services/Addiction Counseling Certificate Program, Master of Science in Clinical Counseling, Master of Science in Criminal Justice, Master of Science in Instructional Design and Learning Technology and Master of Science in Management and Organizational Leadership, as well as a post-baccalaureate Initial Teacher Preparation Program and post-masters certificates in Addiction Counseling and Advanced Alternative Preparation (AAP) as a Literacy Specialist in Reading/Language Arts Certification. All programs are offered on the College's main campus in New Haven, CT. Select programs are offered at the College's East Hartford location. (See the Albertus Magnus College website for the most current offerings and locations: www.albertus.edu)

Location

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

New Haven is a college town, and much activity is planned for the benefit of the students from all of the five area colleges and universities. Lectures and musical performances presented by well-known figures as well as a variety of college sporting events draw large audiences. The city has some of the finest theaters in the country, including the award-winning Long Wharf and Yale Repertory theaters. 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 theaters are equally accessible.

Accreditation

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

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

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

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

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for the following business program through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business and accounting programs only. Locations for program offerings are at the sole discretion of the Member.

Business Management, A.S.
 Accounting, B.S.
 Business Management, B.S.
 Finance, B.S.
 Healthcare Management, B.S.
 Sport Management, B.S.
 Business Administration, Master
 Public Administration, Master
 Accounting, M.S.

The Master of Arts in Art Therapy and Counseling is fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of The Accreditation Committee for Art Therapy Education (ACATE) located at 25400 US Hwy 19 N., Suite 158 in Clearwater, FL.

Complaint Resolution

Albertus Magnus College is committed to the appropriate resolution of complaints and has policies and procedures for addressing grade appeals, faculty and non-faculty grievances, student grievances, academic dishonesty, sexual harassment, and misconduct. These policies may be found in the relevant student, faculty, and employee handbooks and on the College's website under policies and procedures. In the event that there is a complaint against the College, the following accrediting and state agency is available to handle student's complaints:

State of Connecticut Department of Higher Education
 450 Columbus Boulevard, Suite 707, Hartford, CT 06103-1841
www.ctohe.org/StudentComplaints.shtml

Memberships

Albertus Magnus College holds institutional memberships in the following:

Alpha Phi Sigma
 American Alumni Association
 American Art Therapy Association
 American Association of College Admissions Counselors
 American Association of Collegiate Registrars and Admissions Officers
 American Association of Hispanics in Higher Education
 American Council on Education
 Association of American Colleges and Universities
 Association of Catholic Colleges and Universities
 Association of College Unions International
 Association of Governing Boards
 Association of Graduate Schools of Liberal Studies Programs

Association for Orientation–Transition–Retention in Higher Education (NODA)
Association of Title IX Administrators
Association of Writers and Professional Programs
Chi Alpha Sigma
The Clery Center College Board
College Entrance Examination Board Conference of Small Private Colleges
Connecticut Association of Collegiate Registrars
Connecticut Association for Continuing Education Connecticut Conference of Independent Colleges
Connecticut Distance Learning Consortium
Connecticut United for Research Excellence
Council of Independent Colleges Online Course Sharing
Consortium Council for Adult and Experiential Learning
Council for the Advancement and Support of Education (CASE) Affiliated Student Advancement Programs
Council for Higher Education Accreditation
Commission on Accreditation of Allied Health Education Programs
Council of Independent Colleges
Council on Undergraduate Research
The Dominican Consortium
Dominican Higher Education Council
Eastern Association of Colleges & Employers
International Accreditation Council for Business Education
National Academic Advising Association
National Association of Academic Advisors
National Association for Campus Activities
National Association of Colleges & Employers
National Association of College and University Business Officers
National Association of Foreign Student Advisors
National Association of Independent Colleges and Universities
National Catholic Educational Association
National College Athlete Honor Society

National Collegiate Honors Council

National Commission on Accrediting

National Hispanic Institute

NAFSA: Association of International Educators

New England Association for Cooperative Education and Field Experience

New England Association of Collegiate Registrar and Admissions Officers

New England Commission of Higher Education

New England Faculty Development Consortium

Northeastern Association of Graduate Schools Quality Matters

United States Association for Small Business and Entrepreneurship

The Campus

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

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

Consistent with the College's goal of promoting accessibility to higher education, Albertus Magnus College also has established a satellite campus in East Hartford, Connecticut at 225 Pitkin Street where students may take select undergraduate and graduate programs in Professional and Graduate Studies.

Buildings

Aquinas Hall

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

Cosgrove, Marcus, Messer Athletic Center

The Cosgrove, Marcus, Messer Athletic Center has 60,000 square feet of athletic and recreational facilities. Included in the Athletic Center is a six-lane, 25-yard pool, complete with a Jacuzzi® that is located on the pool deck. The Center also houses a large

double gymnasium, three racquetball courts, a state-of-the-art fitness center, dance room, classroom, and six locker rooms.

Hubert Campus Center

Opened in 1970, the Hubert Campus Center underwent a major renovation in 2019 to expand the services and facilities that support the life of the College community. The Center includes several dining facilities, an interactive game room and conference rooms, Esports suite, multi-use gathering spaces, a health clinic and counseling services, a fitness center, Tab's Pub, Tab's on Deck, a rooftop garden, the Falcon Campus Store, and is home to the Division of Student Affairs. A bridge connects the Hubert Campus Center to the upper campus.

Mary A. and Louis F. Tagliatela Academic Center

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

Mohun Hall

Mohun Hall houses the Admissions and Advancement Divisions of the College. The Advancement Division includes the offices of Development and Alumni Relations.

Mohun Annex

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

Rosary Hall Library and Learning Commons

Rosary Hall, the most historic building on campus and the largest existing mansion in New Haven, has undergone extensive renovations to become a modern Learning Commons. Alongside Library and Information Technology Services, the Learning Commons brings together many student support services into one location, including the Germain Center for Academic Success, Career and Professional Development Services, the Office of Dominican Mission, and the Eckhart Center for Catholic and Dominican Life. This inspiring atmosphere provides facilities for group and individual study, access to collaborative workstations and computers, a darkroom and digital photography lab, an instructional technology learning lab, areas for quiet study, several classrooms, a coffee lounge, an outdoor Italian garden, and the information help desk.

St. Catherine of Siena Chapel

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

Walsh Hall

Walsh Hall houses the administrative offices of the President and St. Catherine of Siena Chapel.

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.

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 Hubert 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 seven residence halls: Dominican Hall, McAuliffe Hall, Nilan Hall, Sansbury Hall, Siena Hall, and the Apartments at 490 Prospect Street (Doane Hall and Great Commission Hall).

Parking

Parking is available in the lower campus near Aquinas Hall and Hubert Campus Center. At the residence halls and library there is limited parking. Parking on College property is at the vehicle owner's risk. All members of the faculty, staff and student community should register their cars and receive a parking permit at Public Safety.

Public Safety

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

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

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

Weather and Emergency Alert System

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

Academic Programs Overview

Undergraduate Programs Overview

The Traditional Undergraduate Program

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

The Accelerated Adult Undergraduate Program

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

Graduate Programs Overview

Arts and Humanities Collaborative

Department of Education and Teacher Preparation

Advanced Alternative Preparation Program

The Advanced Alternative Preparation Program is offered at Albertus Magnus College under the auspices of the Connecticut State Department of Education as a non-degree, non-credit certification program at the graduate level. Commonly called the AAP Program, it is for teachers certified in Connecticut who seek endorsement as Remedial Reading/Remedial Language Arts specialists (Connecticut Endorsement Code Number 102). This is a thirteen-month program. Students are accepted as a cohort.

Master of Science in Education

The Master of Science in Education (M.S.Ed.) is a 36-credit program completed in approximately thirteen months. Designed for teachers, the purpose of this master's program is to strengthen the knowledge and skills required for effective teaching while, at the same time, enable the candidate to concentrate in a content area, either literacy or STEM. The program includes instruction in leadership skills with the goal of enabling completers of this degree to become literacy or STEM leaders among their colleagues in the districts and schools where they teach. The program stresses the importance of seeking out, understanding, and applying insights from current educational research, with the fundamental goal of improving instruction for all students. The M.S.Ed. is offered through the Accelerated Degree Program.

Post-Baccalaureate Initial Teacher Preparation Program

The Post-Baccalaureate Program for Teacher Certification offers a defined set of courses (39 credits) beyond the undergraduate degree to prepare candidates to meet Connecticut initial teacher certification requirements. While this program leads to teacher certification, it does not lead to a degree. This program requires a bachelor's degree for admittance.

Department of English and Humanities

Master of Fine Arts in Writing

The Master of Fine Arts in Writing (M.F.A.) prepares students to develop knowledge of the conventions of specific writing genres, to understand the creative process, and to assess market trends in specific areas of professional writing. Students gain experience in preparing an effective project synopsis and outline, in submitting materials that conform to industry expectations and standards, and in planning and executing a major project in a specific genre of writing. The M.F.A., offered in the FLEX format, can be taken fully online or in a blended format; students that choose the blended format meet fully online and attend three on-ground Saturday sessions per semester.

Social Sciences

Department of Sociology

Master of Science in Criminal Justice

The Master of Science in Criminal Justice (M.S.C.J.) is a 33-credit graduate program that enables students to study one of two unique concentrations: correctional studies or juvenile justice. The degree prepares students to assume the growing number of professional and leadership positions within the criminal justice system, such as correctional system supervisor and juvenile justice correction unit supervisor. The M.S.C.J. is offered through the Accelerated Degree Program. Students may enroll on a full-time or part-time basis and have the flexibility of choosing between blended or online options on a course-by-course basis.

Department of Psychology

Master of Arts in Art Therapy and Counseling

The Master of Arts in Art Therapy and Counseling (M.A.A.T.C.) prepares professionals who are competent art therapists, functioning independently and as members of multidisciplinary treatment teams in a variety of treatment settings. The M.A.A.T.C. requires 60 credit hours of coursework in art therapy, counseling, and psychology, including 725 hours of supervised field experience. The M.A.A.T.C. is offered on a traditional semester calendar, including fall and spring semesters and a shorter summer term, with courses scheduled during the daytime, evening, and one weekend per month. Students may enroll on a full-time or part-time basis, attending courses fully on-ground or synchronous hybrid in the low-residency option. Full-time students are able to complete the degree within a minimum of eight consecutive semesters. Admission to the M.A.A.T.C. Program is selective and competitive.

Master of Science in Clinical Counseling

The Master of Science in Clinical Counseling program is a 60-credit program that enables students who have successfully completed the program to meet the education requirement for becoming a Licensed Professional Counselor (LPC) in the State of Connecticut. The program offers two tracks, one in mental health counseling and one in addiction counseling, and meets on a traditional semester calendar with a shorter summer term. (Students that choose the addiction counseling track will also take accelerated eight-week courses through the Accelerated Degree Program.) Courses are typically scheduled in the evening where students may enroll on a full-time or part-time basis.

Master of Science in Human Services

The Master of Science in Human Services (M.S.H.S.) prepares graduates for professional positions in psychosocial health and human services in a variety of public and private agencies. Graduates are empowered with advanced skills for serving clients within the context of their communities and environments. The program offers two tracks, an 18-month 39-credit degree in Human Services and a 2-year graduate degree in Human Services and Addiction Counseling that includes all the academic preparation necessary to be eligible for the Licensed Alcohol and Drug Counselor (LADC) credential in the State of Connecticut once they have completed the state requirements for licensure.

Post-Graduate Certificate in Addiction Counseling

The purpose of the Addiction Counseling Certificate program is to prepare professionals for specialized clinical work with clients suffering from substance use disorders. Intended for individuals who already have some background in a counseling-related field, the 18-credit certificate is designed to be completed in one academic year and is a precursor to obtaining certification or licensure as an addiction, substance abuse, or drug and alcohol abuse counselor.

Tagliatela School of Business and Leadership

Master of Business Administration

The Master of Business Administration (M.B.A.) prepares business leaders with highly developed analytical and communication skills, a mastery of vital tools and concepts

used in the business environment, and a preparation for ethical leadership in their chosen fields. Offered through the Accelerated Degree Program, the M.B.A. is designed for working professionals who seek to advance their education while pursuing their career. Classes are held in the evenings or online, and students may attend on a full-time or part-time basis. The M.B.A. requires a total of 48 credit hours, which may include advanced specializations in Accounting, Healthcare Management, Human Resources, Leadership, Marketing, Management, or Project Management.

Master of Public Administration

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

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

The M.P.A. is offered in a FLEX format, where students may enroll on a full-time or part-time basis and have the flexibility of choosing between blended or fully online course options.

Master of Science in Accounting

The Master of Science in Accounting (M.S.A.) is a professional degree designed to provide students with a strong knowledge of accounting principles and to prepare them for a variety of careers in the accounting field. The 30-credit M.S.A. may be used toward the 150 credit hours required by most states for C.P.A. certification. The M.S.A. is offered through the Accelerated Degree Program. Students may enroll on a full-time or part-time basis and have the flexibility of choosing between blended or online options on a course by-course basis.

Master of Science in Instructional Design and Learning Technology

The Master of Science in Instructional Design and Learning Technology is a 30-credit program rooted in the principles of instructional design, technology use, professional training, education, and learning. It enables students from a variety of professional backgrounds to expand their knowledge and skills and prepares them to deliver 21st century learning and training experiences. Combining elements of technology use and integration with principles of teaching and learning, it serves to address the educational and workforce development needs of organizations across both public and private sectors.

Master of Science in Management and Organizational Leadership

The Master of Science in Management and Organizational Leadership (M.S.M.O.L.) supports the advancement of working professionals in corporate, non-profit, and public

organizations. Participants gain knowledge and skills for managing organizational change in the context of dynamic technological and global environments. The 36-credit degree is offered through the Accelerated Degree Program. Students may enroll on a full-time or part-time basis and have the flexibility of choosing between blended or online options on a course-by-course basis.

Admissions

Who May Apply

Albertus Magnus College welcomes applications from students of all ages, all genders, 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 the Office of Admissions located in Mohun Hall at 765 Prospect Street, New Haven, CT, 06511. Tours and class visitation can be scheduled from 9:00 a.m. to 3:00 p.m. during the week and on selected Saturdays at 10:30 a.m. by calling the Office of Admissions locally at 203-773-8501 or toll-free 800-578-9160, emailing admissions@albertus.edu or by visiting www.albertus.edu/visit.

The Application Process

Applications may be completed online by visiting www.albertus.edu/apply-undergrad.

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 their work to date is required. Applicants completing high school will be required to submit final proof of graduation prior to matriculation.
- 3 Official standardized test scores from either the SAT or ACT (optional). Albertus Magnus College is a test-optional institution, but will consider standardized test scores for placement purposes.
- 4 One letter of recommendation from a guidance counselor, high school teacher or other academic source who is familiar with the applicant's academic ability and potential
- 5 A personal essay on a topic of your choice (500 word minimum).

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

The information required above will be used by the Office of Admissions in deciding on the merits of applicants. Special consideration may be given to selected candidates whose preparation varies from the recommended pattern, but whose record gives evidence of genuine intellectual ability and interest.

International Students

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

International students are those whose permanent residence is outside the US. International students who plan to attend classes on campus must obtain Form I-20 (Certificate of Eligibility for Nonimmigrant Student Status) and an F-1 Visa. The following credentials are required of On Campus International Undergraduate First Year & Transfer Applicants:

- 1 A completed online application and US \$35 application fee.
- 2 Official academic records:
 - 1 Submit official secondary/high school transcripts and, if applicable, any post-secondary school (university/college) transcripts.
 - 2 If the original document is not in English, submit a word-for-word official translation notarized by a bona fide translating agency.
 - 3 For applicants who wish to receive transfer credit for coursework done at an institution abroad, please submit a credential report from an accredited company affiliated with the National Association of Credential Evaluation Services (NACES).
 - 4 If the applicant completed Advanced Placement (AP) or International Baccalaureate (IB) courses, the applicant must submit the AP or IB test scores in order to receive course credit.
- 3 Proof of English language proficiency. Submit official test results showing our recommended acceptable minimum score from one of the following:
 - 1 SAT or ACT
 - 2 TOEFL (our institutional code is 3001) iBT: 80 PBT: 550 CBT: 213
 - 3 IELTS: 6.0
 - 4 Duo Lingo: 95
 - 5 Pearsons-PTE: 53
- 4 At least one letter of recommendation, in English, from an academic source (e.g. teacher, advisor, or school principal).
- 5 Copy of applicant's valid, unexpired passport. If the applicant is already in the US, please also include a copy of visa/admission stamp and I-20 from the current institution, if applicable.
- 6 Official bank statement from the last six months. The amount required will be dependent on scholarships, cost of living and other expenses. International Staff will verify the amount needed to be shown.
- 7 The US Citizenship and Immigration Services (USCIS) requires proof of access to financial resources to cover academic, living, and personal expenses for the

first academic year in the US. Albertus does not have a Financial Aid program for international students.

Academic Credential Translation and Accreditation

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

English Language Requirements

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

English Language Learner Test Accommodations

Albertus Magnus College is committed to diversity, equity and inclusion for our students and campus community. In recognition of our diverse student body and to help promote a racially, ethnically, and culturally diverse academic environment, Albertus Magnus will consider individual requests for a 50% extended time test accommodation for students who are not native English speakers.

All admitted students are expected to be proficient in the English language. However, the 50% extended time test accommodation is available to non-native English speaking students to improve access and equity and reduce barriers associated with English language acquisition for students who are otherwise qualified.

Students should contact the ELL Committee at ELL@albertus.edu or (203) 672-1050.

Obtaining Form I-20 and F-1 Visa

Albertus Magnus College is committed to diversity, equity and inclusion for our students and campus community. In recognition of our diverse student body and to help promote a racially, ethnically, and culturally diverse academic environment, Albertus Magnus will consider individual requests for a 50% extended time test accommodation for students who are not native English speakers.

All admitted students are expected to be proficient in the English language. However, the 50% extended time test accommodation is available to non-native English speaking

students to improve access and equity and reduce barriers associated with English language acquisition for students who are otherwise qualified.

Students should contact the ELL Committee at ELL@albertus.edu or (203) 672-1050.

Maintaining Immigration Status

Albertus Magnus College is committed to diversity, equity and inclusion for our students and campus community. In recognition of our diverse student body and to help promote a racially, ethnically, and culturally diverse academic environment, Albertus Magnus will consider individual requests for a 50% extended time test accommodation for students who are not native English speakers.

All admitted students are expected to be proficient in the English language. However, the 50% extended time test accommodation is available to non-native English speaking students to improve access and equity and reduce barriers associated with English language acquisition for students who are otherwise qualified.

Students should contact the ELL Committee at ELL@albertus.edu or (203) 672-1050.

Notification of Admission

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

Reply Date

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

Deferred Admission

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

Enrollment Deposit Fee

An enrollment deposit fee is required of students who have decided to attend Albertus Magnus College. The fee is \$400 for students who plan to reside on campus and \$350 for students who plan to commute. These fees will be credited toward the student's first semester. The deposit fee is non-refundable for both resident and commuter students.

Enrollment deposits can be made online at our website (www.albertus.edu), by check, money order or credit card. Please make checks payable to Albertus Magnus College.

Medical Forms

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

Non-Matriculated Students

Non-matriculated students may take a maximum of 12 credits before formally applying to the College. Those non-matriculated students who may have an interest in applying to the College must complete the formal application process. Credits from the courses taken as a non-matriculated student will apply to the student's course credits. An application to become a matriculated student does not guarantee admission. Non-matriculated students will pay the prevailing tuition rate. Non-matriculated students are not eligible for financial aid. All Albertus Magnus College courses have limited enrollment; priority and permission are given to matriculated students. The College determines which courses are open to non-matriculated students as well as the number of students allowed in each course.

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

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

Transfer Students and Requirements

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.

The following credentials are required of every transfer student:

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

Transfer Credits

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

1. The courses are from a regionally accredited institution.
2. The courses were completed with a minimum grade of 2.0 (C) or its equivalent.
3. The courses were completed with a Pass grade (P) that can be documented as being equivalent to a 2.0 or better.
4. Undergraduate applicants must have official transcripts for all previously attended colleges or universities sent Admissions. After students are matriculated, the Registrar evaluates their transcripts to determine which courses may transfer and whether transferable courses may be applied toward required or elective courses in the student's program of study. Students meet with their academic advisor to review the transfer evaluation.
5. A maximum of 39 credits is transferable toward an associate degree from a regionally accredited institution. A maximum of 64 credits from a regionally accredited two-year or community college and a maximum of 90 credits from a regionally accredited four-year college or university is transferable toward a bachelor's degree.
6. If a student has earned an associate's degree that is acceptable for full credit towards a bachelor's degree the student needs to submit an official transcript indicating degree completion and the date of graduation as well as official transcripts from any other attended colleges or universities.
7. If a student has earned an associate's degree, but it is not acceptable for full credit towards a bachelor's degree, the student needs to submit official transcripts from all previously attended colleges and universities and minimally a copy of their high school diploma though the high school transcript is preferred.
8. Any student transferring to Albertus Magnus College who has not earned an associate's degree regardless of the amount of incoming transfer credits is required to submit official transcripts from all previously attended colleges and universities and their official high school transcript.

Credit for Prior Learning

Documented learning, not experience, is the basis for prior learning credit. The credits must fit appropriately into a degree program. Albertus Magnus College accepts up to 21 credits for prior learning towards an A.A./A.S. and up to 45 credits for B.A/B.S.

Military Training

Albertus Magnus College offers credit for knowledge and experience gained through military service, using credit recommendations from the ACE Military Guide, Joint Services Transcript (JST), and nationally recognized DSST Credit-by-Exam Program (DSST).

Standardized Exams

Albertus Magnus College awards credit for the following standardized examination: Advanced Placement (AP), College Level Examination Program (CLEP), DSST Credit by Examination Program and International Baccalaureate (IB). See our website at www.albertus.edu for information on qualifying scores and other policy details.

Industry Credentials

Albertus Magnus College may award credit for prior learning credit for licenses, certifications and training that have been evaluated by the American Council on Education (ACE) and/or through specific academic programs offered at the College.

Portfolio Assessment

Albertus Magnus College will accept credit for prior learning demonstrated through the development of a portfolio evaluated by Charter Oak State College. Visit their website at www.charteroak.edu for more information.

College Before College Program

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

Instructions:

1. The student must be a high school senior.
2. The student must be in good academic standing with a cumulative G.P.A. of 3.0 or above.
3. The student must submit a copy of their high school transcript as well as a brief essay explaining why they are interested in attending Albertus Magnus College.
4. The student must submit a letter of recommendation from their guidance counselor.
5. Students in College Before College are limited to ONE course and may not enroll for additional study until they have graduated from high school.

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

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

Course Audit Policy

Auditing a course is an alternative for a non-matriculated person who wants to take a particular course for the purposes of self-enrichment and academic exploration. No credit is awarded. Persons not affiliated with Albertus Magnus College as enrolled students, faculty or staff must complete a non-matriculated auditor application in the Office of the Registrar. Attending class as an auditor is approved only when certain requirements and conditions are met.

Requirements and Conditions:

- Attending class as an auditor is permitted on a space-available basis.
- Non-matriculated students (persons not affiliated with Albertus Magnus College) can take a maximum of 12 credits. A course may only be audited 1 time. No more than 1 course can be audited per term.
- Audit registration requires the approval of the course instructor and dean and must be completed no earlier than 3 weeks prior to the start of classes and no later than the first day of classes.
- Registration for an audited course will appear on the transcript with a grade of AUD.
- Persons who audit a course cannot participate in any course activities. Their role is limited to observation only.
- The instructor or college may refuse to permit an audit registration in a course.
- Not all courses may be audited. The college or academic department may designate courses that do not accept auditors. Individual college policies may, in some cases, prohibit a person from enrolling for credit after a course has already been taken on an audit basis.
- Academic credit is not granted for an audited course.
- A person who is auditing and wishes to take the course for credit must change the registration by the end of the add period.
- Full tuition is charged for audited courses and due by the first day of class. Courses will be dropped for nonpayment. For the tuition and fees schedule and refund policy contact the Bursar's Office.
- An auditor will be administratively withdrawn from a course after 14 calendar days of non-attendance.
- An instructor may end an audit at any time. If the instructor ends the audit, the auditor may receive a pro-rated refund of tuition.

Procedure:

Those interested in auditing must complete the following:

- Persons who wish to audit must get a visitor's audit application from the Office of the Registrar no earlier than 3 weeks prior to the start of classes and no later than the first day of classes. The Office of the Registrar will obtain approval from the course instructor and dean. Upon approval full course payment is required.

- An audited course will be indicated on the transcript with a grade of AUD. If the person is administratively withdrawn for non-attendance a grade of WA will appear on the transcript.

Please note: If you plan to enroll as a matriculated student at Albertus Magnus College you should not register for a course as an audit.

Traditional Undergraduate Readmission

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

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

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

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

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

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

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

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

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

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

1. The readmission application includes any supplemental materials.
2. Documents specifically requested by academic affairs, student services or health services.
3. Academic history while at Albertus Magnus College.
4. Social or disciplinary history while enrolled at Albertus Magnus College.

5. Current status of account with the Bursar's Office. Applications for readmission from students with an outstanding financial obligation to the College will not be reviewed by the readmission committee. If the outstanding debts are cleared, or acceptable arrangements for payment have been made prior to the readmission application deadline, the application will be considered.
6. Official transcripts from each college attended after Albertus Magnus College will be required for readmission consideration. Resubmission of original official transcripts may be required if the absence prior to re-enrollment exceeds five years.

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

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

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

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

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

Incarcerated Students

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

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

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

Readmission of Uniformed Services Members

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

Financial Aid

Financial Aid Office

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

Merit Scholarships

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

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

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

First-Year Student

Merit Awards—Awarded to students of exceptional academic promise:

- **Presidential Scholarship** \$23,000 - \$24,000
- **Mohun Scholarship** \$20,000 - \$22,000
- **Devaney Scholarship** \$16,000 - \$19,000
- **St. Thomas Aquinas Scholarship** \$12,000 - \$15,000
- **Promise Award** \$8,000 - \$10,000

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

Residential Award \$3,000
 Awarded to undergraduate students living on campus.

St. Catherine of Siena Award \$3,000
 Awarded to graduates of Catholic high schools, Catholic college preparatory schools, or Catholic colleges or universities.

Legacy Award \$1,000

Awarded to the children, step-children and grandchildren of Albertus Magnus alumni.

The Pillar Award. \$1,000

The Pillar Award is awarded to full-time undergraduate transfer students that provide documentation of Phi Theta Kappa membership.

St. Dominic Award \$1,000 –\$3,000

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

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

- Community Service (Minimum of 100 hours)
- Future Law Enforcement (Participation in Mock-Trial, Police Explorers or similar programs)
- Music (Concert Band, Orchestra, Chorus)
- Student Leadership (Leadership role in an organization non-athletic)
- E-Sports (Organized Club or Organization)

Catherine DeRicci Honors Program Award \$2,000

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

Transfer Students

Transfer students are defined as having completed more than 15 credits at another institution. A transfer student may be eligible for a transfer scholarship ranging from \$6,500 to \$16,500.

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

Family Tuition Discount

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

Endowed Scholarships

The following scholarships are established by alumni and friends of the College and are geared toward upperclassmen. Eligibility is subject to restrictions set forth by the donor(s) of each scholarship. Due to our generous alumni and donors, new Endowed Scholarships are created annually. For a full list of Endowed Scholarships, please visit the Albertus website.

The Margaret M. Allman Scholarship
 Amity Charitable Trust Fund Scholarship
 Anne Bianchi Gunderson Scholarship
 Blanch LeClair and Evelyn Barone Scholarship
 JP Bree Memorial Scholarship
 Dr. Luca Celentano Scholarship
 Class of 1957 Endowed Scholarship
 Class of 1959 Endowed Scholarship
 Class of 1960 Endowed Scholarship
 Class of 1963 Endowed Scholarship
 Class of 1968 Endowed Scholarship
 Alyce Tuttle Fuller Scholarship
 Sarah E. Hanley Financial Aid Fund
 Katharine Deborah Frattini Scholarship
 William Randolph Hearst Foundation Scholarship
 Joseph and Louise Hubert Scholarship Fund
 Kazickas Family Foundation Scholarship
 Kendall Scott Book Awards
 Julia M. McNamara Scholarship
 Evelyn and Dennis O’Connell and Jean and Wattie Branch Memorial Scholarship
 Rae Coppola Orlando ’50 Memorial Scholarship
 Mary Jane and Ciro Paoletta Memorial Scholarship
 Pearce Family Scholarship
 Doris Polastri Memorial Scholarship
 Silver Horn Scholarship
 Louis F. and Mary A. Tagliatela Scholarship
 The Woman’s Club of New Haven Endowed Scholarship

How to Apply for Financial Aid

To apply for financial aid at Albertus Magnus College, students must complete the **Free Application for Federal Student Aid (FAFSA) form**. The FAFSA form can be completed online at: <https://studentaid.gov/>

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

Awarding Process

Financial Aid Offer Letters are released on a rolling basis from March to August. All financial aid recipients must have a completed file by the priority document deadline in

order to have their account processed in a timely manner. Awards for an academic year are credited to the student's account by the Bursar's Office on a per semester basis.

Net Partner Portal

All financial aid applicants have access to Albertus Magnus College's financial aid platform, [Net Partner](#). On Net Partner, you can:

- Complete our institutional financial aid application online
- Check the status of your application
- View a list of documents we've received from you and a list of the documents still outstanding
- View your Financial Aid Offers
- View your student loan history
- Check the status of your student loans for the current year

First time users should activate their accounts by clicking "First Time Users" in the log in section and following the instructions. Please note that your student ID must be seven digits long and your date of birth should be entered in the Month/Day/Four digit year format (i.e. 1/1/1990).

You must have a financial aid record already established at Albertus Magnus College in order to use this system. If you have not begun the financial aid application process, you can get started by completing the Free Application for Federal Student Aid (FAFSA) online. Enter our school code, 001374, on your application and we will automatically receive a copy.

Need-Based Financial Aid

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

Types of Financial Aid Available: Grants

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grants (FSEOG)

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

Iraq and Afghanistan Service Grant

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

Connecticut Roberta B. Willis Scholarship Program

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

Albertus Magnus College Grants

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

Types of Financial Aid Available: Loans

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

Federal Direct Stafford Subsidized Loan

This is a federal loan offered to students with demonstrated need. Students may borrow up to \$3,500 as a first-year student, \$4,500 as a second-year student, and \$5,500 as a third-year or above. 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 3.73% 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 Net Partner at www.albertus.edu/netpartner, or contact the Financial Aid Office. Repayment starts six months after graduation, or when a student falls below halftime enrollment. The interest rate is currently fixed at 3.73% 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

Federal Work-Study Program

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

Federal Work-Study Waitlist

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

Need-Based Employment: Federal Work-Study Waitlist

Federal Work-Study Waitlist

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

Alternative Financing Options

Payment Plan

The Albertus Magnus College's monthly payment plan allows you to pay your semester's expenses interest-free. Payment installments begin in June for the fall semester and November for the spring semester. There is a non-refundable \$25 enrollment fee per semester. Payments are processed on the 20th of each month through October for the fall semester and March for the spring semester. For more information please contact the Bursar's 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. Students should determine how much federal, state, and institutional aid they can receive before applying for an alternative loan. The Financial Aid Office recommends that students consider borrowing Federal Direct Loans and/or Federal Direct PLUS Loans prior to applying for an alternative loan. Alternative loans are taken out with a private lender, while federal loans are borrowed from the Federal Government. Alternative loans tend to have higher and variable interest rates, while federal loans tend to have lower and fixed interest rates. The Truth in Lending Act (TILA) requires lenders to provide borrowers with loan cost information so that they can comparison shop for certain types of loans. The Albertus Magnus College Financial Aid Office and all lenders abide by TILA. Please note that the terms and conditions regarding repayment and forgiveness may be more favorable for federal loans.

Federal Parent PLUS Loan for Undergraduate Students

The Federal PLUS Loan Program allows parents of dependent undergraduate students to borrow up to the student's cost of attendance minus other aid received. Repayment options vary. Loans have a fixed rate of 6.28% with a 4.228% origination fee which are subject to change annually. Should a parent be denied a PLUS loan, the dependent student will be eligible for an additional Federal Unsubsidized Direct Stafford Loan. The loan amount is determined by the student's grade level.

Appeal Process

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

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

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

The Financial Aid Office will not accept appeals for:

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

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

Increase in Cost of Attendance (COA)

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

- Child care costs which exceed the Personal Expenses COA amount
- Transportation costs which exceed the Transportation COA amount
- Loan origination fees which exceed the Loan Origination Fee COA amount

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

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

Unsatisfactory Academic Progress Appeal

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

Students who feel their failure to maintain SAP resulted from mitigating circumstances may submit the SAP Appeal Checklist detailing the circumstances and provide supporting documentation.

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

Loss of Merit Scholarship Appeal

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

Students who feel their failure to meet the established eligibility guidelines resulted from mitigating circumstances may submit the Merit Scholarship Appeal Checklist detailing the circumstances and provide supporting documentation.

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

Request for Dependency Override Appeal

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

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

The following conditions do not merit a dependency override:

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

Parent Refusal to Provide FAFSA Information Appeal

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

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

Selective Service Appeal

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

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

Special Mitigating Circumstance Appeal

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

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

Unusual Enrollment History Appeal

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

How to Apply for an Appeal

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

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

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

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

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

Satisfactory Academic Progress Policy

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

SAP is assessed by *qualitative* and *quantitative* measures and is evaluated at the end of each completed academic year in the student's program for all periods of enrollment, regardless of receipt of Federal Student Aid (FSA) funds. *Qualitative measures* are herein defined as a minimum Cumulative GPA average at the end of the student's academic year. *Quantitative measures* are herein defined as the student earning a minimum of 67% of credit hours attempted at the College as well as credits/hours transferred from other colleges, and completion of coursework in designated time frame. To calculate a student's percentage earned, the number of hours attempted is divided by the number of hours completed. That number is then rounded to the nearest tenth (after the decimal). A student's Cumulative GPA is calculated using grades earned at the College or with approved Consortium Agreements and only GPAs transferred from other colleges that were earned prior to the beginning of the 2011-2012 Academic Year. The quantitative measures (percentage completed) for students who attended Spring 2020 were waived due to the COVID-19 pandemic.

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

Undergraduates

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

Graduates**

All Years	3.0	and	67%
Post-baccalaureate*	Students will be reviewed according to fourth-year		

**Students enrolled in preparatory courses and post-baccalaureate certificate students will be reviewed according to fourth-year Undergraduate SAP policies and procedures.*

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

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

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

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

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

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

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

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

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

Full-time undergraduate students making SAP may receive financial aid for up to six years of full-time attendance, or until the student is certified for graduation by the College, whichever comes first. The Undergraduate Program academic year consists of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time students in the Undergraduate Program take 24 credits in 32 weeks per academic year, normally enrolling in 15 to 16 credits a semester. Each semester is considered a payment period. Students are not permitted to carry more than five courses a semester with the exception of HU 101, PE 95, 96 and CC 260. Each student is provided an Advising Handbook that may be used as a guide in selecting course and credit loads in each semester. The Accelerated Degree Program undergraduate program academic years consist of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time Accelerated Degree Program undergraduate students take 24 credits in 32 weeks per academic year. Full-time students in the Professional and Graduate Program typically enroll in 12-15 credits per semester over the course of the Fall and Spring Semesters. Fall semester consists of Modules 1 and 2. Spring Semester consists of Modules 3 and 4. Students are reviewed at the start of the payment period; students may not gain eligibility mid-payment period. Module 5 is an optional summer semester. Semester-long courses are only assessed in the module the course begins. Students are assigned an Academic Advisor to help with course selection and enrollment planning. Students are assigned an Academic Advisor to help with course selection and enrollment planning. Part-time undergraduate students making SAP may receive financial aid for up to 10 years of part-time attendance, or until the student is certified for graduation by the College, whichever comes first. The time frame cannot exceed 150% of the published length of the program measured in credit hours attempted. Graduate students have seven years from the date of first enrollment to complete all required coursework, regardless of enrollment level. Students who have multiple concentrations that go toward one degree will not receive an extension to the degree completion time frame. At the point the Financial Aid Office determines a student will not graduate within the maximum time frame, financial aid eligibility is lost.

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

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

Return of Title IV Funds (R2T4) Policy

The Albertus Magnus College Financial Aid Office recalculates federal, state, and institutional financial aid eligibility for any student who withdraws, drops, is administratively withdrawn, is considered unofficially withdrawn from the college prior to the end of a payment period, receives unearned F Grades in all enrolled classes, or who dies during the payment period if they have not reached 49% point in the payment period, completed at least half time enrollment for the payment period, or satisfied all graduation requirements. Albertus Magnus College institutionally requires that attendance be reported on a weekly basis for all enrolled students. The Financial Aid Office performs a Return of Title IV (R2T4) calculation for all instances listed above to determine the earned and unearned portions of Federal Student Aid (FSA) as of the date the student ceased attendance and is based on the amount of time the student spent in attendance. A prorated schedule is used to determine the amount of FSA funds the student has earned at the time of withdrawal. 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 payment period as defined in the course catalog, less any scheduled breaks. Additionally, state and institutional aid will be reviewed and recalculated in accordance with the institutional refund policy when appropriate.

Official Withdrawals

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

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

Unofficial Withdrawals

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

Leave of Absence

Albertus Magnus College does not have a Leave of Absence Policy.

Scheduled Breaks

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

F Grades

If a student receives unearned F grades in all courses that the student was enrolled in during the payment period, an R2T4 calculation may be required. An R2T4 calculation is not required if a student successfully completed any of the registered courses in the payment period, earned an F grade during the specified payment period, if they have reached **49% point in the payment period, completed at least half time enrollment for the payment period, satisfied all graduation requirements**, or gave written intent to return within 45 days of the end of the payment period in a modular program. The intent must be provided after the date of withdrawal.

Federal Student Aid Disbursed

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

- 1 Federal Direct Unsubsidized Loan
- 2 Federal Direct Subsidized Loan
- 3 Federal Direct Graduate PLUS Loan
- 4 Federal Direct Parent PLUS Loan
- 5 Federal Pell Grant
- 6 Federal Supplemental Educational Opportunity Grant (FSEOG)
- 7 Iraq Afghanistan Service Grant (IASG)

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

Intersessions

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

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

Future Attendance: Programs Offered in Modules

For a student who withdraws, but has intent to return within 45 days from the last date of the module attended from which the student is withdrawing, an R2T4 is not required as long as the student provides timely notice of their intent to return after the school's DOD. A student must provide written or electronic confirmation of their intent to re-enroll or a

Registration Form. A student may change their indicated date of return as long as the date remains in the same academic year. Should a student not return on the indicated date, the date of withdrawal will be considered the initial withdrawal date and is subject to an R2T4 calculation.

Timeframe

Returns

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

Post-Withdrawal Disbursements

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, they are 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 timeframe 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 timeframe for post-withdrawal disbursements applies to parent borrowers of Parent PLUS Loans.

Repayment of Student Loan Funds

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

Loan Origination

If a student withdraws prior to the origination of their loans then the loans cannot be included in the R2T4 calculation.

Grant Overpayments

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

Institutional Charges

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

Undergraduate Program Charges	Professional and Graduate Studies Program Charges
Tuition	Tuition
Fees: Information Technology Fee Activity Fee Course Lab Fee Room and Board	Fees: Information Technology Fee Registration Fee

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

Institutional Refund Policy

For students who withdraw, drop out, or are dismissed 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:

Effective 1/1/2020, there is a 100% refund during the add/drop period and a 0% refund after the add drop period ends. Please note administratively withdrawn students are not subject to a tuition recalculation.

Undergraduate Room and Board Charges Refund Schedule:

Please note that the housing contract is for an academic year, and refunds are only offered if the student is approved to be released from the contract per the terms of the agreement.

- 100% before the end of the second (2nd) week of classes
- 75% before the end of the fourth (4th) week of classes
- 50% before the end of the sixth (6th) week of classes
- 25% before the end of the eighth (8th) week of classes
- 0% after the end of the eighth (8th) week of classes

No refunds will be given when a student is suspended or expelled from a residence hall due to a disciplinary action.

Example of Post-Withdrawal Disbursement - Fall Semester

A Professional and Graduate Studies student did not attend Module 1. The student withdraws on the 14th day of Module 2, after the add/drop period, so the student will not receive a tuition refund back for the withdrawn course(s). The student's first disbursement of FSA funds for the payment period did not disburse prior to the withdrawal. The student may be eligible for a 28.6%* post-withdrawal. In accordance with the post-withdrawal disbursement policy, grants will automatically be posted onto the student's account, but written consent is required from the student to accept any loan money.

*14 completed days divided by 49 maximum days of attendance in the payment period (Module 2 only): $14 \div 49 = 28.6\%$

Example of no Tuition Refund and only a Percentage of Financial Aid Earned - Fall Semester

A commuting Traditional Undergraduate student withdraws on the 35th day of the 103-day Fall semester, after the Pell Recalculation Date. The student will not receive a tuition refund back for the withdrawn courses. The student would have earned 33%* of their financial aid at the time of withdrawal as they completed only 33%** of the payment period.

*Student receives a 0% tuition refund in accordance with the Tuition Charges Refund Schedule above therefore earning 100% of institutional aid

**35 completed days divided by 103 maximum days of attendance in the payment period (Fall Semester): $35 \div 103 = 33.9\%$ for federal and state aid

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

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

Death of a Student:

In the event a student dies during the payment period, the student's estate is not required to return any FSA funds disbursed to the student. The College will not report an overpayment on a deceased student and will provide information to the student's estate

on how to discharge applicable student loans and remove overpayments. If a student dies during the payment period, the date of withdrawal cannot be later than the date the student died.

45 Day Pending Students:

Students who declare they will be returning for the following mod, after withdrawing, and do return will receive a disbursement based on the late disbursement policy. Students that do not return after stating their intention to return within 45 days will receive a disbursement based on the Post Withdrawal Disbursement policy.

COVID-19:

On May 15, 2020 the Department of Education released guidance for performing R2T4s for students affected by the COVID-19 national emergency. Albertus Magnus College still processes R2T4s but is not required to return funds for students meeting these conditions. R2T4s performed for students who began attendance and subsequently withdrew as a result of COVID-19 during payment periods occurring during the national emergency have the following two additional requirements:

- The Coronavirus Indicator will be notated on all disbursements in the Common Origination and Disbursement (COD) System for funds received during applicable payment period(s)
- Albertus will report the amount of Title IV funds not returned in the forthcoming reporting tool

Only where students were moved from ground-based instruction to distance learning, campus housing or other campus facilities were closed, or other interruptions in instruction occurred during a payment period within the covered timeframe, may all students who withdrew during that payment period be considered to have withdrawn as the result of circumstances related to the COVID-19 emergency. Otherwise, the institution must obtain a written attestation (including by email or text message) from the student explaining why the withdrawal was the result of the COVID-19 emergency; this includes for subsequent payment periods (payment periods following the payment period in which the disruption occurred where instruction continues in a distance format). It is important to remember that the institution is responsible for making the determination that the student's withdrawal was in fact due to issues related to COVID-19.

For additional information, please contact the Financial Aid Office at (203) 773-8508 or at financial_aid@albertus.edu.

Veterans Benefits

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

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

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

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

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class
Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school
- Provide written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Veterans Financial Aid

The Financial Aid Office encourages all student veterans to apply for financial aid. Albertus Magnus College adheres to the Memorandum of Understanding and provides federal College Financing Plans to all students. For information on how to apply or how to read the College Financing Plan, please contact the Financial Aid Office.

www.albertus.edu/student-resources/registrar/veterans-educational-info

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
www.albertus.edu/netpartner

Hours of Operation:

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

Veterans Scholarships

Beginning in the 2019 – 2020 academic year, Albertus Magnus College is offering the following institutional scholarships for eligible undergraduate veteran students and their families. Students who believe they qualify for these scholarships should complete the required application and submit it to the Financial Aid Office. For

more information, please contact the Financial Aid Office at (203) 773-8508 or at financial_aid@albertus.edu.

Bartolomé de las Casas Scholarship up to \$500

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

Francisco de Vitoria Scholarship up to \$500

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

Military Tuition Assistance

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

Return of Tuition Assistance

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

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

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

Refunds

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

Mobilization/Deployment Refund Policy

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

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

Federal Student Aid Ombudsman

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

Disclosure

Albertus Magnus College holds itself to the highest levels of integrity and will not directly or indirectly provide misrepresentative information to any prospective or enrolled student, employee, member of the public, accrediting agency, state agency, and/or the Department of Education. In addition, the College is committed to refraining from any conflict of interest or the perception thereof.

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

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

Tuition and Fees

Tuition

The tuition fee for full-time students for the **2021 – 2022** academic year is **\$35,442** (**\$17,721** per semester). A part-time student (one taking fewer than 12 credits a semester) is charged **\$1,477** per credit.

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

Room and Board

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

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

Annual Room and Board

Room Charges

Dominican Hall/ Mansions

Single Room \$12,566 (\$6,283 per semester)
 Double Room \$11,454 (\$5,727 per semester)
 Triple/Quad Room \$11,228 (\$5,614 per semester)

490 Prospect

Single Room \$12,999 (\$6,500 per semester)
 Double Room \$12,484 (\$6,242 per semester)

Board Charges

Blue Plan \$3,444 (\$1,722 per semester)
 White Plan \$2,554 (\$1,277 per semester)
 Silver Plan \$1,890 (\$945 per semester)
 Red Plan (Available for 490 Prospect Residents only) \$800 (\$400 per semester)

Dormitory Maintenance Deposit: \$350

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

Student Activity Fee

The student Activity Fee for full-time students is \$200 per student each term. This fee is set by and allocated by the Student Government Association with the approval of the Vice President for Student Affairs. The fee is allocated to the Student Government Association, who in turn allocates it to the appropriate areas for use for student events and programming.

Other Fees

Application Fee

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

Studio, Computer and Laboratory Fees

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

Audit Fee

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 Bursar's Office.

Transcript Fee

The student's official transcript is prepared by the Office of the Registrar. The transcript documents the student's courses, grades, credits, and dates of instruction for each course. We offer an online Transcript Ordering Process to provide alumni and current students with efficient, accurate and speedy service for ordering and receiving transcripts. In partnership with Parchment, Albertus Magnus College joins 8000+ educational institutions that provide online transcript ordering services.

- \$7.00 fee for each eTranscript PDF transcript, which gets sent to another institution within the same day.

- \$10.00 fee for each Official Transcript, includes 3 to 5-day processing and sent through regular mail.

To request an official transcript, visit www.albertus.edu/student-resources/registrar/.

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 Bursar's 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 the 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 Bursar's Office.

Schedule of Refunds on Tuition, Fees and Room and Board

For students who withdraw, drop out or are academically or medically dismissed from the College, the following refund schedule will be applied towards institutional charges including tuition, room and board. Based on the refund schedule, the student is still responsible for any outstanding charges owed to the College. All fees (Application Fee, Registration Fee, Add/Drop Fee and Information Technology Fee) are non-refundable.

- During the add/drop period: 100% Refund
- After the add/drop period ends: 0% Refund

Financial aid recipients that withdraw or change enrollment status are subject to have their financial aid recalculated.

If withdrawal results in a credit balance, the credit will be returned to the student through the Bankmobile refund process.

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

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

Traditional Undergraduate Program-Room and Board Charges

The housing contract is for an academic year, and refunds are only offered if the student is approved to be released from the contract per the terms of the agreement.

100% before the end of the second (2nd) week of classes

75% before the end of the fourth (4th) week of classes

50% before the end of the sixth (6th) week of classes

25% before the end of the eighth (8th) week of classes

0% after the end of the eighth (8th) week of classes

NO REFUNDS WILL BE GIVEN when a student is suspended or expelled from a residence hall due to a disciplinary action.

Late Payment

There will be a late fee of \$40 for all payments submitted late to the College Bursar's 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.

Student Affairs

Overview

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.

Office of the Vice President for Student Affairs

The primary concern of this office is the adjustment, development, and well-being of each student. The Vice President for Student Affairs coordinates counseling, the residential life program, co-curricular and extra-curricular activities, and health services. The Vice President for Student Affairs 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.

Office of Community Standards

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

The Office of Community Standards is responsible for working with students whose behavior is disruptive to the quality of life on campus. The Vice President for Student Affairs, Assistant Dean of Student Affairs for the Traditional Undergraduate Program and the Associate Dean for Student Success and Retention for the Accelerated Degree Programs, reserve the right to remove a case from the College's disciplinary system and to act on it when such removal is, in their 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 or the Student Code of Conduct*.

Office of Residential Life

The Office of Residential Life strives to create a living and learning experience that supports the academic mission of the college and fosters a community of inclusivity, responsibility, and compassion. The mission of the Residential Life Experience is to nurture a positive environment that is conducive to learning, friendship, and study. By creating a holistic residential experience, we will provide students the opportunity to develop lifelong skills in order to become contributing members of society. College residence halls function on the basis of cooperation and mutual respect between students and administration. All parties collaborate to create a high quality of life within the residence halls.

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

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

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

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

Commuters

Commuter students are an integral part of the Albertus community. Hubert Campus Center serves as their home on campus. It houses lounge space, the campus game room, and dining hall. There is also a lounge on the first floor and Bree Common on the ground floor of Aquinas Hall where students can study between classes. On-campus parking is available for cars displaying an Albertus parking sticker. The Campus Activities Board plans activities that allow commuter students to enjoy their college experience to the fullest. For more information, commuters can reach the Student Commuter Council by email at: commuters@albertus.edu.

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's freedom to maintain and express their beliefs that have always inspired the College. Dominican Ministries plans worship services, organizes retreats, and is available for counseling and spiritual direction.

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

Student Health Services

Health Clinic

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

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

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

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

Non-Discrimination Policy

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

The Counseling Center

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

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

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

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

Office of Student Engagement

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

All parts of the college community join in preparing a well-rounded, relevant, and interesting series of events on campus during the academic year. Student clubs and organizations sponsor a variety of events including annual traditions such as Homecoming and Spring Week as well as dances, workshops, lectures, performers, homegrown programs and off campus trips, and more. The Campus Activities Board (CAB) plans weekly events for students to participate in, as well as there is a Late Night Programming Series each weekend in the Hubert Campus Center. If you are interested in planning events or want to get involved, contact CAB at cab@albertus.edu.

The Office of Student Engagement strives to be an inclusive and welcoming community that honors and celebrates our students as individuals. We are student-focused and offer support and growth for our students through engagement, advocacy, respect, creating a sense of belonging, and promoting student leadership.

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

Office for Prevention of Gender-Based Violence

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

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

The office is located in the Hubert Campus Center Room 102. The team welcomes questions, concerns, ideas, and feedback about how Albertus Magnus College prevents and responds to gender-based violence.

Athletics and Extracurricular Activities

Only degree-seeking students in good academic standing who are full-time or in their final semester in the Traditional Undergraduate Program may participate in extracurricular activities and the athletic program, which includes varsity intercollegiate teams that compete as members of the NCAA Division III and the Great Northeast Athletic Conference. Full-time graduate students in the Division of Professional and Graduate Studies who meet NCAA Division III eligibility requirements and who are in good academic standing may also participate in the athletic program. Students are encouraged to pursue a wide variety of athletic and extracurricular opportunities. To learn more about student life, go to: <https://www.albertus.edu/student-life/>. To learn about athletic opportunities, see: athletics.albertus.edu.

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

Student Participation in Governance

Student Government

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

Veterans Services

Albertus Magnus College is identified as a Military-Friendly School by Victory Media, indicating that it is among the top 15% of colleges and universities nationwide in providing services to student veterans. The Albertus Student Veterans Association is an Approved Chapter of Student Veterans of America, and Albertus is a proud participant in the Yellow Ribbon G.I. Education Program. Visit <https://www.albertus.edu/student-resources/registrar/veterans-educational-info> for more information.

Career and Professional Development

Overview

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

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

Career Counseling

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

Self-Assessment

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

Career Preparation Courses

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

Office of Career & Professional Development

The Office of Career & Professional Development is the central location on campus for career planning information. Students have access to a career library where they can

research career fields, graduate schools, and potential employers. Additional resources include online access to current employment posting information as well as a computer workstation to conduct research and work on résumés and job search letters. The Office is located on the second floor of Rosary Hall, the College Library and Learning Commons.

Employment Opportunities

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

Important Information

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

On-Campus Recruiting

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

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 & Professional Development provides

support to students as they define their career goals and professional presence prior to the field experience. Students work closely with the Office of Career through the Office of Career & Professional Development to develop a professional résumé prior to site placement.

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

Academic Programs and Requirements for Degrees

Overview of Degrees and Curriculum Requirements

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

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 importance 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:
 - written and oral communication
 - reading comprehension
 - information literacy

2. Demonstrate the ability to meet College benchmarks in critical thinking, including:

- interpretation
- analysis
- 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:

- fine arts
- literature
- mathematics
- natural science
- philosophy
- religious studies
- history
- social science

5. Demonstrate an ability to formulate ethical questions and engage in moral decision making at the individual and societal level.

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

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

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

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

(1) *B Courses*: Courses that introduce and model how different academic disciplines offer distinctive approaches for gaining insight into the world and which examine the role that culture plays in informing one’s understanding of self, society, and the world. (This category consists of courses in Literature, History, Philosophy, Religious Studies, and the Social Sciences);

(2) *C Courses*: Courses that undertake an interdisciplinary or cross-cultural study for deepening students’ capacities for responsive and responsible dialogue in a pluralistic society. (This category consists of selected courses that draw upon a variety of different disciplines and perspectives.)

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

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

The First Year Program: Laying the Foundations for Insight

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

A Courses: Designated Courses in Each of the Following:

Art, Communications, or Music (3 credits)
Mathematics (3 credits)
Natural Sciences (3 credits)

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

B Courses: Designated Courses in Each of the Following:

Literature (3 credits)
History (3 credits)
Philosophy (3 credits) Religious Studies (3 credits) Social Sciences (3 credits)

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

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

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

Senior Humanities Seminar

Other College Requirements

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

First Year Requirement (1 credit)

HU 101 Introduction to College Life

Transfer Requirement (1 credit)

CC 113 Transfer Professional Development Seminar

Second Year Requirement (1 credit)

CC 213 Professional Development Seminar

College Languages and Cultures 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 languages and cultures requirement that may be satisfied in one of five ways:

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

“W” Course Requirements

The comprehensive Writing Program at Albertus Magnus College embraces the philosophy that writing facilitates learning and that writing is a craft demanding practice in multiple disciplines. Consequently, the significance of effective writing is emphasized across the curriculum, and students are required to complete a minimum of five writing intensives (“W”) classes during the course of their tenure at the College. Beginning with two semesters of Written Expressions I and II (“W”), students subsequently select two General Education courses (“W”) in the sophomore and junior year, followed by one

“W” course in the major field. While writing intensive courses may vary in the number of writing/research projects assigned, all require that “W” students complete fifteen pages of polished writing and visit the Writing Center to consult with a Writing Associate about a drafted written assignment. Writing Associates are student peers who are thoroughly trained to offer individual consultations on prewriting, editing, and rewriting techniques across disciplines. They work closely with student writers, providing supplemental writing instruction throughout the writing and revision process.

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

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

The A.A. degree in Liberal Studies requires the successful completion of at least 60 credits of coursework, 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. General Education 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 designated B or C courses (9 credits)

II. 15 credits in a given discipline

III. 15 credits in electives in other Liberal Arts courses

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

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

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

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

Major Department Requirement

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

Requirements for the Bachelor of Fine Arts

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 Catalog.

Department of Arts and Communication

Art

- Art Therapy
- Graphic Design
- Photography
- Studio Art (B.A., or B.F.A.)

Communications

- Advertising
- Electronic Media Production

Digital Media Studies

Game and Computer Arts

Minors: Art, Art History, Communications, Graphic Design, Music, and Photography

Department of Biology, Chemistry and Mathematics

Biology

Chemistry

General Health Sciences

Mathematics

Minors: Biology, Chemistry, Mathematics and Pre-Pharmacy

Department of Education

Teacher Preparation

Minor: Education

Department of English and Humanities

English

- Creative Writing
- Dramatic Studies

Humanities

Minors: Drama and English

Department of General Studies

General Studies

Interdisciplinary Studies

MS.IDT.: Five-Year B.S./M.S.

Department of History and Political Science

History

Political Science

Minors: History and Political Science

Department of Languages and Cultures

Spanish

Minors: Spanish, and Spanish and Latin American Studies

Department of Psychology

Human Services

Psychology

- Art Therapy
- Child Development
- Counseling and Mental Health

Minors: Human Services and Psychology

MS.HS: Five-Year B.A./B.S./M.S.

Department of Philosophy and Religion

Philosophy

Religion

Minors: Philosophy and Religion

Department of Sociology

Criminal Justice

Global Studies

Social Science

Sociology

- Criminal Justice
- Social Work and Social Welfare
- Urban Studies

Minors: Criminal Justice, Global Studies, Sociology and Urban Studies

MS.CJ: Five-Year B.S./M.S.

Tagliatela School of Business and Leadership

Accounting

Art Management

Business Management

- Entrepreneurship
 - Marketing
-

- Management

Computer Information Systems

- Cybersecurity
- Web Design and Application Development

Cybersecurity

Finance

Healthcare Management

Sport Management

Supply Chain Management

Minors: Accounting, Computer Information Systems, Entrepreneurship, Esports Administration and Management, Finance, Healthcare Management, Human Resource Management and Management

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

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

Graduate Programs

Master of Arts in Art Therapy and Counseling

Master of Fine Arts in Writing

Master of Business Administration

Master of Public Administration

Master of Science in Accounting

Master of Science in Clinical Counseling

Master of Science in Criminal Justice

Master of Science in Education

Master of Science in Human Services

Master of Science in Human Services in Addiction Counseling

Master of Science in Instructional Design and Technology

Master of Science in Management and Organizational Leadership

Advanced Alternative Preparation Program (AAP)

Post-Baccalaureate Program for Initial Teacher Preparation, 4-8, 7-12

Post-Master Certificate in Addiction Counseling

Pre-Professional Programs

Education

Minors

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

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

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

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

The Honors Program

Admission into the Honors Program as a first-year student is by invitation, based on a review of all application materials. Full-time students at the College who are not initially admitted to the program can become eligible to join after their first semester by securing a 3.5 cumulative grade point average. While in the Honors Program, students engage in experiential opportunities and take on leadership roles, both on and off campus. Students not only achieve academic excellence, but embody all four of the Dominican Pillars - Study, Prayer, Community, and Service.

The Aquinas Scholars Program

Overview

Each year of Aquinas Scholars Program consists of two parts. Part I broadly focuses on identifying and refining a project topic that will be the focus of the first semester and during Part 2 the following semester. Projects should focus on topics that will not only enrich the student's own comprehension of the subject matter but will allow the student to impart knowledge to peers, the Albertus learning community, and/or society at large. This may include topics that enable the student to contribute to the community's learning by raising awareness or offering a new perspective on important issues or topics, advocating for particular policies or programs, providing education/sharing knowledge on a particular topic or area of interest, and/or offering potential new ideas to addressing existing issues. Students will develop an interdisciplinary topic and will identify a faculty member within each discipline to serve as their subject advisor. The course instructor and

subject advisor will work together to support the student in refining the topics, locating and deconstructing articles, and crafting final projects each semester.

In addition to each student's focus on their project, this program enhances each student's engagement in the Liberal Arts and advances their understanding of how the Liberal Arts influence our society. This additional aim is accomplished through independent and group trips to a variety of cultural, literary, and historical events and locations in New Haven and surrounding communities. These events also help strengthen the learning community. All students will provide support and guidance to one another throughout the program.

Part 1

In Part 1 students will identify a topic and conduct a literature search to gain a deep understanding of the subject matter and its relevance to today's society. During Part 1, students will learn how to: 1) identify a compelling topic, 2) articulate the importance of their chosen topic, 3) conduct a literature search, 4) read, summarize, and critique peer-reviewed journal articles, and 5) write a project significance paper to justify the project's merits.

Part 2

In Part 2, students will use their findings from the annotated bibliography to organize and develop a comprehensive paper on their topic that raises awareness on an issue, advocates for a particular policy, intervention, or program, and/or proposes a novel idea or program to address the issue. During Part 2 students will learn how to : 1) formulate a strong and objective argument, 2) write a formal research paper that adheres to MLA/ APA, 3) create and organize a formal presentation of their work, 4) organize and promote a small research symposium and/or present at Experiential Learning Day to showcase their learning community's work, and 5) articulate the skills that they gained from the program and its relevance to their future careers.

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);
- Submit a brief letter (1-2 pages) addressed to the Aquinas Scholars Program Director 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.
- Interview with the Aquinas Scholars Program Director

To continue in the program, students must:

- Successfully complete the requirements outlined each semester
- Maintain a 3.2 G.P.A.

To complete the program successfully, students must:

- Successfully earn the 8 course credits (two semesters)

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/student-resources/career-services.

Independent Study

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

Tutorial

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

Study Abroad

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

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

Academic Support Services

Center for Teaching and Learning Excellence

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

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

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

Albertus Online Tutoring 24/7

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

Academic Advising

At every stage in their academic careers, Albertus students benefit from experienced guidance in planning a course of study. Entering first-year and transfer students are advised by the Director of Academic Advisement and Student Success, the Directors of the Honors Program and specially trained first-year academic advisors.

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

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

Mission & Vision

Academic Advisors at Albertus Magnus College are dedicated to providing quality, holistic advisement that supports student development and success. Advisors are committed to support, mentor, and teach students how to develop their strengths in order to achieve their academic goals. Advisors encourage students to actively engage in their educational journey through the utilization of campus resources and support services.

Accommodations for Students with Disabilities

The responsibility and purpose of the Office of Academic and Student Disability Services is to provide necessary and reasonable accommodations for students with disabilities to have equal access to all educational opportunities at Albertus Magnus College and to promote an inclusive campus community. The Office of Academic and Student Disability Services provides students, faculty, and staff with assistance and information on issues of student access to ensure full participation for students with disabilities.

Albertus Magnus College is committed to providing equal educational opportunities and full participation both in and outside the classroom for students with disabilities. No otherwise qualified student will be excluded from participation in any academic program or be subject to any form of discrimination based on their disability.

Albertus Magnus College does not offer specific academic programs for individuals with disabilities. However, Albertus recognizes its responsibility to provide reasonable accommodations to promote equal educational opportunity, and it is in compliance with the Americans with Disabilities Act of 1990, hereafter referred to as ADA, and Section 504 of the Rehabilitation Act of 1973, hereafter referred to as Section 504. Students should consult the Disability Services web page <https://www.albertus.edu/disabilityservices> or contact the Director of Academic and Student Disability Services for information about requesting accommodations, submitting disability documentation and accessing approved accommodations.

Computer Labs, Wireless Network and Computer Usage Expectations

Information technology is an integral part of the academic program at Albertus Magnus College. Access to the Internet is available in each of the classrooms, which also have document and computer projection capabilities, audio/visual presentation systems, and in many cases, interactive whiteboards. In addition, the campus (including dormitories) supports a wireless network, so students can access the web or network software virtually anywhere on campus without the need for a physical connection (wireless network adapter hardware is required for access).

The library catalog 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.

Library and Information Technology Services

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

The Library Services group trains students in the information literacy and research skills necessary to become lifelong learners. Students are guided to the most appropriate resources for their research needs in the College's extensive digital collections, online databases, and the traditional print collection. Among the Library's many e-resources, patrons navigate through more than 70,000 e-journals, magazines and newspapers containing many millions of articles, and an ever-expanding e-book collection that includes more than 350,000 full-text books in all subject areas. Through the Library's online catalog, Boots OneSearch, students and faculty can access the information resources necessary to support the curriculum, whether they are studying on campus or online.

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

Academic Policies and Procedures: General

Definition of a 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, and by NECHE Commission policy. The College's definition of a credit hour is as follows:

- 1 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 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 Status in the Traditional Undergraduate Program

Full-time students at Albertus Magnus College normally enroll in 15 to 18 credits a semester. Students are not permitted to carry more than six courses a semester with the exception of HU 101, CC 113, CC 213, CC 260, CC 270, PE 95 and PE 96.

Nineteen or More Credits

Students wishing to take 19 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 nineteen credits in a semester.

Student Classification

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

First Year — An entering student without college credit is classed as a first-year student. 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.

Accelerated Degree Program Courses

Full-time Traditional Undergraduate Program students of Albertus Magnus College may enroll in the Albertus Magnus College Accelerated Degree Program courses with their advisor's approval.

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. Courses taken for audit do not apply toward any academic degree and do not count as part of a student's full-time or part-time course load for purposes of financial aid, loan deferments, athletic eligibility or housing.

Attending class as an auditor is approved only when certain requirements and conditions are met.

Requirements and Conditions:

- Attending class as an auditor is permitted on a space-available basis.
- Students, faculty and staff can take a maximum of 12 credits as an auditor. A course may only be audited 1 time. No more than 1 course can be audited per term.
- Audit registration requires the approval of the course instructor and dean, and must be completed by the last day of the add period.
- Registration for an audited course will appear on the transcript with a grade of AUD.
- Students, faculty or staff who audit a course cannot participate in any course activities. Their role is limited to observation only.
- The instructor or college may refuse to permit an audit registration in a course.
- Not all courses may be audited. The college or academic department may designate courses that do not accept auditors.
- Individual college policies may, in some cases, prohibit a student from enrolling for credit after a course has already been taken on an audit basis.
- Academic credit is not granted for an audited course. Degree-seeking students considering the audit option should discuss it with their academic advisor to determine if it is the best choice or if another grading option, such as pass/fail, may be more appropriate.
- A student, faculty or staff member who is auditing and wishes to take the course for credit must change their registration by the end of the add period.
- Full tuition is charged for audited courses and due by the first day of class. Courses will be dropped for nonpayment. For the tuition and fees schedule and refund policy, contact the Bursar's Office.
- An auditor will be administratively withdrawn from a course after 14 calendar days of non-attendance.
- An instructor may end an audit at any time.

Procedure:

Students, faculty and staff interested in auditing must complete the following:

- Students, faculty and staff who wish to audit must obtain an audit form from the Office of the Registrar. The Office of the Registrar will obtain approval from the course instructor and dean. Upon approval, full course payment is required (Faculty and Staff contact Human Resources for the full policy).
- The audit form must be submitted by the last day of the add period.

An audited course will be indicated on the transcript with grade AUD. If the student, faculty or staff member is administratively withdrawn for non-attendance a grade of WA will appear on the transcript.

Transfer Credits Allowed After Matriculation

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

Residency Requirements

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

Study Abroad

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

Course Substitutions and Waivers

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

- A course substitution allows a student to use an alternative course to meet a program requirement. Course substitutions are made in the context of the program requirements. Course substitutions must maintain the integrity of the program. Substituted courses must include substantially the same learning outcomes as the required course. Students who are granted substitutions must still earn the total credit hours required for their academic program.

- A course waiver allows students to graduate without completing a program requirement. Students who are granted waivers must still earn the total credit hours required for their academic program.

Academic Policies and Regulations: Registration, Grading and 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.

Adding/Dropping a Course

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

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

Incompletes

Students who have not fulfilled course requirements because of a medical or family emergency may petition the instructor to grant an Incomplete for the course. The “Request for Incomplete Grade” form must be filled out, approved by the instructor and submitted to the Office of the Registrar by the last Friday before the final exam week. Students must be doing passing work in the course and must have completed most of the course assignments and requirements at the time when they request the Incomplete.

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

Withdrawal from a Course

Students may withdraw from a course during the withdrawal period. Students who wish to withdraw must fill out a Withdrawal or a WP/WF Form. A grade of “WA “or “UF” will be recorded for students that must be administratively withdrawn. Withdrawals will be processed on the following schedule:

Weeks 1–2: Add/Drop is in effect.

Weeks 3 – Midterm: Withdrawal

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

Midterm - Friday Before the Last Week of Class: Withdrawal

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

Attendance Policy

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

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

- Class attendance will be taken in all courses.
- A student who is absent from class for 14 calendar days from the first day of the semester, never completes an assignment and does not contact the Office of the Registrar will be considered a “no show” and will be administratively withdrawn from the course. The student’s financial aid will be adjusted to reflect eligibility only for those courses attended. A student who has been administratively withdrawn from a course will have the course and all tuition and fees associated with the course removed from their record and a registration hold will be placed on the student’s account. A student who is administratively withdrawn will be notified in writing by the Office of the Registrar.
- Instructors have the right to set attendance policies for grading purposes. Instructors may reduce a grade or issue a failing grade in a course based upon a student’s class attendance record.

Attendance Policy for Practicing and Participating in Athletics and Extracurricular Activities

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

Returning Students

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

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)		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	
Total 15		Total 36.0	

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

Good Standing

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

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

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.

Grade Reports

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

Changes in Officially Recorded Grades

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

If a student wishes to challenge a course grade, the student should discuss the matter with the faculty member no later than 30 days after the end of the term in which the grade was given. If no satisfactory solution is reached, the student should arrange a meeting with the Department Chair, the faculty member, and the student. If the matter is still not resolved, the Vice President for Academic Affairs or the Vice President's designated representative becomes involved as an unofficial mediator. If neither of these steps results in a solution the student views as satisfactory, the student may choose to drop the issue or to lodge a complaint with the Faculty Chair, who will appoint an ad hoc committee to review the case. The final decision regarding grades always remains with the faculty member.

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

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

If a student chooses to repeat a course after their degree is conferred, the last enrollment will be recorded on the transcript, but the degree G.P.A. will not change.

Grade Appeals

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

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

1. The student submits a written appeal to the instructor clearly stating the reasons for believing that the grade was assigned in error.
2. The instructor changes the grade or replies in writing, explaining why the existing grade is appropriate.

- 3 If the student is not satisfied with the instructor's response, then the student may submit a copy of the written appeal and the instructor's response to the appropriate department chair or program director. If the instructor is the chair or program director, then the Dean for the Division of Professional and Graduate Studies, the Dean for the Traditional Undergraduate Program or the Vice President for Academic Affairs serves in place of the chair. The department chair or program director receives all written materials relevant to the case and may request additional information. The department chair or program director then makes a written recommendation.
- 4 Either party may appeal the decision of the department chair or program director to the Dean for the Division of Professional and Graduate Studies, the Dean for the Traditional Undergraduate Program or the Vice President for Academic Affairs, who will make a final recommendation in writing to the course instructor.
- 5 The course instructor has the final say as to whether the grade will be changed.

In Progress Courses

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

When a continuation is granted, the Office of the Registrar will issue a provisional grade of "I/P" for the course. If the student does not register for the continuation course by the last day of classes before the final examination period, the instructor will be required to issue a grade.

Students are given one semester (or two modules— this will require two continuation registrations) to complete the course free of charge. At the discretion of the instructor, students may register for an additional continuation. Students will incur a \$250 continuation fee per course per module/semester payable to the Bursar's Office at the time of registration.

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

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

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

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

Failure of a Course

Ordinarily, a student who fails a required course must remove the failure in order to graduate. If a student successfully repeats a course that has been failed, the second grade received will replace the “F” when the average is computed. The original grade of “F” will remain on the record followed by the word “repeated.” If the course is repeated at another institution, the original “F” will remain on the transcript, but will not be used when calculating the student’s G.P.A. If a student fails a required course and the professor wishes to permit a make-up examination, the grade for the course may not normally be higher than “D.”

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.

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

- 1 Failure to maintain the minimum cumulative average for good standing
- 2 Failure to maintain a 2.0 cumulative average in their major field
- 3 Failing Grades (“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 Students who have one or more incompletes at the end of a semester and students who do not have the grade point average required for good standing are automatically placed on Academic Review for the following semester.

At the discretion of the Vice President for Academic Affairs or the Academic Dean, students on Academic Review may be required to take a reduced load. Students may not transfer credits earned at any other college during the Academic Review period. A full-time student who is on Academic Review must take at least 12 credits 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
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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. *If the appeal is denied or the student does not appeal within the required timeframe, the student may make a formal application for readmission to the College, through the Office of Admission, after one year.

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

Readmission After Dismissal

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

1. Take a minimum of twelve credits at another accredited institution of higher education and have maintained a minimum of a 2.0 grade point average. The student must submit an official transcript to have those credits considered in the application process and for transfer to Albertus Magnus College.
2. Submit a formal letter in writing that explains the issues or circumstances that led to inconsistent attendance or academic performance in the past and the specific steps the student will take to address these circumstances in the future.
3. Submit a completed application form.

Readmission will be approved or denied at the discretion of the Dean and Office of Admissions.

Students readmitted who are subsequently dismissed a second time shall be dismissed from the College and will not be eligible for readmission until after five years of non-attendance. In extreme cases in which dismissal resulted from extenuating circumstances, student's ineligible for readmission under the above regulations may appeal to the readmission committee and may be readmitted upon approval of the petition.

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

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 with no Incompletes or I/P grades.

President's List

The President's list is published at the end of each academic year. On it are the names of full-time students who have attained a 4.0 grade point average for both the Fall and Spring semesters with no Incomplete or I/P grades.

Honor Societies

Alpha Phi Sigma

Alpha Phi Sigma is the criminal justice honor society. It recognizes excellence in criminal justice and law. Students seeking admission to the honor society must have 3.0 G.P.A., sophomore status, and in the top 10% of the class.

Alpha Sigma Lamda

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

Kappa Gamma Pi

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

Academic Policies and Regulations: Withdrawals

Withdrawal from the College

Official Withdrawal from the College

- Students who wish to officially withdraw must complete the prescribed withdrawal procedures with the Office of the Registrar. They must formally drop or withdraw from all registered classes, and if receiving financial aid, they must notify the Financial Aid Office immediately about their plans to leave. The date that the student begins the college's withdrawal process, or notifies the school of their intent to leave the program, is the Date of Determination (DOD). The last day of attendance is the last day the student attended class based on attendance records and is considered the withdrawal date. The Office of the Registrar uses this date to report enrollment status to the National Clearinghouse.

Unofficial Withdrawal from the College

- When official written notification is not received from the student, the DOD will be the date that the college becomes aware the student has ceased attendance.
- Any Albertus Magnus College employee who has been notified verbally or in writing that a student plans to stop attending class(es) or plans to withdraw from the college should notify the Office of the Registrar within 24 hours and provide any written correspondence from the student, if applicable. The DOD will be the date the student notifies the employee.
- Students who have not attended any semester-long classes for 14 calendar days or mod. classes for 4 consecutive classes will be notified in writing by the Office of the Registrar and/or Division of Professional and Graduate Studies that they are being administratively withdrawn. They will have an opportunity to respond. Students who do not take action will be administratively withdrawn.

Administrative Withdrawal

Administrative Withdrawal: Failure to Start

- Students who have not attended any semester-long classes for 14 calendar days or mod. classes for 4 consecutive classes, never complete an assignment and do not contact the Office of the Registrar and/or Division of Professional and Graduate Studies will be considered a “no show” and will be administratively withdrawn from the class. The student's financial aid will be adjusted to reflect eligibility only for those classes attended.
- Students who have been administratively withdrawn from a class will have the class and all tuition and fees associated with the class removed from their record. Students will be notified in writing by the Office of the Registrar and/or Division of Professional

and Graduate Studies that they are being administratively withdrawn and will have an opportunity to respond.

Administrative Withdrawal: From the College

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

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

A grade of WA is recorded for an administrative withdrawal. The grade of WA is not computed in the student's grade point average and therefore involves no academic penalty. The Registrar must authorize the recording of this grade.

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

If a student is being administratively withdrawn from the college, the student will be notified in writing and have the opportunity to respond. If the student does not take any action, the student will be administratively withdrawn.

Administrative Withdrawal: From a Course

Students who have not attended a semester-long class for 14 calendar days or a mod. class for 4 consecutive classes will be notified in writing by the Office of the Registrar and/or Division of Professional and Graduate Studies that they are being administratively withdrawn. They will have an opportunity to respond. Students who do not take any action will be administratively withdrawn.

- Administrative withdrawals will take place after the fee refund period. A student who is administratively withdrawn from a course will not be eligible for a tuition refund.
- Administrative withdrawals will be managed through the student's attendance record. For additional information review, the Withdrawal From a Course policy.

Academic Policies and Procedures: Graduation, Transcripts and Student Records

Graduation with Honors

Associate's Degree

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

Bachelor's Degree

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

Cum Laude

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

Magna Cum Laude

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

Summa Cum Laude

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

Master's Degree

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

Awarding of a Posthumous Degree

Undergraduate

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

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

Graduate

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

Procedure

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

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

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

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

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

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

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

Commencement

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

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

and update of the transcript will occur at the next completion date: August, December, or May.

Transcripts

The student's official transcript is prepared by the Office of the Registrar. The transcript documents the student's courses, grades, credits, and dates of instruction for each course. We offer an online Transcript Ordering Process to provide alumni and current students with efficient, accurate and speedy service for ordering and receiving transcripts. In partnership with Parchment, Albertus Magnus College joins 8000+ educational institutions that provide online transcript ordering services.

- \$7.00 fee for each eTranscript PDF transcript, which gets sent to another institution within the same day.
- \$10.00 fee for each Official Transcript, includes 3 to 5-day processing and sent through regular mail.

To request an official transcript, visit www.albertus.edu/student-resources/registrar/.

Student Records

Notification of Rights under FERPA (Family Educational Rights and Privacy Act)

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

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

- when a student's health or safety is in jeopardy;
- when a student engages in alcohol or drug-related behavior that violates College policies;
- when a student has been placed on academic probation;
- when a student has voluntarily withdrawn from the College or has been required by the College to withdraw;

- when a student’s academic good standing or promotion is at issue;
- when a student has been placed on a Behavior Contract or stronger restriction;
- when a student engages in behavior calling into question the appropriateness of the student's continued enrollment at the College.

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

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

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

Type of Record	Location
Academic, Placement, Directory Information	Office of the Registrar
(Official college transcripts, other document records containing admission documents and basic student data, notices of transfer credit and previous college transcripts, etc.)	
Academic Progress/Grades	Office of Academic Affairs
(Correspondence regarding academic progress, grades and status)	Office of Community Standards
Discipline	
(Files concerning extracurricular and non-academic correspondence along with confidential disciplinary files)	
Financial Records	Bursar's Office/Financial Aid Office

(Maintaining financial aid files)	
Medical Records	Health Center
(Medical Records that are submitted to the College are held for 7 years from when a student graduates or leaves the College)	

Access to Education Records

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

The College may refuse access to the following records:

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

Amendment of Education Records

If a student believes that their education record is inaccurate or misleading, they may make a request in writing to the appropriate custodial office identifying which records they wish to have amended and providing supporting documentation as to why they desire the amendment. Albertus Magnus College may comply with the request to amend or it may decide not to comply.

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

If it decides not to comply, the Office of the Registrar will notify the student in writing of the decision and advise the student of their right to a hearing to challenge the information

believed to be inaccurate, misleading, or in violation of the student's rights within 45 days of the students' request. Upon request by the student for a hearing, the Office of the Registrar will arrange for a hearing and notify the student of the date, place, and time of the hearing within 45 days. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the College. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the education record. The student may be assisted by one or more individuals, including an attorney.

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

If, as a result of the hearing, the College decides that the information in the education record is deemed accurate, the College will place a notice in the student's file which will include a summary of the evidence and the reasons for the decision and inform the student of their right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of the College.

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

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

Directory Information/Privacy Blocks

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

Once a student completes and submits this form, their directory information will be withheld for life, even after they are no longer a student, unless they rescind the request in writing. A copy of the request will be kept in the student's education file.

- If a student blocks directory information, it may still be inspected by those College officials authorized by FERPA to inspect education records without consent.
- Blocking directory information does not allow a student to be anonymous within the classroom. A student's name, student identification number and College email address cannot be blocked in a class in which a student is enrolled.

- If the College requires a student to wear, to publicly display, or to disclose the student ID card that exhibits information that may be designated as directory information the student cannot block the information.
- If a student blocks their directory information, it cannot be released to friends, family, prospective employers, the news media, student activities and honor societies.
- Some reasons for considering a privacy block on directory information may include harassment, or the advice of a legal or medical professional.
- If a student would like to keep directory information private, but release information so it can be published in commencement programs and honor lists, they must contact the Office of the Registrar in Aquinas Hall and submit their request in writing. A copy of the request will be kept in the student's education file.

College Officials with Legitimate Educational Interests

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

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

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

Reports of Academic Progress, Status and Disciplinary Action to Parents

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

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

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

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

Record Maintenance

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

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

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

Inspection and Review of Educational Records

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

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

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

Student Consent to Disclose Educational Records

The Family Educational Rights and Privacy Act affords students the right to consent to disclosures of personally identifiable information contained in the 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, research, or support staff person (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agency); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest and the official needs to review an educational record in order to fulfill their professional responsibility.

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

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

- committed a violation of the institutions rules or policies in connection with the alleged perpetration of a crime of violence or a non-forcible sex offense;
- Parents regarding the student's violation of any federal, state or local law, or of any institutional policy or rule governing the use of alcohol or a controlled substance, if the institution has determined that the student has committed a disciplinary violation with respect to the use or possession, and the student is under the age of 21 at the time of the disclosure to the parent.
 - Interested individuals, when the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 and the information was provided to the College under 42 U.S.C. 14071 and applicable federal guidelines.

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

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

Conflicts with State or Local Law

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

Filing a Complaint

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

Family Policy Compliance Office

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

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

Directory Information Notice

Albertus Magnus College designates “directory information” as: student name, address, telephone number, email address, date and place of birth, major field of study, dates of attendance, full or part time status, expected date of degree completion and graduation and awards received, class rosters and the most recent previous educational agency

or institution attended by the student. For varsity athletes, “directory information” also includes: height, weight, hometown, and home state. If a student does not wish to have their directory information released, they must complete within two weeks of the beginning of the academic term a nondisclosure form available in the Office of the Registrar in Aquinas Hall.

Once a student completes and submits this form, their directory information will be withheld for life, even after they are no longer a student, unless they rescind the request in writing. A copy of the request will be kept in the student's education file.

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

Student Right-To-Know

In accordance with the Higher Education Act of 1965, students have the right to know the graduation or completion rate. This can be found on the Web at <https://www.albertus.edu/policy-reports>. Any questions may be addressed to the Office of the Registrar in Aquinas Hall.

General Information

The Curriculum: Definition of Terms

- Introductory undergraduate courses are numbered 100–199, intermediate undergraduate courses, 200–299, advanced undergraduate 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 undergraduate General Education Core Program, it will be indicated as a part A, B, or C course in this course description. ***However, the official core-program designation of any course is given in the official schedule for the module/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 in the Traditional Undergraduate Program.
- In the Traditional Undergraduate Program, all courses meet three hours a week with sessions held either on-ground, online or in a blended format (combination of on-ground and online).
- In the Accelerated Degree Program, all courses meet five hours a week with sessions held either on-ground, online or in a blended format (combination of on-ground and online).
- The official schedule of courses is available in the Office of the Registrar. Consult the official schedule for classes offered in a given module/semester.
- ***The College reserves the right to cancel any class for which there is insufficient enrollment.***

Departments

Department of Arts and Communication

The mission of the Department of Arts and Communication is to lead our students to a lifetime of creative production while preparing them for a rewarding professional career. Our curricula combine the humanistic offerings of a Liberal Arts college with a broad and integrated training in the arts and communications.

Our program of study affords students the opportunity to prepare for a variety of professions in a variety of media production. Blending traditional liberal arts with specific career-oriented coursework, students are given the foundations, skills, and ethical perspectives to be successful in either mass media careers or entrepreneurial individual practice, 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 traditional art disciplines alongside developing media, including drawing, painting, art history, game development, computer arts, photography, graphic design, 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 our 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 ensure that our 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. Through these on-the-job placements students will earn college credit while acquiring applied professional skills.

In order to demonstrate a student’s total accumulation of experience, skill, and integrative abilities in the major, each student must submit a final portfolio of print and/or non-print materials; or research and write a final thesis. Thus, graduates of our 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 their individual career goals. Students who complete any of our majors will be ready to continue to graduate school options or professional careers in fields that include studio arts, digital arts, broadcasting, media, journalism, digital and social media, business, and law, or carve out their own entrepreneurial space. Our students will develop both technical and broad integrative skills within their chosen field, and will be able to work with and manage many different types of people.

The way our society creates, communicates, and consumes media has evolved at an ever-increasing pace. To thrive in a contemporary arts & media environment, students must learn to function both as conceptually creative individuals and as capable craftsmen.

Our department is constantly adapting to the changes that this exciting field presents; cultivating and perfecting each of these qualities in our students to see them successfully meet their goals.

Upon completing a program of study in the Department of Arts and Communication, students will:

- Effectively communicate original ideas in their chosen medium, visually, spatially, orally or in writing.
- Understand historical and cultural contexts for that original work.
- Use critical thinking, self-guided problem solving, and judicious research to achieve their individual creative goals.

Majors

Art (Traditional Undergraduate Program)

Communications (Accelerated Degree Program and Traditional Undergraduate Program)

Digital Media Studies (Traditional Undergraduate Program)

Game and Computer Arts (Traditional Undergraduate Program)

Minors

Art

Art History (Traditional Undergraduate Program)

Communications (Accelerated Degree Program and Traditional Undergraduate Program)

Graphic Design (Traditional Undergraduate Program)

Music (Traditional Undergraduate Program)

Photography (Traditional Undergraduate Program)

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.

Majors

Biology (Traditional Undergraduate Program)

Chemistry (Traditional Undergraduate Program)

General Health Sciences (Traditional Undergraduate Program)

Mathematics (Traditional Undergraduate Program)

Minors

Biology (Traditional Undergraduate Program)

Chemistry (Traditional Undergraduate Program)

Mathematics (Traditional Undergraduate Program)

Pre-Pharmacy (Traditional Undergraduate Program)

Department of English and Humanities

The mission of the Department of English and Humanities is to develop students' written communication skills and critical appreciation for literature. In the English major and minor, students will think critically about how literary texts from a variety of cultural perspectives create meaning and address urgent questions. In the Humanities major, self-disciplined, self-motivated, and interested students pursue a topic, theme, or cross-cultural project that is interdisciplinary in nature.

Upon completing a program of study in the Department of English and Humanities, students will:

- Demonstrate an understanding of major works of literature.
- Demonstrate an understanding of how 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.

Majors

English (Traditional Undergraduate Program)

Humanities (Accelerated Degree Program and Traditional Undergraduate Program)

Minors

Drama (Traditional Undergraduate Program)

English (Traditional Undergraduate Program)

Department of Languages and Cultures

The mission of the Department of Languages and Cultures is to contribute to the Liberal Arts education and personal enrichment of the student through an emphasis on the structure of a second language. Such a structure, which includes the basics of listening, speaking, reading, and writing, gives students the opportunity to expand communication techniques while learning about diverse cultures and countries. Certain courses, offered in English, provide students with the opportunity to appreciate other societies and their development and progress. The Department provides study in Italian, Intensive English Language, Sign Language, Spanish and culture and civilization.

Upon completing a program of study in the Department of Languages and Cultures, students will:

- Formulate an advanced conceptual understanding of literature, music or film as a viable means of expressing different viewpoints regarding the relation of art, nature and society.
- Develop competency in oral communication skills in the target language as assessed through engaged class participation, group work, class debate, and oral presentations.
- Develop competency in written communication in the target language by writing well-organized, logical and coherent arguments in homework assignments, literary reviews and research papers.

- Distinguish important cultural differences and historical moments.
- Enhance digital literacy as measured through assignments on elearning and Google eportfolio.
- Critically analyze films and literary works for deeper thematic and socio-historical context.
- Draw parallels among authors from Spain, Latin America, and the United States.
- Possess the writing and research skills, and the literary knowledge, necessary to flourish in the liberal professions and relevant graduate programs.
- Achieve native or near-native fluency in the target language.

Majors

Spanish (Traditional Undergraduate Program)

Minors

Spanish (Traditional Undergraduate Program)

Spanish and Latin American Studies (Traditional Undergraduate Program)

Department of Philosophy and Religion

The mission of the Department of Philosophy and Religion is to empower students to critically engage their world and matters of ultimate significance through questions rooted in a concern for truth-seeking, justice, beauty, and meaning.

The objectives of the Department of Philosophy and Religion are to train students to think with precision and purpose, demonstrate a degree of mastery over their field, and leave them equipped to serve their various public and professional communities thoughtfully and effectively. To achieve these goals, the Department emphasizes and evaluates a set of learning outcomes.

Upon completing a program of study in the Department of Philosophy and Religion, students will:

- Read for a deep understanding.
- Think clearly and critically.
- Communicate effectively in written and oral forms of expression.
- Conscientiously engage multiple perspectives.
- Apply their learning to the world.
- Develop the habits and aptitudes of a contemplative life.

In addition to offering courses for all students as electives or general education requirements, the Department provides interested students the opportunity to pursue a focused plan of study. Students majoring or minoring in one of these programs of study will, in addition to meeting the department's general learning outcomes, demonstrate an ability to:

- Identify key themes, authors, and controversies from the history of the disciplines.
- Survey scholarly literature in a chosen area.
- Engage in sustained research resulting in a thesis or final project.
- Maintain and present an ePortfolio.

Majors

Philosophy (Accelerated Degree Program and Traditional Undergraduate Program)

Religion (Accelerated Degree Program and Traditional Undergraduate Program)

Minors

Philosophy and Religion (Accelerated Degree Program and Traditional Undergraduate Program)

Department of General Studies

The mission of the Department of General Studies is to allow students to pull from several areas of knowledge to develop a curriculum that best prepares that student for his or her goals after graduation. Students will work closely with an advisor and faculty members to select appropriate courses to achieve their desired academic goals.

Upon completing the program of study in the Department of General Studies, students will:

- Demonstrate reflexive learning: the ability to re-examine material learned in the past and reconsider and/or reevaluate it in the changed context of further learning and experience.
- Demonstrate the ability to relate traditional academic learning to external contexts, everyday life, and broader issues and publics through experiential projects and assignments.
- Demonstrate the ability to understand, interpret, and analyze arguments and evidence in a wide variety of contexts.
- Demonstrate the ability to illustrate and analyze specific (inter)disciplinary and thematic connections and utilize those connections to apply learning from one particular context to another.

Majors

General Studies (Accelerated Degree Program and Traditional Undergraduate Program)

Interdisciplinary Studies (Traditional Undergraduate Program)

Department of Education and Teacher Preparation

The mission of the Department of Education and Teacher Preparation is 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

Upon completing a program of study in the Department of Education and Teacher Preparation, students will:

- Demonstrate their subject-specific content knowledge and general and subject-specific teaching skills.
- Demonstrate their readiness to assume responsibilities as classroom teachers in their chosen subject areas.
- Demonstrate dispositions expected of those entering the teaching profession.
- Demonstrate growth in understanding of national and state standards, and of the application of their program of studies to effective teaching practices.
- Demonstrate their progression towards meeting the Connecticut Common Core of Teaching Standards and the national program standards of their discipline, thus providing evidence of their readiness to assume responsibilities as classroom teachers.

Major

Undergraduate Initial Teacher Certification Program

Minor

Education (Traditional Undergraduate Program)

Department of History and Political Science

The mission of the Department of History and Political Science is to engage 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.

Upon completing the program of study in the Department of History and Political Science, students will:

- Demonstrate inquisitiveness and mastery of the principles of scholarly research.
- Communicate effectively both orally and in writing.
- Demonstrate knowledge and understanding of the values, beliefs, and ideas that constitute the western political tradition.
- Recognize the complex nature of the political community and the role of social, economic, cultural, and environmental factors in political life.
- Demonstrate knowledge and understanding of American political institutions and processes and be able to compare them with those of other political systems.

- Understand the patterns of interaction among members of the world community and the sources of international cooperation and conflict.
- Be able to evaluate conflicting political arguments, assemble empirical evidence, and make reasoned conclusions from available evidence.

Majors

History (Traditional Undergraduate Program)

Political Science (Traditional Undergraduate Program)

Minors

History (Traditional Undergraduate Program)

Political Science (Traditional Undergraduate Program)

Department of Psychology

The mission of the Department of Psychology is 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 life experience and improves coping skills for the practical and ethical demands of work and personal relationships.

Upon completing a program of study in the Department of Psychology, students will:

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

Majors

Human Services (Accelerated Degree Program and Traditional Undergraduate Program)

Psychology (Accelerated Degree Program and Traditional Undergraduate Program)

Minors

Human Services (Accelerated Degree Program and Traditional Undergraduate Program)

Psychology (Accelerated Degree Program and Traditional Undergraduate Program)

Department of Sociology

The mission of the Department of Sociology is to provide our students with the skills needed to study behavior from a sociological perspective and to develop critical thinking processes. The programs within the department concentrate on all aspects of society for the purpose of making a positive impact in people's lives. A sociological perspective provides an acknowledgement of the importance of diversity, creates informed citizens, and fosters a deep understanding of the many social forces that shape the lives and behaviors of individuals and groups. Studying sociological theories and methods of inquiry, combined with experiential opportunities, prepares students for rewarding careers in social work, law, government, teaching, public policy, marketing, and more.

Upon completing a program of study in the Department of Sociology, students will:

- Be able to examine the relationship between the individual and society and recognize how race/ethnicity, gender, age and social class affect an individual's life and life choices.
- Demonstrate an understanding of the fundamentals of quantitative research.
- Develop analytical reading and writing ability.
- Demonstrate an understanding of course content specific to their major by successfully completing an internship.
- Prepare for graduate studies or rewarding careers in their field of study.

Majors

Criminal Justice (Accelerated Degree Program and Traditional Undergraduate Program)

Global Studies (Traditional Undergraduate Program)

Social Science (Accelerated Degree Program and Traditional Undergraduate Program)

Sociology (Accelerated Degree Program and Traditional Undergraduate Program)

Minors

Criminal Justice (Accelerated Degree Program and Traditional Undergraduate Program)

Global Studies (Traditional Undergraduate Program)

Sociology (Accelerated Degree Program and Traditional Undergraduate Program)

Urban Studies (Traditional Undergraduate Program)

Tagliatela School of Business and Leadership

The mission of the Tagliatela School of Business and Leadership is to build upon the Liberal Arts focus of the College and to provide the base of knowledge and experiences that will enable our graduates to be business leaders, capable of making sound and ethical business decisions in a rapidly changing and constantly expanding environment. The School majors are designed around a common core of courses along with requirements for each concentration.

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business and accounting programs only. Locations for program offerings are at the sole discretion of the Member.

Upon completing a program of study in the Tagliatela School of Business and Leadership, students 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 (Accelerated Degree Program and Traditional Undergraduate Program)

Art Management (Traditional Undergraduate Program)

Business Management (Accelerated Degree Program and Traditional Undergraduate Program)

Computer Information Systems (Accelerated Degree Program and Traditional Undergraduate Program)

Cybersecurity (Accelerated Degree Program and Traditional Undergraduate Program)

Finance (Accelerated Degree Program and Traditional Undergraduate Program)

Healthcare Management (Accelerated Degree Program and Traditional Undergraduate Program)

Sport Management (Traditional Undergraduate Program)

Supply Chain Management (Traditional Undergraduate Program)

Minors

Accounting (Accelerated Degree Program and Traditional Undergraduate Program)

Computer Information Systems (Accelerated Degree Program and Traditional Undergraduate Program)

Entrepreneurship (Accelerated Degree Program and Traditional Undergraduate Program)

Esports Administration and Management (Traditional Undergraduate Program)

Finance (Accelerated Degree Program and Traditional Undergraduate Program)

Healthcare Management (Accelerated Degree Program and Traditional Undergraduate Program)

Human Resource Management (Accelerated Degree Program and Traditional Undergraduate Program)

Management (Accelerated Degree Program and Traditional Undergraduate Program)

Programs

Accounting, B.S.

(54 credits)

The Bachelor of Science in Accounting, under the Tagliatela School of Business and Leadership, is designed for students looking to enter the challenging field of accounting. The industries of finance and accounting hold a significant rate of growth in employment opportunities. The program will provide students with a strong knowledge of accounting principles and practical business applications while preparing them for a career in accounting or a related field.

For students who are specifically interested in the field of public accounting, this program will complete the credit hours and course content required by the state of Connecticut and 48 other states to take the Uniform Certified Public Accounting (CPA) Examination.

Upon completing the program of study in Accounting, students 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.

Accreditation

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for the Bachelor of Science in Accounting through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business and accounting programs only. Locations for program offerings are at the sole discretion of the Member.

MAJOR REQUIREMENTS

REQUIRED CORE (21 credits)

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics

BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
CONCENTRATION REQUIREMENTS (33 credits)	
BE 135	Business Communications
BE 204	Principles of Macroeconomics
BE 261	Intermediate Accounting I
BE 262	Intermediate Accounting II
BE 263	Cost Accounting
BE 265	Corporate Financial Management
BE 361	Federal Income Taxation for Individuals
BE 362	Auditing
BE 380	Accounting Internship
BE 395	Accounting Capstone
CIS 171	Business Spreadsheet Development

**ADP students may substitute BE 394 for BE 380*

Master of Science in Accounting: Five-Year B.S./M.S.A. (Traditional Undergraduate Students Only)

This program is designed for traditional undergraduate students who have demonstrated an ability to excel and a desire to obtain a Master of Science in Accounting degree in a minimal amount of time. A total of 150 credits are required to receive both the Bachelor of Science in Accounting and Master of Science in Accounting degrees. Of these, 120 credits are completed in the undergraduate program and 30 credits in the graduate program. During senior year, students take 2 graduate courses in addition to their regular undergraduate schedule.

Students with 30 credits remaining entering their senior year take a total of 18 credits each semester (15 undergraduate and 3 graduate credits). There is no extra cost to the student for these credits during their undergraduate study if they have been accepted into the five-year program. A preferred approach is that students accelerate their undergraduate studies prior to their senior year and enter their senior year with 24 credits remaining in the undergraduate program. This approach would allow seniors to complete 12 undergraduate credits and 3 graduate credits, 15 total credits, in each semester of their final year.

Students should apply to the Master of Science in Accounting program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the five-year program. At the time of acceptance, students will be assigned a graduate faculty advisor in addition to their undergraduate faculty advisor.

Accounting Minor

(18 credits)

BE 161 Financial Accounting
 BE 162 Managerial Accounting
 BE 261 Intermediate Accounting I
 BE 263 Cost Accounting
 BE 361 Federal Income Taxation for Individuals
 One Business (BE) Accounting course

Art History Minor

(18 credits)

Five Art History (AH) courses
 One Photography (AR) course

Art Minor

(18 credits)

AR 111 Drawing I
 AR 213 Color
 One Art History (AH) course
 Two Studio Art (AR) courses
 Choose one course from the following courses:
 AR 113 Three-Dimensional Design
 AR 122 Two-Dimensional Design

Art, B.A.

(45 - 48 credits)

The Bachelor of Arts in Art, under the Department of Arts and Communication, is designed to provide students 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. This humanities degree balances art studies with general education credits, leaving open the possibility of a double major or minor.

Upon completing the program of study in Art, students will:

- Effectively communicate original ideas in their chosen medium, visually, spatially, orally or in writing.
- Understand historical and cultural contexts for that original work.
- Use critical thinking, self-guided problem solving, and judicious research to achieve their individual creative goals.

Art, B.A. - Art Therapy

MAJOR REQUIREMENTS

REQUIRED CORE (15 credits)

AR 111	Drawing I
AR 213	Color
AR 380	Art Practicum
AR 391	Senior Project

Select one (3 credits):

AR 113	Three-Dimensional Design
AR 122	Two-Dimensional Design

FLEXIBLE CORE (12 credits)

Select three (9 credits): Studio Art ([AR](#)) courses

Select one (3 credits): Art History ([AH](#)) course

CONCENTRATION REQUIREMENTS (21 credits)

PY 111	Introduction to Psychology
PY 211	Abnormal Psychology
PY 218	Statistics for Behavioral Sciences
PY 340	Psychological Assessment
PY 371	Introduction to Art Therapy

PY 372 Theory and Practice of Art Therapy

Select one (3 credits):

PY 330 Child Development

PY 341 Adolescent Psychology

Art, B.A. - 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.

MAJOR REQUIREMENTS

REQUIRED CORE (15 credits)

AR 111 Drawing I

AR 122 Two-Dimensional Design

AR 213 Color

AR 380 Art Practicum

AR 391 Senior Project

FLEXIBLE CORE (3 credits)

Select one (3 credits): Art History (AH) course

CONCENTRATION REQUIREMENTS (27 credits)

AR 114 Graphic Design I

AR 201 Introduction to Computer Art

AR 214 Graphic Design II

AR 235 Introduction to Photography I

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

RECOMMENDED CORRELATIVES

Two Additional Art History courses.

CO 260 Advertising Techniques

Art, B.A. - 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.

MAJOR REQUIREMENTS

REQUIRED CORE (18 credits)

AR 111	Drawing I
AR 113	Three-Dimensional Design
AR 122	Two-Dimensional Design
AR 213	Color
AR 380	Art Practicum
AR 391	Senior Project

FLEXIBLE CORE (6 credits)

Select two (6 credits): Art History (AH) courses

CONCENTRATION REQUIREMENTS (21 credits)

AR 201	Introduction to Computer Art
AR 235	Introduction to Photography I
AR 236	Photography II
AR 335	Digital Photography I
AR 336	Digital Photography II
AR 337	Advanced Photography I
AR 338	Advanced Photography II

Art, B.A. - 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.

MAJOR REQUIREMENTS

REQUIRED CORE (18 credits)

AR 111	Drawing I
AR 113	Three-Dimensional Design
AR 122	Two-Dimensional Design
AR 213	Color
AR 380	Art Practicum
AR 391	Senior Project

FLEXIBLE CORE (9 credits)

Select three (9 credits): Art History (AH) courses

CONCENTRATION REQUIREMENTS (18 credits)

Select six (18 credits): Studio Art (AR) courses in three or more areas

RECOMMENDED CORRELATIVES

PH 265W	Philosophy of Art
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Art, B.F.A.

(72 credits)

The Bachelor of Fine Arts in Art, under the Department of Arts and Communication, is designed to provide students with a combination of liberal studies and professional art training.

Students may earn the B.F.A. degree by completing 127 credits.

Upon completing the program of study in Art, students will:

- Effectively communicate original ideas in their chosen medium, visually, spatially, orally or in writing.
- Understand historical and cultural contexts for that original work.
- Use critical thinking, self-guided problem solving, and judicious research to achieve their individual creative goals.

MAJOR REQUIREMENTS

FLEXIBLE CORE (72 credits)

Select twenty (60 credits): Studio Art ([AR](#)) courses

Select four (12 credits): Art History ([AH](#)) courses

Art Management, B.A.

(60 credits)

The Bachelor of Arts in Art Management, under the Tagliatela School of Business and Leadership, combines a Liberal Arts core curriculum and an interdisciplinary blend of management, artistic, business and communications courses. The program enables students to develop their understanding and expertise in the art industry and prepares them to assume administration and management positions in cultural organizations dedicated to the visual and performing arts, as well as pursue careers as artists themselves.

Upon completing the program of study in Art Management, 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.

MAJOR REQUIREMENTS

REQUIRED CORE (36 credits)

AM 111	Introduction to Art Management
AM 129	Art Space Management
AM 315W	Nonprofit Fundraising and Introduction to Foundation Grant Writing
AM 351	Museum and Curatorial Studies
AM 380	Art Management Internship
BE 135	Business Communications
BE 161	Financial Accounting
BE 204	Principles of Macroeconomics
BE 334	Business Law
CIS 301	Technology and the Arts
MG 131	Principles of Management

MG 231 Principles of Marketing

FLEXIBLE CORE (24 credits)

Select two (6 credits):

AH 230 Art History Survey I

AH 231 Art History Survey II

AH 232 Art History Survey III

Select six (18 credits): Art History (AH) and Studio Art (AR) courses

Biology, B.S.

(49 - 52 credits)

The Bachelor of Science in Biology, under the Department of Biology, Chemistry and Mathematics, is designed to provide broad preparation including pre-medical, pre-veterinary, and pre-dental training. Our department gives the student the basic entrance requirements for a variety of U.S. colleges of medicine, dentistry, and veterinary medicine. Entrance into these colleges is highly competitive. The completion of the degree does not guarantee acceptance. Albertus Magnus graduates have gone on to pursue medical, dental, and veterinary degrees. The Biology major at Albertus Magnus College also offers students opportunities to develop practical experience, through participation in faculty-directed research and career-related internship experiences.

This major meets the Connecticut State Department of Education requirements for those students enrolled in the initial teacher preparation program at Albertus Magnus College and are seeking a secondary level teacher certification with a biology or general science endorsement or middle level teacher certification with a general science endorsement. Contact the Department of Education and Teacher Preparation for additional information.

Upon completing the program of study in Biology, students will develop:

- Proficient knowledge base and breadth (introductory courses supplemented by upper-level courses).
- Proficient critical thinking skills (data interpretation/presentation especially in upper level courses e.g., SC 351).
- Proficiency in written/oral communication skills (lab reports, research papers in introductory & advanced courses, oral presentations and in-class discussions).
- Proficiency in experimental design (present both in introductory & advanced levels especially with laboratory report components; should include a degree of creativity especially in design of experiments, the choice of experimental tools and the proper choice of experimental "controls").
- Proficiency in information literacy (all courses include a "library component" for research projects/papers; seminars by invited library staff to facilitate database access, navigation and usage).

- Proficiency in quantitative analysis (data interpretation & presentation; covered in both introductory and upper-levels courses).

MAJOR REQUIREMENTS

REQUIRED CORE (41 credits)

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

REQUIRED CORRELATIVES (credits vary)

CH 324	Biochemistry
CH 324L	Biochemistry Laboratory
SC 302	Practicum/Internship

Select one (3-4 credits):

MA 120	Pre-Calculus
MA 121	Calculus I

Biology Minor

(20 credits)

BI 111	General Biology I
BI 111L	General Biology I Laboratory
BI 112	General Biology II
BI 112L	General Biology II Laboratory
Three 200-300 level Biology (BI) courses with Labs	

Business Management, B.S.

(48 credits)

The Bachelor of Science in Business Management, under the Tagliatela School of Business and Leadership, is designed for students looking for positions in management occupations which continue to experience growth in Connecticut and on the national level. The program provides a strong foundation of knowledge and experiences that enable our graduates to be business leaders — those capable of making sound and ethical business decisions in a continuously changing environment. Our program allows students to major in Business Management or choose a concentration in Entrepreneurship, Human Resource Management or Marketing Management.

Upon completing the program of study in Business Management, students will:

- Be able to demonstrate skills in quantitative analysis, scientific method, teamwork, written and oral communications, information literacy, and reading comprehension.
- Demonstrate knowledge of accounting, finance, management, international business, human resource management, marketing, economics, statistics, and business law and business ethics.
- Demonstrate the capacity for creative thinking.
- Demonstrate the ability to critically analyze ethical questions and engage in moral decision-making at the individual, company, and societal level.
- Apply learning from diverse disciplines to advanced strategic management issues.

Accreditation

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for the Bachelor of Science in Business Management through the International Accreditation Council for Business Education (IACBE) located

at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business and accounting programs only. Locations for program offerings are at the sole discretion of the Member.

Business Management, B.S. - Business Management

This concentration meets the Connecticut State Department of Education requirements for those traditional undergraduate students enrolled in the initial teacher preparation program at Albertus Magnus College and are seeking a secondary level teacher certification with a business endorsement. Contact the Department of Education and Teacher Preparation for additional information.

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
BE 161	Financial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 391	Business Capstone

CONCENTRATION REQUIREMENTS (24 credits)

BE 204	Principles of Macroeconomics
MG 228	International Business Management
MG 335	Human Resource Law
MG 362	Human Resource Management
MG 365	Issues of Small and Family Business
MG 367	Strategic Management
MG 380	Management Internship

Select one (3 credits):

CIS 115	Computer Essentials
CIS 171	Business Spreadsheet Development
CIS 388	Introduction to Project Management

MG 315 Nonprofit Fundraising and Introduction to Foundation Grant Writing
**ADP students may substitute another course for MG 380 in consultation with the advisor.*

Business Management, B.S. - Entrepreneurship

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
BE 161	Financial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 391	Business Capstone

CONCENTRATION REQUIREMENTS (24 credits)

BE 204	Principles of Macroeconomics
BE 248	Business Modeling and Analysis
MG 240	Social Entrepreneurship
MG 320	Product Development
MG 335	Human Resource Law
MG 365	Issues of Small and Family Business
MG 382	Entrepreneurship Internship
CIS 388	Introduction to Project Management

**ADP students may substitute another course for MG 382 in consultation with the advisor.*

Business Management, B.S. - Marketing

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
BE 161	Financial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 391	Business Capstone

CONCENTRATION REQUIREMENTS (24 credits)

BE 204	Principles of Macroeconomics
MG 241	Marketing Research and Strategy
MG 320	Product Development
MG 328	International Marketing
MG 335	Human Resource Law
MG 367	Strategic Management
MG 380	Management Internship

Select one (3 credits):

CIS 115	Computer Essentials
CIS 171	Business Spreadsheet Development
CIS 388	Introduction to Project Management
MG 315	Nonprofit Fundraising and Introduction to Foundation Grant Writing

**ADP students may substitute another course for MG 380 in consultation with the advisor.*

Master of Business Administration: Five-Year B.S./M.B.A.

This program is designed for traditional undergraduate students who have demonstrated an ability to excel and a desire to obtain a Master of Business Administration degree in

a minimal amount of time. A minimum of 156 credits are required to receive both the Bachelor of Science in Business Management (any concentration) and Master of Science in Accounting degrees. Of these, 120 credits are completed in the undergraduate program and 36 credits in the graduate program. During senior year, students take 2 graduate courses in addition to their regular undergraduate schedule.

Students with 30 credits remaining entering their senior year take a total of 18 credits each semester (15 undergraduate and 3 graduate credits). There is no extra cost to the student for these credits during their undergraduate study if they have been accepted into the five-year program. A preferred approach is that students accelerate their undergraduate studies prior to their senior year and enter their senior year with 24 credits remaining in the undergraduate program. This approach would allow seniors to complete 12 undergraduate credits and 3 graduate credits, 15 total credits, in each semester of their final year.

Students should apply to the Master of Business Administration program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the five-year program. At the time of acceptance, students will be assigned a graduate faculty advisor in addition to their undergraduate faculty advisor.

The student's undergraduate record must qualify for waivers in four graduate level courses. Course waivers are determined by the M.B.A. Program Director.

Chemistry Minor

(24 credits)

CH 121	General Chemistry I
CH 121L	General Chemistry I Laboratory
CH 122	General Chemistry II
CH 122L	General Chemistry Laboratory II
CH 221W	Organic Chemistry I
CH 221L	Organic Chemistry I Laboratory
CH 222	Organic Chemistry II
CH 222L	Organic Chemistry II Laboratory
Two 200-300 level Chemistry (CH) courses with Labs	

Chemistry, B.S.

(50 - 52 credits)

The Bachelor of Science in Chemistry, under the Department of Biology, Chemistry and Mathematics, is designed to prepare 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.

This major meets the Connecticut State Department of Education requirements for those students enrolled in the initial teacher preparation program at Albertus Magnus College and are seeking a secondary level teacher certification with a chemistry endorsement. Contact the Department of Education and Teacher Preparation for additional information.

Upon completing the program of study in Chemistry, students will develop:

- Proficient knowledge base and breadth (introductory courses supplemented by upper-level courses).
- Proficient critical thinking skills (data interpretation/presentation especially in upper level courses e.g., SC 351).
- Proficiency in written/oral communication skills (lab reports, research papers in introductory & advanced courses, oral presentations and in-class discussions).
- Proficiency in experimental design (present both in introductory & advanced levels especially with laboratory report components; should include a degree of creativity especially in design of experiments, the choice of experimental tools and the proper choice of experimental "controls").
- Proficiency in information literacy (all courses include a "library component" for research projects/papers; seminars by invited library staff to facilitate database access, navigation and usage).
- Proficiency in quantitative analysis (data interpretation & presentation; covered in both introductory and upper-levels courses).

MAJOR REQUIREMENTS

REQUIRED CORE (32 credits)

CH 121	General Chemistry I
CH 121L	General Chemistry I Laboratory
CH 122	General Chemistry II
CH 122L	General Chemistry Laboratory II
CH 221W	Organic Chemistry I
CH 221L	Organic Chemistry I Laboratory
CH 222	Organic Chemistry II
CH 222L	Organic Chemistry II Laboratory

CH 241	Introduction to Analytical Chemistry I
CH 241L	Introduction to Analytical Chemistry I Laboratory
CH 242	Introduction to Analytical Chemistry II
CH 242L	Introduction to Analytical Chemistry II Laboratory
CH 321	Physical Chemistry I
CH 321L	Physical Chemistry I Laboratory
CH 322	Physical Chemistry II
CH 322L	Physical Chemistry II Laboratory

REQUIRED CORRELATIVES (credits vary)

MA 121	Calculus I
MA 122	Calculus II
SC 131	General Physics I
SC 131L	General Physics I Laboratory
SC 132	General Physics II
SC 132L	General Physics II Laboratory
SC 302	Practicum/Internship
SC 351	Senior Science Seminar I

*Note: SC 302 (credits vary)

Communications, B.A.

(45 credits)

The Bachelor of Arts in Communications, under the Department of Arts and Communication, is designed to prepare students for their individual career goals. Students who complete any of our majors will be ready to continue to graduate school options or professional careers in fields that include studio arts, digital arts, broadcasting, media, journalism, digital and social media, business, and law, or carve out their own entrepreneurial space. Our students will develop both technical and broad integrative skills within their chosen field, and will be able to work with and manage many different types of people.

Upon completing the program of study in Communications, students will:

- Demonstrate basic oral and written communications skills.

- Demonstrate knowledge of mass media structures and a facility with respect to media literacy.
- Demonstrate critical thinking capabilities through interpretation, analysis, evaluation and reaction.
- Demonstrate specific media creative skills in one of more of the following areas: advertising, public relations, media writing, film and television production, sports promotion and performance.
- Demonstrate an ability to apply skills and knowledge gained through coursework in a real media context.
- Demonstrate a clear understanding of the significant roles within and impact upon society and culture.
- Demonstrate recognition of and the formation of personal positions on the significant ethical issues associated with mass media in modern society.

Communications, B.A. - Advertising

MAJOR REQUIREMENTS

REQUIRED CORE (27 credits)

CO 121	Introduction to Mass Communication
CO 141	Public Speaking
CO 161	Human Communication
CO 219	Research Methods
CO 220	Sociology of Communications
CO 229	Introduction to Digital Communications
CO 326	The Creative Mind
CO 380	Internship
CO 391	Communications Capstone

CONCENTRATION REQUIREMENTS (18 credits)

MG 231	Principles of Marketing
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Select five (15 credits):

AR 114	Graphic Design I
AR 201	Introduction to Computer Art
AR 214	Graphic Design II
AR 314	Advanced Graphic Design I
AR 315	Advanced Graphic Design II

AR 336	Digital Photography II
AR 337	Advanced Photography I
BE 205	Principles of Microeconomics
CIS 286	Internet and Web Publishing
CO 230	Internet Marketing and Advertising
CO 260	Advertising Techniques
CO 261	Public Relations
CO 362	Persuasion & Propaganda
CO 365	Writing for Interactive Media
EN 143A	Introduction to Creative Writing
EN 143B	Introduction to Creative Writing
MG 241	Marketing Research and Strategy
MG 320	Product Development
MG 328	International Marketing

Communications, B.A. - Electronic Media Production

(Traditional Undergraduate Program Only)

MAJOR REQUIREMENTS

REQUIRED CORE (27 credits)

CO 121	Introduction to Mass Communication
CO 141	Public Speaking
CO 161	Human Communication
CO 219	Research Methods
CO 220	Sociology of Communications
CO 229	Introduction to Digital Communications
CO 326	The Creative Mind
CO 380	Internship
CO 391	Communications Capstone

CONCENTRATION REQUIREMENTS (18 credits)

CO 365	Writing for Interactive Media
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Select five (15 credits):

AR 201	Introduction to Computer Art
AR 218	Introduction to Digital Game Development
AR 335	Digital Photography I
AR 336	Digital Photography II
AR 360	Digital Game Development I
AR 361	Digital Game Development II
CIS 286	Internet and Web Publishing
CIS 301	Technology and the Arts
CO 237	Photojournalism
CO 239	Broadcast Announcing
CO 240	Screenwriting
CO 242	Electronic Field Production
CO 341	Film Appreciation

Communications, B.A. - with Minor

MAJOR REQUIREMENTS

REQUIRED CORE (27 credits)

CO 121	Introduction to Mass Communication
CO 141	Public Speaking
CO 161	Human Communication
CO 219	Research Methods
CO 220	Sociology of Communications
CO 229	Introduction to Digital Communications
CO 326	The Creative Mind
CO 380	Internship
CO 391	Communications Capstone

CONCENTRATION REQUIREMENTS (18 credits)

Complete the required courses for a declared minor. See the list of minors for specific requirements. Minimum of 18 credits is required.

Communications Minor

(18 credits)

Choose one course from the following courses:

CO 121 Introduction to Mass Communication

CO 141 Public Speaking

Five Communications (CO) courses

Computer Information Systems, B.S.

(51 credits)

The Bachelor of Science in Computer Information Systems, under the Tagliatela School of Business and Leadership, is designed to develop students' skills across a wide range of technology-oriented disciplines. By studying a variety of technology applications, students gain the ability to effectively implement and lead organizations through the selection, integration and end-user support required of IT professionals.

Upon completing the program of study in Computer Information Systems, students will:

- Identify the principal concepts, theories, and practices in the functional areas of technology and information systems.
- Recognize ethical principles in information technology and apply them to organizational decision making.
- Demonstrate competence in interpersonal skills, oral and written communication, leadership and teamwork appropriate for my chosen field.
- Utilize critical thinking and problem solving skills to solve technology and business problems.
- Demonstrate responsible behaviors in a digital world.
- Demonstrate the ability to integrate the various components of information technology into a functional whole.

Computer Information Systems, B.S.

MAJOR REQUIREMENTS

REQUIRED CORE (36 credits)

BE 135 Business Communications

CIS 170 Operating System Concepts

CIS 171 Business Spreadsheet Development

CIS 172	Database Development
CIS 174	Introduction to Programming
CIS 279	Management of the Information Systems Function
CIS 282	Computer Networks
CIS 286	Internet and Web Publishing
CIS 325	Data Communications
CIS 330	Issues in Computer Ethics
CIS 388	Introduction to Project Management

Select one (3 credits):

CIS 380	Internship
CIS 393	Senior Computer Project

FLEXIBLE CORE (15 credits)

Select five (15 credits):

AR 113	Three-Dimensional Design
AR 114	Graphic Design I
AR 201	Introduction to Computer Art
AR 214	Graphic Design II
CIS 110	Contemporary Issues in Computer Information Systems
CIS 115	Computer Essentials
CIS 210	Data Privacy and Digital Security
CIS 221	Security Auditing and Risk Assessment
CIS 230	Scripting and the Web
CIS 231	Legal Issues in Cybersecurity
CIS 252	Special Topics
CIS 276	Systems Analysis and Design
CIS 301	Technology and the Arts
CIS 315	Healthcare and Information Systems
CIS 320	Computer Forensics I
CIS 321	Computer Forensics II
CIS 331	Incident Management and Response

CIS 385	Information Systems Security
CIS 390	Independent Study

Computer Information Systems, B.S. - Cybersecurity

MAJOR REQUIREMENTS

REQUIRED CORE (33 credits)

BE 135	Business Communications
CIS 170	Operating System Concepts
CIS 171	Business Spreadsheet Development
CIS 174	Introduction to Programming
CIS 279	Management of the Information Systems Function
CIS 282	Computer Networks
CIS 330	Issues in Computer Ethics
CIS 388	Introduction to Project Management
MG 131	Principles of Management

Select one:

CIS 380	Internship
CIS 393	Senior Computer Project

CONCENTRATION REQUIREMENTS (18 credits)

CIS 221	Security Auditing and Risk Assessment
CIS 231	Legal Issues in Cybersecurity
CIS 320	Computer Forensics I
CIS 321	Computer Forensics II
CIS 325	Data Communications
CIS 331	Incident Management and Response

Computer Information Systems, B.S. - Web Design and Application Development

MAJOR REQUIREMENTS

REQUIRED CORE (33 credits)

BE 135	Business Communications
CIS 170	Operating System Concepts
CIS 171	Business Spreadsheet Development
CIS 174	Introduction to Programming
CIS 279	Management of the Information Systems Function
CIS 282	Computer Networks
CIS 330	Issues in Computer Ethics
CIS 388	Introduction to Project Management
MG 131	Principles of Management

Select one:

CIS 380	Internship
CIS 393	Senior Computer Project

CONCENTRATION REQUIREMENTS (18 credits)

AR 114	Graphic Design I
CIS 131	Programming for Everyone I
CIS 286	Internet and Web Publishing
CIS 340	Application Development I: Exploring Web Applications
CIS 346	User Experience I: Understanding User Experience

Select one (3 credits):

AR 214	Graphic Design II
CIS 132	Programming for Everyone II
CIS 341	Application Development II: Building Web Applications
CIS 347	User Experience II: Building Compelling User Experiences
CO 230	Internet Marketing and Advertising

**Courses offered fully online through LCMC*

Computer Information Systems Minor

(18 credits)

Six Computer Information Systems (CIS) courses

Criminal Justice, B.S.

(45 credits)

The Bachelor of Science in Criminal Justice, under the Department of Sociology, is designed to 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.

Upon completing the program of study in Criminal Justice, students will:

- Develop a basic understanding of policing, the judiciary, and corrections.
- Develop a specialized criminal justice vocabulary.
- Develop an understanding of the foundations of American criminal law.
- Develop an understanding of constitutional law in America.
- Develop an understanding of criminal theory.
- Develop analytical reading and writing ability.

MAJOR REQUIREMENTS

REQUIRED CORE (27 credits)

CJ 111	Introduction to the Criminal Justice System
CJ 121	Contemporary Social Problems

SO 218	Statistics for Behavioral Sciences
SO 219	Research Methods
CJ 231	Deviance and Criminology
CJ 232	Juvenile Delinquency
CJ 233	Corrections
CJ 234	Contemporary Issues in Criminal Justice
SO 242	Race, Ethnicity and Racism

CONCENTRATION REQUIREMENTS (18 credits)

CJ 310	Sociology of Law and Social Control
CJ 345	Criminal Law and Procedure
CJ 380	Internship
CJ 391	Senior Seminar: Ethics

Select two (6 credits):

SO 111	Introduction to Sociology
SO 241	Urban Sociology
CJ 236	Death Penalty in America
CJ 238	Criminal Evidence
CJ 239	National Security & Civil Liberty
CJ 255	Special Topics
CJ 280	Criminal Justice Practicum

**ADP students may substitute CJ 390 for CJ 380*

Master of Science in Criminal Justice: Five-Year B.S./M.S.

This program is designed for traditional undergraduate students who have demonstrated an ability to excel and a desire to obtain a Master of Science in Criminal Justice degree in a minimal amount of time. A total of 153 credits are required to receive both the Bachelor of Science in Criminal Justice and Master of Science in Criminal Justice degrees. Of these, 120 credits are completed in the undergraduate program and 33 credits in the graduate program. During senior year, students take 2 graduate courses in addition to their regular undergraduate schedule.

Students with 30 credits remaining entering their senior year take a total of 18 credits each semester (15 undergraduate and 3 graduate credits). There is no extra cost to the student for these credits during their undergraduate study if they have been accepted into the five-year program. A preferred approach is that students accelerate their

undergraduate studies prior to their senior year and enter their senior year with 24 credits remaining in the undergraduate program. This approach would allow seniors to complete 12 undergraduate credits and 3 graduate credits, 15 total credits, in each semester of their final year.

Students should apply to the Master of Science in Criminal Justice program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the five-year program. At the time of acceptance, students will be assigned a graduate faculty advisor in addition to their undergraduate faculty advisor.

Criminal Justice Minor

(18 credits)

CJ 111 Introduction to the Criminal Justice System
Five Criminal Justice (CJ) courses

Cybersecurity, B.S.

(51 credits)

The Bachelor of Science in Cybersecurity, under the Tagliatela School of Business and Leadership, is designed for students interested in studying the dynamic field of cybersecurity through a semi-technical framework. By combining technical and non-technical coursework, as well as the study of essential criminal justice models, students engage in a holistic and interdisciplinary approach to cyber security education. The curriculum fosters the development of skills required to work within and between organizations to protect data, maintain security and respond to incidents within a legal and ethical context. (Note: enrollment in the Cybersecurity major requires use of an online, virtual cybersecurity lab which requires students to purchase an annual subscription)

Upon completing the program of study in Cybersecurity, students 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.

MAJOR REQUIREMENTS

REQUIRED CORE - COMPUTER INFORMATION SYSTEMS (33 credits)

CIS 170	Operating System Concepts
CIS 174	Introduction to Programming
CIS 221	Security Auditing and Risk Assessment
CIS 231	Legal Issues in Cybersecurity
CIS 282	Computer Networks
CIS 320	Computer Forensics I
CIS 325	Data Communications
CIS 330	Issues in Computer Ethics
CIS 331	Incident Management and Response
CIS 388	Introduction to Project Management

Select one (3 credits):

CIS 380	Internship
CIS 393	Senior Computer Project

REQUIRED CORE - CRIMINAL JUSTICE (18 credits)

CJ 111	Introduction to the Criminal Justice System
CJ 231	Deviance and Criminology
CJ 234	Contemporary Issues in Criminal Justice
CJ 238	Criminal Evidence
CJ 239	National Security & Civil Liberty
CJ 345	Criminal Law and Procedure

Digital Media Studies, B.S.

(54 credits)

The Bachelor of Science in Digital Media Studies, under the Department of Arts and Communication, is designed to prepare students for careers in digital communications, web design, social media applications, and digital production. Interdisciplinary in nature, the major enables students to exercise their creativity and develop the technical knowledge and skills that are necessary for the creation and dissemination of content via traditional and emerging media technologies. Students learn to take a concept from the

initial stages of development to a finished product, such as a web page, short film, or mixed media artwork. The program is organized around the competencies and types of literacy students must possess to flourish in the rapidly evolving field of digital media studies.

Digital media have become pervasive in the contemporary world and continue to develop at a rapid pace. Digital literacy is no longer optional in the 21st Century! Virtually all human endeavors are experiencing digitally evolving forms, and are increasingly dependent upon digital technology. Companies of all sizes, major industries, and not-for-profit organizations need creative, digital specialists. Fashioning messaging, supporting marketing efforts and managing social media are just some of the present and future needs for digital experts. The central challenge is to provide an education that lays a foundation for continued evolution and growth in the field as digital media continue to emerge.

Each student's program of study is tailored to meet their individual career goals and objectives. Drawing upon courses spanning Art, Business, Communications, Computer Information Systems, English and Management; students are provided the core knowledge, understanding, and skills necessary to engage the aesthetic, cultural, and technical dimensions of constructing and interpreting works that employ digital media.

Upon completing the program of study in Digital Media Studies, students will:

- Possess the oral, written, and media communication skills necessary to create substantive, professional multimedia works.
- Demonstrate an awareness of, and ability to use digital technologies and software to create and distribute multimedia content.
- Know and understand core concepts and current issues in the study of media, culture, and communication.
- Be conversant in the primary scholarly work addressing the intersection of media, culture and communication fields.
- Understand core principles pertaining to promotion, advertising, and social networking using digital media.
- Understand the basic principles of project management.
- Possess the ability to create a professional-quality finished product in an area of focus.

MAJOR REQUIREMENTS

REQUIRED CORE (6 credits)

DM 380	Internship
DM 391	Digital Media Studies Capstone

FLEXIBLE CORE (48 credits)

Oral Literacy

Select one (3 credits):

CO 141	Public Speaking
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CO 239 Broadcast Announcing

Writing Literacy

Select two (6 credits):

BE 135 Business Communications

CO 240 Screenwriting

CO 365 Writing for Interactive Media

EN 143A Introduction to Creative Writing

EN 143B Introduction to Creative Writing

Media Literacy

Select five (15 credits):

AR 114 Graphic Design I

AR 201 Introduction to Computer Art

AR 214 Graphic Design II

AR 314 Advanced Graphic Design I

AR 315 Advanced Graphic Design II

AR 336 Digital Photography II

AR 337 Advanced Photography I

CO 229 Introduction to Digital Communications

CO 237 Photojournalism

CIS 301 Technology and the Arts

Computer Literacy

Select two (6 credits):

CIS 230 Scripting and the Web

CIS 325 Data Communications

CIS 385 Information Systems Security

Promotional Literacy

Select one (3 credits):

CO 230 Internet Marketing and Advertising

MG 231 Principles of Marketing

Management Literacy

Select one (3 credits):

AM 111	Introduction to Art Management
CO 301	Organizational Communications
MG 131	Principles of Management
MG 228	International Business Management
MG 340	Project Management

Digital Media Focus Area

Select four (12 credits): Courses to be determined in consultation with the Department Chair.

Digital Media Studies, B.A.

(54 credits)

The Bachelor of Arts in Digital Media Studies, under the Department of Arts and Communication, is designed to prepare students for careers in digital communications, web design, social media applications, and digital production. Interdisciplinary in nature, the major enables students to exercise their creativity and develop the technical knowledge and skills that are necessary for the creation and dissemination of content via traditional and emerging media technologies. Students learn to take a concept from the initial stages of development to a finished product, such as a web page, short film, or mixed media artwork. The program is organized around the competencies and types of literacy students must possess to flourish in the rapidly evolving field of digital media studies.

Digital media have become pervasive in the contemporary world and continue to develop at a rapid pace. Digital literacy is no longer optional in the 21st Century! Virtually all human endeavors are experiencing digitally evolving forms, and are increasingly dependent upon digital technology. Companies of all sizes, major industries, and not-for-profit organizations need creative, digital specialists. Fashioning messaging, supporting marketing efforts and managing social media are just some of the present and future needs for digital experts. The central challenge is to provide an education that lays a foundation for continued evolution and growth in the field as digital media continue to emerge.

Each student's program of study is tailored to meet their individual career goals and objectives. Drawing upon courses spanning Art, Business, Communications, Computer Information Systems, English and Management; students are provided the core knowledge, understanding, and skills necessary to engage the aesthetic, cultural, and technical dimensions of constructing and interpreting works that employ digital media.

Upon completing the program of study in Digital Media Studies, students will:

- Possess the oral, written, and media communication skills necessary to create substantive, professional multimedia works.

- Demonstrate an awareness of, and ability to use digital technologies and software to create and distribute multimedia content.
- Know and understand core concepts and current issues in the study of media, culture, and communication.
- Be conversant in the primary scholarly work addressing the intersection of media, culture and communication fields.
- Understand core principles pertaining to promotion, advertising, and social networking using digital media.
- Understand the basic principles of project management.
- Possess the ability to create a professional-quality finished product in an area of focus.

MAJOR REQUIREMENTS

REQUIRED CORE (6 credits)

DM 380	Internship
DM 391	Digital Media Studies Capstone

FLEXIBLE CORE (48 credits)

Oral Literacy

Select one (3 credits):

CO 141	Public Speaking
CO 239	Broadcast Announcing

Writing Literacy

Select two (6 credits):

BE 135	Business Communications
CO 240	Screenwriting
CO 365	Writing for Interactive Media
EN 143A	Introduction to Creative Writing
EN 143B	Introduction to Creative Writing

Media Literacy

Select five (15 credits):

AR 114	Graphic Design I
AR 201	Introduction to Computer Art
AR 214	Graphic Design II
AR 314	Advanced Graphic Design I
AR 315	Advanced Graphic Design II

AR 336	Digital Photography II
AR 337	Advanced Photography I
CO 229	Introduction to Digital Communications
CO 237	Photojournalism
CIS 301	Technology and the Arts

Computer Literacy

Select two (6 credits):

CIS 230	Scripting and the Web
CIS 325	Data Communications
CIS 385	Information Systems Security

Promotional Literacy

Select one (3 credits):

CO 230	Internet Marketing and Advertising
MG 231	Principles of Marketing

Management Literacy

Select one (3 credits):

AM 111	Introduction to Art Management
CO 301	Organizational Communications
MG 131	Principles of Management
MG 228	International Business Management
MG 340	Project Management

Digital Media Focus Area

Select four (12 credits): Courses to be determined in consultation with the Department Chair.

Drama Minor**(18 credits)**

Choose six courses from the following courses:

AM 111	Introduction to Art Management
AM 315W	Nonprofit Fundraising and Introduction to Foundation Grant Writing

CO 326	The Creative Mind
EN 244A	Creative Writing: Poetry, Short Fiction, Short Theater Pieces
EN 244B	Creative Writing: Poetry, Short Fiction, Short Theater Pieces
EN 245A	The Composing Process
EN 245B	The Composing Process
EN 255	Special Topics in British and American Literature
EN 283	Shakespeare I
EN 284	Shakespeare II
EN 380	Internship
EN 383	Murder to Miracle-Four Shakespeare Plays
EN 390	Independent Study
EN 393	From Adultery to Apocalypse in Five Amazing Shakespeare Plays

Education Minor

(18 credits)

ED 190	Orientation to the Schools
ED 212	History and Philosophy of Education
ED 242	Educational Psychology

Choose one course from the following courses:

ED 330	Child Development
ED 341	Adolescent Psychology

Choose seven credits from the following courses*:

ED 170	Health Education for Teachers
ED 227	Special Education for the Classroom Teacher I
ED 228	Special Education for the Classroom Teacher II
ED 251	Special Topics
ED 320	Teaching Reading and Writing Across the Curriculum
ED 322	Technological Applications in Classroom
PY 131	Development of Art in Childhood

PY 132	Development of Play in Childhood
PY 133	Reasoning and Numeracy in Childhood
PY 134	Attachment and Relationships in Childhood
PY 229	Psychology of the Exceptional Child

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

English, B.A.

(39 credits)

The Bachelor of Arts in English, under the Department of English and Humanities, is designed to provide students with a strong background in the study of English. Majors in English all take core classes in British and American literature, Shakespeare, and Literary Theory and Criticism. English majors find that training in their academic discipline enables them to excel in many fields such as: education, publishing, law, library science, civil service, business, and journalism. Through completing the English program,

Upon completing the program of study in English, students will:

- Improve in writing clearly and correctly.
- Increase their competence in close analysis of literary texts.
- Foster the development of skills that center on speaking clearly, listening carefully, and observing perceptively.
- Cultivate an aesthetic appreciation for language and a responsiveness to the creative work of others.
- Engage in professions that require clear, precise, and effective oral and written communication.

English, B.A. - General English

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

EN 170	Foundations of Literary Study
EN 227	Masterworks of British Literature I
EN 228	Masterworks of British Literature II
EN 356	Studies in American Literature
EN 380	Internship
EN 391	Senior Seminar in British and American Literature

Select one (3 credit):

EN 211 Post Colonial Literature

EN 361 Literature of the Immigrant

Special Topics course approved by the Department Chair

Select one (3 credit):

EN 283 Shakespeare I

EN 284 Shakespeare II

EN 383 Murder to Miracle-Four Shakespeare Plays

FLEXIBLE CORE (15 credits)

Select five (15 credits): English (EN) courses excluding EN 100, EN 106W and EN 107W.

This concentration meets the Connecticut State Department of Education requirements for those students enrolled in the initial teacher preparation program at Albertus Magnus College and are seeking a middle or secondary level teacher certification with an English endorsement. Teacher candidates for an initial teacher certification with an English endorsement must include EN 251 Young Adult Literature in their program of study. Contact the Department of Education and Teacher Preparation for additional information.

English, B.A. - Creative Writing

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

EN 170 Foundations of Literary Study

EN 227 Masterworks of British Literature I

EN 228 Masterworks of British Literature II

EN 356 Studies in American Literature

EN 380 Internship

EN 391 Senior Seminar in British and American Literature

Select one (3 credit):

EN 211 Post Colonial Literature

EN 361 Literature of the Immigrant

Special Topics course approved by the Department Chair

Select one (3 credit):

EN 283 Shakespeare I

EN 284 Shakespeare II

EN 383 Murder to Miracle-Four Shakespeare Plays

CONCENTRATION REQUIREMENTS (15 credits)

EN 143A Introduction to Creative Writing

EN 244A Creative Writing: Poetry, Short Fiction, Short Theater Pieces

Select three (9 credits):

EN 143B Introduction to Creative Writing

EN 244B Creative Writing: Poetry, Short Fiction, Short Theater Pieces

EN 245A The Composing Process

EN 245B The Composing Process

EN 343A Seminar in Poetry Writing

EN 343B Seminar in Poetry Writing

EN 344A Seminar in Fiction Writing

EN 344B Seminar in Fiction Writing

EN 345A Seminar in Composing Autobiography

EN 345B Seminar in Composing Autobiography

English, B.A. - Dramatic Studies

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

EN 170 Foundations of Literary Study

EN 227 Masterworks of British Literature I

EN 228 Masterworks of British Literature II

EN 356 Studies in American Literature

EN 380 Internship

EN 391 Senior Seminar in British and American Literature

Select one (3 credit):

EN 211 Post Colonial Literature

EN 361 Literature of the Immigrant

Special Topics course approved by the Department Chair

Select one (3 credit):

EN 283	Shakespeare I
EN 284	Shakespeare II
EN 383	Murder to Miracle-Four Shakespeare Plays

CONCENTRATION REQUIREMENTS (15 credits)

Select five (15 credits):

EN 244A	Creative Writing: Poetry, Short Fiction, Short Theater Pieces
EN 244B	Creative Writing: Poetry, Short Fiction, Short Theater Pieces
EN 283	Shakespeare I
EN 284	Shakespeare II
EN 383	Murder to Miracle-Four Shakespeare Plays
EN 390	Independent Study
EN 393	From Adultery to Apocalypse in Five Amazing Shakespeare Plays

English Minor

(18 credits)

EN 170 Foundations of Literary Study

Five English (EN) courses **excluding** EN 106W: Written Expression I and EN 107W: Written Expression II

Entrepreneurship

(18 credits)

Traditional Undergraduate and ADP

BE 248	Business Modeling and Analysis
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 365	Issues of Small and Family Business
MG 382	Entrepreneurship Internship
One Management (MG) course	

Esports Administration and Management Minor

(18 credits)

SM 143	Introduction to Esports Management
SM 207	Convention, Event and Trade Show Planning
SM 232	Distribution of Games: The Role of the Publisher
SM 202	Sports Marketing & Promotion
SM 301	Ethics in Sport Management
SM 304	Sport Finance

*SM 143, SM 207, SM 232 courses are offered through the Lower Cost Models for Independent Colleges Consortium (LCMC).

Finance, B.S.

(54 credits)

The Bachelor of Science in Finance, under the Tagliatela School of Business and Leadership, is designed for students looking to enter the exciting fields of Corporate Finance and Personal Financial Planning, which is currently experiencing a significant rate of growth in employment opportunities. The program will provide students with a strong knowledge of finance principles and business applications and prepare them for a variety of careers in the financial services field.

Upon completing the program of study in Finance, students will:

- Demonstrate an understanding of the valuation effects of each financial decision.
- Demonstrate an understanding of the risk-return relationship and its effect on decision-making.
- Demonstrate the ability to access and use basic tools to calculate and measure financial outcomes.
- Identify the major financial statements of a corporation and indicators of good performance.
- Complete the credit hours and content areas required to meet the educational requirements for CPA certification.
- Demonstrate preparedness to pursue a career in a finance related field.

Accreditation

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for the Bachelor of Science in Finance through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for

business and accounting programs only. Locations for program offerings are at the sole discretion of the Member.

MAJOR REQUIREMENTS

REQUIRED CORE (21 credits)

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing

CONCENTRATION REQUIREMENTS (33 credits)

BE 135	Business Communications
BE 204	Principles of Macroeconomics
BE 222	International Finance
BE 225	Money and Banking
BE 227	The Stock Market
BE 265	Corporate Financial Management
BE 361	Federal Income Taxation for Individuals
BE 366	Investment Analysis
BE 381	Finance Internship
MG 391	Business Capstone
CIS 171	Business Spreadsheet Development

**ADP students may substitute BE 220, BE 247 OR BE 261 for BE 381*

Finance Minor

(18 credits)

Traditional Undergraduate and ADP

BE 161	Financial Accounting
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BE 162	Managerial Accounting
BE 225	Money and Banking
BE 227	The Stock Market
BE 265	Corporate Financial Management
One Business (BE) Finance course or CIS 171: Business Spreadsheet Development	

Game and Computer Arts, B.F.A.

(72 credits)

The Bachelor of Fine Arts in Game and Computer Arts, under the Department of Arts and Communication, is designed to study game-making as an interactive art form with an emphasis on 2D/3D design, multi-media digital asset creation, and creative coding.

Students will pursue coursework in traditional and new media art production with an emphasis on developing an individual, entrepreneurial practice. This coursework, coupled with a practicum in a relevant field will give each student the practical skills and conceptual knowledge to develop their own practice or to pursue a career in digital media production for a variety of industries.

The Bachelor of Arts in Game and Computer Arts degree has a greater emphasis on general education, whereas the Bachelor of Fine Arts in Game and Computer Arts focuses more deeply on technical and professional production.

Students may earn the B.F.A. degree by completing 127 credits.

Upon completing the program of study in Game and Computer Arts, students will:

- Demonstrate the ability to effectively communicate their ideas orally, in writing, through drawing, and graphically.
- Demonstrate proficiency with industry-standard tools for digital production and distribution.
- Demonstrate an understanding of and proficiency with fundamental art and design principles, including graphic and user design.
- Demonstrate professionalism in both work ethic and delivery quality.
- Demonstrate an understanding of creative production and the technical processes related to digital production.
- Demonstrate a fundamental proficiency with computer programming for art and interactivity.
- Demonstrate an expansive perception of the relevance of art and creative production to their life and career.

MAJOR REQUIREMENTS

REQUIRED CORE (39 credits)

AR 111	Drawing I
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AR 201	Introduction to Computer Art
AR 212	Figure Drawing
AR 216	Arts and Entrepreneurship
AR 218	Introduction to Digital Game Development
AR 380	Art Practicum
AR 391	Senior Project

Select one (3 credits):

AR 113	Three-Dimensional Design
AR 122	Two-Dimensional Design

Select five (15 credits):

AR 114	Graphic Design I
AR 335	Digital Photography I
AR 356	3D Modelling and Animation
AR 360	Digital Game Development I
AR 361	Digital Game Development II
CIS 174	Introduction to Programming
CIS 230	Scripting and the Web
CO 242	Electronic Field Production

FLEXIBLE CORE (24 credits)

Select four (12 credits): Studio Art (AR) courses

Select four (12 credits): Art History (AH) courses

REQUIRED CORRELATIVES (9 credits)

CIS 301	Technology and the Arts
CO 365	Writing for Interactive Media

Select one (3 credits):

CIS 115	Computer Essentials
CIS 170	Operating System Concepts

Game and Computer Arts, B.A.

(45 credits)

The Bachelor of Arts in Game and Computer Arts, under the Department of Arts and Communication, is designed to study game-making as an interactive art form with an emphasis on 2D/3D design, multi-media digital asset creation, and creative coding.

Students will pursue coursework in traditional and new media art production with an emphasis on developing an individual, entrepreneurial practice. This coursework, coupled with a practicum in a relevant field will give each student the practical skills and conceptual knowledge to develop their own practice or to pursue a career in digital media production for a variety of industries.

The Bachelor of Arts in Game and Computer Arts degree has a greater emphasis on general education, whereas the Bachelor of Fine Arts in Game and Computer Arts focuses more deeply on technical and professional production.

Upon completing the program of study in Game and Computer Arts, students will:

- Demonstrate the ability to effectively communicate their ideas orally, in writing, through drawing, and graphically.
- Demonstrate proficiency with industry-standard tools for digital production and distribution.
- Demonstrate an understanding of and proficiency with fundamental art and design principles, including graphic and user design.
- Demonstrate professionalism in both work ethic and delivery quality.
- Demonstrate an understanding of creative production and the technical processes related to digital production.
- Demonstrate a fundamental proficiency with computer programming for art and interactivity.
- Demonstrate an expansive perception of the relevance of art and creative production to their life and career.

MAJOR REQUIREMENTS

REQUIRED CORE (30 credits)

AR 111	Drawing I
AR 201	Introduction to Computer Art
AR 212	Figure Drawing
AR 216	Arts and Entrepreneurship
AR 218	Introduction to Digital Game Development
AR 380	Art Practicum
AR 391	Senior Project

Select one (3 credits):

AR 113	Three-Dimensional Design
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AR 122 Two-Dimensional Design

Select two (6 credits):

AR 114 Graphic Design I

AR 335 Digital Photography I

AR 356 3D Modelling and Animation

AR 360 Digital Game Development I

AR 361 Digital Game Development II

CIS 174 Introduction to Programming

CIS 230 Scripting and the Web

CO 242 Electronic Field Production

FLEXIBLE CORE (6 credits)

Select two (6 credits): Art History (AH) courses

REQUIRED CORRELATIVES (9 credits)

CIS 301 Technology and the Arts

CO 365 Writing for Interactive Media

Select one (3 credits):

CIS 115 Computer Essentials

CIS 170 Operating System Concepts

General Health Sciences, B.S.

(54 -57 credits)

The Bachelor of Science in General Health Sciences, under the Department of Biology, Chemistry and Mathematics, is designed to help students pursue careers and/or advanced study in a variety of health fields including nursing, nutrition, physical therapy and more. Graduates will be prepared to assume roles as health/wellness professionals in private business and industry, community organizations, and health care settings. The program includes instruction in personal health, community health and welfare, nutrition, epidemiology, disease prevention, fitness and exercise, and health behaviors.

The General Health Sciences major will enable students to:

- Pursue a well-rounded and diverse educational degree completion program for health professionals in an environment that allows them to continue gainful employment in their chosen field while attending and completing course work.

- Understand and apply their leadership and health care knowledge through academic inquiry while using current, practical health care models.
- Remembering and evaluating their understanding of diverse populations in healthcare and to prepare the student to take a leadership role in the rapidly changing healthcare environment.
- Allow students to evaluate the political, social, legal and ethical issues that may be encountered and have an impact on areas of health care practice.
- Develop knowledge that helps bridge between clinical care, health care diversity and critical inquiry.

MAJOR REQUIREMENTS

REQUIRED CORE (50 credits)

BI 111	General Biology I
BI 111L	General Biology I Laboratory
BI 112	General Biology II
BI 112L	General Biology II Laboratory
BI 215	Microbiology
BI 215L	Microbiology Laboratory
BI 310	Genetics
BI 310L	Genetics Laboratory
BI 316	Human Anatomy & Physiology I
BI 316L	Human Anatomy & Physiology I Laboratory
BI 317	Human Anatomy & Physiology II
BI 317L	Human Anatomy & Physiology II Laboratory
CH 121	General Chemistry I
CH 121L	General Chemistry I Laboratory
CH 122	General Chemistry II
CH 122L	General Chemistry Laboratory II
CH 207W	Chemistry of Nutrition
MG 311	Introduction to Public Health
PY 111	Introduction to Psychology
PY 218	Statistics for Behavioral Sciences
SC 114	Nutrition for Health and Fitness: The Science of Wellness

Select one (3 credits):

MG 308 Ethical Issues in Healthcare

MG 312 Global Health

REQUIRED CORRELATIVES (credits vary)

Select one (3-4 credits):

MA 120 Pre-Calculus

MA 121 Calculus I

SC 302 Practicum/Internship

RECOMMENDED CORRELATIVES (9 credits)

CH 221W Organic Chemistry I

CH 222 Organic Chemistry II

CH 324 Biochemistry

General Studies, B.A.

(45 credits)

The Bachelor of Arts in General Studies, under the Department of General Studies, is intended for students who wish to pursue a particular topic that crosses departmental lines based on their professional goals and interests. You will choose from a wide variety of courses in the arts, humanities, social and traditional sciences. The academic program for each student is individually planned with the director.

MAJOR REQUIREMENTS

REQUIRED CORE (45 credits)

Select fourteen (42 credits): Courses in consultation with the advisor.

Select one (3-6 credits): Interdepartmental Coordinating Seminar or Independent Study Project

Global Studies, B.A.

(43 credits)

The Bachelor of Arts in Global Studies, under the Department of Sociology, is designed to provide an understanding of processes of globalization and their impact in shaping the contemporary world. Globalization refers to forces which are pulling the peoples of the world together and which ignore national boundaries, such as the spread of rap and

hip hop from the Bronx to the world; the migration of peoples in response to disasters; global communications and global trade; the trafficking of art, weapons, and people; cyberattacks on computer information systems; climate change; the degradation of ecosystems. Graduates of the program gain an appreciation of the connections between global forces and local realities of their neighbors, towns, cities. Global Studies thereby prepares students to think both globally and locally and to contribute to addressing the challenges facing the world in the 21st century. Business, educational, non-profit, and governmental sectors value employees who have acquired a global perspective.

Upon completing the program of study in Global Studies, students will:

- Demonstrate an understanding of the historical development of the contemporary world.
- Demonstrate an understanding of the political, economic, cultural, and technological forces that have contributed to globalization.
- Demonstrate an understanding of the benefits and problems resulting from globalization.
- Be capable of bringing a global perspective to bear on the analysis of local and regional issues.
- Demonstrate specialized knowledge regarding an issue transcending national borders, or the impact of globalization on a particular geographical region.
- Demonstrate highly developed research, critical thinking, and written communication skills.
- Demonstrate a sufficient knowledge and skill base to pursue graduate studies and/or work in organizations involved in global issues.

MAJOR REQUIREMENTS

REQUIRED CORE (31 credits)*

GL 111	Introduction to Global Studies
GL 211	Introduction to Cultural Anthropology
GL 217	Human Rights and Religious Witness in Latin America: a Film Course
GL 330	Portfolio
GL 355	Special Topics
GL 380	Internship
PH 321	Modern Art and Architecture
PO 257	International Relations
RS 221	World Religions
GL 391	Senior Thesis

Select one (3 credits):

HI 316	War and Peace in 20th Century Europe
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HI 341 World Revolution in the Twentieth Century

FLEXIBLE CORE (12 credits)

Select four (12 credits) courses that offer in-depth treatment of issues that have arisen as a result of globalization in consultation with the advisor.

**Students are strongly encouraged to pursue advanced study in a foreign language and study abroad.*

Global Studies Minor

(18 credits)

GL 111 Introduction to Global Studies

GL 211 Introduction to Cultural Anthropology

PH 321 Modern Art and Architecture

PO 257 International Relations

RS 221 World Religions

Choose one course from the following courses:

GL 217 Human Rights and Religious Witness in Latin America: a Film Course

GL 323 Islam and the West

Graphic Design Minor

(18 credits)

AR 111 Drawing I

AR 114 Graphic Design I

AR 122 Two-Dimensional Design

AR 201 Introduction to Computer Art

AR 214 Graphic Design II

AR 314 Advanced Graphic Design I

Healthcare Management, B.S.

(51 credits)

The Bachelor of Science in Healthcare Management, under the Tagliatela School of Business and Leadership, is designed to prepare students for a career in the healthcare sector and provide groundwork for those who are interested in furthering their education. Students receive theoretical classes along with practical experiential opportunities, graduating with an internship in their field of interest. This allows those in the major to experience first hand what their healthcare studies job will entail. This major enables its students to become business leaders in industries that focus on the health and well-being of others; hospitals, clinics, and other facilities that give patient care. Healthcare is the fastest growing job sector in the country. Those who graduate from Albertus with a Healthcare Management degree are leaders who are ready to make an impact on this fundamental field.

Upon completing the program of study in Healthcare Management, students will:

- Demonstrate achievement of core business skills in the functional areas of accounting, finance, economics, marketing, management, and human resources.
- Be able to critically evaluate the context, quality, and administrative structure of health care delivery within and outside the United States.
- Demonstrate an understanding of contemporary legal and ethical issues in healthcare management.
- Effectively engage in research and data analysis, including statistical analysis, in the field of healthcare management.
- Demonstrate an understanding of the public health system and analyze strategic and tactical factors that impact its effectiveness.
- Demonstrate basic competencies in written communication and oral presentation skills appropriate for a health care management professional.
- Demonstrate culturally appropriate knowledge and leadership advocacy in a changing health care system.
- Demonstrate the ability to collaborate and work effectively in teams.

Accreditation

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for the Bachelor of Science in Healthcare Management through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business and accounting programs only. Locations for program offerings are at the sole discretion of the Member.

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
BE 161	Financial Accounting
BE 202	Statistics for Business and Economics

BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 392	Healthcare Management Capstone

CONCENTRATION REQUIREMENTS (27 credits)

BE 247	Healthcare Finance
CIS 315	Healthcare and Information Systems
MG 235	Healthcare Management
MG 336	Healthcare Law
MG 308	Ethical Issues in Healthcare
MG 311	Introduction to Public Health
MG 312	Global Health
MG 348	Data Analysis for Healthcare Managers
MG 383	Health Care Management Internship

**ADP students may substitute MG 335, MG 362, MG 367 or CIS 388 for MG 383*

Healthcare Management Minor

(18 credits)

BE 247	Healthcare Finance
MG 235	Healthcare Management
MG 308	Ethical Issues in Healthcare
MG 311	Introduction to Public Health
MG 312	Global Health
MG 336	Healthcare Law

History, B.A.

(39 credits)

The Bachelor of Arts in History, under the Department of History and Political Science, is designed to provide students with the necessary perspective and critical thinking capacities so that they can contribute their skills to their communities and help enrich the lives of others.

The major prepares students both for further study and for work in a variety of fields, including teaching, business, civil service, law, journalism, library science, and archival work.

This major meets the Connecticut State Department of Education requirements for those students enrolled in the initial teacher preparation program at Albertus Magnus College and are seeking a middle or secondary level teacher certification with a history/social studies endorsement. Contact the Department of Education and Teacher Preparation for additional information.

Upon completing the program of study in History, students will:

- Demonstrate inquisitiveness and mastery of the principles of scholarly research.
- Communicate effectively both orally and in writing.
- Demonstrate knowledge and understanding of the values, beliefs, and ideas that constitute the western political tradition.
- Recognize the complex nature of the political community and the role of social, economic, cultural, and environmental factors in political life.
- Demonstrate knowledge and understanding of American political institutions and processes and be able to compare them with those of other political systems.
- Understand the patterns of interaction among members of the world community and the sources of international cooperation and conflict.
- Be able to evaluate conflicting political arguments, assemble empirical evidence, and make reasoned conclusions from available evidence.

MAJOR REQUIREMENTS

REQUIRED CORE (39 credits)

HI 111	Western Civilization I
HI 112	Western Civilization II
HI 121	United States History I
HI 122	United States History II
HI 380	Practicum
HI 385	Historiography
HI 391	Senior Research Seminar

Select six (18 credits):

HI 150	Rights, Slavery and Revolution
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HI 252	Topics in Historical Study
HI 253	Topics in Historical Study
HI 304	History through Biography
HI 311	Renaissance and Reformation
HI 315	Nineteenth-Century Europe
HI 316	War and Peace in 20th Century Europe
HI 320	History of Colonial America
HI 321	The American Revolution
HI 324	American Civil War
HI 330	History of Immigration
HI 334	The Sixties: From Kennedy to Vietnam
HI 341	World Revolution in the Twentieth Century
HI 344	African Slavery in the Atlantic World

History Minor

(18 credits)

HI 385 Historiography

Five History (HI) courses

Human Services, B.S.

(54 credits)

The Bachelor of Science in Human Services, under the Department of Psychology, 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.

Upon completing the program of study in Human Services, students will:

- Demonstrate skills in observation, needs assessment, social intervention, program development and implementation, and evaluation of outcomes.

- Assess the human service needs of individuals, families, and communities.
- Analyze major social issues, social problems, and current socio-political and socio-cultural events which affect human services.
- Understand and apply legal and ethical standards affecting the delivery of human services.

MAJOR REQUIREMENTS

REQUIRED CORE (54 credits)

HS 101 Introduction to Human Services

MG 131 Principles of Management

SO 111 Introduction to Sociology

PY 111 Introduction to Psychology

PY 211 Abnormal Psychology

PY 213 Counseling Techniques

PY 235 Drug and Alcohol Abuse

PY 250 Community Psychology

HS 280 Human Services Practicum I

HS 281 Human Services Practicum II

HS 311 Issues in Human Services

Select two (6 credits):

PY 214 Death and Dying

PY 330 Child Development

PY 341 Adolescent Psychology

PY 350 Adulthood and Aging

Select two (6 credits):

SO 212 Social Work: History and Practice

SO 213 Social Work: Populations and Policies

SO 242 Race, Ethnicity and Racism

Select two (6 credits):

SO 121 Contemporary Social Problems

SO 231 Deviance and Criminology

SO 232 Juvenile Delinquency

SO 241 Urban Sociology

Select one (3 credits): Philosophy (PH) and/or Religion (RS) course in consultation with the advisor.

**Courses are offered annually through the Accelerated Degree Program (ADP) for HS 101, PY213, PY 235, and HS 311*

Master of Science in Human Services: Five-Year B.A./B.S./M.S.

This program is designed for traditional undergraduate students who have demonstrated an ability to excel and a desire to obtain a Master of Science in Human Services degree in a minimal amount of time. A total of 159 credits are required to receive both the Bachelor of Arts or a Bachelor of Science and Master of Science in Human Services degrees. Of these, 120 credits are completed in the undergraduate program and 39 credits in the graduate program. During senior year, students take 2 graduate courses in addition to their regular undergraduate schedule.

Students with 30 credits remaining entering their senior year take a total of 18 credits each semester (15 undergraduate and 3 graduate credits). There is no extra cost to the student for these credits during their undergraduate study if they have been accepted into the five-year program. A preferred approach is that students accelerate their undergraduate studies prior to their senior year and enter their senior year with 24 credits remaining in the undergraduate program. This approach would allow seniors to complete 12 undergraduate credits and 3 graduate credits, 15 total credits, in each semester of their final year.

Students should apply to the Master of Science in Human Services program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the five-year program. At the time of acceptance, students will be assigned a graduate faculty advisor in addition to their undergraduate faculty advisor.

Humanities, B.A.

(45 credits)

The Bachelor of Arts in Humanities, under the Department of English and Humanities, 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. Students pursuing a Bachelor of Arts in Humanities work with an advisor to outline a program focused on five of the following subjects: Art, Communications, English, History, Languages and Culture, and Philosophy and Religion.

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.

Upon completing the program of study in Humanities, students will:

- Increase their competence in close analysis of texts across the humanities.
- Cultivate an appreciation for cultural difference and an understanding of other points of view.
- Improve in writing clearly and correctly.
- Engage in professions that require clear, precise, and effective oral and written communication.

MAJOR REQUIREMENTS

REQUIRED CORE (45 credits)

Select fourteen (42 credits) focused in five academic disciplines: Studio Art (AR), Communications (CO), English (EN), History (HI), Languages and Cultures (LC), Philosophy (PH) and/or Religion (RS) courses in consultation with the advisor.

HU 390 Independent Study

Interdisciplinary Studies, B.S.

(42 credits)

The Bachelor of Science in Interdisciplinary Studies, under the Department of General Studies, is designed to allow students to create, in conjunction with a faculty advisor and the program director, their own plan of study by drawing on courses in at least three different departments or schools in order to study a specific theme, or set of questions of the student's own choosing. Interdisciplinary study is *interdisciplinary* in its intellectual focus, allowing students to use diverse methodologies in the study of a single subject; *experiential* in its purpose, asking students to apply knowledge across contexts and environments; and *reflexive* in its application, as students must plan the why and the how of their field of study from the very beginning of their academic journey through to their final research project.

Upon completing the program of study in Interdisciplinary Studies, students will:

- Demonstrate reflexive learning: the ability to re-examine material learned in the past and reconsider and/or reevaluate it in the changed context of further learning and experience.
- Demonstrate the ability to relate traditional academic learning to external contexts, everyday life, and broader issues and publics through experiential projects and assignments.
- Demonstrate the ability to understand, interpret, and analyze arguments and evidence in a wide variety of contexts.
- Demonstrate the ability to illustrate and analyze specific (inter)disciplinary and thematic connections and utilize those connections to apply learning from one particular context to another.

MAJOR REQUIREMENTS

REQUIRED CORE (42 credits)

Select twelve (36 credits) focused in at least three different departments or schools in order to study a specific theme, or set of questions of the student's own choosing. Students may take no more than four introductory level courses.

LS 380	Internship
LS 390	Independent Study

Interdisciplinary Studies, B.A.

(42 credits)

The Bachelor of Arts in Interdisciplinary Studies, under the Department of General Studies, is designed to allow students to create, in conjunction with a faculty advisor and the program director, their own plan of study by drawing on courses in at least three different departments or schools in order to study a specific theme, or set of questions of the student's own choosing. Interdisciplinary study is *interdisciplinary* in its intellectual focus, allowing students to use diverse methodologies in the study of a single subject; *experiential* in its purpose, asking students to apply knowledge across contexts and environments; and *reflexive* in its application, as students must plan the why and the how of their field of study from the very beginning of their academic journey through to their final research project.

Upon completing the program of study in Interdisciplinary Studies, students will:

- Demonstrate reflexive learning: the ability to re-examine material learned in the past and reconsider and/or reevaluate it in the changed context of further learning and experience.
- Demonstrate the ability to relate traditional academic learning to external contexts, everyday life, and broader issues and publics through experiential projects and assignments.
- Demonstrate the ability to understand, interpret, and analyze arguments and evidence in a wide variety of contexts.
- Demonstrate the ability to illustrate and analyze specific (inter)disciplinary and thematic connections and utilize those connections to apply learning from one particular context to another.

MAJOR REQUIREMENTS

REQUIRED CORE (42 credits)

Select twelve (36 credits) focused in at least three different departments or schools in order to study a specific theme, or set of questions of the student's own choosing. Students may take no more than four introductory level courses.

LS 380	Internship
LS 390	Independent Study

Liberal Studies, A.A.

(60 credits)

The Associate of Arts in Liberal Studies is a two-year undergraduate degree that provides students with a foundational education in liberal arts.

To satisfy the requirements of the Associate of Arts degree, students need to complete 60 hours of coursework that include 30 credits in general education requirements; 15 credits in a given discipline; and 15 credits in Liberal Arts electives.

Students must complete a minimum of 21 credits as matriculating students at the College. These 21 credits must be the last credits toward the degree.

Students must maintain a minimum grade point average of 2.0 for all work attempted at the College.

COLLEGE REQUIREMENTS

REQUIRED CORE (30 credits)

EN 106W Written Expression I

Select one (3 credits): Literature (EN, LC) course designated B

Select one (3 credits): Mathematics (MA) course designated A or Science (BI, CH, SC) course designated A

Select one (3 credits): History (HI) course designated B or Fine Arts (AH, AR, CO, MU) course designated A

Select one (3 credits): Philosophy (PH) course designated B

Select one (3 credits): Religion (RS) course designated B

Select one (3 credits): Social Science (BE, PO, PY, SO) course designated B

Select three (9 credits): Courses designated B or C in three different disciplines

DISCIPLINE SPECIFIC (15 credits)

Select five (15 credits): Courses from a field of concentration

ELECTIVES (15 credits)

Select five (15 credits): Liberal Arts courses

Management Minor

(18 credits)

BE 161	Financial Accounting
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 362	Human Resource Management
MG 365	Issues of Small and Family Business
MG 367	Strategic Management

Mathematics, B.A.

(32 credits)

The Bachelor of Arts in Mathematics, under the Department of Biology, Chemistry and Mathematics, is designed to provide a sound foundation to pursue careers and/or advanced study in a variety of fields including data analytics, statistics, operations research, optimization, applied mathematics, pure mathematics, actuarial science, and teaching. Fields of application include sports, healthcare, environmental work, finance, insurance, economics, logistics, government, and education.

This major meets the Connecticut State Department of Education requirements for those students enrolled in the initial teacher preparation program at Albertus Magnus College and are seeking a middle or secondary level teacher certification with a mathematics endorsement. Contact the Department of Education and Teacher Preparation for additional information.

Upon completing the program of study in Mathematics, students will develop:

- Proficient knowledge base and breadth (introductory courses supplemented by upper-level courses).
- Proficient critical thinking skills (data interpretation/presentation especially in upper level courses e.g., MA 391).
- Proficiency in written/oral communication skills (lab reports, research papers in introductory & advanced courses, oral presentations and in-class discussions).
- Proficiency in mathematical modeling/experimental design (present both in introductory & advanced levels; should include a degree of creativity especially in the appropriate choice, design, application and interpretation of mathematical models/experimental design).
- Proficiency in information literacy (some courses include a “library component” for research projects/papers).

- Proficiency in quantitative analysis (data interpretation & presentation; covered in both introductory and upper-levels courses).

MAJOR REQUIREMENTS

REQUIRED CORE (32 credits)

MA 121	Calculus I
MA 122	Calculus II
MA 215	Differential Equations
MA 230W	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

Mathematics Minor

(20 credits)

MA 121	Calculus I
MA 122	Calculus II
MA 233	Linear Algebra

Select three (9 credits): 200-300 level Mathematics (MA) courses with Labs

Music Minor

(18 credits)

MU 111	Introduction to Music
MU 112	Fundamentals of Music

Select (12 credits): Divided amongst lecture or performance courses with a maximum of six credits in performance-choir, vocal or instrumental study.

Philosophy, B.A.

(36 credits)

The Bachelor of Arts in Philosophy, under the Department of Philosophy and Religion, is largely self-designed in consultation with a faculty member/mentor, and the student is encouraged to be in pursuit of a particular question or subject area. The major consists of ten courses and a six-credit independent study/final project. Students will maintain an ePortfolio of their work in the major so that their progress can be monitored and assessed, as well as for the pedagogical purpose of student self-reflection.

Upon completing the program of study in Philosophy, students will:

- Read for a deep understanding.
- Think clearly and critically.
- Communicate effectively in written and oral forms of expression.
- Conscientiously engage multiple perspectives.
- Apply their learning to the world.
- Develop the habits and aptitudes of a contemplative life.

MAJOR REQUIREMENTS

REQUIRED CORE (12 credits)

PH 211 Ancient Greek Thought

PH 393 Final Project I

PH 394 Final Project II

Select one (3 credits)

PH 224 Modern Philosophy

PH 225 Contemporary Philosophy

FLEXIBLE CORE (24 credits)

Select five (15 credits): Philosophy (PH) courses

Select three (9 credits): Religion (RS) courses

Religion, B.A.

(36 credits)

The Bachelor of Arts in Religion, under the Department of Philosophy and Religion, is largely self-designed in consultation with a faculty member/mentor, and the student is encouraged to be in pursuit of a particular question or subject area. The major consists of ten courses and a six-credit independent study/final project. Students will maintain an

ePortfolio of their work in the major so that their progress can be monitored and assessed, as well as for the pedagogical purpose of student self-reflection.

Upon completing the program of study in Religion, students will:

- Read for a deep understanding.
- Think clearly and critically.
- Communicate effectively in written and oral forms of expression.
- Conscientiously engage multiple perspectives.
- Apply their learning to the world.
- Develop the habits and aptitudes of a contemplative life.

MAJOR REQUIREMENTS

REQUIRED CORE (12 credits)

RS 283 Religion and Society

RS 393 Final Project I

RS 394 Final Project II

Select one (3 credits)

RS 221 World Religions

RS 275 History of Christianity

FLEXIBLE CORE (24 credits)

Select five (15 credits): Religion (RS) courses

Select three (9 credits): Philosophy (PH) courses

Philosophy and Religion Minor

(18 credits)

Select six (18 credits): Philosophy (PH) and Religion (RS) courses selected in consultation with a faculty member from the department.

Photography Minor

(18 credits)

AR 235 Introduction to Photography I

AR 236 Photography II

AR 335 Digital Photography I

Select one (3 credits)

AR 113 Three-Dimensional Design

AR 122 Two-Dimensional Design

Select two (6 credits)

AR 336 Digital Photography II

AR 337 Advanced Photography I

AR 338 Advanced Photography II

CO 237 Photojournalism

Political Science, B.A.

(39 credits)

The Bachelor of Arts in Political Science, under the Department of History and Political Science, is designed to give students the opportunity to explore the systematic study of the varied activities people use to seek orderly and just societies. This relates to individuals and communities.

The goal for Political Science majors is to develop the necessary perspective and critical thinking capacities to be contributing members to their communities and to enrich the lives of others.

Upon completing the program of study in Political Science, students will:

- Demonstrate inquisitiveness and mastery of the principles of scholarly research.
- Communicate effectively both orally and in writing.
- Demonstrate knowledge and understanding of the values, beliefs, and ideas that constitute the western political tradition.
- Recognize the complex nature of the political community and the role of social, economic, cultural, and environmental factors in political life.
- Demonstrate knowledge and understanding of American political institutions and processes and be able to compare them with those of other political systems.
- Understand the patterns of interaction among members of the world community and the sources of international cooperation and conflict.
- Be able to evaluate conflicting political arguments, assemble empirical evidence, and make reasoned conclusions from available evidence.

MAJOR REQUIREMENTS

REQUIRED CORE (39 credits)

PO 111 World Politics

PO 112 American Politics and Government

PO 273W	Classical Political Theory
PO 274	Modern Political Theory
PO 380	Internship
PO 391	Political Science Seminar
Select seven (21 credits)	
PO 115	Introduction to Urban Studies
PO 230	State and Local Government
PO 231	Constitutional Law
PO 251	Topics in Political Science
PO 252	Topics in Political Science
PO 253	Topics in Political Science
PO 257	International Relations
PO 303	Urban Gardens Studio
PO 322W	Politics Through Film
PO 325W	Democracy and Its Critics
PO 329	Global Social Movements
PO 341	World Revolution in the Twentieth Century

Political Science Minor

(18 credits)

PO 111	World Politics
Select five (15 credits): Political Science (PO) courses	

Pre-Pharmacy Minor

(21 credits)

BI 316	Human Anatomy & Physiology I
BI 316L	Human Anatomy & Physiology I Laboratory
BI 317	Human Anatomy & Physiology II

BI 317L Human Anatomy & Physiology II Laboratory

CO 141 Public Speaking

MA 121 Calculus I

Select one (3 credits)

BE 204 Principles of Macroeconomics

BE 205 Principles of Microeconomics

Select one (3 credits)

BE 202 Statistics for Business and Economics

MA 351 Statistical Methods

PY 218 Statistics for Behavioral Sciences

SO 218 Statistics for Behavioral Sciences

Psychology, B.A.

(39 - 45 credits)

The Bachelor of Arts in Psychology, under the Department of Psychology, is designed to provide students with a broad background into the theoretical foundations of psychology and its practical applications, with a strong emphasis on research methods. Given our small faculty to class ratio, our programs are tailored to meet the individual needs and interests of students. Students will be prepared for a career in a helping profession, such as counseling or education. They will be able to design, conduct, and analyze research studies and apply their knowledge and critical thinking skills in a professional setting and in personal relationships.

Upon completing the program of study in Psychology, students will:

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

Psychology, B.A. - General Psychology

This program provides 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.

MAJOR REQUIREMENTS

REQUIRED CORE (15 credits)

PY 111	Introduction to Psychology
PY 218	Statistics for Behavioral Sciences
PY 325	Experimental Methods and Research Design
PY 340	Psychological Assessment
Select one (3 credits)	
PY 280	Practicum
PY 391	Senior Seminar

CONCENTRATION REQUIREMENTS (24 credits)

PY 311	History and Systems of Psychology
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Select two (6 credits):

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

Select two (6 credits):

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

Select three (9 credits): Psychology (PY) courses in consultation with the advisor.

Psychology, B.A. - Art Therapy

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.

MAJOR REQUIREMENTS**REQUIRED CORE (15 credits)**

PY 111	Introduction to Psychology
PY 218	Statistics for Behavioral Sciences
PY 280	Practicum
PY 325	Experimental Methods and Research Design
PY 340	Psychological Assessment

CONCENTRATION REQUIREMENTS (18 credits)

PY 211	Abnormal Psychology
PY 312	Psychotherapy
PY 321	Personality
PY 371	Introduction to Art Therapy
PY 372	Theory and Practice of Art Therapy

Select one (3 credits):

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

REQUIRED CORRELATIVES (12 credits)

AR 111	Drawing I
AR 231	Introduction to Ceramics
AR 311	Painting I

Select one (3 credits): Studio Art (AR) course

Psychology, B.A. - Child Development

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.

MAJOR REQUIREMENTS**REQUIRED CORE (15 credits)**

PY 111	Introduction to Psychology
PY 218	Statistics for Behavioral Sciences

PY 280	Practicum
PY 325	Experimental Methods and Research Design
PY 340	Psychological Assessment

CONCENTRATION REQUIREMENTS (27 credits)

PY 210	Behavior Modification
PY 229	Psychology of the Exceptional Child
PY 242	Educational Psychology
PY 330	Child Development
PY 380	Internship

Select (6 credits):

PY 131	Development of Art in Childhood
PY 132	Development of Play in Childhood
PY 133	Reasoning and Numeracy in Childhood
PY 134	Attachment and Relationships in Childhood
PY 248	Cultural Psychology
ED 212	History and Philosophy of Education

** PY 380 is worth 9 credits and PY 131, PY 132, PY 133, and PY 134 are worth 1.5 credits.*

RECOMMENDED CORRELATIVES

PY 341	Adolescent Psychology
SO 232	Juvenile Delinquency
SO 242	Race, Ethnicity and Racism

Psychology, B.A. - Counseling and Mental Health

This program 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.

MAJOR REQUIREMENTS

REQUIRED CORE (15 credits)

PY 111	Introduction to Psychology
PY 218	Statistics for Behavioral Sciences

PY 280 Practicum
 PY 325 Experimental Methods and Research Design

PY 340 Psychological Assessment

CONCENTRATION REQUIREMENTS (27 credits)

PY 210 Behavior Modification

PY 211 Abnormal Psychology

PY 213 Counseling Techniques

PY 222 Learning

PY 312 Psychotherapy

PY 380 Internship

** PY 380 is worth 6 credits.*

Select one (3 credits):

PY 330 Child Development

PY 341 Adolescent Psychology

PY 350 Adulthood and Aging

Select one (3 credits):

PY 229 Psychology of the Exceptional Child

PY 250 Community Psychology

RECOMMENDED CORRELATIVES

BI 111 General Biology I

BI 112 General Biology II

BI 116 The Human Body

PY 235 Drug and Alcohol Abuse

PY 248 Cultural Psychology

SO 212 Social Work: History and Practice

SO 242 Race, Ethnicity and Racism

Psychology Minor

(18 credits)

PY 111 Introduction to Psychology

Select three (9 credits): Psychology (PY) courses.

Select one (3 credits):

PY 321 Personality

PY 232 Organizational Psychology

PY 330 Child Development

Social Science, B.A.

(48 credits)

The Bachelor of Arts in Social Science, under the Department of Sociology, is an interdisciplinary major that is the 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.

The Social Science major will enable students to:

- Develop a solid understanding of two social science disciplines and be exposed to at least two others.
- Demonstrate the ability to use the multiple social science perspectives in analyzing society and human behavior.
- Engage in creating their own curriculum in consultation with their advisor. Depending on their future goals they may choose a sequence of courses meant to prepare them for applied social science work, research oriented social science work, or a broad and interdisciplinary background suited to a number of life pathways.
- Participate in the Internship Program in the various concentrations and thus be evaluated by supervisors on their performance.
- Participate in independent academic research on a topic of their choice.
- Assess a client's long-term and short-term goals in order to design beneficial digital marketing strategies.

MAJOR REQUIREMENTS**REQUIRED CORE (48 credits)**

Select seven (21 credits): First chosen social science - Psychology (PY) or Sociology (SO) courses

Select five (15 credits): Second chosen social science - Psychology (PY) or Sociology (SO) courses

Select two (6 credits):

BE 204	Principles of Macroeconomics
BE 205	Principles of Microeconomics
PO 111	World Politics
PO 112	American Politics and Government
PO 115	Introduction to Urban Studies
PO 230	State and Local Government

Select two (6 credits): Business/Economics (BE), Political Science (PO), Psychology (PY), and/or Sociology (SO) courses

Sociology, B.A.

(33 - 42 credits)

The Bachelor of Arts in Sociology, under the Department of Sociology, is an adaptable discipline that concentrates on all aspects of society for the purpose of making a positive impact in people's lives. A sociological perspective provides an acknowledgement of the importance of diversity, creates informed citizens, and fosters a deep understanding of the many social forces that shape the lives and behaviors of individuals and groups.

Studying sociological theories and methods of inquiry, combined with experiential opportunities, prepares students for rewarding careers in social work, law, government, teaching, public policy, marketing, and more.

Every aspect of the social world is a part of studying Sociology, including topics such as marriage and family, deviation from social norms, roles at work, gender roles, group interaction, social inequality, sexuality, public policy, criminology, aging, attitude development, and more.

Sociology majors are taught to think critically and conduct research about social problems, social phenomena, social dilemmas, and the social world. Using both qualitative research methods and statistical tools, majors gather and analyze data to write reports that will convey research findings and present their perspectives on social issues. By thinking globally about issues and developing strong communication skills, Sociology majors will refine their presentation skills by sharing findings with both their faculty and peers.

As a graduate with a sociology degree, students will have a foundation for cognitive understanding and the ability to better engage with the globalizing world. Albertus strives to equip their sociology students with the tools needed to understand the shifting social world, preparing them to contribute solutions to social problems in society, learn to

take a position on issues, and to construct justification to support their perspective with problem-solving skills. We encourage them to exercise their creative abilities to find remedies.

Upon completing the program of study in Sociology, students will:

- Be able to examine the relationship between the individual and society and recognize how race/ethnicity, gender, age and social class affect an individual's life and life choices.
- Demonstrate an understanding of the fundamentals of quantitative research by designing and carrying out a research project.
- Demonstrate an understanding of course content specific to their concentration by successfully completing an internship.
- Demonstrate an understanding of the relationship between theory and qualitative research methods by successfully completing the Qualitative Methods course.
- Demonstrate the ability to apply sociological theories and research skills to issues and concerns they grapple with as active citizens of a democratic society.

Sociology, B.A. - General Sociology

MAJOR REQUIREMENTS

REQUIRED CORE (18 credits)

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

CONCENTRATION REQUIREMENTS (15 credits)

Select five (15 credits): Sociology (SO) courses in consultation with the advisor.

RECOMMENDED CORRELATIVES

CIS 115	Computer Essentials
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Sociology, B.A. - Criminal Justice

MAJOR REQUIREMENTS

REQUIRED CORE (18 credits)

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

CONCENTRATION REQUIREMENTS (18 credits)

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

RECOMMENDED CORRELATIVES

CIS 115	Computer Essentials
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Sociology, B.A. - Social Work and Social Welfare**MAJOR REQUIREMENTS****REQUIRED CORE (18 credits)**

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

CONCENTRATION REQUIREMENTS (24 credits)

SO 121	Contemporary Social Problems
SO 212	Social Work: History and Practice
SO 213	Social Work: Populations and Policies
SO 242	Race, Ethnicity and Racism
SO 380	Internship

Select three (9 credits):

- SO 231 Deviance and Criminology
- SO 232 Juvenile Delinquency
- SO 235 Drug and Alcohol Abuse
- SO 241 Urban Sociology

RECOMMENDED CORRELATIVES

- PY 250 Community Psychology

Sociology, B.A. - Urban Studies

MAJOR REQUIREMENTS

REQUIRED CORE (18 credits)

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

CONCENTRATION REQUIREMENTS (18 credits)

- SO 121 Contemporary Social Problems
- SO 241 Urban Sociology
- SO 242 Race, Ethnicity and Racism
- SO 380 Internship

Select two (6 credits):

- SO 213 Social Work: Populations and Policies
- SO 230 Technology, Society & the Individual
- SO 232 Juvenile Delinquency

Sociology Minor

(18 credits)

SO 111 Introduction to Sociology
Select five (15 credits): Sociology (SO) courses

Spanish, B.A.

(36 credits)

The Bachelor of Arts in Spanish, under the Department of Languages and Cultures, is designed 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.

This major meets the Connecticut State Department of Education requirements for those students enrolled in the initial teacher preparation program at Albertus Magnus College and are seeking a secondary level teacher certification with a Spanish endorsement. Through satisfactory scores on the ACTFL examinations and the Department of Languages and Cultures exit examinations, students will show adequate mastery of language, literature and culture. Contact the Department of Education and Teacher Preparation for additional information.

Upon completing the program of study in Spanish, students will:

- Formulate an advanced conceptual understanding of literature, music or film as a viable means of expressing different viewpoints regarding the relation of art, nature and society.
- Develop competency in oral communication skills in the target language as assessed through engaged class participation, group work, class debate, and oral presentations.
- Develop competency in written communication in the target language by writing well-organized, logical and coherent arguments in homework assignments, film reviews and a midterm paper.
- Distinguish important cultural differences and historical moments between Latin America, Spain, and the United States.
- Recognize how various cultural factors inform the individual and local societies.
- Enhance their digital literacy as measured through assignments on elearning, Google eportfolio assignments, Glossary of Terms, and/or Tiki-Timeline.
- Critically analyze films, media, and literary works for deeper thematic and socio-historical context.
- Adopt the appropriate level of formality.
- Properly quote and cite sources to avoid plagiarism.
- Develop and support a thesis statement in the target language.

- Produce a series of developing drafts, showing an understanding that writing is a process in which prewriting, drafting, revising, editing and proofreading are all integral steps.
- Achieve native or near-native fluency in the target language.
- Achieve the necessary writing and research skills, and literary knowledge, necessary to flourish in the liberal professions and relevant graduate programs.

MAJOR REQUIREMENTS

REQUIRED CORE (36 credits)

LC 391S	Practicum
LC 395S	Departmental Seminar
Select ten (30 credits)*:	
LC 161S	Spanish in the Media I
LC 162S	Spanish in the Media II
LC 211S	Intermediate Spanish I
LC 212S	Intermediate Spanish II
LC 217S	Human Rights and Religious Witness in Latin America: a Film Course
LC 230S	Advanced Spanish Conversation and Composition
LC 231S	Conversational Spanish
LC 244S	The Cultures and Civilizations of the Spanish Speaking World
LC 247S	Introduction to Hispanic & Latinx Studies
LC 253S	Doing Business in the Spanish-Speaking World
LC 260SW	Literature & Culture of Puerto Rico
LC 261S	20th & 21st Century Spanish and Latin American Film
LC 290S	Independent Study in Spanish or Latin American Literature
LC 341S	Major Writers of Latin American Literature
LC 342S	Revolutionary Literature & Culture of Cuba
LC 343SW	Borges and His Precursors: Borges, Kafka and Poe
LC 354S	Special Topics in Latin American Literature
LC 390S	Independent Study in Spanish or Latin American Literature

**In order to major in Spanish, students must successfully complete 30 credits beyond the elementary levels (LC 111S, LC 112S). Of these, at least 12 credits must be taken at the advanced 300-level.*

Spanish Minor

(18 credits)

Select six (18 credits): Spanish (LC) courses conducted in Spanish. The minor has a requirement of any combination of six language, culture and civilization, or literature courses after the Languages and Cultures requirement has been fulfilled, including at least one B- and one C-level course.

Spanish and Latin American Studies Minor

(18 credits)

Select six (18 credits): Spanish & Latin American Studies (LC, EN, GL or SO) courses conducted in English or Spanish. The minor has a requirement of any combination of six language, culture and civilization, or literature courses after the Foreign Language requirement has been fulfilled, including at least one B- and one C-level course.

Sport Management, B.S.

(51 credits)

The Bachelor of Science in Sport Management, under the Tagliatela School of Business and Leadership, is designed for students who love sports and are interested in an innovative, business-focused program. With a Bachelor's in Sport Management, students will become equipped with the professional expertise needed to lead and promote sports marketing, operate arenas and stadiums, manage entertainment events, and more. Albertus helps connect students to meaningful internships that also prepare them to enter the competitive field of Sport Management.

Upon completing the program of study in Sport Management, students will:

- Analyze and assess the leadership, management, and administration of national and international sports programs, services, agencies, and organizations.
- Demonstrate an understanding of and critically assess legal concepts, principles, and theories in a sport context.
- Apply marketing, communication, socio-cultural, and management concepts and associated knowledge, skills, and abilities to relevant sports industry projects.
- Critically assess and exhibit appropriate and successful professional behaviors in leading and managing in the Sports Industry.
- Communicate effectively in writing as appropriate to the sport management discipline and across the Sports Industry.

Accreditation

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for the Bachelor of Science in Sport Management through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business and accounting programs only. Locations for program offerings are at the sole discretion of the Member.

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
BE 161	Financial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 391	Business Capstone

CONCENTRATION REQUIREMENTS (27 credits)

SM 140	Introduction to Sport Management
SM 202	Sports Marketing & Promotion
SM 203	Sports Information & Media
SO 225	Sociology of Sport
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

Supply Chain Management, B.S.

(51 credits)

The Bachelor of Science in Supply Chain Management, under the Tagliatela School of Business and Leadership, is designed for students to develop their understanding and expertise in logistics, operations, project management, analytics, sourcing, procurement, and negotiation.

Today’s business environment requires a critical understanding of all aspects of the supply chain. Regardless of whether you go on to work for a traditional retailer or a high-tech online company, it is essential to any industry to maximize the effectiveness and efficiency of the steps that assure a product matches customer demand. Companies that successfully manage their supply chain will achieve higher customer satisfaction and sustained profitability.

Interdisciplinary in nature, the Supply Chain Management program enables its students to bring different disciplines together to address complex, real-world problems.

The program prepares students for careers using their knowledge in a wide variety of roles and industries, including manufacturing, government, trade, information technology, and healthcare.

Upon completing the program of study in Supply Chain Management, students will:

- Understand the core areas of business: accounting, management, marketing, economics, and finance.
- Describe fundamental supply chain management concepts.
- Discuss the foundational role of logistics as it relates to transportation and warehousing.
- Align the management of a supply chain with corporate goals and strategies.
- Apply a variety of techniques to assess and resolve supply chain problems including lean inventory management, six sigma processes, and operational flow strategies.
- Analyze and improve supply chain processes.
- Assess a client’s long-term and short-term goals in order to design beneficial digital marketing strategies.

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
BE 161	Financial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing

MG 384 Supply Chain Management Practicum

CONCENTRATION REQUIREMENTS (30 credits)

BE 162 Managerial Accounting

BE 263 Cost Accounting

BE 265 Corporate Financial Management

CIS 388 Introduction to Project Management

MG 255 Sourcing and Operations

MG 350 Forecasting and Logistics

MG 367 Strategic Management

MG 380 Management Internship

Select one (3 credits):

CIS 115 Computer Essentials

CIS 171 Business Spreadsheet Development

MG 315 Nonprofit Fundraising and Introduction to Foundation Grant Writing

**Courses offered fully online through LCMC: MG 384, MG 255, and MG 350.*

Undergraduate Initial Teacher Certification Program

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

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

Expected Outcomes for Teacher Candidate Program Completers

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

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

Admissions Requirements:

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

- Request an appointment with the Certification Officer or the Director of Education Programs for the purpose of plotting a planned program leading to certification.,.
- Write an essay related to education, details of which will be discussed with all interested applicants.
- Participate in a scheduled interview with selected faculty members of Education Programs.
- Submit scores for one of the following tests: Praxis Core Academic Skills for Educators, SAT, or ACT.
- Select a content major from approved endorsement areas.
- Complete and pass ED 190 and P Y111 with a grade of C or better.
- 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 earn a C or better in education courses for continuous progress throughout the program. They must also 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.

Assessment

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

Plan of Study

Education Courses

Students will take 39 credits in education courses to fulfill the requirements of the Initial Teacher Preparation Program.

PROGRAM OF STUDY

REQUIRED CORE (39 credits)

ED 170	Health Education for Teachers
ED 190	Orientation to the Schools
ED 212	History and Philosophy of Education
ED 227	Special Education for the Classroom Teacher I
ED 228	Special Education for the Classroom Teacher II
ED 242	Educational Psychology
ED 320	Teaching Reading and Writing Across the Curriculum
ED 321	Curriculum and Methods of Teaching
ED 322	Technological Applications in Classroom
ED 341	Adolescent Psychology
ED 391	Teaching Practicum
ED 392	Student Teaching
ED 393	edTPA Portfolio

General Academic Courses

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

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

Field/Clinical Experiences

Several field experiences are provided as an integral part of the approved program leading to teacher certification. Once a field placement is obtained, teacher candidates must follow the district's procedures for obtaining a fingerprint/criminal history records check. The student teaching experience is the final and culminating clinical experience. Together, these field/clinical experiences provide a balance of urban and suburban school experiences for the teacher candidate.

Additional Information

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

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

Education Minor (18 credits)

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

ED 190 Orientation to the Schools
ED 212 History and Philosophy of Education

ED 242 Educational Psychology

Select one (3 credits):

ED 330 Child Development
ED 341 Adolescent Psychology

Select (7 credits*):

ED 170 Health Education for Teachers
ED 227 Special Education for the Classroom Teacher I

ED 228	Special Education for the Classroom Teacher II
ED 251	Special Topics
ED 320	Teaching Reading and Writing Across the Curriculum
ED 322	Technological Applications in Classroom
PY 131	Development of Art in Childhood
PY 132	Development of Play in Childhood
PY 133	Reasoning and Numeracy in Childhood
PY 134	Attachment and Relationships in Childhood
PY 229	Psychology of the Exceptional Child

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

Early Childhood Certification Pathway

An agreement between Albertus Magnus College and Southern Connecticut State University offers a pathway for graduates from Albertus Magnus College to enroll in the Post Baccalaureate Teacher Certification Program in Early Childhood Education at SCSU. As undergraduates at Albertus, students major in Psychology with a concentration in Child Development and minor in Education. Interested students should contact the Education Programs Office at Albertus to obtain details of this Pathway arrangement. Note: In some cases, it is possible to major in General Psychology and meet the requirements for recommendation to the Post Baccalaureate Teacher Certification Program in Early Childhood Education. In these cases, students must have written permission of the Director of Education Programs and the Registrar.

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

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

Urban Studies Minor

(18 credits)

PO 115	Introduction to Urban Studies
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Select one (3 credits):

PO 303 Urban Gardens Studio

PH 303 Urban Planning Studio

Select four (12 credits):

HI 140 Migration and the City

MG 311 Introduction to Public Health

PH 261 Social & Political Philosophy

PH 321 Modern Art and Architecture

PO 230 State and Local Government

RS 223 Religion and Popular Culture

SO 121 Contemporary Social Problems

SO 305 Race, Class and Gender in the City

Courses

All Courses

Art (AR)

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: A. 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: A. 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. 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: A. 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. General Education: A. 3 credits

AR-211 Drawing II

A continuation of AR 111 with an emphasis on development of a personal style and drawing as communication and expression. P: AR 111. 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. General Education: A. 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 publication-ready design. P: AR 114. 3 credits

AR-216 Arts and Entrepreneurship

This course introduces students to a variety of students in creative fields within their individual practices, providing business skills, tools, and resources to enable future achievement of their creative goals with an emphasis on professional practice. This course will focus on creating new, self-driven opportunities for creative production. General Education: A. 3 credits

AR-218 Introduction to Digital Game Development

This studio course will introduce students to the primary concepts of game-making in a digital age, examining games as an emergent art form. Students will replicate historic games using contemporary digital tools and produce both physical and digital game elements. Students will study the development and impact of games as interactive art. General Education: A. 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. 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. 3 credits

AR-235 Introduction to Photography I

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. 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. P: AR 235. 3 credits

AR-252 Special Topics

Selected topic studied in-depth within an Art frame of reference. 3 credits

AR-255 Special Topics

Selected topic studied in-depth within an Art frame of reference. 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. 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. P: AR 311. 3 credits

AR-313 Advanced Painting III

This course provides the student with the opportunity to explore advanced technical and conceptual work in painting. It allows the student to create one or two thematically linked bodies of work which will be accompanied by supporting research, a written proposal and an Artist's Statement. Students are mentored in the development of an "interview ready" portfolio/binder and other career preparation materials. P: AR 311, AR 312. 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. 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. 3 credits

AR-331 Advanced Ceramics I

An opportunity for further work at advanced levels in the medium. P: AR 231, AR 232. 3 credits

AR-332 Advanced Ceramics II

An opportunity for further work at advanced levels in the medium. P: AR 231, AR 232, AR 331. 3 credits

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 is utilized to manipulate, edit, collage, and combine digital images. 3 credits

AR-336 Digital Photography II

An opportunity to explore advanced coursework in digital photographic editing. Students will pursue a defined project throughout the semester. P: AR 335. 3 credits

AR-337 Advanced Photography I

An opportunity for motivated students to pursue more advanced work in still photography including color and large format work. P: AR 235, AR 236. 3 credits

AR-338 Advanced Photography 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, AR 337. 3 credits

AR-355 Special Topics

Selected topic studied in-depth within an Art frame of reference. 3 credits

AR-356 3D Modelling and Animation

Students will explore 3D techniques such as modeling, motion, transformation, lighting, and texturing in the creation of original assets, virtual worlds, and animations. Students will strengthen their individual artistic voice while creating assets for either time-based or interactive creative works. 3 credits.

AR-360 Digital Game Development I

Digital Game Development I builds upon the foundations of the introduction course and gives the student the opportunity, time, resources, and faculty support to build individual games from conception to playable prototype. P: AR 218. 3 credits

AR-361 Digital Game Development II

A continuation of AR 360, Game Development II allows the student to complete a more finished version of their work from that previous class. Game Development II will further offer a foundation in distributing platforms and marketing practices. P: AR 218, AR 360. 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. 2-12 credits

AR-381 Internship: Art Management

This is a field based course in which students gain on site experience working in the Art and/or Art 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 at a different location. P: Junior or Senior standing. 3 to 12 credits

AR-390 Special Problems in Art

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

AR-391 Senior Project

Includes discussion of current writings on art and art criticism, and a studio project or research paper. Exhibition required of seniors concentrating in studio art; lecture or project required of those concentrating in the history of art. P: Open to Senior Art majors. 3 credits

Art History (AH)

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: 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: A. 3 credits

AH-230W 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: 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: A. 3 credits

AH-231W History of Art II

A continuation of Art History I, the survey of Western painting, sculpture, and architecture from the renaissance to the present examines the varied styles and expressions of the 16th -19th centuries, explores major modernist movements of the 20th century, and serves as a foundation for further study of the history of art. General Education choice for part A. Generally offered once a year. 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: A. 3 credits

AH-321 Modern Art and Architecture

This course introduces students to the Modernist movement in art and architecture and the currents that came after it. Capitalizing on our proximity to fine examples of Modern art and architecture in New Haven, students are given opportunities to learn beyond the classroom. Visual art movements covered include impressionism, expressionism, Dada,

surrealism, abstract expressionism, pop art, conceptual art, minimalism, Earthwork, site-specific art, and video art. In architecture, students become acquainted with Le Corbusier, Frank Lloyd Wright, the Bauhaus, the International Style, Postmodern innovators from Phillip Johnson and Frank Gehry, and recent artists who cross boundaries between art and architecture, such as Olalekan Jeyifous and Patricia Johanson. Aesthetic tropes are examined and evaluated, including realism, disorder, fragmentation, the sublime, irony, pastiche, surface, depth, ruins, and everydayness. As an interdisciplinary course bridging Art History and Philosophy, students are also introduced to theorists of art, culture, and architecture who have not only observed these movements, but in some cases shaped them. They range from Charles Baudelaire and Freidrich Nietzsche to Theodor Adorno, Walter Benjamin, Roland Barthes, Susan Sontag, Frederic Jameson, Jean Baudrillard, Jean Francois Lyotard, Robert Venturi, Charles Jencks, and others. General Education: C. 3 credits

AH-321W Modern Art and Architecture

This course introduces students to the Modernist movement in art and architecture and the currents that came after it. Capitalizing on our proximity to fine examples of Modern art and architecture in New Haven, students are given opportunities to learn beyond the classroom. Visual art movements covered include impressionism, expressionism, Dada, surrealism, abstract expressionism, pop art, conceptual art, minimalism, Earthwork, site-specific art, and video art. In architecture, students become acquainted with Le Corbusier, Frank Lloyd Wright, the Bauhaus, the International Style, Postmodern innovators from Phillip Johnson and Frank Gehry, and recent artists who cross boundaries between art and architecture, such as Olalekan Jeyifous and Patricia Johanson. Aesthetic tropes are examined and evaluated, including realism, disorder, fragmentation, the sublime, irony, pastiche, surface, depth, ruins, and everydayness. As an interdisciplinary course bridging Art History and Philosophy, students are also introduced to theorists of art, culture, and architecture who have not only observed these movements, but in some cases shaped them. They range from Charles Baudelaire and Freidrich Nietzsche to Theodor Adorno, Walter Benjamin, Roland Barthes, Susan Sontag, Frederic Jameson, Jean Baudrillard, Jean Francois Lyotard, Robert Venturi, Charles Jencks, and others. General Education: C. 3 credits

AH-340W Global Perspectives in the Arts

This art history course introduces students to a wide range of cultural and artistic traditions that transcend political borders. The course also examines how contemporary artists around the globe have adapted traditional artistic styles in their own works. Emphasis is placed upon understanding the artworks' meaning within the cultural context and thus help students engage in dialogue with other cultures. The course emphasizes active learning by applying knowledge and skills acquired to the students' own creative art projects. Research, critical analysis, and writing skills are developed through essays and research assignments. General Education: C. 3 credits

AH-351 Special Topics

Selected topic studied in-depth within an Art History frame of reference. 3 credits

AH-351W Special Topics

Selected topic studied in-depth within an Art History frame of reference. 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. 2-12 credits

AH-390 Special Problems in Art History

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

Art Management (AM)

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. 3 credits

AM-129 Art Space Management

This course is designed for students to study and to discover how spaces are managed as facilitators of the promotion of art to the community. 3 credits

AM-216 Arts and Entrepreneurship

This course introduces students to a variety of students in creative fields within their individual practices, providing business skills, tools, and resources to enable future achievement of their creative goals with an emphasis on professional practice. This course will focus on creating new, self-driven opportunities for creative production. General Education: A. 3 credits

AM-315W Nonprofit Fundraising and Introduction to Foundation Grant Writing

Through this course, students will gain insight into best practices in nonprofit fundraising, including an introduction into the world of foundation grant writing. Topics covered include: history of charitable giving, rationale for donor giving, legal and

organizational aspects of a nonprofit corporation, Internal Revenue Code requirements related to charitable giving, creating a plan of development, creating a case statement, the donor cycle, and an introduction to private foundation grant research, writing, and submission. The course generally includes an experiential component in which student prepares and submit a grant application to a local foundation. 3 credits

AM-351 Museum and Curatorial Studies

This course introduces students to the cultural role of museums and galleries, deepening their understanding of the intellectual and practical tasks of curating exhibitions and maintaining collections. Recent scholarship on the origins and functions of the museum will be studied. This course is ideal for students interested in careers in art-related fields, such as studio art, art history, arts management, and art education. 3 credits

AM-380 Art Management Internship

Program of supervised practical experience in arts management in a field related to the student's course of study. P: AM 111 and AM 315W. 3 credits

Biology (BI)

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. To be taken in conjunction with BI 111L. General Education: A. 3 credits

BI-111L General Biology I Laboratory

BI 111L uses a series of laboratory exercises designed to provide hands-on experience in addressing various biological principles and to introduce the scientific method of experimental design. To be taken in conjunction with BI 111. 3 hours. 1 credit

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. 3 credits

BI-112L General Biology II Laboratory

BI 112L explores the anatomy and physiology of selected organisms through dissection-based activities. To be taken in conjunction with BI 112. 3 hours. 1 credit

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: A. 3 credits

BI-205 Special Topics

Selected topic studied in-depth within a Biology frame of reference. 3 credits

BI-215 Microbiology

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

BI-215L Microbiology Laboratory

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. To be taken in conjunction with BI 215. P: BI 111, BI 112. 3 hours. 1 credit

BI-216 Cell Biology

This course addresses life at the cellular level. Topics include the composition and physiology of major organelles, signal transduction, cancer, cell migration, and adhesion. To be taken in conjunction with BI 216L. 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 DNA/protein electrophoresis, bacterial transformation, protein expression, and purification. To be taken in conjunction with BI 216. 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. To be taken in conjunction with BI 310L. P: BI 111, BI 112. 3 credits

BI-310L Genetics Laboratory

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

BI-316 Human Anatomy & Physiology I

Topics cover a detailed analysis of the components and functions of the primary tissues and the skeletal, muscular and nervous systems. To be taken in conjunction with BI 316L. 3 credits

BI-316L Human Anatomy & Physiology I Laboratory

Laboratory periods involve hands-on coverage and analyses of the structures and functions of the primary tissues and the skeletal, muscular, and nervous systems. To be taken in conjunction with BI 316. 3 hours. 1 credit

BI-317 Human Anatomy & Physiology II

Lectures cover the structures and functions of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. To be taken in conjunction with BI 317L. P: BI 316. 3 credits

BI-317L Human Anatomy & Physiology II Laboratory

Laboratory periods involve hands-on coverage and analyses of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. To be taken in conjunction with BI 317. 3 hours. 1 credit

Business & Economics (BE)

BE-135 Business Communications

This introductory course in written and oral communications will enable students to become more effective business communicators. Special focus is given to selecting and using visual aids and PowerPoint to enhance presentations. 3 credits

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. 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. 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. 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, MA 116, MA 120 or MA 121. 3 credits

BE-204 Principles of Macroeconomics

Survey of introductory macroeconomics with a 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: B. 3 credits

BE-205 Principles of Microeconomics

Microeconomic concepts and tools will be utilized to evaluate the economic behavior of individuals. The "invisible" market forces (price mechanism) and external forces (social, cultural, political, and legal forces) will be explored and examined from personal perspectives as well as their aggregate effect on the economy. General Education: B. 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, 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. 3 credits

BE-222 International Finance

This course will cover topics applicable to global financial markets. Students will learn concepts pertaining to exchange rates, international currency flows, transaction exposure for multinational firms, interest rate differentials, country risk, and the international debt and equity markets. P: BE 161, BE 204. 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: C. 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. 3 credits

BE-247 Healthcare Finance

This course will provide an introduction to healthcare finance and the current financial environment in which healthcare organizations function. The course will expand on basic financial accounting concepts, explore financial concepts unique to healthcare, and examine techniques that lead to improved cost-effectiveness in a variety of healthcare organizations. The perspectives of various interest groups will be discussed: providers, insurers, policy makers, patients and the general public. P: BE 161. 3 credits

BE-248 Business Modeling and Analysis

This course introduces the modern theory of entrepreneurship as a scientific method. Students learn formal business modeling and analysis methods, focused on the development of a financial and/or social impact model, and on the practice of business model validation. Each student builds and validates their own business idea in this course. P: BE 161, MG 131, MG 231. 3 credits

BE-251 Special Topics

Selected topic studied in-depth within a Business frame of reference. 3 credits

BE-251W Special Topics

Selected topic studied in-depth within a Business frame of reference. 3 credits

BE-261 Intermediate Accounting I

Provides an intensive study of accounting theory as it relates to the measurement of assets, liabilities, and capital structure. Students will prepare and analyze detailed financial statements. P: BE 161, BE 162. 3 credits

BE-262 Intermediate Accounting 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 261. 3 credits

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, process costing, standard cost systems, and variance analysis. P: BE 161, BE 162. 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. 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. 3 credits

BE-334W Business Law

In this course, we study the basic legal principles that guide business relationships. Emphasis is placed on examination of the Uniform Commercial Code, contracts, sales, commercial paper, negotiable instruments, and business organizations. 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. P: BE 162. 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. 3 credits

BE-363 Advanced Accounting I

This course will cover the following advanced financial accounting topics: consolidated financial statements for corporations, entries for transactions denominated in foreign currencies, adjustments for market value changes in financial instruments, and accounting for partnerships. P: BE 262. 3 credits

BE-366 Investment Analysis

This course will focus on advanced investment issues. Students will learn concepts pertaining to behavioral finance, technical and fundamental analysis, equity and bond valuation, portfolio management, professional money management, derivative securities, alternative investments, and portfolio analysis. P: BE 227, BE 265. 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. 3-12 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. 3-12 credits

BE-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

BE-394 Accounting Theory in Practice

This course will provide an opportunity to apply the knowledge and skills learned in previous courses in solving real world case problems. Students will complete a critical analysis of accounting, finance, and ethics problems. Through case studies, students will enhance their problem-solving skills by formulating solutions to problems that are encountered in accounting environments. 3 credits

BE-395 Accounting Capstone

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 status. 3 credits

Chemistry (CH)

CH-121 General Chemistry I

A study of matter and atomic structure, measurements, mass-mole relationships, chemical nomenclature and composition, reaction stoichiometry, solution chemistry including acid-base, redox and precipitation reactions, the theory of gas laws, electronic structure and the Periodic table of elements, covalent bonding and related topics. To be taken in conjunction with CH 121L. P: Background in Mathematics equivalent to Algebra II. General Education: A. 3 credits

CH-121L General Chemistry I Laboratory

General laboratory incorporating qualitative and quantitative techniques such as titrations, filtrations, basic statistics and graphing, mass-mole relationships, and chromatography will be included. To be taken in conjunction with CH 121. 3 hours. 1 credit

CH-122 General Chemistry II

A study of liquids, solids and intermolecular bonding, concentration units and colligative properties, thermochemistry, chemical kinetics, equilibrium in chemical 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). To be taken in conjunction with CH 122L. P: CH 121. 3 credits

CH-122L General Chemistry Laboratory II

Laboratory experiments include those related to empirical formulas and reaction stoichiometry. Others will be experiments utilizing basic analytical techniques: titrations, gravimetry, spectroscopy and electrochemistry. To be taken in conjunction with CH 122. 3 hours. 1 credit

CH-205 Special Topics

Selected topic studied in-depth within a Chemistry frame of reference. 3 credits

CH-207W Chemistry of Nutrition

This course discusses nutrition and exercise, nutrition and the life cycle, and world nutrition grounded in basic chemical concepts such as the atom, molecules, chemical reactivity and energy, as well as integrating fundamental biological concepts including cell structure and basic anatomy. Current social and health issues such as the relation of nutrition to diabetes and other diseases, food technology and fad dieting will be incorporated throughout the course. 3 credits

CH-221L Organic Chemistry I Laboratory

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 221W. P: CH 121, CH 122, CH 121L, CH 122, CH 122L. 3 hours. 1 credit

CH-221W 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; plus detailed examination of the mechanisms of free radicals and nucleophilic substitution reactions. To be taken in conjunction with CH 221L. P: CH 121, CH 122. 3 credits

CH-222 Organic Chemistry II

Study of the structure, properties, preparation, and reactions, of organic compounds including alkadienes, arenes, organometallics, alcohols, ethers, aldehydes, ketones, carboxylic acids, amines, and various other derivative groups. Electrophilic aromatic substitution, Grignard, Fischer Esterification and other major organic reactions. Application of organic reactions using principles of retrosynthesis. Basic theory of spectroscopic methods NMR, UV-Vis, IR, and MS will be introduced and spectral interpretation of organic compounds emphasized. To be taken in conjunction with CH 222L. P: CH 221W. 3 credits

CH-222L Organic Chemistry II Laboratory

Experiments will incorporate spectroscopic analysis (NMR, UV, IR and MS) with synthesis and organic reaction experiments such as oxidation-reduction, esterification, saponification, and nucleophilic substitution reactions. To be taken in conjunction with CH 222. P: CH 221, CH 221L. 3 hours. 1 credit

CH-241 Introduction to Analytical Chemistry I

This course includes the analysis of data in analytical chemistry, basic statistics, stoichiometry, titrations, chemical equilibrium, acids, bases and buffers, gravimetry,

complexometry, redox, and principles of spectrophotometry. Some experiments may be mini-projects. To be taken in conjunction with CH 241L. P: CH 222, CH 222L. 3 credits

CH-241L Introduction to Analytical Chemistry I Laboratory

Laboratory experiments will incorporate lecture material emphasizing data collection (and statistical analysis) and analytical techniques including titrations, gravimetry and spectrophotometry. To be taken in conjunction with CH 241. Some experiments may be mini-projects. P: CH 222, 222L. 3 hours. 1 credit

CH-242 Introduction to Analytical Chemistry II

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 CH 242L. Some experiments may be mini-projects. P: CH 222, CH 222L, CH 241, CH 241L. 3 credits

CH-242L Introduction to Analytical Chemistry II Laboratory

Laboratory experiments will incorporate lecture material including titrations, spectrophotometry, electrochemistry and chromatography. To be taken in conjunction with CH 242. P: CH 222, CH 222L, CH 241, CH 241L. 3 hours. 1 credit

CH-321 Physical Chemistry I

A study of the theoretical principles underlying the areas of thermodynamics, statistical mechanics, chemical equilibrium, and properties of gases. To be taken in conjunction with CH 321L. Some experiments may be mini-projects. P: CH 241, CH 241L, CH 242, CH 242L, MA 122. SC 131, SC 132 are strongly recommended. 3 credits

CH-321L Physical Chemistry I Laboratory

Laboratory experiments will incorporate lecture material relating to equilibrium, gas laws, acid-base chemistry, thermochemistry and kinetics. To be taken in conjunction with CH 321. P: CH 241, CH 241L, CH 242, CH 242L, MA 122. SC 131, SC 132 are strongly recommended. 1 credit

CH-322 Physical Chemistry II

A study of the theoretical principles underlying the areas of phase equilibria, properties of mixtures, electrochemistry, kinetics, quantum chemistry, basic spectroscopy, macroscopic and microscopic structures. To be taken in conjunction with CH 322L. Some experiments may be mini-projects. P: CH 321, CH 321L, MA 122. SC 131, SC 132 are strongly recommended. 3 credits

CH-322L Physical Chemistry II Laboratory

Laboratory experiments will incorporate lecture material relating to viscosity, equilibrium, kinetics, and electrochemistry. To be taken in conjunction with CH 322. P: CH 321, CH 321L. 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. To be taken in conjunction with CH 324L. P: BI 111, BI 112, CH 221, CH 222. BI 216 is strongly recommended. 3 credits

CH-324L Biochemistry Laboratory

Experimental techniques are aimed at extracting and quantitating nucleic acids and proteins from cells. Purified macromolecules are analyzed using a combination of chromatographic, electrophoretic, and immunobiological methods. Students gain proficiency in operating equipment and instruments commonly found in a biochemical laboratory. The course also includes visits to off-campus sites engaged in advanced and highly specialized biochemical experimentation. To be taken in conjunction with CH 324. P: BI 111, BI 112, CH 221, CH 222. BI 216 is strongly recommended. 1 credit

College Course (CC)

CC-101 Preparation for College Study

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

CC-113 Transfer Professional Development Seminar

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

CC-200 Registration Billing**CC-201 Study Abroad**

CC-202 Consortium Course**CC-203 International Student Orientation****CC-213 Professional Development Seminar**

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

CC-255 Special Topics

Selected topic studied. 1.5-3 credits

CC-260 Career, Internship and Job Strategies

This course introduces students to career development, internship, and the job search process. Students identify their short and long-term career goals through a comprehensive process of self-evaluation. Students gain a realistic assessment of their skills, values, interests, and life experiences and learn how to apply this information when making career decisions. Students develop skills related to career research, resume development, social media marketing, letter writing, networking, interviewing, and job/internship/graduate school search methods. Students will also create a professional page in their ePortfolio related to their career development. This one-credit course is required of juniors in the general education program and must be taken as a prerequisite to participating in an internship or practicum. Open to traditional undergraduate juniors and seniors only. 1 credit

CC-270 Explorations in Leadership

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

Communications (CO)

CO-121 Introduction to Mass Communication

Survey of basic content and structural elements of mass media and their functions and influences on society. Examines social, economic, political, and cultural changes from

the perspective of mass communication theory and practice. General Education: A. 3 credits

CO-141 Public Speaking

A skills-based course focusing on the theory and practice of public speaking with emphasis on content, audience analysis, organization, language, delivery, critical evaluation of messages and listening skills. Emphasis is on student performance emphasizing original thinking, effective organization and direct communication of ideas. General Education: A. 3 credits

CO-161 Human Communication

A study of communication principles and processes as they relate to interpersonal communication, intrapersonal communication, small group and team communication, culture and communication, communication in organizations, and mediated communication. Students engage in practical and ethical application of concepts to their professional and personal lives. General Education: A. 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. 3 credits

CO-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. 3 credits

CO-220 Sociology of Communications

This course focuses on mass media representations of gender, race, class, and culture. Students will critically engage all forms of mass media from the traditional to new technologies to examine the effect media has on their lives, ways in which opinions are formed and how culture is shaped. 3 credits

CO-220W Sociology of Communications

This course focuses on mass media representations of gender, race, class, and culture. Students will critically engage all forms of mass media from the traditional to new technologies to examine the effect media has on their lives, ways in which opinions are formed and how culture is shaped. 3 credits

CO-229 Introduction to Digital Communications

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

CO-230 Internet Marketing and 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, Online Market Research, Product and Pricing on the Net, The Net as Distribution Channel, The Internet Marketing Plan, and Advertisement Design for the Web. 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. 3 credits

CO-239 Broadcast Announcing

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

CO-240 Screenwriting

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

CO-242 Electronic Field Production

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

CO-254 Special Topics

Selected topic studied in-depth within a Communications frame of reference. 3 credits

CO-255 Special Topics

Selected topic studied in-depth within a Communications frame of reference. 3 credits

CO-255W Special Topics

Selected topic studied in-depth within a Communications frame of reference. 3 credits

CO-260 Advertising Techniques

In this course, we introduce the student to the workings of modern advertising. Focusing upon the creative process in American advertising, students will submit originally conceived and prepared advertisements or advertising copy as weekly assignments. In

addition, students will explore market research and media buying as allied topics. No prior skills are required, but enthusiasm and imagination are welcome prerequisites. This course is highly recommended for those wishing to pursue a career in advertising, marketing, public relations, and/or promotional communications. 3 credits

CO-261 Public Relations

This course focuses upon the informational and promotional roles that public relations plays in commercial and non-profit sectors. 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. 3 credits

CO-301 Organizational Communications

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

CO-301W Organizational Communications

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

CO-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: C. 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: C. 3 credits

CO-362 Persuasion & 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: C. 3 credits

CO-365 Writing for Interactive Media

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

CO-380 Internship

Communications internships offer the opportunity for students to be placed at professional, media related sites in either the profit or not-for-profit sectors. These on-the-job experiences allow students to gain "real world" experience and skills while earning college credit. Internships require that the student complete 40 hours of site service for every credit received for the experience. 1-12 credits

CO-390 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By

the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-3 credits

CO-391 Communications Capstone

In the Communications Capstone students develop a specialized project and portfolio focused on learning from their Communications courses in a comprehensive manner. The National Communication Association (NCA) standards of communication competence provide the grounding for the course. As part of the course, students are asked to demonstrate mastery or excellence in following NCA communication competencies: (1) communication theory and practice (ability to explain, synthesize, apply, and critique theories and concepts), (2) communication inquiry (ability to apply appropriate analytical tools to answer a question or solve a problem), (3) audience adaptation (ability to adapt messages, oral and written, to the diverse needs of an audience), and (4) critical thinking (ability to listen to messages actively, evaluate messages thoughtfully, and respond to messages mindfully). P: Senior status. 3 credits

Computer Information Systems (CIS)

CIS-110 Contemporary Issues in Computer Information Systems

This course will introduce students to a range of current issues experienced by technology and information systems leaders in a variety of industry sectors. By taking advantage of guest speakers and research into emerging technology challenges, students will gain an appreciation of the scope of the technology industry and the potential opportunities they will encounter through the CIS program and in their future careers. This course will offer potential CIS majors an introduction to the field and offer existing CIS students a broad perspective on the ways in which technology affects businesses. 3 credits

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. 3 credits

CIS-131 Programming for Everyone I

This course, built in collaboration with Google, provides a gentle, but thorough, introduction to programming using Python. You will learn the core concepts and techniques needed to create programs and perform basic data analysis. By the end of this course, you'll be ready to pursue further study in computer science and unlock more advanced programming courses. This online class has optional live sessions. This course

is offered through the Lower Cost Models for Independent College Consortium (LCMC).
3 credits

CIS-132 Programming for Everyone II

This course, built in collaboration with Google, follows on from Programming for Everyone I. In the first half of the course, you will learn how to leverage your Python skills to treat the internet as a source of data. The second half of the course will teach you the fundamentals of Structured Query Language (SQL) and database design. By the end of the course, you will improve your programming skills and learn how to build a range of applications. This online class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). P: CIS 131. 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. 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. 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. 3 credits

CIS-174 Introduction to Programming

An introduction to computer programming. This course concentrates on developing good techniques for planning, developing, and maintaining computer programs. These include: the development of algorithms, structures coding techniques, and testing techniques. The course includes practical instruction in writing programs on the microcomputer using Visual Basic. 3 credits

CIS-210 Data Privacy and Digital Security

This course will explore a variety of topics relating to online privacy, digital safety, digital citizenship, and the protection of personal information in the increasingly digital

world. Students will engage with topics such as data brokering, facial recognition technology, personally identifiable information, government regulation, industry oversight, and the responsibility of organizations and individuals to act in an ethical manner across a range of disciplines and contexts. General Education: C. 3 credits

CIS-221 Security Auditing and Risk Assessment

This course covers the foundational methods of security auditing and presents the key elements of security risk assessment for organizations. Students will get a practical view of the primary risk assessment methods and exposure to tools commonly used in the process of conducting security audits. Topics to be covered will include risk mapping, security risk remediation and ongoing audit methods to ensure the integrity of organizational data. 3 credits

CIS-230 Scripting and the Web

Create more enriching web experiences and express your creativity through code. This course introduces core programming concepts in JavaScript and jQuery by teaching you how to create scripts from scratch, and to understand the thousands of JavaScripts, JavaScript APIs, and jQuery plugins that are available on the Web. This course will introduce you to the latest practices in progressive enhancement, cross-browser compatibility and understanding CSS3. 3 credits

CIS-231 Legal Issues in Cybersecurity

This course will focus on practical and legal issues affecting organizational leadership within the IT sector. The topics covered in this class will include compliance with federal and industry-specific protocols, protecting the rights of stakeholders, employee oversight and privacy laws, establishment of business policies, and analysis of the changing legal frameworks for Cybersecurity professionals. General Education: C. 3 credits

CIS-231W Legal Issues in Cybersecurity

This course will focus on practical and legal issues affecting organizational leadership within the IT sector. The topics covered in this class will include compliance with federal and industry-specific protocols, protecting the rights of stakeholders, employee oversight and privacy laws, establishment of business policies, and analysis of the changing legal frameworks for Cybersecurity professionals. General Education: C. 3 credits

CIS-252 Special Topics

Selected topic studied in-depth within a Computer Information Systems frame of reference. 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. 3 credits

CIS-279 Management of the Information Systems Function

In this course, students study the principles of managing an information systems service function in business. Topics include: objectives, organization, client relations, cost allocation, computer center operations, legal issues, and the application development process. P: CIS 115. 3 credits

CIS-282 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. 3 credits

CIS-286 Internet and Web Publishing

This course covers the basics of web design, including search engine optimization, website layout, navigation, calls to action and other essentials of effective design for the World Wide Web. Students create their own websites with multiple related pages, links to other sites, and complex graphics and photographs. 3 credits

CIS-301 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. General Education: C. 3 credits

CIS-301W 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. General Education: C. 3 credits

CIS-315 Healthcare and Information Systems

Information technology is transforming the delivery, management, and economics of healthcare. This course will explore the technologies that support healthcare information systems, such as software applications; system analysis and design; data management; networks and data communication; and system standards and security. Particular attention will be paid to the benefits and challenges of information technologies in medical record keeping; remote diagnosis and treatment; and improving efficiency and quality of care. 3 credits

CIS-320 Computer Forensics I

This course is designed as an introduction to computer forensics. It will cover the basic concepts of cybercrime and information systems forensics, and provide a solid foundation

for more advanced computer forensic concepts. It will include the processes involved in searching hardware, computer programs and data for evidence. 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. 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. General Education: C. 3 credits

CIS-330W 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. General Education: C. 3 credits

CIS-331 Incident Management and Response

This course addresses the methods by which an IT professional can manage cybersecurity incidents and follow up procedures to be conducted immediately after an event. Topics to be covered include analysis of the extent of the infiltration, incident containment, root cause analysis, evaluation of the scope of the data breach, and strategies to engage in constructive dialogue with stakeholders. 3 credits

CIS-340 Application Development I: Exploring Web Applications

Modern development relies on frameworks which provide developers with powerful tools to speed up development. If you want to build apps, you need to understand how to use frameworks. This course, which has been built in collaboration with Google, will introduce you to Django - a framework used for data-driven web applications. You'll learn the fundamentals of Django, improve your database management skills, and begin developing your own apps. This online class has optional live sessions. This course is

offered through the Lower Cost Models for Independent College Consortium (LCMC). P: CIS 131. CIS 132 is strongly recommended. 3 credits

CIS-341 Application Development II: Building Web Applications

This course - built in collaboration with Google - is the second part of the application development series. In this course, you will put your skills into practice and build your own application. By the end of this course, you'll have a greater understanding of the technologies that power modern apps and be able to build your own. This online class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). P: CIS 131, CIS 132, CIS 340. 3 credits

CIS-346 User Experience I: Understanding User Experience

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. This course will teach you how they do that. You'll learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, you'll be on your way to building experiences that make customers happy. This online class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 3 credits

CIS-347 User Experience II: Building Compelling User Experiences

This course builds upon User Experience I and teaches students how to build effective user experiences through a rigorous process of implementing best practices, testing designs and iterating. This course will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. To successfully complete this course, students will need to build a mobile app or website prototype and iterate upon it based on user feedback. This online class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). P: CIS 346. 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 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. 3-12 credits

CIS-385 Information Systems Security

A study of security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include operating system models and mechanisms for mandatory and discretionary controls; data models, concepts, and mechanisms for database security;

basic cryptography and its applications; security in computer networks and distributed systems; and control and prevention of viruses. Concentration will be placed on the related legal issues. 3 credits

CIS-388 Introduction to Project Management

This course covers principles, practices, and techniques for the management of business and technology projects. Topics include: project planning, scheduling, performing cost estimates, risk analysis, implementation and control, and project termination. This course introduces a variety of project management software packages. 3 credits

CIS-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

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. 3 credits

Criminal Justice (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. 3 credits

CJ-121 Contemporary Social Problems

This course focuses on how social institutions and social organization generate problems for people and for society. Particular attention will be paid to political and economic inequalities, health and illness, education, the environment, and the criminal justice system. General Education: C. 3 credits

CJ-121W Contemporary Social Problems

This course focuses on how social institutions and social organization generate problems for people and for society. Particular attention will be paid to political and economic inequalities, health and illness, education, the environment, and the criminal justice system. General Education: C. 3 credits

CJ-231 Deviance and Criminology

An examination of the social construction of the categories of "crime" and "deviance" with a focus on data and theories used in Sociology and Criminal Justice Studies. P: CJ 111 or SO 111. 3 credits

CJ-232 Juvenile Delinquency

Investigation of delinquency as a social category, including theories of construction and causation, patterns of delinquency, and the working of the juvenile justice system. P: CJ 111 or SO 111. 3 credits

CJ-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 SO 111. 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. 3 credits

CJ-236 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. 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. P: CJ 111. 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. 3 credits

CJ-255 Special Topics

Selected topic studied in-depth within a Criminal Justice frame of reference. 3 credits

CJ-280 Criminal Justice Practicum

Fieldwork experience with approval of Program Director. P: CJ 111 plus 15 hours in Criminal Justice. 3 credits

CJ-310 Sociology of Law and Social Control

This course explores the social processes of law and social control in the social context of the United States. Discusses major theories of law and considers the role of law as both a cause and effect of social change. P: CJ 111 or SO 111. 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 Internship

Fieldwork experience approved by the Program Director. P: Junior or senior status. 3 credits

CJ-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student

not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

CJ-391 Senior Seminar: Ethics

In this seminar-based course, students in Criminal Justice will study the difficult ethical issues faced by criminal justice practitioners on a daily basis and how the ethical challenges faced by police, prosecutors, judges, and corrections officers can be effectively addressed. 3 credits

Digital Media Studies (DM)

DM-380 Internship

Digital Media Studies internships offer the opportunity for students to be placed at professional, media related sites in either the profit or not-for-profit sectors. These on-the-job experiences allow students to gain "real world" experience and skills while earning college credit. Internships require that the student complete 40 hours of site service for every credit received for the experience. 1-12 credits

DM-391 Digital Media Studies Capstone

This course serves as the capstone course for the major in Digital Media Studies. It will provide an environment where the student can identify and critique threads of learning from previous Media Studies coursework. It will give students the opportunity to assess their proficiency in the literacies associated in the program: oral, promotional, management, computer, written, and media. The course culminates in the production and formal showing of a multimedia project to be designed in consultation with the faculty member. 3 credits

Drama (DR)

DR-244A 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. 3 credits

DR-244B 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. 3 credits

DR-245A 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. 3 credits

DR-245B 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. 3 credits

DR-255 Special Topics

Selected topic studied in-depth within a Drama frame of reference. 3 credits

DR-255W Special Topics

Selected topic studied in-depth within a drama frame of reference. 3 credits

DR-283 Shakespeare I

This course explores 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. This course 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). 3 credits

DR-283W Shakespeare I

This course explores 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. This course 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). 3 credits

DR-284 Shakespeare II

This course explores 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. This course 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). 3 credits

DR-284W Shakespeare II

This course explores 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. This course 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). 3 credits

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: C. 3 credits

DR-383 Murder to Miracle-Four Shakespeare Plays

This course is designed to offer an opportunity to read and compare four selected plays with the themes of murder and miracle. It is open to students in any major and at any level. No prior experience in reading plays is required. 3 credits

DR-383W Murder to Miracle-Four Shakespeare Plays

This course is designed to offer an opportunity to read and compare four selected plays with the themes of murder and miracle. It is open to students in any major and at any level. No prior experience in reading plays is required. 3 credits

DR-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

Education (ED)

ED-170 Health Education for Teachers

This course familiarizes students with the topics of nutrition, 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. 2 credits

ED-190 Orientation to the Schools

A weekly seminar including an overview of major events and court decisions that have affected public schools during the nation's history, and a consideration of social, political, and legal issues on individual schools and school districts, as well as various challenges teachers experience as part of their daily routine. Students are expected to write brief weekly papers and keep reflective journals, as well as to participate in electronic discussion forums. Attention is given to the process of developing a professional Teaching Portfolio. This course includes a field experience requirement consisting of forty hours spent in a school environment under the supervision of a site supervisor. 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. 3 credits

ED-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. P: PY 111. 3 credits

ED-227 Special Education for the Classroom Teacher I

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

ED-228 Special Education for the Classroom Teacher II

Teacher candidates in the undergraduate teacher preparation program will acquire an understanding of the diverse needs of all students, especially those likely to be enrolled in inclusion classes. They will acquire skills and strategies to meet special needs of students by devising various activities and assignments within the classroom. Specifically, those enrolled in this course will acquire special education knowledge and skills related to instruction in reading comprehension and content-specific literacy needed for success in classes across the curriculum. The course also includes instruction in the detection

and recognition of dyslexia, and develops candidates' skills in providing structured literacy interventions for students with dyslexia. Also, as they learn to differentiate instruction, teacher candidates will acquire skill in the use of assistive technology to meet the learning needs of students with a variety of special needs. Additionally, students will become knowledgeable in strategies for addressing social and emotional needs of students in the general classroom. An important component of this course focuses on teacher candidates' reflection on their own cultural competencies, and the strengthening of these competencies in preparation for the diverse population who will be part of the school community in which they will teach. P: ED 227. 1 credit

ED-229 Psychology of the Exceptional Child

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. This course does not fulfill the required special education courses for teacher candidates seeking initial teacher certification in Connecticut. Teacher candidates should consult with the Certification Officer for information about the required special education courses. P: PY 111 and PY 211 or PY 330. 3 credits

ED-242 Educational Psychology

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. P: PY 111. 3 credits

ED-251 Special Topics

Selected topic studied in-depth within an Education frame of reference. 1-8 credits

ED-320 Teaching Reading and Writing Across the Curriculum

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

ED-321 Curriculum and Methods of Teaching

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

ED-322 Technological Applications in Classroom

This course introduces students to educational technology currently available for classroom use and considers various ways in which teachers employ such 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. 2 credits

ED-330 Child Development

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. Current issues, such as the effects of drugs on the fetus, child abuse, and day care centers will be discussed. This course is not required for those who seek initial teacher certification at the middle or secondary level. P: PY 111. 3 credits

ED-341 Adolescent Psychology

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

ED-390 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

ED-391 Teaching Practicum

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

ED-392 Student Teaching

Concentrated and full-time classroom teaching, under the supervision of a cooperating teacher and a supervisor from the college's Education Programs Department. This experience enables teacher candidates to experience how theory is applied to practice for the purpose of successful teaching and learning. Credit for this course includes participation in weekly seminars on campus during the semester of student teaching. Credit for this course includes participation in weekly seminars on campus during the semester of student teaching. P: ED 391. 9 credits

ED-393 edTPA Portfolio

At the end of the student teaching experience, student teachers are required to complete an edTPA portfolio. The Connecticut Department of Education requires successful completion of the edTPA portfolio as a culminating summative assessment that is one measure of qualification for initial teacher certification. This performance assessment is designed to evaluate teacher candidates' knowledge and skills in planning, instructing, and assessing student learning. By submission of lesson plans, assessments, and student work, as well as by video recordings and responses to prompts, teacher candidates demonstrate their readiness to teach. This course supports teacher candidates in the aforementioned areas as they move through the edTPA portfolio process. Taken during the same semester as ED 392. This course has a lab fee. 2 credits

English (EN)

EN-100 Introduction to College English

A basic English course in college-level reading comprehension and expository composition. This course helps prepare students to read, think, and write at the level generally expected in college classes. EN 100 is for students whose preparation is marginal in the skills essential for success in post-secondary education and who may need instruction in the fundamentals of reading and writing Standard English. 4 credits

EN-101 College Writing

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

EN-102 Introduction to Literary Genres

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

EN-106W Written Expression I

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

EN-107W Written Expression II

Continuing EN 106W, 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. P: EN 106W. 3 credits

EN-109 Elements of Effective Writing

This course is designed for the student who needs intensive practice in the techniques of effective writing. Through a focus on the writing process, this course aims to further develop students' abilities to express themselves in persuasion, argument, and some research writing. 3 credits

EN-143A 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. 3 credits

EN-143B 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. 3 credits

EN-151 Special Topics

Selected topic studied in-depth within an English frame of reference. 3 credits

EN-155W Writing for Humanities: Composing with the Classics

This is a course designed to complement work in Honors: HU 114. 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. 1 credit

EN-170 Foundations of Literary Study

This course introduces students to essential concepts and skills in the discipline of English. Students will develop their skills as readers and writers through the practice of close reading and making literary arguments. They will also learn to work with secondary sources to enrich their understanding of literature in its historical and cultural contexts. 3 credits

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. 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. General Education: B. 3 credits

EN-220W 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. General Education: B. 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-227W 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-234 Contemporary Fiction

This course will take a dynamic look at literature as it is currently unfolding. We will read a diverse range of short stories and novels from the current century. Who is writing now, on what common themes and in what sorts of styles? The curriculum considers not only the way literature speaks to the current moment, but also its lineage, asking what literary traditions the authors may be perpetuating - or reacting against. 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. 3 credits

EN-244A 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. 3 credits

EN-244B 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. 3 credits

EN-245A 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. 3 credits

EN-245B 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. 3 credits

EN-250 Special Studies in Literature

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

EN-250W 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. General Education: B. 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-255W Special Topics

Selected topic studied in-depth within English frame of reference. 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. 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 Theodore 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. 3 credits

EN-283 Shakespeare I

This course explores 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. This course 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). 3 credits

EN-283W Shakespeare I

This course explores 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. This course 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). 3 credits

EN-284 Shakespeare II

This course explores 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. This course 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). 3 credits

EN-284W Shakespeare II

This course explores 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. This course 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). 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. Through reading and appreciating modern poetry in all its variety, students will explore what it means to be modern-and perhaps post-modern as well. Poets may include Yeats, Pound, Frost, Eliot, Stevens, Williams, Auden, Moore, Hughes, Bishop, Larkin, Ashbery, and Heaney. 3 credits

EN-343A 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. 3 credits

EN-343B 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. 3 credits

EN-344A 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. 3 credits

EN-344B 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. 3 credits

EN-345A 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 143A/B or permission of instructor. 3 credits

EN-345B 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 143A/B or permission of instructor. 3 credits

EN-356 Studies in American Literature

This course will introduce students to major themes in American literature with an emphasis on the diversity of America's literary traditions, including African-American and Indigenous American writing. 3 credits

EN-360 Literature of Love

This course 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! General Education: C. 3 credits

EN-360W Literature of Love

This course 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! General Education: C. 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. General Education: C. 3 credits

EN-380 Internship

Field work experience open to senior majors. Requires permission of Department Chair, with whom hours and credits are to be arranged. 3-6 credits

EN-383 Murder to Miracle-Four Shakespeare Plays

This course is designed to offer an opportunity to read and compare four selected plays with the themes of murder and miracle. It is open to students in any major and at any level. No prior experience in reading plays is required. 3 credits

EN-383W Murder to Miracle-Four Shakespeare Plays

This course is designed to offer an opportunity to read and compare four selected plays with the themes of murder and miracle. It is open to students in any major and at any level. No prior experience in reading plays is required. 3 credits

EN-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

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? 3 credits

EN-393 From Adultery to Apocalypse in Five Amazing Shakespeare Plays

This seminar, required for English majors concentrating in Dramatic Studies, is open to any upper-class 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. 3 credits

Global Studies (GL)

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. 3 credits

GL-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. General Education: LC. 3 credits

GL-217 Human Rights and Religious Witness in Latin America: a Film Course

The Americas - North, Central, and South - are the product of European colonial conquest of the Western Hemisphere five hundred years ago. This film course explores the consequences of this colonial origin and examines the cycle of oppression and resistance to oppression in Latin America, more specifically, in Mexico and Central America, from the conquest to the contemporary period. Eight films will dramatize the tragic, beautiful, and epic story of Latin America yesterday and today. Students will report on the films and their relationship to the context of globalizing forces of the Spanish conquest, colonialism, Christianity, trade, American hegemony in the western hemisphere, the Cold War, immigration, and human rights. For each of these globalizing forces, we will employ a twofold approach: (a) identify the actions of the colonial or governmental power and (b) describe the reactions of the Church and of the people. Associated with this approach, we will ask two sets of questions: (a) What justification did the colonial powers use to conquer, dominate, and enslave people? Likewise, in the postcolonial era, what justification did the independent governments use to suppress the people? (b) On the other side of the conflicts, what motivated the champions of human rights, who rose up in every age of this history to defend the indigenous peoples and the peasants? Their examples will lead us to a consideration of Liberation Theology. One benefit of this course is the ability to see a continuity of history: the actions of rulers and the reactions of the ruled follow recurring patterns through time. Students will be asked to describe this continuity. The past isn't dead; it isn't even past. (William Faulkner). A question for students to contemplate is this: How is the past living on in the present? General Education: C. 3 credits

GL-255W Special Topics

Selected topic studied in-depth within a Global Studies frame of reference. 3 credits

GL-323 Islam and the West

Is the West, especially America, under siege from Islam? Is conflict between America and Islam inevitable? Or is there common ground? What has Islam contributed to the world and to the West? This course provides an overview of the relationship between Islam and the West, including the basics of the religion and civilization of Islam, the relationship of Islam to the West, and considerations concerning Muslims in Western countries, including America. The course takes an interdisciplinary approach, combining elements of history, religion, and culture. General Education: C. 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-340W Global Perspectives in the Arts

This art history course introduces students to a wide range of cultural and artistic traditions that transcend political borders. The course also examines how contemporary artists around the globe have adapted traditional artistic styles in their own works. Emphasis is placed upon understanding the artworks' meaning within the cultural context and thus help students engage in dialogue with other cultures. The course emphasizes active learning by applying knowledge and skills acquired to the students' own creative art projects. Research, critical analysis, and writing skills are developed through essays and research assignments. General Education: C. 3 credits

GL-355 Special Topics

Selected topic studied in-depth within a Global Studies frame of reference. 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 and permission of Program Director. 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. 3 credits

History (HI)

HI-111 Western Civilization I

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. This course 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. General Education: B. 3 credits

HI-112 Western Civilization II

A survey of European cultures since the Renaissance designed to give an understanding of the major forces and events that have shaped the modern world. This course covers from the era of the French Revolution to the present, including romanticism, nationalism, industrialization, imperialism, fascism, and the two world wars. General Education: B. 3 credits

HI-121 United States History I

A survey of United States history from the colonial period to the present. This course covers United States history through Reconstruction, including the colonial era, the

age of the American Revolution, the early republic, and the sectional conflict. General Education: B. 3 credits

HI-122 United States History II

This course covers United States history 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: B. 3 credits

HI-140 Migration and the City

Cities have long been centers of attraction and interaction between diverse groups drawn to the economic, social, and cultural opportunities provided by urban centers. This course provides an introduction to historical and contemporary issues of migration, residential mobility, housing and neighborhood change, and immigrant populations in urban centers. It explores the differences and commonalities between immigrant and non-immigrant communities, programs and policies tackling social and ethnic inequalities, and the creative development of arts, literature and music that arise from contact between people with different resources, abilities, preferences, and cultures. Attention will be paid to both domestic and international migrations. General Education: B. 3 credits

HI-150 Rights, Slavery and Revolution

This course will analyze the period in world history where calls for human rights and freedom existed alongside a social and economic system of racial slavery. After situating European slavery in the context of the global economy, the course analyzes the French Revolution as a moment when the issue of human rights emerges in the West. The tension between slavery and human rights culminates with the Haitian Revolution, the first full-scale revolution for independence. The course concludes by asking questions about the place of that revolution in contemporary historical narratives. How does minimizing the Haitian revolution impact our understanding of that period, ideas of freedom and rights, and the idea of revolution itself? General Education: B. 3 credits

HI-150W Rights, Slavery and Revolution

This course will analyze the period in world history where calls for human rights and freedom existed alongside a social and economic system of racial slavery. After situating European slavery in the context of the global economy, the course analyzes the French Revolution as a moment when the issue of human rights emerges in the West. The tension between slavery and human rights culminates with the Haitian Revolution, the first full-scale revolution for independence. The course concludes by asking questions about the place of that revolution in contemporary historical narratives. How does minimizing the Haitian revolution impact our understanding of that period, ideas of freedom and rights, and the idea of revolution itself? General Education: B. 3 credits

HI-252 Topics in Historical Study

A course in European, American, or World History which will focus on a single topic or theme. 3 credits

HI-252W Topics in Historical Study

A course in European, American, or World History which will focus on a single topic or theme. 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. 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: 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. General Education: C. 3 credits

HI-315 Nineteenth-Century Europe

A study of continental European history from the Congress of Vienna to World War I. General Education: 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. General Education: C. 3 credits

HI-316W War and Peace in the 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. General Education: 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. General Education: 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. General Education: 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. General Education: C. 3 credits

HI-330 History of Immigration

Why do Americans often view new cohorts of immigrants with fear and suspicion despite our being a nation of immigrants? This course will trace the experiences of various groups of immigrants to North America from the Colonial period to the present. The course will examine the push factors that compel immigrants to emigrate and the pull factors present in the United States that encourages them to immigrate. This course will also examine the reception of, struggles of, and pressures facing new groups of immigrants. General Education: 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. General Education: C. 3 credits

HI-334W 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. General Education: C. 3 credits

HI-341 World Revolution in the Twentieth Century

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. General Education: C. 3 credits

HI-344 African 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. General Education: C. 3 credits

HI-380 Practicum

Fieldwork experience initiated with permission of the Department Chair. 2-12 credits

HI-385 Historiography

An examination of the nature of the historical enterprise and historical methodology as well as prominent interpreters and interpretations of the past. Much of this seminar style course is devoted to critical analysis of the writings of historians and the preparation of a historiographic essay. P: 12 credits in History. 3 credits

HI-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 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. P: HI 385. 3 credits

Human Services (HS)

HS-101 Introduction to Human Services

An overview of the principles and practices of human services, including: concept of "cradle-to-grave" care and its implications; components of the human services delivery system; nature and current status of the various human services professions; social, occupational, and professional outlook for the near future; and personal and ethical issues involved in choosing to enter the human services field. 3 credits

HS-255 Special Topics

Selected topic studied in-depth within a Human Services frame of reference. 3 credits

HS-280 Human Services Practicum I

A field experience with a Human Services agency. Students who intend to take Practicum I must see their academic advisor at the beginning of the semester. Practicum must be arranged through the Office of Career & Professional Development. This should be done no later than the middle of the semester prior to beginning the practicum placement. In addition, students must complete a preparatory workshop offered by the Office of Career & Professional Development during the semester before beginning their on-site work. 3 credits

HS-281 Human Services Practicum II

A field experience with a Human Services agency. Students who intend to take Practicum II must see their academic advisor at the beginning of the semester. Practicum must be arranged through the Office of Career & Professional Development. This should be done no later than the middle of the semester prior to beginning the practicum placement. In addition, students must complete a preparatory workshop offered by the Office of Career & Professional Development during the semester before beginning their on-site work. 3 credits

HS-311 Issues in Human Services

An in-depth examination of professional and personal issues relative to the human services professional. Consideration will be given to the position of human services organizations in government policy and the place of human services professionals in both public and private education, health care, and social welfare systems. Attention will also be given to the personal challenges faced by human services professionals, including typical occupational stressors and their impact, the importance of professionally ethical behavior, and ethical dilemmas that may be encountered. P: HS 101, HS 280, HS 281. 3 credits

Humanities (HU)

HU-101 Introduction to College Life

A course designed to introduce incoming traditional undergraduate students to the concept of a Liberal Arts education and to assist students in making a successful transition into the Albertus Magnus College community. Through discussion and reflection, this course will identify campus resources and strategies for success that will help students develop their academic and personal goals. Students will participate in activities both in and out of the classroom that will help prepare them to become lifelong learners and vibrant members of the Albertus Magnus community. Required for incoming traditional undergraduate, first-year students. 1 credit

HU-111 Reading Texts in Context I

This course seeks to expose students to classical and contemporary texts from the broad range of liberal arts disciplines and to enhance students' abilities to read texts intelligently. This required course is part of the general education curriculum. 3 credits

HU-111W Reading Texts in Context I

This course seeks to expose students to classical and contemporary texts from the broad range of liberal arts disciplines and to enhance students' abilities to read texts intelligently. This required course is part of the general education curriculum. 3 credits

HU-112 Reading Texts in Context II

This course seeks to expose students to classical and contemporary texts from the broad range of liberal arts disciplines and to enhance students' abilities to read texts intelligently. This required course is part of the general education curriculum. 3 credits

HU-112W Reading Texts in Context II

This course seeks to expose students to classical and contemporary texts from the broad range of liberal arts disciplines and to enhance students' abilities to read texts intelligently. This required course is part of the general education curriculum. 3 credits

HU-113 Invitation to Insight I

In this first of two courses in 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). 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. Required for first-year traditional undergraduate students. 3 credits

HU-114 Invitation to Insight II

In this second course of the College's General Education Insight Program, students focus 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. Required for first-year traditional undergraduate students. 3 credits

HU-255 Special Topics

Selected topic studied in-depth within Humanities frame of reference. 3 credits

HU-255W Special Topics

Selected topic studied in-depth within a Humanities frame of reference. 3 credits

HU-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 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. This required course is part of the general education curriculum. 3 credits

Languages & Cultures (LC)

LC-111 Elementary Italian I

Introduction to basic language skills: listening, reading, practice in speaking and writing simple Italian. Includes study of contemporary Italian culture and civilization. 3 credits

LC-111S Elementary Spanish I

Introduction to the basic language skills: listening, speaking, reading, and writing. Classes are structured to provide extensive oral practice in Spanish. 3 credits

LC-111SL American Sign Language I

American Sign Language is the mode of communication used by Deaf individuals in North America. This is a language comparable to any written or spoken language used throughout the world. ASL has its own syntax and strict rules and is very dynamic and complex in nature. While it is considered a difficult language to learn, it is a fun and exciting language to learn and use. 3 credits

LC-112I Elementary Italian II

Introduction to basic language skills: listening, reading, practice in speaking and writing simple Italian. Includes study of contemporary Italian culture and civilization. P: LC 111I. 3 credits

LC-112S Elementary Spanish II

Introduction to the basic language skills: listening, speaking, reading, and writing. Classes are structured to provide extensive oral practice in Spanish. P: LC 111S. 3 credits

LC-112SL American Sign Language II

American Sign Language is the mode of communication used by Deaf individuals in North America. This is a language comparable to any written or spoken language used throughout the world. ASL has its own syntax and strict rules and is very dynamic and complex in nature. While it is considered a difficult language to learn, it is a fun and exciting language to learn and use. P: LC 111SL. 3 credits

LC-161S Spanish in the Media I

In this course, students will approach the Spanish language through media such as ESPN Deportes, CNN, Telemundo, and Univision. Emphasis will be placed on attendance, active participation, viewing and listening comprehension, short quizzes, and a final ePortfolio project. The learning objectives for this course includes developing a precise vocabulary for spoken and written communication and cultural studies; and developing speaking, listening, and writing abilities at an elementary level. Offered by the Department of Languages and Cultures, this course fulfills one semester of the College's language requirement and/or a major/minor requirement in Spanish, or minor requirement in Spanish & Latin American Studies. General Education: LC. 3 credits

LC-162S Spanish in the Media II

Emphasis will be placed on attendance, active participation, viewing and listening comprehension, short quizzes, and a final ePortfolio project. The learning objectives for this course includes developing a precise vocabulary for spoken and written communication and cultural studies; and developing speaking, listening, and writing abilities at an intermediate level. Offered by the Department of Languages and Cultures, this course fulfills one semester of the College's language requirement and/or a major/minor requirement in Spanish, or minor requirement in Spanish & Latin American Studies. P: LC 161S. General Education: LC. 3 credits

LC-190I Independent Study in Italian

An individualized program of study at the elementary level. The student chooses, presents for approval and carries out an original project related to Italian language, literature, or culture. P: Permission of Department Chair. 3 credits

LC-190S Independent Study in Spanish or Latin American Literature

An individualized program of study at the elementary level. A variety of student-oriented projects is possible including directed readings or individual research. P: Spanish proficiency and permission of Department Chair. 3 credits

LC-211S Intermediate Spanish I

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. P: LC 111S, LC 112S. 3 credits

LC-212S Intermediate Spanish 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. P: LC 211S. 3 credits

LC-217S Human Rights and Religious Witness in Latin America: a Film Course

The Americas - North, Central, and South - are the product of European colonial conquest of the Western Hemisphere five hundred years ago. This film course explores the consequences of this colonial origin and examines the cycle of oppression and resistance to oppression in Latin America, more specifically, in Mexico and Central America, from the conquest to the contemporary period. Eight films will dramatize the tragic, beautiful, and epic story of Latin America yesterday and today. Students will report on the films and their relationship to the context of globalizing forces of the Spanish conquest, colonialism, Christianity, trade, American hegemony in the western hemisphere, the Cold War, immigration, and human rights. For each of these globalizing forces, we will employ a twofold approach: (a) identify the actions of the colonial or governmental power and (b) describe the reactions of the Church and of the people. Associated with this approach, we will ask two sets of questions: (a) What justification did the colonial powers use to conquer, dominate, and enslave people? Likewise, in the postcolonial era, what justification did the independent governments use to suppress the people? (b) On the other side of the conflicts, what motivated the champions of human rights, who rose up in every age of this history to defend the indigenous peoples and the peasants? Their examples will lead us to a consideration of Liberation Theology. One benefit of this course is the ability to see a continuity of history: the actions of rulers and the reactions of the ruled follow recurring patterns through time. Students will be asked to describe this continuity. The past isn't dead; it isn't even past. (William Faulkner). A question for students to contemplate is this: How is the past living on in the present? General Education: C. 3 credits

LC-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. P: LC 211S, LC 212S. 3 credits

LC-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. P: LC 211S, LC 212S and two years of successful high school Spanish. 3 credits

LC-244I Italian Culture & Civilization

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. General Education: LC. 3 credits

LC-244S The Cultures and Civilizations of the Spanish Speaking World

This course explores the various civilizations and cultures that contribute to the Spanish-speaking world. Students will gain knowledge of the Spanish/Latino/a/x individual through dialogue, readings, course assignments, and student-directed research. This course is designed to help the student gain a true global perspective and to realize the beauty in the diversity of Spain and Latin America, which is one of the underlying missions of Albertus Magnus College. Offered by the Department of Languages and Cultures, this course fulfills one semester of the College's language requirement and/or a minor in Global Studies or Spanish & Latin American Studies. This course fulfills one semester of the Spanish major or minor as well. The course will be taught in English with frequent references and proper names in Spanish. The course integrates the four basic skills of foreign language acquisition—reading, writing, speaking, and listening—in addition to cultural awareness of the Spanish-speaking world. General Education: LC. 3 credits

LC-247S Introduction to Hispanic & Latinx Studies

This course is an introduction to Hispanic and Latinx Studies in the United States. The course investigates the historical, socio-economic conditions and experiences of Latinx with particular attention to structural inequalities, identity construction and migration. General Education: C. 3 credits

LC-253S Doing Business in the Spanish-Speaking World

This course prepares business and Spanish minors/majors for successful interaction within the Hispanic business world by building upon their existing knowledge and providing the tools needed to know, understand, and learn the principal concepts, measures, and policies that govern business within the Spanish-speaking world. The course also prepares the student to be alert to the importance of cultural awareness in doing business in Spanish-speaking countries or with Hispanics in the United States and to appreciate Spanish Speaking Countries' developments and progress within the business

world. Offered by the Department of Languages and Cultures, this course fulfills one semester of the College's language requirement and/or a major/minor requirement in Spanish, or minor requirement in Spanish & Latin American Studies. The course will be taught in English with frequent references and relevant terms in Spanish. The course integrates the four basic skills of foreign language acquisition-reading, writing, speaking, and listening-in addition to cultural awareness of the Spanish-speaking world. General Education: LC. 3 credits

LC-260SW Literature & Culture of Puerto Rico

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

LC-261S 20th & 21st Century Spanish and Latin American Film

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

LC-290I Independent Study in Italian

An individualized program of study at the advanced intermediate level. The student chooses, presents for approval and carries out an original project related to Italian language, literature, or culture. P: Permission of Department Chair. 3 credits

LC-290S Independent Study in Spanish or Latin American Literature

An individualized program of study at the advanced intermediate level. A variety of student-oriented projects is possible including directed readings or individual research. P: Spanish proficiency and permission of Department Chair. 3 credits

LC-341S Major Writers of Latin American Literature

A study of the major works of Latin American literature from modernismo, through the "Boom" and the contemporary period. Students learn of the rise of independent forms of cultural expression from the diverse genres of poetry, prose, and theater. Writers studied include Rubén Darío, José Martí, Jorge Luis Borges, Alfonsina Storni, Juan Rulfo,

Gabriel García Márquez, Julio Cortázar, Carlos Fuentes, and Antonio Skármeta. General Education: B. 3 credits

LC-342S Revolutionary Literature & Culture of Cuba

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

LC-343SW Borges and His Precursors: Borges, Kafka and Poe

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

LC-354S Special Topics in Latin American Literature

A study of significant areas of Hispanic culture through the exploration of a particular theme rather than genre or period. Topics ranging from year to year may include Women Writers of Latin America, Poetry and Politics, Social Drama, Creolization and Literature in the Caribbean. May be taken more than once for credit if topics differ. General Education: C. 3 credits.

LC-354SW Special Topics in Latin American Literature

A study of significant areas of Hispanic culture through the exploration of a particular theme rather than genre or period. Topics ranging from year to year may include Women Writers of Latin America, Poetry and Politics, Social Drama, Creolization and Literature in the Caribbean. May be taken more than once for credit if topics differ. General Education: C. 3 credits.

LC-390I Independent Study in Italian

An individualized program of study at the advanced level. The student chooses, presents for approval and carries out an original project related to Italian language, literature, or culture. P: Permission of Department Chair. 3 credits

LC-390S Independent Study in Spanish or Latin American Literature

An individualized program of study at the advanced level. A variety of student-oriented projects is possible including directed readings or individual research. P: Spanish proficiency and permission of Department Chair. 3 credits

LC-391S Practicum

Supervised practical experience. With the approval of the Department Chair, 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's minoring in Spanish and Spanish and Latin American Studies are strongly encouraged to do a practicum. P: 18 credit-hours in Spanish and permission of the Department Chair. 3-12 credits

LC-395S 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. P: Spanish proficiency and permission of the Department Chair. 3 credits

LC-395SW 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. P: Spanish proficiency and permission of the Department Chair. 3 credits

Liberal Studies (LS)

LS-210 Aquinas Program Project I

This course focuses on identifying and refining a research topic that will culminate into a final research paper to be completed the following semester. This course aims to instill foundational knowledge on scholarship and research. Students will complete an annotated bibliography to gain a deep understanding of the subject matter and its relevance/application to today's society. Additionally, through participation in cultural events and activities students will be given the opportunity to reflect on the value of a liberal arts education. 4 credits

LS-211 Aquinas Program Project II

This course aims to instill foundational knowledge on scholarship and research. It is the second part of the Aquinas Scholar's program. This semester will culminate in a final research paper and presentation to the college. Additionally, through participation in cultural events and activities students will be given the opportunity to reflect on the value of a liberal arts education. 4 credits

LS-380 Internship

Students undertake a significant experiential learning opportunity, typically with a company, non-profit, governmental, or community-based organization. The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection and evaluation, students gain an understanding of the internship site's work, mission, and audience, how these potentially relate to their academic study, as well as the organization's position in the broader industry or field. 3 credits

LS-390 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 3 credits

Management (MG)

MG-131 Principles of Management

Students are introduced to the basic functions of planning, organizing, leading, and controlling the organization effectively and efficiently. Additional topics include social responsibility of the organization, decision-making, interpersonal skills, and organizational change. 3 credits

MG-142 Introduction to Project Management

This course will introduce students to the power of effective project management through two primary frameworks: waterfall and agile. Students will also learn vital project-management concepts that can be applied to a wide range of industries and occupations. This class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 3 credits

MG-228 International Business Management

Students analyze foreign environment elements and the role of each element as firms select market entry options. Specific emphasis is given to ethical strategic planning of human resources, marketing, finance, and the relationship between the corporation and its host country in establishing the international business operations. P: MG 131. 3 credits

MG-230 Consumer Psychology

An overview of the various psychological factors that contribute to the understanding and influence of consumer behavior. Topics such as perception, cognition, and emotion, as

well as the social and cultural contexts affecting the consumer, will be discussed. P: MG 231. 3 credits

MG-231 Principles of Marketing

This course introduces students to common methods of planning and implementing decisions with respect to product, price, promotion, and channels of distribution, as organizations strive to satisfy the needs and wants of the market while achieving the goals of the organization in a dynamic environment. 3 credits

MG-235 Healthcare Management

Students are introduced to the various types of healthcare facilities and the vital role of utilizing people effectively to meet the organizational objectives. The course emphasizes the managerial functions of planning, organizing, leading, and controlling in the healthcare environment. P: MG 131. 3 credits

MG-240 Social Entrepreneurship

This course focuses on social entrepreneurship, including for benefit business formation and the idea of a b-corp, grant-writing, and the values-based pitch. Students develop an idea for a nonprofit or mission-based enterprise, and learn to use social impact as a success metric. 3 credits

MG-241 Marketing Research and 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. P: MG 231. 3 credits

MG-251 Special Topics

Selected topic studied in-depth within a Management frame of reference. 3 credits

MG-251W Special Topics

Selected topic studied in-depth within a Management frame of reference. 3 credits

MG-255 Sourcing and Operations

This course provides an overview of sourcing and operations. It is divided into two parts. In the first part, students will learn the key components of sourcing: supplier selection, supplier segmentation, make vs buy decisions and supplier relationships. In the second part, students will learn both the Lean Inventory methodology and the Six

Sigma methodology. This will allow them to improve supply chain operations. Students will have the opportunity to apply this knowledge to a product of their choosing. Lastly the course will be supplemented by guest lecturers who have significant experience in supply chain management. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 3 credits

MG-261 Project Planning

This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time. Students will learn how to balance them in order to create a plan which is realistic and achievable. Students will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. This class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). P: MG 142. 3 credits

MG-270 Moral Leadership: Defining the Character of Individuals in Organizations

Students will explore two important and related topics: leadership and ethics in business. Questions that will be explored include: What is business leadership? Does it have an impact on organizational performance? Where are leaders in organizations and what are their roles? What roles do leaders play in shaping the culture of right and wrong within the organization? General Education: C. 3 credits

MG-308 Ethical Issues in Healthcare

From biomedical research to clinical practice to policy and planning, healthcare managers face ethical issues in every aspect of their work. In this course, students explore their own values and moral principles in relation to healthcare; consider various professional codes of ethics; and apply systematic approaches to ethical decision-making to cases related to healthcare access; client self-determination; privacy; cultural and religious diversity; and the economics of the healthcare system. General Education: C. 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. General Education: C. 3 credits

MG-312 Global Health

Global Health examines the socioeconomic, biological and environmental causes and the consequences of disease. In an increasingly interconnected world, students consider

the impact of infectious diseases; poverty and hunger; violence and war; environmental disruption; natural disasters and humanitarian crises for local and global health and wellbeing. Students explore their possible roles in solving global health crises, such as promoting human rights; applying new technologies; and financing and managing international agencies, NGOs, philanthropy, and emerging public and private healthcare systems. General Education: C. 3 credits

MG-315 Nonprofit Fundraising and Introduction to Foundation Grant Writing

Through this course, students will gain insight into best practices in nonprofit fundraising, including an introduction into the world of foundation grant writing. Topics covered include: history of charitable giving, rationale for donor giving, legal and organizational aspects of a nonprofit corporation, Internal Revenue Code requirements related to charitable giving, creating a plan of development, creating a case statement, the donor cycle, and an introduction to private foundation grant research, writing, and submission. The course generally includes an experiential component in which student prepares and submit a grant application to a local foundation. 3 credits

MG-315W Nonprofit Fundraising and Introduction to Foundation Grant Writing

Through this course, students will gain insight into best practices in nonprofit fundraising, including an introduction into the world of foundation grant writing. Topics covered include: history of charitable giving, rationale for donor giving, legal and organizational aspects of a nonprofit corporation, Internal Revenue Code requirements related to charitable giving, creating a plan of development, creating a case statement, the donor cycle, and an introduction to private foundation grant research, writing, and submission. The course generally includes an experiential component in which student prepares and submit a grant application to a local foundation. 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. 3 credits

MG-328 International Marketing

This course teaches students to conduct a strategic analysis of world markets in terms of their respective cultural, economic, political, financial, legal, and competitive forces to determine various entry options available to multinational companies. Development of the particular marketing strategy and the 4 P's in the international arena will be explored. P: MG 231. 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: LC. 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 right. Union structure, operation, and relations will be discussed as well as employee relations in non-union organizations and in the public section. 3 credits

MG-336 Healthcare Law

An examination of the laws and regulations which protect and govern healthcare facilities and programs. Special attention is paid to the rights and protection afforded to users of healthcare facilities. General Education: C. 3 credits

MG-337 Human Resource Recruiting and Selection

This course introduces the student to the importance of planning and conducting a needs assessment for effective and efficient recruiting. Students will also examine how and where to recruit, as well as the legal aspects of gathering a pool of potential candidates. Students will also learn the techniques of screening candidates to acquire those who best fit the organization's needs. The course is a combination of theory and practical application. P: MG 362. 3 credits

MG-339 International Human Resource Management

Students will study the vital role of utilizing people effectively to meet the multinational corporation's foreign country objectives. Topics include planning personnel needs, recruiting and selecting employees, training and developing the workforce, performance evaluation, compensation in the foreign country, as well as the foreign legal and social context in which human resource management must operate. P: MG 362. 3 credits

MG-340 Project Management

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. General Education: C. 3 credits

MG-348 Data Analysis for Healthcare Managers

In this course, students will be introduced to the analytic tools needed to understand and assess the data collected by healthcare organizations. Students will learn how various healthcare data sets are constructed and utilized by healthcare managers for efficient and effective decision-making. The students will apply these techniques and interpret case study data. P: BE 202. 3 credits

MG-350 Forecasting and Logistics

This course provides a broad overview of the planning and execution of customer demand. It is divided into two parts: forecasting and logistics. In the first segment, we cover the three major building blocks of logistics networks: transportation, warehousing, and inventory. After completing this section, you will be able to differentiate the advantages and disadvantages of different modes of transportation and understand what goes into designing and setting up a warehousing facility. In the second segment, we cover planning and forecasting. You will master different forecasting techniques essential for building a sales forecast and build the tools and techniques to analyze demand data and construct different forecasting techniques. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 3 credits

MG-362 Human Resource Management

In this course, students study the vital role of utilizing people effectively to meet organizational objectives. Topics include planning personnel needs, recruiting and selecting employees, training and developing the workforce, performance evaluation, compensation, and the legal and social context in which human resource management must operate. P: MG 131. 3 credits

MG-365 Issues of Small and Family Business

This course introduces students to the issues that confront small and family businesses, and explores how to create a new small business. The study of small businesses allow students to study organizations in a more holistic manner. P: MG 131, MG 231, BE 161. 3 credits

MG-367 Strategic Management

Students will analyze the concepts and formulation of business strategy in the complete business environment. Roles and actions of top management in developing and implementing policy and strategy will be examined and analyzed in diverse industries, various types and sizes of organizations, and in a variety of situations. P: MG 131. 3 credits

MG-370 Project Execution, Monitoring & Control, Implementation & Closure

This course will prepare students for the unforeseen challenges and changing priorities that accompany any project. Students will be exposed to the various ways a manager can promote trust and conviction in processes and personnel. Students will also learn project

execution, monitoring / control, implementation / handover, DevOps, and project closure techniques. The course is intended to finalize a student's preparation for their Project Management Practicum and Internship. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). P: MG 142, MG 261. 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 management. 3-12 credits

MG-382 Entrepreneurship Internship

In this supervised internship, students work to develop their business idea into an actual business operation or business plan, using the college's co-working space or an outside co-working space as their base of operations. P: 12 credits in management. 3-12 credits

MG-383 Health Care Management Internship

This is a field-based course in which students gain on-site employment experience in a local healthcare or healthcare-related business 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 management. 3-12 credits

MG-384 Supply Chain Management Practicum

This course asks students to apply the skills they have learned in their business and supply chain management education to a series of challenges. In the first part, students solve challenges in logistics, operations, planning, and sourcing faced by a fictional company. In the second part, students will be tasked with addressing a real supply chain problem. Students will take on the role of supply chain consultants, redesigning the existing supply chain of a consumer products company with the goals of implementing lean inventory management, and using six sigma processes to improve efficiency and allow the company to bring new products to market more rapidly. At the end of the course, students will have real world experience that they can show employers as part of a larger portfolio. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 3 credits

MG-385 Advanced Project Management Practicum

This course is intended as a culmination of a student's work in the Project Management major. Students will work in groups to manage a simulated project from scope to completion - encountering - and overcoming - challenges and complications along the way. This course will also provide students with an overview of the product life-cycle,

governance, and other topics to help contextualize project work. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). P: MG 142, MG 261, MG 370. 3 credits

MG-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

MG-391 Business Capstone

The objective of this capstone course is to provide the student with the opportunity to integrate knowledge gained from all other business courses through the analysis of case studies and simulations. Students learn to formulate strategic decisions that guide the future direction of the organization. P: Senior standing and completion of BE 161, BE 205, MG 131, MG 231, and 5 courses in the student's concentration. 3 credits

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. 3 credits

MG-392 Healthcare Management Capstone

This capstone course is designed to integrate knowledge and skills from previous coursework and field experiences. Focus will be on key issues impacting the management of today's healthcare organizations and students will develop an individual research project that explores how those issues impact the delivery of care. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. P: MG 348. 3 credits

Mathematics (MA)

MA-100 Introduction to College Math

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. 3 credits

MA-111 Mathematical Ideas

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

MA-116 College Mathematics

A course in college mathematics including mathematical applications of solving equations and inequalities, linear programming, probability and combinatorics, as well as exponents. P: MA 100 or its equivalent. General Education: A. 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. P: MA 100 or its equivalent. General Education: A. 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. Serves as a first course for mathematics and science majors. P: MA 120 or its equivalent. General Education: A. 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. P: MA 121 or its equivalent. General Education: A. 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. P: MA 122. 3 credits

MA-230W 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. P: MA 111, MA 116, MA 120 or MA 121. 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, implicit function theorem, and Green's and Stokes' Theorems. P: MA 121, MA 122. 4 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. P: MA 121. 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. P: MA 233. 3 credits

MA-275 Special Topics

Selected topic studied in-depth within a Mathematics frame of reference. 1-3 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. P: MA 233. 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. P: MA 120 or MA 121. 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. P: MA 345. 3 credits

MA-380 Internship

Supervised field experience with permission of the Mathematics Program Director. 3 credits

MA-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

MA-391 Senior Seminar

Topics may vary. Typically, a topic will be chosen that pulls together previous courses, e.g., Differential equations (calculus & linear algebra). P: MA 122, MA 233. 3 credits

Music (MU)

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: A. 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. 3 credits

MU-122 Chorus I

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

MU-123 Chorus II

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

MU-124 Chorus III

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

MU-125 Chorus IV

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

MU-126 Chorus V

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

MU-127 Chorus VI

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

MU-128 Chorus VII

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

MU-190 Independent Study

In this course, the student will, under the supervision of the department chair/program director, explore special interests in music study outside the scope of existing courses. 1-12 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: A. 3 credits

MU-255 Special Topics

Selected topic studied in-depth within a musical frame of reference. 3 credits

MU-290 Independent Study

In this course, the student will, under the supervision of the department chair/program director, explore special interests in music study outside the scope of existing courses. 1-12 credits

MU-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, explore special interests in music study outside the scope of existing courses. 1-12 credits

Philosophy (PH)

PH-111 Critical Reasoning

Today perhaps more than ever, we need to be able to assess the claims and arguments we encounter on our media landscape. What makes an argument strong, or weak? How can rhetoric make an argument more compelling, or be used to hide flaws in an argument? In this course, students acquire the tools to assess the claims and arguments of others and build strong arguments for their own views. We skirt the complexities of formal, symbolic logic and dive into the "art" of critical reasoning. General Education: B. 3 credits.

PH-211 Ancient Greek Thought

A survey of ancient Greek thought, especially as represented by Socrates, Plato, and Aristotle. We begin from the pre-Socratics: Thales, Anaximander, Anaximenes, Pythagorus, Heraclitus, and Parmenides. We then turn to Socrates, as portrayed in Plato's Apology and other dialogue, and look at how Plato, a student of Socrates, developed his teacher's way of thinking. On this basis we turn to the work of Aristotle, a student of Plato, including readings from his Nicomachean Ethics and Politics. General Education: B. 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: B. 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: B. 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: B. 3 credits

PH-235 Black Radical Thought

How has philosophy shaped struggles for black liberation? This course surveys several currents of intellectual and political activity aimed at forms of the black struggle for liberation that lie outside of the political mainstream. Students are first introduced to the philosophies of G.W.F. Hegel and Karl Marx. Then, they trace the way this tradition's themes have served as both an important influence and a point of contestation in the writings of 20th- and 21st-century black writers, activists, and movements. Examples include W.E.B. DuBois, Aimé Césaire, C. L. R. James, Martin Luther King, Jr., Frantz Fanon, Angela Y. Davis, black and Third World feminisms, black nationalism, the black power movement, pan-Africanism, the Women of Color movement, black labor movements, black socialism, Black Lives Matter, and the prison abolition movement. General Education: B. 3 credits

PH-237 Capitalism and Society

How does capitalism promote the principles of freedom and equal dignity that define a democratic society? How does it organize relations between labor, capital, and governments? In this course, students learn about the origins of the capitalist system in Europe and its global diffusion through the system of European colonialism. Through primary texts, they become familiar with historical debates among political philosophers from the 17th-century to today about the advantages and disadvantages of capitalism (John Locke, Adam Smith, Thomas Malthus, Karl Marx, Friedrich Hayek, John Maynard Keynes, Milton Friedman, Joseph Stiglitz, David Harvey, and others). Then, they trace the influence of these debates on approaches to contemporary social, political, and economic issues such as inequality, poverty, global economic development, race, the women's movement, housing, economic migration, indigenous sovereignty struggles, neoliberalism, neoimperialism, climate change, and labor trends. General Education: B. 3 credits

PH-251 Special Topics

Selected topic studied in-depth within a philosophical frame of reference. 3 credits

PH-261 Social & 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: B. 3 credits

PH-265W Philosophy of Art

What is art? What is its purpose? Is there a standard of beauty, or simply individual tastes? What is the role of the art critic? What is art's relationship with society? Is there a conflict between art and commercial culture? This course will familiarize students with four philosophical theories or approaches to art: art as pleasure, art as beauty, art as emotion, and art as a way of understanding the world. Students read classic and contemporary texts in philosophical aesthetics that include such authors as Aristotle, David Hume, John Stuart Mill, Immanuel Kant, G. W. F. Hegel, Friedrich Nietzsche, Martin Heidegger, Walter Benjamin, Theodor Adorno, Susan Sontag, Rosalind Krauss, Arthur Danto, Frederic Jameson, and others. Emphasis is placed on issues relating to modern and contemporary art and students will visit an art gallery. Modeling art-world genres of written expression such as artifact descriptions, art exhibition reviews, art criticism, and art essays, this course improves written communication skills and satisfies the W-course General Education requirement. General Education: B. 3 credits

PH-303 Urban Planning Studio

This course explores the historical and contemporary dimensions of how cities form and develop and how human interventions shape these complex processes. Students draw from a diverse range of sources and disciplines to examine the past, present, and future of cities by looking at four distinct yet interrelated themes: environment, equity, economy, and culture. These themes are used to explore cities you might be familiar with, such as New York City, as well as our context here in New Haven. As a Studio course, students participate in a major problem-based learning project, centered in New Haven, that involves research, strategization, collaboration, and partnerships with local officials and agencies. The studio project varies from term to term and addresses a local current issue, such as housing equity and accessibility, greenspace preservation and urban ecological practices, multi-modal transit expansion, and neighborhood integration and social inclusion strategies. General Education: C. 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. General Education: C. 3 credits

PH-321 Modern Art and Architecture

This course introduces students to the Modernist movement in art and architecture and the currents that came after it. Capitalizing on our proximity to fine examples of Modern art and architecture in New Haven, students are given opportunities to learn beyond the classroom. Visual art movements covered include impressionism, expressionism, Dada, surrealism, abstract expressionism, pop art, conceptual art, minimalism, Earthwork, site-specific art, and video art. In architecture, students become acquainted with Le Corbusier, Frank Lloyd Wright, the Bauhaus, the International Style, Postmodern innovators from Phillip Johnson and Frank Gehry, and recent artists who cross boundaries between art and architecture, such as Olalekan Jeyifous and Patricia Johanson. Aesthetic tropes are examined and evaluated, including realism, disorder, fragmentation, the sublime, irony, pastiche, surface, depth, ruins, and everydayness. As an interdisciplinary course bridging Art History and Philosophy, students are also introduced to theorists of art, culture, and architecture who have not only observed these movements but in some cases shaped them. They range from Charles Baudelaire and Freidrich Nietzsche to Theodor Adorno, Walter Benjamin, Roland Barthes, Susan Sontag, Frederic Jameson, Jean Baudrillard, Jean Francois Lyotard, Robert Venturi, Charles Jencks, and others. General Education: C. 3 credits

PH-321W Modern Art and Architecture

This course introduces students to the Modernist movement in art and architecture and the currents that came after it. Capitalizing on our proximity to fine examples of Modern art and architecture in New Haven, students are given opportunities to learn beyond the classroom. Visual art movements covered include impressionism, expressionism, Dada, surrealism, abstract expressionism, pop art, conceptual art, minimalism, Earthwork, site-specific art, and video art. In architecture, students become acquainted with Le Corbusier, Frank Lloyd Wright, the Bauhaus, the International Style, Postmodern innovators from Phillip Johnson and Frank Gehry, and recent artists who cross boundaries between art and architecture, such as Olalekan Jeyifous and Patricia Johanson. Aesthetic tropes are examined and evaluated, including realism, disorder, fragmentation, the sublime, irony, pastiche, surface, depth, ruins, and everydayness. As an interdisciplinary course bridging Art History and Philosophy, students are also introduced to theorists of art, culture, and architecture who have not only observed these movements but in some cases shaped them. They range from Charles Baudelaire and Freidrich Nietzsche to Theodor Adorno, Walter Benjamin, Roland Barthes, Susan Sontag, Frederic Jameson, Jean Baudrillard, Jean Francois Lyotard, Robert Venturi, Charles Jencks, and others. General Education: C. 3 credits

PH-351 Special Topics

Selected topic studied in-depth within a philosophical frame of reference. 3 credits

PH-351W Special Topics

Selected topic studied in-depth within a philosophical frame of reference. 3 credits

PH-352 Approaches to Global Justice

In this course, students become familiar with theories of global justice inspired by John Stuart Mill, Immanuel Kant, John Rawls, and others. In addition to classic texts, they read contemporary scholarship in political philosophy, ethics, and economics that engages such issues as global poverty, immigration, inequality, climate change, war, refugees, religious conflict, and nation-state conflict. Students learn to evaluate and apply different approaches to these issues. General Education: C. 3 credits

PH-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

PH-393 Final Project I

A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. 3 credits

PH-394 Final Project II

A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. 3 credits

Physical Education (PE)

PE-101 Special Topics

Selected topic studied in-depth within a Physical Education frame of reference. 1-3 credits

PE-96DD 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. .5 credit

PE-96V Swim to Be Fit I

A course designed to improve body fitness through structural swimming activities. .5 credit

PE-96VV 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. .5 credit

Physical Science (SC)

SC-105 Science Topics

This is a non-majors course designed to study and discuss areas of current scientific interest. Topics will vary and may include the environment, health & disease issues, human genetics, biotechnology, and the chemistry or physics of everyday phenomena. Students will gain an understanding of the scientific method along with techniques in data analysis and presentation. General Education: A. 3 credits

SC-108 Frontiers of Science

This is a non-majors course that introduces general principles of biology through the examination of issues and concerns of current importance to the general public. Topics studied include, but are not limited to, biotechnology, genetic engineering, human health and disease. Through the exploration of highly debatable subjects, students gain an understanding of how the scientific method is applied to resolving questions and unanswered problems. General Education: A. 3 credits.

SC-109 Ecology in the Field

This is a non-majors course that introduces students to field techniques that investigate the relationship between organisms and their environment. We start with nearby forest habitat and ask what factors contribute to a healthy ecosystem, including water quality, soil type, tree diversity, and invertebrate and amphibian abundance. Once field data has been collected, we return to the lab and analyze and interpret our results. Students working in teams are expected to write a paper and create a presentation explaining our methodology and discussing the implications of our results on biodiversity and forest quality. General Education: A. 3 credits

SC-110 Human Health and Disease

This course is designed to allow students to gain familiarity with concepts in a select group of topics related to human health and disease. Successful students will develop critical scientific reasoning skills necessary to form educated opinions about contemporary science/health topics. Topics studied include cells, tissues and organs, cancer, genetic disorders, aging and more. Through the exploration of controversial

topics, students gain an understanding of how the scientific method is applied to resolve current questions and problems. General Education: A. 3 credits

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

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

SC-118 Ecology of Long Island Sound

This is a non-majors course that introduces students to the Biology and Ecology of Long Island Sound (LIS). Topics may include the different habitats found throughout LIS, the organisms found in those habitats, current environmental issues and fundamental marine research approaches. The course may involve field trips to various LIS locations. General Education: 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. To be taken in conjunction with SC 131L. P: High school physics, algebra or departmental permission. 3 credits

SC-131L General Physics I Laboratory

This course illustrates selected topics including motion, force, work, energy and thermodynamics, using algebra and trigonometry through hands-on work. To be taken in conjunction with SC 131. 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. To be taken in conjunction with SC 132L. P: SC 131. 3 credits

SC-132L General Physics II Laboratory

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

SC-302 Practicum/Internship

Supervised practical experience in an external setting related to students' interest. P: Permission of Department Chair. 1-6 credits.

SC-327 Independent Research

Experimental research under the supervision of a member of the Biology or Chemistry faculty. P: Permission of Instructor. 1-4 credits

SC-340 Advanced Topics

Selected topic studied in-depth within a Biology or Chemistry frame of reference. 3 credits

SC-351 Senior Science Seminar I

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

Political Science (PO)

PO-111 World Politics

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

PO-115 Introduction to Urban Studies

Urban Studies examines urban social issues, urban planning strategies, and urban cultural movements. This course introduces to practical, historical, and theoretical approaches

to the field of Urban Studies as an interdisciplinary program of study that addresses the way cities shape and are shaped by race and class, inequality, built environments and infrastructures, housing, community services, entrepreneurship, economic development, local governance, and urban art and culture. Applying knowledge of classic and contemporary texts in Urban Studies, students participate in experiential learning activities, including a class project that engages a current problem or project underway in the City of New Haven. Toward completion of the project, students visit sites in the city and meet with government officials, local non-profit directors, and community organizers. General Education: B. 3 credits

PO-230 State and Local Government

This course looks at the practical workings of government at the local and state level in the United States. Particular attention will be paid to the ways in which Federalism and separation of powers has shaped politics in these areas, as well as the ways in which democracy, social movements, and political parties shape the process and outcomes of state and local government. General Education: 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. General Education: C. 3 credits

PO-231W 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. General Education: C. 3 credits

PO-251 Topics in Political Science

Selected topic studied in-depth within a Political Science frame of reference. 3 credits

PO-252 Topics in Political Science

Selected topic studied in-depth within a Political Science frame of reference. 3 credits

PO-253 Topics in Political Science

Selected topic studied in-depth within a Political Science frame of reference. 3 credits

PO-253W Special Topics

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. General Education: C. 3 credits

PO-273W 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. General Education: 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. General Education: C. 3 credits

PO-303 Urban Gardens Studio

In this course, students will learn how forces such as public policy, market imperatives, and global logistics affect food production and distribution. What specific challenges to food production, circulation, and consumption, emerge from urbanization and what kind of initiatives and organizations have arisen to address these issues, and ensure adequate food for all. Service learning projects will give students first-hand exposure to the specific ways the New Haven community has worked to address these issues. Paying specific attention to urban agriculture, students will see how many urban farms make use of complex multifunctional urban spaces, forcing us to rethink the urban environment in novel ways. Lastly, the course will examine the connections between cultivated urban spaces and cultural expression and meaning, with specific attention paid to the connection between urban gardening and various diaspora communities that are found in urban environments. General Education: C. 3 credits

PO-322W 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. General Education: C. 3 credits

PO-325W 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. General Education: C. 3 credits

PO-329 Global Social Movements

This course examines various social movements from around the world in order to better understand the underlying dynamics of these powerful driving forces in the contemporary world. The course will investigate central questions such as: Why do social movements emerge? What sustains social movements? Why do some movements succeed where others fail? General Education: C. 3 credits

PO-329W Global Social Movements

This course examines various social movements from around the world in order to better understand the underlying dynamics of these powerful driving forces in the contemporary world. The course will investigate central questions such as: Why do social movements emerge? What sustains social movements? Why do some movements succeed where others fail? General Education: C. 3 credits.

PO-341 World Revolution in the Twentieth Century

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. General Education: C. 3 credits

PO-380 Internship

Fieldwork experience initiated with permission of the Department Chair. 3-12 credits

PO-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 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 social 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

Psychology (PY)

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: B. 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: PY 111. 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: PY 111. 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: PY 111. 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: PY 111. 1.5 credits

PY-135 Special Topics

Selected topic studied in-depth within a psychological frame of reference. 1.5 credits

PY-205 Ethnic and Gender Issues in Mental Health

This course will explore the perception and interaction of cultural relevance and gender sensitivity as a necessity in case management and clinical work. Students will explore the mental health needs and norms of several ethnic groups in the United States including European, Native-American, African American, Latino/Latina, Asian American, Jewish and Arab American clients. Students will also gain an understanding of the role ethnicity and gender has in mental health and substance abuse treatment. In addition, they will examine the impact of oppression on women and other minority groups. Students will design a cultural collage and research their own ethnic, cultural and gender norms to gain a better understanding of themselves in relation to others. General Education: C. 3 credits

PY-210 Behavior Modification

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

PY-211 Abnormal Psychology

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

PY-213 Counseling Techniques

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

PY-214 Death and Dying

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

PY-218 Statistics for Behavioral Sciences

Addresses basic concepts and methods of statistical data analysis as applied in psychology and other social/behavioral sciences, including organizing, analyzing, and interpreting data. This 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: General Education: Math A. 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. P: PY 111. 3 credits

PY-229 Psychology of the Exceptional Child

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. This course does not fulfill the required special education courses for teacher candidates seeking initial teacher

certification in Connecticut. Teacher candidates should consult with the Certification Officer for information about the required special education courses. P: PY 111 and PY 211 or PY 330. 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. 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. 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. 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. P: PY 111. 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. 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: C. 3 credits

PY-240 Domestic Violence

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

PY-242 Educational Psychology

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. P: PY 111. 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: C. 3 credits

PY-250 Community Psychology

A multidisciplinary approach emphasizing the prevention and treatment of psychological problems in a community setting. P: PY 111. 3 credits

PY-251 Special Topics

Selected topic studied in-depth within a psychological frame of reference. 1-3 credits

PY-251W Special Topics

Selected topic studied in-depth within a psychological frame of reference. 1-3 credits

PY-280 Practicum

A 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. P: Second semester Junior status, senior status or permission of Department Chair. 3 credits

PY-290 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-3 credits

PY-311 History and Systems of Psychology

A study of the philosophical and scientific antecedents of contemporary psychology, the major theorists and research methods in the early years of psychological science, and their influence on current developments and controversies in the field. P: PY 111. 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. P: PY 111, PY 211. 3 credits

PY-321 Personality

Personality involves the study of the consistent patterning underlying the day-to-day variability in human thoughts, feelings, and behaviors. Influential personality theories will be critically evaluated and applied, testing their abilities to cast light on individual differences in self-concept and relational style. P: PY 111. General Education: C. 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. P: PY 111. General Education: C. 3 credits

PY-323 Social Psychology

The study of individual and group behavior, this course addresses classical and contemporary issues and research on a number of topics, including person perception, social cognition, attitudes and attitude change, conformity, obedience, prejudice, gender, and interpersonal relationships and attraction. P: PY 111. General Education: C. 3 credits

PY-325 Experimental Methods and Research Design

An introduction to experimental methods and research design in psychological research. Includes hands-on experience with design, implementation of data collection, data coding and analysis, and the interpretation and communication of results. Students will learn and use APA style format in a research paper describing their research findings. P: PY 111, PY 218 and Junior or Senior status. 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. 3 credits

PY-330 Child Development

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. Current issues, such as the effects of drugs on the fetus, child abuse, and day care centers will be discussed. This course is not required for those who seek initial teacher certification at the middle or secondary level. P: PY 111. 3 credits

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. 3 credits

PY-341 Adolescent Psychology

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

PY-371 Introduction to Art Therapy

The role of art therapy in the psychotherapeutic process as a diagnostic, developmental, and remedial tool, including the theoretical bases of this modality. P: PY 111 and either PY 211 or PY 321. 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. 3 credits

PY-380 Internship

A field-based experiential internship in the Child Development and Counseling, and Mental Health concentrations requiring a commitment of 16 -24 hours per week to the placement site. P: PY 280 and departmental permission. May, with special permission of the Department Chair, be taken over the course of two semesters. Upon registering for PY 380, students should immediately meet with the Office of Career & Professional Development and Experiential Learning (Rosary Hall). This should be done by the middle of the semester prior to actually beginning the placement. 6-9 credits

PY-391 Senior Seminar

In-depth study of selected topics in psychology. P: Open only to psychology majors with senior status. 3 credits

Public Health (PHS)

PHS-310 Epidemiology

Epidemiology is the branch of medicine which deals with the incidence, distribution, and control of a disease. In this course, you will learn and apply key concepts of epidemiology to multiple domains of public health. By the end of this course, you'll be able to use epidemiology to better understand, characterize, and promote health at

a population level. This online class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). P: SO 218. 3 credits

PHS-387 Public Health Studies I: Current Topics and Politics

This course is intended to provide students with a means of evaluating the health impact of political decisions and a broad knowledge base about the practice of Public Health today. Students will explore a range of current topics in public health - including COVID-19, HIV/AIDS, and the obesity epidemic. Students will also look at the impact of US politics on global public health, especially in developing nations. Furthermore, this course will explore key topics such as the WHO's Millennium Development Goals, the disastrous circumstances that can arise when Public Health Policies fail, and the conflict between data and political will that drives so much of Public Health policy decision making. This course culminates in a project in which students must plan a Health Impact Assessment of a current or proposed federal or state policy. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). P: MG 311, SO 218. 3 credits

PHS-388 Public Health Studies II: Demographics, Geo-Spatial Mapping, and Qualitative Research

This course provides students with a variety of tools for understanding the impact that disease or other Public Health concerns may have on a population. Students will learn how to design effective surveys, analyze geographic data, and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. This course will also require students to participate in a marathon in order to help them build understanding of how geographic data is used in the practice of Public Health. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). P: MG 311, SO 218, PHS 387. 3 credits

Religion (RS)

RS-217 Human Rights and Religious Witness in Latin America: a Film Course

The Americas - North, Central, and South - are the product of European colonial conquest of the Western Hemisphere five hundred years ago. This film course explores the consequences of this colonial origin and examines the cycle of oppression and resistance to oppression in Latin America, more specifically, in Mexico and Central America, from the conquest to the contemporary period. Eight films will dramatize the tragic, beautiful, and epic story of Latin America yesterday and today. Students will report on the films and their relationship to the context of globalizing forces of the Spanish conquest, colonialism, Christianity, trade, American hegemony in the western hemisphere, the Cold War, immigration, and human rights. For each of these globalizing forces, we will employ a twofold approach: (a) identify the actions of the colonial or

governmental power and (b) describe the reactions of the Church and of the people. Associated with this approach, we will ask two sets of questions: (a) What justification did the colonial powers use to conquer, dominate, and enslave people? Likewise, in the postcolonial era, what justification did the independent governments use to suppress the people? (b) On the other side of the conflicts, what motivated the champions of human rights, who rose up in every age of this history to defend the indigenous peoples and the peasants? Their examples will lead us to a consideration of Liberation Theology. One benefit of this course is the ability to see a continuity of history: the actions of rulers and the reactions of the ruled follow recurring patterns through time. Students will be asked to describe this continuity. The past isn't dead; it isn't even past. (William Faulkner). A question for students to contemplate is this: How is the past living on in the present? General Education: C. 3 credits

RS-221 World Religions

This course surveys the teachings and practice of five world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. Consideration is given to the question of what makes a tradition a "world religion" and to the history of that idea, as well as to the question of what makes a tradition a "religion" at all. In this way, students are invited to explore both the religious dimension of human existence as well as how that dimension has been expressed and studied. General Education: B. 3 credits

RS-222 Religion and Science

Are religion and science 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. In this course, we survey the relationship between religion and science in a number of traditions, including consideration of debates about the theory of evolution and other matters of contemporary concern. General Education: B. 3 credits

RS-223 Religion and Popular Culture

This course examines the many ways that religion and popular culture intersect today. It begins by examining the origins of the concept of popular culture, its historical developments in the eras of mass media and digital culture, and the rise of Cultural Studies as an intellectual approach to the study of working-class culture, race and racism, gender and sexuality, and the politics of representation. Students then learn about foundational texts and issues in Religious Studies before applying their learning across these two disciplines to such things as sports, hip hop, yoga, graphic novels, film and television, music videos, video games, and social media. General Education: B. 3 credits

RS-226 Catholic Intellectual Tradition

This course invites students to engage and debate the Catholic intellectual tradition from Augustine to the present. Focus is placed on the relationships between faith and reason and between the Church and the world. The course consists of two units. Unit 1 surveys

the work of authors from early Christianity to the start of the modern period, including Augustine of Hippo, Thomas Aquinas, Dante Alighieri, Meister Eckhart, Teresa of Avila, and John of the Cross. Unit 2 is concerned with recent materials, exploring the tension between the Church and "the modern world" from the French Revolution up to the Second Vatican Council in the 1960s and the new spirit of "dialogue" in subsequent years. A wide range of authors is studied, including Jacques Maritain, Dorothy Day, Elizabeth Johnson, Pope Francis, and others. General Education: B. 3 credits

RS-240 Religion and Race

This course explores the role of religion in the civil rights movement from its origins, through its height in the 1950s and 1960s, up through the continued struggle for civil rights in the US today. It consists of three units. Unit 1 focuses on the work of Martin Luther King, Jr. and two fellow travelers, Howard Thurman and Abraham Heschel. Key events in the history of the movement are discussed. Unit 2 turns to the life and work of Malcolm X, including his relationship with the Nation of Islam and powerful public addresses. Unit 3 looks at the work of several figures who came to prominence after "Martin and Malcolm," including James Cone, James Baldwin, Ta-Nehisi Coates, and others. General Education: B. 3 credits

RS-242 The Spiritual Life

What is the spiritual life? How do practitioners of various spiritual and religious traditions live out and develop their spiritual life? The course addresses these questions through two units of study, the latter including a focus on practice and experiential learning. Unit 1 surveys the history of spirituality, including in both Western and Eastern traditions and the work of significant authors, including Ralph Waldo Emerson, Vivekananda, William James, Thomas Merton, and others. Unit 2 considers more recent texts and movements concerned with the spiritual life and students experience spiritual practices first-hand, including mindfulness practice, meditation, and yoga. Where possible local practitioners are invited to share their expertise. General Education: B. 3 credits

RS-244 Religions of Asia

This course explores the major religious and ethical traditions of Asia. It consists of five units. After being introduced to some basic theory and method in the study of religion, students survey of Hinduism, including a reading of the Bhagavad Gita, and consider the major traditions of China: Confucianism and Taoism, including readings of Confucius' Analects and the Tao Te Ching. Finally, they focus on Buddhism, surveying some of the tradition's major teachings and features, focused especially on the practice of meditation and the Zen and Tibetan traditions. The course concludes with a reading of the Dhammapada. The course includes elements of experiential learning where possible and focuses especially on the ethical significance of the teachings and practices of these traditions. General Education: B. 3 credits

RS-252 The Gospels

Reading and discussion, informed by contemporary criticism, of one of the four gospels of the canonical Christian scriptures. General Education: B. 3 credits

RS-253 Selected Topics

Selected topic studied in-depth within a religious frame of reference. 3 credits

RS-254 Selected Topics

Selected topic studied in-depth within a religious frame of reference. 3 credits

RS-275 History of Christianity

This course surveys the history of Christianity from its origins to the present day. Unit 1 focuses on the early Church up through the Council of Chalcedon in 451, including a reading of the Gospel of Mark. Unit 2 looks at the Middle Ages and the Renaissance, considering the development of the Church in various areas of Europe and the Middle East, the influence of scholasticism, the split between Eastern and Western churches, and the emergence of Christian humanism. Unit 3 turns to the Protestant Reformation and Catholic Counter-Reformation, up to the wars of religion in the seventeenth century. Unit 4 starts from the Enlightenment period, considering the significance for Christian history of the revolutions of that period and the decades following as well as the missionary movements that flourished at the end of the nineteenth century. Unit 5 presents the period from 1914 to the present, considering the impact on Christianity of the World Wars and counterculture movements of the 1960s and concluding by considering the shift of energy in the Church from the West to other parts of the world. Students engage with primary source readings throughout the course. General Education: B.

RS-283 Religion and Society

This course introduces students to the methods and approaches used by scholars and students of Religious Studies as an academic discipline. Students learn how to think critically about religion by examining it historically, anthropologically, and sociologically. Beginning with 19th-century anthropologists such as E. B. Tyler and J. G. Frazer, the course uses primary and secondary readings to chart the development of the discipline through works by Karl Marx, Sigmund Freud, Emile Durkheim, Max Weber, William James, Mircea Eliade, Claude Levi-Strauss, Clifford Geertz, and others. Students are introduced to texts by important contemporary authors and to key debates in the field today regarding relationships between religion and such things as global conflict, the rise of fundamentalism, contemporary US culture and politics, and issues of race, class, gender, and sexuality. General Education: B. 3 credits

RS-321 Pentecostalism

One of the fastest-growing New American Religious Movements of the 20th century, Pentecostalism now accounts for much of the recent shift in which a majority of the world's Christians live in the Global South. This course introduces students to

Pentecostalism's historical, cultural, and theological roots, including English Methodism and African diasporic spiritualities. It explores complex relations and tensions between Pentecostalism, Evangelicalism, and Christian Fundamentalism, examining beliefs and practices such as speaking in tongues, divine healing, revivalism, and Spirit baptism. Societal issues of race, class, gender, and globalization are investigated as students learn to think critically about religion and society through the lens of Religious Studies, History, and Sociology. General Education: C. 3 credits

RS-323 Islam and the West

Is the West, especially America, under siege from Islam? Is conflict between America and Islam inevitable? Or is there common ground? What has Islam contributed to the world and to the West? This course provides an overview of the relationship between Islam and the West, including the basics of the religion and civilization of Islam, the relationship of Islam to the West, and considerations concerning Muslims in Western countries, including America. The course takes an interdisciplinary approach, combining elements of history, religion, and culture. General Education: C. 3 credits

RS-351 Special Topics

Selected topic studied in-depth within a religious frame of reference. 3 credits

RS-351W Special Topics

Selected topic studied in-depth within a religious frame of reference. 3 credits

RS-352 Special Topics

Selected topic studied in-depth within a religious frame of reference. 3 credits

RS-352W Special Topics

Selected topic studied in-depth within a religious frame of reference. 3 credits

RS-353 Special Topics

Selected topic studied in-depth within a religious frame of reference. 3 credits

RS-373 The Question of God in Modern World

A 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 Postmodern culture. P: Sophomore standing or permission of the instructor. General Education: B. 3 credits

RS-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student

not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

RS-393 Final Project I

A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. 3 credits

RS-394 Final Project II

A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. 3 credits

Sociology (SO)

SO-111 Introduction to Sociology

This course invites you to see the world through the sociological imagination. We will examine culture, social structure, race, class and gender inequality, social institutions and socialization from a sociological perspective. General Education: B. 3 credits

SO-121 Contemporary Social Problems

This course focuses on how social institutions and social organization generate problems for people and for society. Particular attention will be paid to political and economic inequalities, health and illness, education, the environment, and the criminal justice system. General Education: C. 3 credits

SO-121W Contemporary Social Problems

This course focuses on how social institutions and social organization generate problems for people and for society. Particular attention will be paid to political and economic inequalities, health and illness, education, the environment, and the criminal justice system. General Education: C. 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. General Education: LC. 3 credits

SO-212 Social Work: History and Practice

This course reviews the history of Social Work in the United States, and 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. 3 credits

SO-213 Social Work: Populations and Policies

An examination of the populations and policies that are the current focus of Social Work in the United States. We will further explore the special needs of specific populations such as families, youth, the elderly, and the poor, with a focus on how social inequalities create challenges for people that Social Workers must mitigate through social welfare policy and practice. Establishing a knowledge base as well as effective communication techniques will be stressed. 3 credits

SO-217 Human Rights and Religious Witness in Latin America: a Film Course

The Americas - North, Central, and South - are the product of European colonial conquest of the Western Hemisphere five hundred years ago. This film course explores the consequences of this colonial origin and examines the cycle of oppression and resistance to oppression in Latin America, more specifically, in Mexico and Central America, from the conquest to the contemporary period. Eight films will dramatize the tragic, beautiful, and epic story of Latin America yesterday and today. Students will report on the films and their relationship to the context of globalizing forces of the Spanish conquest, colonialism, Christianity, trade, American hegemony in the western hemisphere, the Cold War, immigration, and human rights. For each of these globalizing forces, we will employ a twofold approach: (a) identify the actions of the colonial or governmental power and (b) describe the reactions of the Church and of the people. Associated with this approach, we will ask two sets of questions: (a) What justification did the colonial powers use to conquer, dominate, and enslave people? Likewise, in the postcolonial era, what justification did the independent governments use to suppress the people? (b) On the other side of the conflicts, what motivated the champions of human rights, who rose up in every age of this history to defend the indigenous peoples and the peasants? Their examples will lead us to a consideration of Liberation Theology. One benefit of this course is the ability to see a continuity of history: the actions of rulers and the reactions of the ruled follow recurring patterns through time. Students will be asked to describe this continuity. The past isn't dead; it isn't even past. (William Faulkner). A question for students to contemplate is this: How is the past living on in the present? General Education: C. 3 credits

SO-218 Statistics for Behavioral Sciences

Addresses basic concepts and methods of statistical data analysis as applied in psychology and other social/behavioral sciences, including organizing, analyzing, and

interpreting data. This 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: General Education: Math A. 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. 3 credits

SO-220 Sociology of Communications

This course focuses on mass media representations of gender, race, class, and culture. Students will critically engage all forms of mass media from the traditional to new technologies to examine the effect media has on their lives, ways in which opinions are formed and how culture is shaped. 3 credits

SO-220W Sociology of Communications

This course focuses on mass media representations of gender, race, class, and culture. Students will critically engage all forms of mass media from the traditional to new technologies to examine the effect media has on their lives, ways in which opinions are formed and how culture is shaped. 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, gender, and disability. 3 credits

SO-225 Sociology of Sport

This course will provide a systematic analysis of sport in North America, with special attention devoted to the interrelationships between sport, social institutions, social processes, and the critical analysis of sport in contemporary society. 3 credits

SO-230 Technology, Society & the Individual

A consideration of 20th century technological change with particular interest in its impact on individuals, families, work and social organizations. General Education: C. 3 credits

SO-231 Deviance and Criminology

An examination of the social construction of the categories of "crime" and "deviance" with a focus on data and theories used in Sociology and Criminal Justice Studies. P: CJ 111 or SO 111. 3 credits

SO-232 Juvenile Delinquency

Investigation of delinquency as a social category, including theories of construction and causation, patterns of delinquency, and the working of the juvenile justice system. P: CJ 111 or SO 111. 3 credits

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 SO 111. 3 credits

SO-235 Drug and Alcohol Abuse

An introductory survey covering a variety of issues in the addiction arena, including the social construction of addiction, social psychological and biological issues, the impact of addiction on families, identification of addictions, and methods of intervention. P: SO 111. 3 credits

SO-241 Urban Sociology

This course examines the effects of the urban environment on social institutions and populations and explores the modern crises of urban living with an eye towards understanding how to make cities livable, sustainable, and equitable. P: SO 111. General Education: C. 3 credits

SO-242 Race, Ethnicity and Racism

This course examines the positions of race and ethnic groups in the status hierarchy of the United States, and teaches a critical perspective on the economic, political, and social oppression of subordinate groups in unequal social systems. General Education: C. 3 credits

SO-242W Race, Ethnicity and Racism

This course examines the positions of race and ethnic groups in the status hierarchy of the United States, and teaches a critical perspective on the economic, political, and social oppression of subordinate groups in unequal social systems. General Education: C. 3 credits

SO-242W_22 Minorities and Multicultural Diversity

This course examines the positions of race and ethnic groups in the status hierarchy of the United States, and teaches a critical perspective on the economic, political, and social oppression of subordinate groups in unequal social systems. General Education: C. 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. 3 credits

SO-245 Introduction to Women's and Gender Studies

This course is an introduction to the interdisciplinary field of Women's and Gender Studies. It explores the social and cultural meanings of gender in society and familiarizes students with key issues, questions and debates in the field. General Education: C. 3 credits.

SO-246 Introduction to African American Studies

This course is an introduction to the study of people of African descent in the United States. We will explore why people of African descent have occupied an oppressed position in the US and globally, and how they have resisted this oppression through culture and the creation of social change. We will examine key historical periods in African American history, with a concern for how race, gender, and class shape the lives of people of African descent, and how Black struggles for citizenship shape the ongoing development of democracy in the US and globally. General Education: C. 3 credits

SO-247 Introduction to Hispanic & Latinx Studies

This course is an introduction to Hispanic and Latinx Studies in the United States. The course investigates the historical, socio-economic conditions and experiences of Latinx with particular attention to structural inequalities, identity construction and migration. General Education: C. 3 credits

SO-255 Special Topics

Selected topic studied in-depth within a sociological frame of reference. 3 credits

SO-305 Race, Class and Gender in the City

This course will take an intersectional approach to examining how race, class, and gender shape and are shaped by urban spaces. We will explore how the structure and organization of urban space can exacerbate or reduce inequalities, and how oppressed groups organize within the social and economic structure of cities. Special attention will also be paid to the role of urban arts, culture and architecture in reinforcing or challenging urban inequalities. General Education: C. 3 credits

SO-310 Sociology of Law and Social Control

This course explores the social processes of law and social control in the social context of the United States. Discusses major theories of law and considers the role of law as both a cause and effect of social change. P: CJ 111 or SO 111. 3 credits

SO-371 Classical Sociological Theory

We will examine the theories of Marx, Weber, Durkheim, DuBois, Addams and other important founders of the sociological discipline and perspective. P: Junior or Senior status. 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. 3 credits

SO-373 Sociological Theory

An exploration of social theory as a set of organizing logics for asking and answering questions about social interaction and institutions. The course will explore the underlying conceptual framework of sociology past and present in order to understand that what sociologists know is shaped by how they know it. Focus on theories of social structure and inequality, micro and macro theories, and the socio-historical context of theory production. P: Junior or Senior status. 3 credits

SO-374 Qualitative Methods

This course will examine strategies for gathering and analyzing qualitative data using approaches such as participant observation, content analysis, focus groups, and interviews. The focus of the course will be on understanding what types of questions are best answered through qualitative research methods, and will highlight how social theory is tested and applied through social research. P: SO 373. 3 credits

SO-380 Internship

Fieldwork experience. P: SO 111 plus a minimum of 15 hours in Sociology and Senior status. 3-9 credits

SO-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-12 credits

SO-391 Senior Seminar

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 and Sociology or Social Science major. 3 credits

Sports Management (SM)

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. 3 credits

SM-143 Introduction to Esports Management

This course will introduce students to the history of competitive gaming and will explore its ecosystem. Since esports is one of the fastest growing industries, attracting 450 million viewers and generating over \$1 billion in revenue in 2020, students will get firsthand experience in analyzing it. Students will also navigate esports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. This online class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 3 credits

SM-202 Sports Marketing & Promotion

The business of sport is experiencing rapid growth all over the world, especially in America. 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"? How does one construct a marketing plan for a professional or collegiate team? How can solid promotion of athletes, organizations, and events leverage the success of sports around the world? This course will focus on advertising and promotion as well as other marketing functions involved in the multi-billion-dollar sports industry. In addition to readings, case studies, and regular assignments, students will prepare a marketing plan for a professional or collegiate athletic team or program. 3 credits

SM-203 Sports Information & Media

Modern sports and mass media are intrinsically linked. Whether it is a major or minor league team, a collegiate athletic program, or even high school athletics, sports media and the ability to communicate with fans and sponsors can be an integral part of the success of teams and programs. Increasingly, media outlets are presenting amateur, professional, and collegiate sports contests live, or reporting on the results of the contests

on a regular basis. Sports Information and Media prepares students to work in different aspects of the sports communications industry, giving students an introduction to sports information and media relations as well as sports broadcasting. In this course, there will be an emphasis on developing skills essential for sports communication professionals, including writing and interviewing, handling media interactions across platforms, social media and other technology, and the introduction of new media into the sports industry. 3 credits

SM-207 Convention, Event and Trade Show Planning

This course explains the importance of one of the major ways in which games are marketed to consumers and that is the convention. Shows like the Tokyo Game Show, PAX and E3 attract audiences ranging from 60,000 - 300,000 and serve as one of the best opportunities for game studios to generate excitement and favorable word-of-mouth for upcoming projects. Successfully executing a company presence at one of these shows requires a working understanding of budgeting, goal-setting, demo creation, logistics, staffing, merchandising, and ROI evaluation, all topics covered in this course. This online class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 3 credits

SM-232 Distribution of Games: The Role of the Publisher

This course explains the role of a publisher in game distribution and details the various channels by which a game can be distributed. The role of a publisher in the games industry is to ensure that a game can get in front of its audience successfully. To do that, a publisher must consider a variety of distribution strategies and channels and this course helps guide students through that. This online class has optional live sessions. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 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 or SM 140. 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 or SM 140. 3 credits

SM-303 Sport Venue and Event Management

This course examines the principles and fundamentals of managing and financing sport, recreational, and entertainment venues. Course content focuses on knowledge and skills necessary to develop, design and manage sports, recreation and health/fitness facilities. Students will gain an understanding of 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. P: MG 131 or SM 140. 3 credits

SM-304 Sport Finance

This course examines the financial management and analysis of the sports industry as it pertains 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 developing and management of 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, MG 131, SM 140. 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. 3-12 credits

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Albertus Magnus College, located at 700 Prospect Street in New Haven, Connecticut, is easily reached by major highways from anywhere in the Northeast, and is convenient to Greater New Haven and the shoreline via I-91, I-95 and the Wilbur Cross Parkway.

Directions to East Hartford Campus:

The East Hartford Campus, located at 255 Pitkin Street in East Hartford, Connecticut, is easily reached by major highways from anywhere in the Northeast and is convenient to Hartford and the shoreline via I-91 and I-84.

1 Rosary Hall

The College's main building and home to the Library, Information Technology, Career & Professional Development, and the Academic Success Center.

2 McAuliffe Hall

One of four mansion-style housing options for upper-level students.

3 Dominican Hall

Traditional style residence hall for first-year students. Location of Campus Security.

4 Tab's On Deck

An outdoor patio, complete with firepit and adirondack chairs, where students can relax with friends, watch a softball game, or host activities.

5 Cosgrove Marcus Messer Athletic Center

61,000 square feet of athletic and recreational facilities.

6 Hubert Campus Center

Renovated in 2020, a large multi-purpose building which houses the Falcon Store, Dominican Ministries, Student Services, Dining Hall, Tab's Pub, an exercise room, a game room, and Behan Community Room.

7 St. Catherine of Siena Chapel

Located in Walsh Hall and connected to the Tagliatela Academic Center via courtyard.

8 Tagliatela Academic Center

Academic building which includes science classrooms/labs, teaching amphitheater, and video editing studio.

9 Aquinas Hall

Main academic building. Also home to several administrative offices, seminar rooms, faculty offices. Adjacent to Bree Common & Starbucks Cafe.

10, II Sienna Hall and Sansbury Hall

Mansion-style housing options for upper-level students.

12 Mohun Hall

Houses the Admissions, Advancement, and President's Offices.

13 Nilan Hall

Mansion-style housing options for upper-level students.

14 490 Prospect Street

Apartment-style living for upper-level students.



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