

# Albertus Magnus College

---

NEW HAVEN, CONNECTICUT



## **2013–2014 COURSE CATALOGUE**

**Accelerated Bachelor's Degree  
Programs—Modular Format**

**Division of Professional and  
Graduate Studies**

A Catholic College in the Dominican Tradition



# ALBERTUS MAGNUS COLLEGE



## Division of Professional and Graduate Studies

### Undergraduate Course Catalogue— Modular Courses

**2013–2014**

Address: Division of Professional and Graduate Studies  
700 Prospect Street  
New Haven, Connecticut 06511

Location: Aquinas Hall

Office Phone: (203) 773-8505

Email: [adp@albertus.edu](mailto:adp@albertus.edu)

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



# Detailed Table of Contents

---

<b>Academic Calendar for the Accelerated Bachelor's Degree Program</b> . . . . .	6, 7	Transfer Students . . . . .	28
<b>The College</b> . . . . .	8	Return of Funds . . . . .	25
Statement of Mission of Albertus Magnus College . . . . .	8	Veterans' Benefits . . . . .	28
Goals . . . . .	8	<b>Tuition and Fees</b> . . . . .	29
History . . . . .	9	Course Fees . . . . .	29
The Accelerated Bachelor's Degree Program . . . . .	10	Other Fees . . . . .	30
Albertus Blended Courses . . . . .	10	Discounts . . . . .	30
The Albertus Community . . . . .	11	Accelerated Degree Students Taking Day Courses . . . . .	30
The Tradition of Honor . . . . .	12	Refund Policy . . . . .	30
Accreditation . . . . .	12	<b>Student and Campus Services</b> . . . . .	32
Memberships . . . . .	13	Student Services . . . . .	32
Graduate Programs . . . . .	14	Academic Advising . . . . .	32
<b>Admission</b> . . . . .	17	Center for Teaching and Learning Excellence . . . . .	32
Who May Apply . . . . .	17	eTutoring Services . . . . .	32
How to Apply . . . . .	17	Special Needs and Accommodations . . . . .	32
Admission Requirements . . . . .	17	Career Services . . . . .	33
International Students . . . . .	17	Parking . . . . .	34
English Placement Exam . . . . .	18	Aquinas Hall . . . . .	35
Math Placement Exam . . . . .	18	Mary A. and Louis F. Tagliatela Academic Center . . . . .	35
Transfer Credits . . . . .	18	Library Facilities . . . . .	35
CLEP/DANTES Examinations . . . . .	18	The College Bookstore . . . . .	35
Challenge Examinations . . . . .	19	The Hubert Campus Center . . . . .	36
Credit for Prior Learning . . . . .	19	The Cosgrove, Marcus, Messer Athletic Center . . . . .	36
<b>Financial Aid</b> . . . . .	20	Computer Access and Usage . . . . .	36
Office of Financial Aid . . . . .	20	<b>Academic Programs &amp; Requirements for Degrees</b> . . . . .	37
How to Apply for Financial Aid . . . . .	20	The General Education Program . . . . .	37
Types of Financial Aid Available . . . . .	21	Description of General Education Requirements . . . . .	38
Scholarships . . . . .	22	Degree Requirements for the Associate of Arts (A.A.) . . . . .	38
Alternative Financing Options . . . . .	23		
Satisfactory Academic Progress . . . . .	23		
Leave of Absence . . . . .	25		

Degree Requirements for the Bachelor of Arts/Bachelor of Science Degrees (B.A./B.S.) . . .	39	<b>Academic Policies &amp; Regulations: Graduation, Transcripts, &amp; Student Records</b> . . . . .	52
Majors, Concentrations, and Certificate Programs . . . . .	40	Commencement . . . . .	52
Learning Outside the Classroom . . .	41	Degree Completion Fee . . . . .	52
<b>Academic Policies &amp; Regulations: Registration, Course Change, &amp; Incompletes</b> . . . . .	43	Graduation with Honors . . . . .	52
Registration . . . . .	43	Alpha Sigma Lambda . . . . .	53
Late Fee . . . . .	43	Kappa Gamma Pi . . . . .	53
Auditing Courses . . . . .	43	Transcripts . . . . .	53
Course Waiver . . . . .	43	Student Records . . . . .	54
Permission to Take a Day Course . . . . .	44	Directory Information Notice . . .	55
Permission to Take a Course at Another Institution . . . . .	44	Student Right-to-Know . . . . .	55
Pass/Fail Option . . . . .	44	<b>Academic Policies &amp; Regulations: Leaves, Withdrawal from College</b> .	56
Adding/Dropping a Course . . . . .	44	Leave of Absence . . . . .	56
Withdrawal From a Course . . . . .	44	Withdrawal from College . . . . .	56
Attendance Policy . . . . .	45	Readmission to the College . . . .	56
Administrative Withdrawal Policy . . . . .	45	<b>The Curriculum</b> . . . . .	57
Incompletes . . . . .	46	Definition of Terms . . . . .	57
<b>Academic Policies &amp; Regulations: Courses, Grading, &amp; Cumulative Performance</b> . . . . .	47	<b>Biology and Chemistry</b> <i>(Course descriptions only)</i> . . . . .	57
Class Attendance . . . . .	47	<b>Business Administration</b> . . . . .	59
Grading System . . . . .	47	<i>Areas of Concentration:</i>	
Grade Point Average . . . . .	48	Accounting . . . . .	60
Calculation Example . . . . .	48	Finance . . . . .	60
Grade Reports . . . . .	48	General Business (for students in the Teacher Preparation Program) . . . . .	61
Procedures for Grade Appeal . . .	48	<b>Computer Information Systems (CIS)</b> . . . . .	61
Procedures for Disputes Relating to the Tradition of Honor . . . . .	48	<b>Management</b> . . . . .	62
Cumulative Performance—Good Standing, Dean’s List, Academic Review, and Dismissal . . . . .	49	<i>Areas of Concentration:</i>	
Student Classification . . . . .	50	Business Management . . . . .	62
Readmission to the College . . . .	50	Health Care Management . . . . .	63
Failure of a Course . . . . .	51	Human Resource Management . .	63
		International Business Management . . . . .	63
		Marketing Management . . . . .	64

<b>Business Certificate Programs</b> . . . . .	64	<b>Psychology</b> . . . . .	119
Certificate in		<i>Areas of Concentration:</i>	
Business Administration . . . . .	64	General Psychology . . . . .	119
Certificate in Human Resource		Art Therapy . . . . .	120
Management . . . . .	65	Child Development	
Certificate in		Concentration . . . . .	121
Information Systems . . . . .	65	Counseling and Mental Health	
<b>College Courses</b>		Concentration . . . . .	121
<i>(Course descriptions only)</i> . . . . .	75	Industrial/Organizational	
<b>Communications</b> . . . . .	76	Psychology . . . . .	122
<b>Criminal Justice</b>		<b>Sociology</b> . . . . .	131
<i>(Part of Sociology Department)</i> . . . . .	88	Criminal Justice Major . . . . .	131
<b>Education and</b>		Social Science Major . . . . .	132
<b>Teacher Preparation</b> . . . . .	88	Sociology Major . . . . .	133
<b>English</b> . . . . .	93	<i>Areas of Concentration:</i>	
<b>Foreign Languages</b>		Criminal Justice . . . . .	133
<i>(Course descriptions only)</i> . . . . .	102	Social Gerontology . . . . .	134
<b>General Studies</b>		Social Work and	
<i>(Inter-Departmental)</i> . . . . .	104	Social Welfare . . . . .	134
<b>History and Political Science</b>		Urban Studies . . . . .	135
<i>(Course descriptions only)</i> . . . . .	105	<b>Visual and Performing Arts</b>	
<b>Humanities</b> <i>(Inter-Departmental)</i> . . . . .	108	<i>(Course descriptions only)</i> . . . . .	143
<b>Human Services</b>		<b>Directories</b> . . . . .	147
<i>(Inter-Departmental)</i> . . . . .	109	<b>Faculty</b> . . . . .	150
<b>Mathematics</b>		<b>Driving Directions</b> . . . . .	155
<i>(Course descriptions only)</i> . . . . .	112	<b>Campus Map</b> . . . . .	156
<b>Philosophy &amp; Religion</b> . . . . .	113		

# Program Calendar— Modular Schedule 2013–2014

---

## FALL 2013 MOD 1

Monday/Wednesday August 26 (M)–October 16 (W)  
 Tuesday/Thursday August 27 (T)–October 17 (Th)  
 Saturday August 31–October 19  
 Monday September 2 **Labor Day (College Closed)**

**Inter Mod Recess October 20–October 27**

## FALL 2013 MOD 2

Monday/Wednesday October 28 (M)–December 18 (W)  
 Tuesday/Thursday October 29 (T)–December 19 (Th)  
 Saturday November 2–December 21  
 Wednesday–Friday November 27–November 29 **Thanksgiving Break**

**Christmas Recess December 22, 2013–January 12, 2014**

## SPRING 2014 MOD 3

Monday/Wednesday January 13 (M)–March 5 (W)  
 Tuesday/Thursday January 14 (T)–March 6 (Th)  
 Saturday January 18–March 8  
 Monday January 20 **Martin Luther King Day (College Closed)**  
 Monday February 17 **Presidents' Day (College Closed)**

**Inter Mod Recess March 9–March 16**

## SPRING 2014 MOD 4

Monday/Wednesday March 17 (M)–May 7 (W)  
 Tuesday/Thursday March 18 (T)–May 8 (Th)  
 Saturday March 22–May 10  
 Thursday–Friday April 17–April 18 **Easter Break (College Closed)**  
 Sunday May 18 **Commencement**

**Inter Mod Recess May 11–May 26**

## SUMMER 2014 MOD 5

Monday/Wednesday May 28 (W)–July 16 (W)  
 Tuesday/Thursday May 27 (T)–July 17 (Th)  
 Saturday May 31–July 19  
 Monday May 26 **Memorial Day (College Closed)**  
 Friday July 4 **Independence Day (College Closed)**

## SUMMER 2014 SIX-WEEK ONLINE

Monday/Wednesday June 9 (M)–July 16 (W)



# Program Calendar— Modular Schedule 2014–2015

---

## FALL 2014 MOD 1

Monday/Wednesday August 25 (M)–October 15 (W)  
 Tuesday/Thursday August 26 (T)–October 16 (Th)  
 Saturday August 30–October 18  
 Monday September 1 **Labor Day (College Closed)**

**Inter Mod Recess October 19–October 26**

## FALL 2014 MOD 2

Monday/Wednesday October 27 (M)–December 17 (W)  
 Tuesday/Thursday October 28 (T)–December 18 (Th)  
 Saturday November 1–December 20  
 Wednesday–Friday November 26–November 28 **Thanksgiving (College Closed)**

**Christmas Recess December 21, 2014–January 11, 2015**

## SPRING 2015 MOD 3

Monday/Wednesday January 12 (M)–March 4 (W)  
 Tuesday/Thursday January 13 (T)–March 5 (Th)  
 Saturday January 17–March 7  
 Monday January 19 **Martin Luther King Day (College Closed)**  
 Monday February 16 **Presidents' Day (College Closed)**

**Inter Mod Recess March 8–March 15**

## SPRING 2015 MOD 4

Monday/Wednesday March 16 (M)–May 6 (W)  
 Tuesday/Thursday March 17 (T)–May 7 (Th)  
 Saturday March 21–May 9  
 Thursday–Friday April 2–April 3 **Easter Break (College Closed)**  
 Sunday May 17 **Commencement**

**Inter Mod Recess May 10–May 25**

## SUMMER 2015 MOD 5

Monday/Wednesday May 27 (W)–July 15 (W)  
 Tuesday/Thursday May 26 (T)–July 16 (Th)  
 Saturday May 30–July 25  
 Monday May 25 **Memorial Day (College Closed)**  
 Saturday July 4 **Independence Day (College Closed)**

## SUMMER 2015 SIX-WEEK ONLINE

Monday/Wednesday June 8 (M)–July 15 (W)

# The College

---

## Statement of Mission of Albertus Magnus College

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

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

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

## Goals

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

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

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

## History

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

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

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

The Cosgrove, Marcus, Messer Athletic Center opened in 1989. The indoor sports and recreation center houses a pool, a gymnasium and indoor track, racquetball and volleyball courts, weight and dance rooms, and other facilities. The Center is part of a six million dollar athletic complex which also features soccer and softball fields, an outdoor track, and tennis courts.

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

The New Dimensions Program began in 1994. It is an alternative educational delivery system permitting working adults to obtain their Associate's, Bachelor's and Master's degrees in Management at an accelerated pace.

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

Today, Albertus has an enrollment of nearly 1,700 students—508 in the traditional day program, 848 in undergraduate adult degree programs and 311 in its graduate programs. Ninety-two percent of its students are enrolled on a full-time basis.

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

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

Sister Dolorita Carton, O.P. 1925–1929

Sister Isabel Oger, O.P. 1929–1935

Sister Anacletus Oger, O.P. 1935–1938

Sister Isabel Oger, O.P. 1938–1941

Sister Uriel Conlon, O.P. 1941–1944

Sister Mary Samuel Boyle, O.P. 1944–1947  
 Sister Irmina Longstreth, O.P. 1947–1949  
 Sister Coralita Cullinan, O.P. 1949–1953  
 Sister Lucia Deku, O.P. 1953–1956  
 Sister Marie Louise Hubert, O.P. 1956–1971  
 Dr. Francis Horn 1971–1974  
 Sr. Francis de Sales Heffernan, O.P. 1974–1982  
 Dr. Julia M. McNamara 1982–Present

## **Accelerated Degree Programs in the Division of Professional and Graduate Studies**

The accelerated bachelor's degree program in the modular format was developed in 1985 to make a quality education available to adults in the New Haven community. Recognizing the skills and talents of the adult learner, the division provides its students with academic, cultural, and spiritual enrichment to broaden their perspective of their own personal lives and contributions to society.

Since many adults work or have other full-time commitments, the accelerated degree programs offer the educational excellence of Albertus Magnus College in a flexible evening schedule. In addition to degree programs, certificates, and special focused programs, Albertus provides the adult learner with particular skills and knowledge useful for career advancement and self-improvement. No special entrance exams are required for admission.

The accelerated bachelor's degree programs in the modular format are designed and scheduled to allow the adult student to complete his or her education in the most efficient and economical manner. The yearly class schedule is divided into five, eight-week modules that begin at various points in the year. Taking two courses per mod makes it possible to earn 30 credits in one calendar year. Thus, a student can graduate with an associate degree in two years and a bachelor's degree in four years. A student who takes more than two classes per mod and/or has additional transfer credits will be able to graduate in even less time.

The curriculum of the accelerated bachelor's degree program, while grounded in the liberal arts, recognizes the fact that most adult students enrolled are already engaged in careers or have specific life goals in mind. Programs are designed to build on the knowledge and experience of our students. Schedules are flexible and classes are small. Faculty interact closely with students and are sensitive to special needs. The accelerated bachelor's degree program provides an attractive and supportive means for adults to re-enter the educational system. Additional information about this program may be obtained by calling the Division of Professional and Graduate Studies at 203-773-8505.

## **Albertus Blended Courses**

The Division offers our students an innovative classroom delivery system where most courses are delivered as Blended Courses, which includes combining on-line learning with classroom learning. In a typical blended eight-week format, students meet once a week in a classroom setting and meet once a week through performing various assignments on-line in an asynchronous format. This gives students and professors incredible

flexibility as they have both face-to-face interaction and time to work on assignments from home in a virtual technology environment. Students taking such courses also gain a strong learning advantage in computer technology. All majors in the accelerated bachelor's degree program offer at least sixty percent of their courses in the blended format. Many courses for the accelerated bachelor's degree program may also be available entirely online.

## **The Albertus Community**

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

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

The Division of Professional and Graduate Studies offers two programs. The first, the Accelerated Degree Program, located on the main campus, is designed specifically to meet the needs of the adult learner. The program features a flexible scheduling system that permits students to attend on either a full- or part-time basis. Innovative approaches to adult learning combine the convenience of online instruction with the personalized classroom attention that is a hallmark of the Albertus experience. The program offers thirteen major Liberal Arts and Business Programs through its accelerated bachelor's degree program. A total of ten graduate programs include a Master of Arts in Art Therapy (the only program of its kind in the state), Master of Arts in Leadership, Master of Arts in Liberal Studies, Master of Fine Arts in Writing, Master of Business Administration, Master of Science in Education, and Master of Science in Human Services, as well as a post-masters certificate for Advanced Alternative Preparation (AAP) as a Literacy Specialist in Reading/Language Arts Certification, and an Addiction Counseling Certificate.

The New Dimensions program is another specialized adult program in the Division specifically designed for working professionals who prefer a more structured format of course offerings. It provides an innovative, non-traditional approach to learning that includes branch campus settings designed for enhanced access, non-standard terms with rolling starts, and a student-centered, team-based course methodology. Designed to minimize structural hurdles and provide a clear pathway to educational achievement, this fast-paced program permits students to focus on one course at a time while maintaining full-time status in the pursuit of undergraduate and graduate education. Degree programs offered are the associate and bachelor degrees in Business Management, a bachelor's degree in Business Management with a concentration in Health Care Management,

bachelor degree programs in Criminal Justice and Human Services, a Master of Science in Management and Organizational Leadership, a Master of Business Administration, a Master of Arts in Leadership, and a Master of Science in Education.

## The Tradition of Honor

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

Students in all of the College's academic programs are expected to act within the Tradition of Honor, and follow all rules and regulations. The procedures that guide the College's actions with respect to the Tradition of Honor and students in the accelerated bachelor's degree program are outlined in the Academic Policies section of this catalogue.

## Accreditation

Albertus Magnus College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for assessment of institutional quality periodically applied through 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 New England Association 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 status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

COMMISSION ON INSTITUTIONS  
OF HIGHER EDUCATION  
New England Association of Schools and Colleges  
3 Burlington Woods Drive, Ste 100  
Burlington, MA 01803-4514  
781-425-7700  
E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)

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

### **Complaint Resolution**

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

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

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

Regional Accrediting Body:  
 New England Association of Schools and Colleges  
 3 Burlington Woods Drive, Ste 100  
 Burlington, MA 01803-4514

Business Programs at Albertus Magnus College (Day Program, Accelerated Mod Program, and New Dimensions) are nationally accredited by the International Assembly for Collegiate Business Education.

The Master of Arts in Art Therapy Program is accredited by the American Art Therapy Association.

### **Memberships**

Albertus Magnus College holds institutional memberships in the following:

American Alumni Association  
 American Art Therapy Association  
 American Association of College Admissions Counselors  
 American Association of Collegiate Registrars and Admissions Officers  
 American Council on Education  
 Association of American Colleges and Universities  
 Association of Catholic Colleges and Universities  
 Association of Liberal Graduate Studies Programs  
 College Entrance Examination Board  
 Conference of Small Private Colleges  
 Connecticut Association for Continuing Education  
 Connecticut Conference of Independent Colleges  
 Connecticut Distance Learning Consortium  
 Connecticut United for Research Excellence  
 Council on Undergraduate Research  
 Council for Adult and Experiential Learning  
 Council for the Advancement and Support of Education

Council for the Advancement and Support of Education Affiliated  
 Student Advancement Programs  
 Council of Independent Colleges  
 International Assembly for Collegiate Business Education  
 National Association of Academic Advisors  
 National Association of Foreign Student Advisors  
 National Association of Independent Colleges and Universities  
 National Catholic Educational Association  
 National Collegiate Honors Council  
 National Commission on Accrediting  
 New England Association for Cooperative Education and Field Experience  
 New England Faculty Development Consortium  
 Northeastern Association of Graduate Schools  
 Sigma Delta Pi National Hispanic Honors Society  
 United States Association for Small Business and Entrepreneurship

## Graduate Programs

Please refer to the Albertus Magnus College Graduate Programs Course Catalogue for listing of the courses available in these programs.

Noted here is a brief overview of the graduate program offerings:

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

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

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

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

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



ethical reasoning and cultural and self-awareness. The program is designed to help participants build skills in critical leadership areas.

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

### ***Master of Arts in Liberal Studies***

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

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

### ***Master of Fine Arts in Writing***

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

### ***Master of Science in Human Services***

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

### ***Master of Business Administration***

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

The program is open to traditionally aged college graduates as well as non-traditional students. The program consists of 48 credits and includes a blended curriculum that fea-

tures online and classroom experiences. Students will have the option to take 9 credits of elective work in the following areas: Accounting, Human Resources, General Management, or Leadership. Both part-time and full-time study options are available in an evening modular system that has five starting points each year. Advanced standing placement is possible for students with undergraduate business degrees. Student may have up to 12 credits waived.

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

### ***Master of Science in Education***

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

# Undergraduate Admission

---

## Who May Apply

Albertus Magnus College's accelerated bachelor's degree modular programs welcome applications from adult men and women of all ethnic, racial, and religious backgrounds. An applicant may be admitted as a first year student or as a student with previous college experience.

## How to Apply

Applicants should call the Division of Professional and Graduate Studies office, (203) 773-8505, to make an appointment with an Admissions Coordinator. Here they will be able to discuss their plan of study and ask questions about the program.

## Admission Requirements

The following are required for each student applying to the accelerated bachelor's degree program in the modular format:

1. A completed application form with a \$50 non-refundable fee.
2. An official high-school transcript **demonstrating graduation**, or presentation of a GED, or an official college transcript.
3. A completed immunization form for those born after 1956.

## International Students

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.

Applicants whose first language is not English or who have graduated from non-English high schools must demonstrate to the satisfaction of the College sufficient mastery of English to enable them to perform college level work by submitting scores of the Test of English as Foreign Language (TOEFL). Information on examination dates and locations abroad may be obtained from U.S. embassies and consulates. This information is also available at [www.toefl.org](http://www.toefl.org) on the Internet. This requirement is not applicable to foreign students completing secondary school in the U.S. or to those whose secondary school education has been conducted in the English language. Students scoring less than 550 on the TOEFL should take courses in an ESL program before beginning their collegiate work.

International students seeking an I-20 visa cannot become accelerated bachelor's degree program students. They must apply to the Undergraduate Day Program by contacting the Office of Admission at 203-773-8501.

## English Placement Exam

New students who have never taken a college-level English class are required to take an English Placement Exam. Unsatisfactory performers will be required to take EN 109 Elements of Effective Writing before taking EN 101 College Writing.

## Math Placement Exam

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

***All students must fulfill their basic English and math requirements within the first 36 credits of their degree. (This includes any of the necessary prerequisites for the English and math courses.) Students who plan to CLEP the English and math requirements also must do this within their first 36 credits of study. Students will not be allowed to declare their major until these requirements and all necessary prerequisites are satisfied.***

## Transfer Credits

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

1. The course is from a regionally accredited institution.
2. The course was completed with a minimum grade of C or its equivalent.
3. The course, if given a Pass Grade (P), can be documented as being equivalent to a C or better.

Evaluation by the College will determine if transferred courses may be used as requirements or elective courses for students' selected degree programs. Decisions concerning acceptance of credit earned at partially accredited institutions will be made on an individual basis.

A maximum of 90 credits is transferable toward a Bachelor's Degree from a regionally accredited four-year college for work done satisfactorily (grade C or better). In cases where students have attended a junior or community college, a maximum of 64 credits will be transferable toward a Bachelor's Degree.

A maximum of 39 credits is transferable toward an Associate Degree from an accredited institution for work done satisfactorily (grade of C or better).

Transfer students must earn at least 12 credits in upper-level courses in their major at Albertus Magnus College. These 12 credits shall be chosen in consultation with the Department Chair and may exclude credits earned in practica or internships.

In order to receive transfer credits, accelerated bachelor's degree program students must be matriculated and have their official college transcript/s sent to the Division of Professional and Graduate Studies. An academic coordinator will contact students once their transcripts have been evaluated.

## CLEP/DANTES Examinations

Albertus Magnus College recognizes credits for life and career experience through passing the CLEP and/or DANTES examinations in particular subject areas. Students who

earn scores at or above the mean score for C will receive credit and a grade of “P.” The following rules apply to those who wish to take either the CLEP or DANTES:

1. Students must file paperwork in the Registrar’s Office before taking the test.
2. Students must confer with an advisor.
3. Students cannot take CLEP or DANTES in their major or minor.
4. No more than 45 credits may be applied to a bachelor’s degree.
5. No more than 21 credits may be applied to an associate’s degree.
6. The last 30 credits (last 10 courses) needed for a degree must be taken at Albertus Magnus College. *Therefore, CLEP and/or DANTES exams must be taken during the first 90 credits toward a degree.*

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

Albertus Magnus College is currently a test center for DANTES examinations. For more information on the DANTES exams, please contact New Dimensions at 203-777-0800 or 1-800-394-9982.

## Challenge Examinations

Challenge exams may be taken by students who wish to test out of a certain class that is not covered by the CLEP/ DANTES exams. These exams are created and graded by a faculty member or department chair, and the decision to make a challenge exam available is at the discretion of the department chair responsible for the field in which the challenge exam is to be given. Students who wish to take a challenge exam must fill out a form (found in the Division Office), contact the faculty member, and pay a \$50 exam fee. If a student successfully passes the exam, he or she must pay fifty percent of the current tuition in order to receive the 3 credits on his or her transcript.

## Credit for Prior Learning

Students may receive credit for prior learning through CLEP and/or DANTES examinations, challenge examinations, or portfolios. This credit must be documented and fit appropriately into a degree program.

Albertus Magnus College accepts up to 45 credits through CLEP examinations for B.A./B.S. students, with up to 12 credits available for acceptance as prior learning. For the A.A., a maximum of 21 CLEP credits are accepted, with 6 allowable as prior learning credits.

Credits for prior learning may also be granted through the completion of a portfolio. Students who choose this option must submit their portfolios to Charter Oak College for review. In order to receive credit, students must pay fifty percent of the current tuition. A student may receive up to 12 undergraduate credits for a life experience portfolio.

# Financial Aid

---

## Office of Financial Aid

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

## Financial Aid

Albertus Magnus College is committed to making every accepted student's education affordable by making financial aid available in the form of grants, loans, and/or student employment. Financial aid recipients must comply with the requirements in this catalogue, which are subject to change. Students must maintain communication with the Financial Aid Office for appropriate instructions.

## How to Apply for Financial Aid

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

- The FAFSA form can be completed online at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- Students will need to include the Albertus Magnus College school code: 001374
- Students must then also complete the institutional Financial Aid Application. Applications are available on myAlbertus or by contacting the Financial Aid Office.

Please note that financial assistance is dependent upon the actual federal, state, and institutional funds received by the institution each academic year.

It is also important to note that in order to receive financial aid in subsequent years, the FAFSA form must be completed annually, at least six weeks prior to the start of the Module. It is the responsibility of the student to make note of and complete this process annually.

## Financial Aid Awarding Process

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

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

## Need-Based Financial Aid

Need-based financial aid is based on a student's demonstrated financial need. Demonstrated need is defined as the Cost of Attendance (COA) minus the Expected Family Contribution (EFC).

## Types of Financial Aid Available

### Grants

#### ***Federal Pell Grants***

The Pell Grant is a need-based award offered to students with high demonstrated financial need. Awards are prorated based on a student's EFC. The federal government determines the maximum and minimum amounts annually.

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

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

#### ***Connecticut Independent College Grants (CICG)***

These need-based grants are awarded to students who are Connecticut residents attending private institutions within the state.

### Loans

#### ***Federal Loan Provisions***

New students must sign and complete a master promissory note, and complete a mandatory Entrance Loan Counseling interview before funds can be credited to their account.

#### **Subsidized Loans**

Subsidized Loans are loans that the federal government pays the interest on while a student is enrolled at least half-time and during the student's grace period.

#### ***Federal Perkins Loan***

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

#### ***Federal Direct Stafford Loan (Subsidized)***

This is a federal loan offered to students with demonstrated need. Students may borrow up to \$3,500 as a freshman, \$4,500 as a sophomore, and \$5,500 as a junior or senior. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The interest rate is currently fixed at 3.4% but may be subject to change.

#### **Unsubsidized Loans**

Unsubsidized Loans are loans that the borrower is responsible for paying all interest accrued from the time that the loan is disbursed.

#### ***Federal Direct Stafford Loan (Unsubsidized)***

This is a non-need based federal loan. All undergraduate students are automatically eligible for \$2,000 in Unsubsidized Stafford Loan, cost permitting. Some students might qualify for additional Unsubsidized Stafford Loan money if they are independent, or if their parents are denied for a Federal PLUS Loan. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The interest rate is currently fixed at 6.8% but is subject to change.

## Need-Based Employment

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

Students with financial need may be eligible to participate in the Federal Work-Study Program. This program provides the opportunity for students to be employed on campus. Students work an average of 8 hours each week during the academic year. Students are paid at least the federal minimum wage that is in effect at time of employment and payment is made biweekly.

### ***Federal Community Service Work-Study Program***

Students with financial need may be eligible to participate in the Federal Work-Study Program. This program provides the opportunity for students to work off-campus at non-profit organizations, primarily to benefit the community. Priority is given to placing students in positions that meet the educational, environmental, and public safety needs of low-income individuals. To participate in this program, students must have their own means of transportation. Students work an average of 8–10 hours per week during the academic year. Students are paid at least the federal minimum wage that is in effect at time of employment, and payment is made biweekly.

## Scholarships

Albertus Magnus College students are encouraged to apply for scholarship assistance. Scholarships enhance gift assistance and allow students to minimize loan debt. The Financial Aid Office encourages students to reference the Financial Aid bulletin board located on the first floor of Aquinas Hall throughout the year. As information from scholarship/grant sources is received, it will be posted for the convenience of students. A list of websites is available from the Financial Aid Office to help search for scholarship funds.

## Endowment and Restricted Scholarships

The following scholarships are established by friends and alumni of the College and are geared toward upper classmen. These restricted scholarships are awarded annually:

The Class of 1958 Endowed Scholarship

The NewAlliance Foundation Scholarship

## Economic Hardship Appeal

Families who have experienced economic hardship as a result of divorce/separation, high medical expenses paid out of pocket, loss of income, or death of a wage earner may appeal to the Financial Aid Office for further consideration. Families must submit a written appeal letter, accompanied by supporting documentation, explaining the extenuating circumstances.

## Alternative Financing Options

Please refer to the Albertus Magnus College website, [www.albertus.edu](http://www.albertus.edu), for the most up-to-date alternative financing options available.



## Student Financial Aid Ombudsman

The SFA Ombudsman works with student loan borrowers to informally resolve loan disputes and problems. The Ombudsman helps borrowers having problems with the Stafford, PLUS, Direct, and Perkins loan programs, and can be reached by calling (877) 557-2575 or at: <http://www.sfahelp.ed.gov>

## Satisfactory Academic Progress

### **Purpose**

Federal regulations (668.34) require institutions to establish a reasonable Satisfactory Academic Progress policy for determining a student's progression toward earning a degree. This policy is consistent with the College's graduation requirements. All Financial Aid recipients must maintain Satisfactory Academic Progress in order to receive federal, state, and institutional aid.

### **Policy**

Students must maintain Satisfactory Academic Progress throughout the duration of their academic program to be eligible for federal, state, and institutional aid. Satisfactory Academic Progress is assessed by qualitative and quantitative measures and is evaluated at the end of each completed academic year in the student's program. Qualitative measures are herein defined as a minimum C Cumulative G.P.A. average at the end of the student's second academic year, regardless of how many credit accrued. 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. A student's Cumulative G.P.A. is calculated using grades earned at the College.

## Satisfactory Academic Standing, Grades, and Pace of Completion

To be in good academic standing, undergraduate students must meet the following minimum requirements at the end of the academic year:

Grade Level	C.G.P.A.		Percentile of Credits Earned
Freshman	1.7	and	67%
Sophomore	2.0	and	67%
Junior	2.0	and	67%
Senior	2.0	and	67%

Federal regulations specify that students who receive Federal Student Aid (FSA) funds can only have previously passed repeat coursework paid for once (the normal Satisfactory Academic Progress 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 Satisfactory Academic Progress policy still applies in such cases). A student who receives an incomplete in a course in a prior Mod who is completing the coursework in the subsequent Mod to erase the prior incomplete, the student is not considered to be enrolled in the

course for the subsequent Mod. Therefore, the hours in the course do not count toward the student's enrollment status for the subsequent Mod, and the student may not receive FSA funds for retaking the course. However, if a student who received an incomplete in a course in a prior Mod is retaking the entire course for credit in the subsequent Mod, the hours in the course count toward the student's enrollment status, and the student may receive FSA funds for retaking the course.

Full-time students making Satisfactory Academic Progress may receive Financial Aid for up to 12 semesters (six years) of full-time attendance, or until the student is certified for graduation by the College, whichever comes first. Part-time students making Satisfactory Academic Progress may receive financial aid for up to 20 semesters (10 years) of part-time attendance, or until the student is certified for graduation by the College, whichever comes first. The timeframe cannot exceed 150% of the published length of the program measured in credit hours attempted.

The Financial Aid Office performs annual reviews of Satisfactory Academic Progress at the end of each academic year, at which time students who fail to meet the minimum Satisfactory Academic Progress requirements outlined above will have their Financial Aid terminated. Students who fail to meet Satisfactory Academic Progress will receive written notification from the Financial Aid Office, and have the option to submit an appeal to the Financial Aid Office.

## **SAP Appeal**

A student who believes his/her failure to meet the Satisfactory Academic Progress standards was due to extenuating circumstances beyond his/her control may appeal in writing to the Financial Aid Office. Students are encouraged to submit appeals as soon as possible after being notified of Unsatisfactory Academic Progress.

Appeals should thoroughly describe the student's extenuating circumstances that contributed to his/her lack of Satisfactory Academic Progress. If appropriate, documentation to substantiate the circumstances should be attached. In addition, the appeal must include the measures the student plans to take to ensure that he/she will demonstrate Satisfactory Academic Progress at the next evaluation.

Students who have submitted appeals will receive written notice of the appeal decision. Appeal results are: "Approved" (with an Academic Plan), "Approved" (with a probationary status), or "Denied." If the appeal result is "Approved" with an Academic Plan, the student must meet the minimum required standards by the end of each payment period as outlined in the appeal results letter. If the appeal result is "Approved" with a probationary status, the student must meet the Satisfactory Academic Progress as outlined above by the end of the payment period. Failure to meet the requirements at the end of any payment period will result in termination of Financial Aid. Students will be notified in writing that their aid has been terminated. Denied appeals will result in the termination of federal, state, and institutional Financial Aid, until the student demonstrates good academic standing. To reestablish FSA eligibility, a student may continue to take courses without utilizing FSA funds or may seek alternative financing options until student meets Satisfactory Academic Progress requirements as outlined above. Once an appeal decision has been made, subsequent appeals will not be accepted for that academic year.

*Please note: students who exceed the maximum timeframe of 150% of the length of the educational program are ineligible for financial aid. This determination cannot be appealed.*

## **Return of Funds**

The Financial Aid Office at Albertus Magnus College recalculates federal, institutional, and state financial aid eligibility for any student who withdraws, drops, fails to return from a leave of absence, or is administratively withdrawn from the College prior to the end of a payment period. The Financial Aid Office performs a Return of Title IV (R2T4) calculation for all instances listed above to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance and is based on the amount of time the student spent in attendance. A prorated schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. Please note that after the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period. The R2T4 calculation determines the percentage of aid earned by the student based on the number of calendar days attended divided by the amount of calendar days in the student's scheduled payment period. The Financial Aid Office will not recalculate aid if a student provides written intent to return to a module based program within 45 days of the end of their previously attended module. Additionally, institutional and state aid will be reviewed and recalculated in accordance with the institutional refund policy when appropriate.

### ***Official Withdrawals***

Students who wish to officially withdraw must contact the Registrar's Office and complete an Official Statement of Withdrawal Form. The date that the student begins the school's withdrawal process, or notifies the school of their intent to leave the program, is the date of determination. Upon a student's withdrawal, notification is provided to the Financial Aid Office. The last day of attendance is the last day the student attended class based on attendance records.

### ***Unofficial Withdrawals***

In unforeseen circumstances, when official notification is not received from the student, the date of determination will be the date that the institution becomes aware the student has ceased attendance. When a student fails to return from a scheduled break or Leave of Absence, the date of determination will be the date the student was expected to return. The last date of attendance will be determined from attendance records as the last day the student was present; an excused absence is not an acceptable last date of attendance.

### ***Leave of Absence***

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

***Title IV Aid Disbursed***

The following funds are reviewed in a R2T4 calculation:

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

Funds are considered to be disbursed when they have been applied to a student account prior to the last date of attendance (LDA). Any of the above funds that were not applied to a student account prior to the LDA, and were scheduled to disburse within the payment period, are considered funds that could have been disbursed.

***Future Attendance: Programs Offered in Modules***

Programs that offer courses that do not span the entire length of the payment period are considered to be offered in modules. For a student who withdraws, but has intent to return within 45 days from the scheduled end of the module, an R2T4 is not required. A student must provide written and signed confirmation of his/ her intent to re-enter.

**Timeframe*****Returns***

After the return calculation is completed, the College returns any unearned Title IV aid to its originator within 45 days of the date of determination or last date of attendance whichever comes later. In cases when a refund is needed, the R2T4 calculation for a Direct Loan may result in an amount that includes pennies. Funds will be rounded to the nearest whole dollar amount, using standard rounding rules. That is, if the amount after the decimal point is \$0.50 or greater, round up to the next whole dollar amount. If the amount after the decimal point is less than \$0.50, simply truncate the cents. For example, if the R2T4 calculation following a borrower's withdrawal results in a return of \$2066.50, the school would round the amount upward to \$2067 and return that amount. If the R2T4 calculation resulted in a return of \$2066.40, the school would return \$2066.00.

***Post Withdrawal Disbursement***

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. Students eligible for a post withdrawal disbursement of Direct Loan funds will be notified of their eligibility within 30 days of their date of determination. 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 10 days of notification; failure to accept within 10 days may result in cancellation of the aid. No disbursements will be made to the student's account after 180 days after withdrawal. Grant funds are not subject to approval by the student. Funds will be disbursed within 45 days of 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 of 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 College 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.

***Grant Overpayments***

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

***Institutional Charges***

Institutional charges used in the R2T4 calculation are charges that were assessed during the 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 as of the date the office was notified. The following is a list of applicable charges included in a return calculation:

- Tuition
- Fees
  - Information Technology Fee
  - Activity Fee
  - Registration Fee
- Book Voucher

The following charges are not included in a return calculation:

- Books
- Insurance Fees
- Charges to a student's account for indirect educational expenses

***Institutional and State Aid***

For students who withdraw, drop out, are dismissed, or take a leave of absence from the College, the following refund schedule will be applied towards institutional charges. 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.

Mod Program (Eight week sessions):

100% refund—Prior to the second class meeting

50% refund—Prior to the third class meeting

0% refund—After the third class meeting

All students who are subject to an R2T4 calculation will receive a revised award letter detailing their eligibility after all necessary funds are returned. This serves as notification to the student that the return calculation has been completed.

## Transfer Students

Once a transfer student has filed his or her FAFSA and applied for matriculation, he or she must immediately forward all official academic transcripts to the Division of Professional and Graduate Studies. The Financial Aid Office will then determine the student's true academic grade level. This is of the utmost importance for the Federal Stafford Loan Programs. Failure to have official academic transcripts reviewed by the Office of the Registrar will result in a reduced loan level.

## Veterans' Benefits

Veterans should submit all required documentation to the Registrar's Office, and can refer to the Veteran's Educational Information Page on the Albertus Magnus College website for more information.

## Disclosure

The College reserves the right to modify, change, disregard, suspend, or cancel any part of these policies or procedures. The policies and procedures listed above supersede those previously published. Please refer to myAlbertus or [www.albertus.edu](http://www.albertus.edu) for the most current version.

### ***For additional information please contact:***

Financial Aid Office  
Albertus Magnus College  
700 Prospect Street  
New Haven, CT 06511

Telephone: (203) 773-8508

Fax: (203) 773-8972

E-mail: [financial\\_aid@albertus.edu](mailto:financial_aid@albertus.edu)

Hours of Operation: Monday–Friday, 8:30 a.m.–4:30 p.m.

# Tuition and Fees

---

## Course Fees

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

Tuition per three-credit course*	\$1,425.00
Information Technology Fee*	\$ 6.00 per credit
Change of Course Fee (ADD/DROP)	\$ 10.00
Withdrawal Fee	\$ 10.00
Late Enrollment Fee**	\$ 20.00
Administrative Withdrawal Fee***	\$ 250.00
Tutorial Surcharge (for student requested tutorial)	\$ 300.00
Computer Lab Fee****	\$ 50.00
Art Studio Fee****	\$ 50.00
Application Fee	\$ 50.00
Certificate Track Application Fee	\$ 15.00
Degree Completion Fee	\$ 150.00

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

**\*\* A non-refundable Late Enrollment Fee** of \$20 will be charged on all registrations that are received less than one week prior to the beginning of each mod. The late enrollment fee will not apply to the first registration of a new student.

**\*\*\* A non-refundable Administrative Withdrawal Fee** of \$250 will be charged to all registered students who either never attend or have four or more consecutive absences from their course/s and do not officially drop or withdraw on their own accord.

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

**Application Fee:** New students are required to pay a non-refundable \$50 application fee along with their completed Application Form.

**Certificate Track Application Fee:** Students who complete their certificate requirements with a minimum G.P.A. of 2.0 must file a Certificate Track Application with the Division Office. A \$15 fee must accompany this application for the certificate to be processed.

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

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

## Other Fees

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

**Transcript Fee:** Transcripts are supplied at a fee of \$7.25 each. For same-day service, an additional \$10 fee per transcript is charged. If a request to mail a transcript by courier (Federal Express, UPS, etc.) is made, an additional fee to cover those costs will be charged. Transcripts can also be ordered online at [www.albertus.edu](http://www.albertus.edu).

## Discounts

**Discount for Senior Citizens, Albertus Graduates:** Any person age 62 and older may receive a 10% discount on tuition for credit courses in the accelerated degree program. Graduates from the Traditional Day and accelerated degree program who have earned a B.A., B.S., or B.F.A degree may receive a discount of 50% on individual, for-credit, undergraduate accelerated bachelor's degree program courses, provided that the graduate is neither seeking a certificate nor participating in an official academic program of the College. All of the above discounts are offered on a space-available basis only.

## Accelerated Degree Program Students (modular format) Taking Day Courses

Other than session-long courses that are listed on both the Day and accelerated degree program schedules, accelerated degree program students taking Day courses will be required to pay the Day tuition rate.

## Refund Policy

To drop a course, the student must come in person to the Division Office, see an adviser and fill out a Drop Form and pay the \$10 fee at the time of dropping the course. Failure to attend class or merely giving notice to an instructor does not constitute an official drop and may result in a penalty grade being recorded for the course. **There are no exceptions to this policy.** Failure to follow this policy within the time frame indicated below will result in a full charge to the student.



Refund of tuition will be made according to the following schedule:

100% tuition refund prior to the second in-class or \*virtual class meeting

50% tuition refund prior to the third in-class or \*virtual class meeting

No refund after the third in-class or \*virtual class meeting

REMINDER: All fees (registration fee, add/drop fee, course lab fees, art fees, etc.) are non-refundable unless the course is cancelled by the College.

\*Virtual class meeting encompasses all blended and online courses, and the class days are defined as follows:

Blended courses on a Monday/Wednesday schedule

First Class—Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Blended courses on a Tuesday/Thursday schedule

First Class—Tuesday, start of course

Second Class—Thursday, first week of course

Third Class—Tuesday, second week of course

Online courses: For purposes of determining class days for tuition refunds, all online courses will follow a Monday/Wednesday schedule:

First Class—Monday, start of course

Second Class—Wednesday, first week of course

Third Class—Monday, second week of course

Students who drop classes during the 100% or 50% refund schedule (and do not add others) will retain a credit on their account to be used towards the next mod. Students wishing to be reimbursed must make their request through the Business Office by calling 203-786-3025 if they are self-pay, or the Financial Aid Office (203-773-8508) if they have received financial aid. Please note that the decision to drop classes during the 100% or 50% schedule may affect financial aid. Students who have financial aid should consult with the Financial Aid Office when deciding to drop.

Financial aid recipients must meet with their financial aid officers before adding or dropping a course (especially if there will be a change in enrollment).

Students will not be allowed to add a traditional, blended, or online course after the **second** class meeting.

Dissatisfaction with course content and/or instructor is not grounds for exception to the Refund Policy.

**Note: Students who are unable to successfully complete a course due to a medical or family emergency must send a letter to the Dean of the Division of Professional and Graduate Studies along with appropriate medical documentation, etc. to be considered for a refund. All documentation must be submitted no later than 30 days after the course is completed.**

# Student and Campus Services

---

## Student Academic Services

The staff of the Division is available to discuss educational objectives without cost or obligation. Office hours are Monday through Thursday, 8:30 a.m. to 6:00 p.m. and Friday, 8:30 a.m. to 4:30 p.m. For more information or to schedule an appointment, please call 203-773-8505. It is required that new students to Albertus and the Division schedule an appointment with an academic advisor prior to beginning a degree program.

### ***Academic Advising—Aquinas Hall, The Division of Professional and Graduate Studies Office***

Academic advisers in the accelerated degree program work with students to evaluate their previous academic and practical experience, assess their educational and professional goals, pick out classes, and plan a program of study. A departmental advisor is assigned to each student when the student declares a major (after a student has earned 36 credits).

### ***Center For Teaching and Learning Excellence—Rosary Hall***

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

The Center contains resources to assist students in realizing their full academic potential, including an abundance of reference materials, print and online resources, the aid of Writing Associates (WA's) who provide "peer" consultations for student writers throughout the writing process, and math tutors. It is the home of the College's comprehensive Writing Program, which is designed based on the philosophy that writing facilitates learning and, thus, requires practice in disciplines other than college English. To support this concept, the significance of effective writing is emphasized first and foremost in courses designated as writing intensive ("W"), and more generally across the College curriculum. The Center also supports experiential learning initiatives, assists students with special needs, provides information literacy instruction, and assists faculty members in effective course design and implementation.

### ***Tutoring Services***

Albertus Magnus College provides synchronous and asynchronous tutoring for writing, math, accounting, biology, and statistics. A student may submit a draft of a paper to a tutor online and receive feedback within 48 hours. A student may meet with a tutor in a one-on-one tutoring session via a fully interactive virtual online environment. It is also possible to submit a question and receive a response within 48 hours.

### ***Special Needs and Accommodations***

Students should advise instructors of any special problems or needs at the beginning of each mod. Students seeking accommodation based on disabilities should provide a

Faculty Contact Sheet to instructor(s). These forms may be obtained through the Academic Development Center (203-773-8590).

## **Career Services—Hubert Campus Center, First Floor, Room 107 and 108**

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

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

### ***Career Counseling***

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

### ***Self-Assessment***

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

### ***Career Center***

The Career Center 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 resumes and job search letters. The Career Center is located in the Hubert Campus Center, 1st Floor, Room 108.

### ***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 throughout the year.

**Important Information**

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

**On-Campus Recruiting**

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

**Career Workshops**

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

**Practica and Internship Support**

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

Please refer to the Learning Outside the Classroom section of the Catalogue for information about the College's Practica and Internship Program. Students who are interested in learning more about how to participate are advised to contact the Director of Experiential Learning.

**Campus Services and Facilities**

**Parking** is available in well-lighted lots. Students may park in any designated parking space on campus free of charge. Security Guards are on duty at all times. Parking on campus is at one's own risk.

**ACT 2 Theatre**

Located near the Campus Center, the ACT 2 Theatre provides a setting for works in drama. The theatre seats 90 persons and also houses work and construction areas, dressing rooms and other auxiliary facilities.

**Aquinas Hall**

The Division of Professional and Graduate Studies and Bree Common are located in Aquinas Hall. Staff and advisors are available to assist students during office hours; 8:30 a.m. to 6:00 p.m., Monday through Thursday. On Friday and when classes are not in session, the offices are open from 8:30 a.m. to 4:30 p.m. Bree Common provides a lounge area, and eatery. For more information, please contact the offices at 203-773-8505.

**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.

**Library (Rosary Hall)**

The Library at Rosary Hall is located in the most historic building on campus, at one time the largest existing residence in New Haven. In this inspiring atmosphere, students, faculty, and staff alike are assisted by an enthusiastic team of library professionals dedicated to ACRL standards of information literacy. Students are guided to the most appropriate resources for their research needs, whether they be in the traditional print or digital formats (i.e., e-books and online databases). The online catalogue, e-books and databases are available both in the library and from off campus. Wireless access is available to all students.

The library houses the Information Commons. The information commons supports collaborative learning through state-of-the-art technology, several C-pod stations as well as a smart-classroom area. The commons is designed with a variety of seating patterns for individual and group study, including a coffee-bar area.

The library provides access to more than 73 databases, 54,108 e-books, as well as print selections. Among the Library's many e-resources, patrons will find *Westlaw Campus Research*, *JSTOR*, *Project Muse*, *PsycINFO*, *Humanities International Complete*, *Thomson ONE Analytics*, *ValueLine*, *CQ Global*, and other databases providing students with access to more than 24,316 full-text e-journals. The growing e-book offerings are represented by *NetLibrary eContent Collection*, *elibrary collections*, *Academic Complete* and *Gale virtual reference Library*.

The Library's facilities also include student computer stations equipped with Internet, wireless, databases, *Microsoft Office* access and specific programs that support the curriculum.

For more information, please call the Library at 203-773-8511.

**The College Bookstore**, located in the Hubert Campus Center, posts special evening and weekend hours to accommodate accelerated degree program students. Regular hours are 9:00 a.m. to 6:00 p.m., Monday and Tuesday; 9:00 a.m. to 5:00 p.m., Wednesday and Thursday; and Friday 9:00 a.m. to 2:00 p.m. Books also may be purchased on-line from the Bookstore by going to [www.efollett.com](http://www.efollett.com). (When ordering books online, the accelerated degree program is considered Division 2.) For more information, please call the Bookstore at 203-777-2478.

**The Hubert Campus Center**, which includes a cafeteria and lounge facilities, is open to all students. It offers a wide range of modern facilities and services: the Behan Community Room for multi-purpose usage; the Margaret L. MacDonough Art Gallery; the campus bookstore; game and conference rooms; and the career counseling center. The House of Bollstadt Pub, also located in the Campus Center, serves beverages Monday through Friday, 5:00 p.m. to 10:00 p.m. Call 203-773-8541 for more information.

**The Cosgrove, Marcus, Messer Athletic Center** welcomes accelerated bachelor's degree program students to join. The facility offers a six-lane, 25-yard pool, Jacuzzi<sup>®</sup>, racquetball courts, gymnasium, weight room, dance room and locker rooms. The center is open Monday, through Friday from 6:30 a.m. to 8:45 p.m., and Saturday and Sunday from 10:00 a.m. until 5:45 p.m. (Hours are subject to change.) There is a discounted Membership for accelerated program students and families. For more information, please call the Director of Athletics during normal business hours at 203-773-8575.

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

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

### **Computer Access and Usage**

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

The library catalogue is electronic and many of the library resources are available only through computer access.

Students may access library resources off campus by applying for an access card issued by the Library. 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.

### **myAlbertus Portal**

The myAlbertus Portal is the official communication platform between the students and the College. Once logged-in, students will have access to vital technological resources and information. It is the Division's policy to require that all students use the myAlbertus Portal for access to their College Gmail accounts and courses in eLearning.

# Academic Programs and Requirements for Degrees

---

## The General Education Program

The ultimate goal of Albertus Magnus College is to promote a liberal arts education that enables students to lead productive and gratifying lives and is scholarly and humanistically enlarging with intellectual preparation that is practical in its application. The College recognizes that essential to achieving this goal is preparing students for the world that they will encounter after graduation. The goal is born out of the College's sense of obligation as an institution of higher learning in the Dominican tradition to nurture the life of the mind and promote the pursuit of truth in all its dimensions.

In order to achieve this goal, Albertus Magnus College offers an interactive liberal arts core that affords a context for students to develop their potential for human flourishing. It asks students to explore how they relate to the world culturally, politically, economically, and spiritually and provides a context for them to determine how they might make meaningful contributions in public life and in their respective careers. The program promotes the liberation of mind and heart. Through successful completion of the program, students will:

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

The General Education Core consists of a selected set of required courses and a broad range of designated electives. This combination is intended to assure that students meet the objectives of the core while at the same time pursuing their individual interests in various fields.

## Description of General Education Requirements

The General Education Program for the accelerated degree program is divided into two parts: a required core of courses which all students must take and an elective core which students must complete by choosing from a variety of course options. The elective core is divided into three parts: “A” Courses, “B” and “C” Courses, and “I” Courses.

“A” Courses are basic required courses in the fine arts, mathematics, and science. Since these teach fundamental skills that can be used in more advanced courses, students are encouraged to take “A” Courses in their first year of study.

“B” and “C” Courses are courses that fulfill the core requirements in the given disciplines of history, philosophy, religion, social science, and designated electives. These promote students’ abilities to engage in distinctive modes of analysis and to attain the cultural capital necessary for an informed consideration of how they relate to the world culturally, politically, economically, and spiritually.

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

The A, B, or C designations are purely for informational and advisory purposes to aid students and advisors in constructing a General Education sequence appropriate to the unique needs of each accelerated degree program student. Students are not required to take more B courses than C courses or vice versa.

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

The A.A. degree in Liberal Studies requires the successful completion of at least 60 credits of course work, 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)

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

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



**II. 15 credits in a given discipline****III. 15 credits of electives in other liberal arts courses****Degree Requirements for the Bachelor of Arts (B.A.)/  
Bachelor of Science (B.S.)**

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

1. Pass the required courses as outlined below.
2. Complete the field of concentration with its major subject and correlatives.
3. Maintain a general average of C (2.0) in all work attempted at Albertus Magnus College as well as a C average in the major and minor.
4. Complete a minimum of 30 credits as a matriculating student at Albertus Magnus College. These 30 credits must be the last 30 credits toward the degree.
5. Complete at least 120 credits in course work, including 60 credits in courses outside the major and its required correlatives.

**I. General Education Requirements (48 credits)****Required Core Courses**

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

**The Elective Core****Designated “A” Courses**

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

**Designated “B” or “C” Courses**

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

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

**Designated “I” Course**

International/Global Course

3 credits

**II. Major Department Requirement**

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

**III. Electives**

Courses chosen by the student to round out the 120 credits required for graduation.

**Majors, Concentrations, and Certificate Programs**

The accelerated degree program at Albertus Magnus College offers the following majors, concentrations, and certificate programs. A detailed description of each may be found in the appropriate department in The Curriculum section of the catalogue.

**Majors and Concentrations:*****Business Administration****Areas of Concentration:*

- Accounting
- Finance
- General Business (for students in the Teacher Preparation Program)

***Computer Information Systems (CIS)******Management****Areas of Concentration:*

- Business Management
- Health Care Management
- Human Resource Management
- International Business Management
- Marketing Management

***Communications******Criminal Justice (Part of Sociology Department)******English****Areas of Concentration:*

- Creative Writing
- Dramatic Studies

***General Studies (Inter-Departmental)***

***Humanities (Inter-Departmental)******Human Services (Inter-Departmental)******Philosophy & Religion******Psychology****Areas of Concentration:*

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

***Social Science (Part of Sociology Department)******Sociology****Areas of Concentration:*

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

**Certificate Programs**

Those students who complete the certificate requirements with a minimum Grade Point Average of 2.0 must file a Certificate Track Application with the Division. A \$15 fee must accompany this application. Certificate classes can be applied toward a degree program.

There are three certificates offered within the accelerated bachelor's degree program.

**I. Certificate in Business Administration****II. Certificate in Human Resource Management****III. Certificate in Information Systems (IS)**

Further information about these certificates can be found in this catalogue under the Department of Business Administration and Management.

**Learning Outside the Classroom*****Practica and Internships***

Practica and internships are required in some fields. Department Chairs will advise students when their majors require a practicum or internship. The number of credits a student may take in practica and internships to be counted toward a degree depends on departmental policy. See the College's Practica and Internship Guidebook at [www.albertus.edu](http://www.albertus.edu) or request a paper copy from the Director of Experiential Learning.

***Independent Study***

An independent study affords a **highly motivated and sufficiently prepared honors student** the opportunity to undertake research or to do a research project in an area not covered by course work. **It is not a way of making up credits.** The project should make a positive contribution to the student's program, and promote scholarly development and intellectual maturity. To be eligible, the student must fill out an "Independent Study Proposal" form, be in good academic standing (not "Academic Review" status) and must have sufficient background to undertake the work. The independent study should not take the form of a tutorial and must have approval from the designated independent study advisor, department chair, academic advisor, Dean, and Vice President for Academic Affairs.

***Tutorial***

Should a student fall out of sequence and need a course required for his or her major or required for graduation, a tutorial may be arranged provided the course will not be offered before the student's graduation. The student must fill out the "Tutorial Request" form. There is a tutorial surcharge of \$300 in addition to tuition. The student should discuss the tutorial with his or her advisor. The faculty member offering the tutorial should consult with his or her Chair to insure an overall view of the department and distribution of faculty load. Permission to undertake a tutorial depends on the availability and expertise of faculty who are assigned to teach the tutorial. Students taking tutorials shall meet with their tutors for the same number of hours per week as the credits assigned to the tutorial. **A tutorial should not take the form of an independent study and should only be given in courses listed in the Albertus Magnus College catalogue.**

# Academic Policies and Regulations: Registration, Course Change, and Incompletes

---

## Registration

The accelerated degree program opens registration at least seven weeks prior to the start of each module for all students wishing to register online or by paper. Students that do not have financial arrangements in place will be considered pre-registered until they either pay for these courses directly, provide a company direct bill contract, or have their financial aid certified. If a student does not have financial arrangements in place two weeks prior to the first night of the module, the preregistration will be voided. **All online course registrations or paper registrations for accelerated degree programs must first obtain approval from an academic advisor or a faculty advisor.** Courses are filled on a first-come, first-served basis, and all students registering for courses must agree to the following (as printed on the paper registration form):

“I understand and agree that I will be responsible for payment in full of my bill on the day of discharge. If I do not make payment in full at said time, I agree to pay the additional sum of 1.5% per month on the outstanding balance, together with all costs of collection including collection agencies, court costs and attorney’s fees. I understand and accept all policies and procedures in the current course catalogue.”

Further information regarding the registration process is available in the Division Office.

## Late Fee

A late fee of \$20 will be charged on all registrations that are received one week or less than one week prior to the beginning of each Mod. The late fee will not apply to the first registration of a new student. Check the Course Offerings Bulletin for the specific date the late fee will begin each mod.

## Auditing Courses

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

*The following forms are available in the Division Office:*

## Course Waiver

If a Department Chair deems it necessary to waive a required course or a required correlative for a student, she or he should complete a “Waiver” form and submit it to the

Office of the Registrar. This form will provide reference when an official audit is being conducted before graduation.

## Permission to Take a Day Course

Accelerated degree program students wishing to take a Day course at Albertus Magnus College must complete a “Permission for Accelerated Degree Program Student to Take a Day Course” form in addition to the Day Registration form. Students who receive permission to take a Day course must pay the Day tuition rate. If you are a financial aid recipient, please notify the Financial Aid Office before completing paperwork to ensure appropriate funds are available.

## Permission to Take a Course at Another Institution

In order for students to ensure a course they wish to take at another institution will transfer into Albertus Magnus College, students should receive permission from the Registrar of the College by completing the “Permission to Take a Course at Another Institution” form. Once matriculated at Albertus Magnus College, students may transfer *no more than 15 credits of coursework*. The final 30 credits must be completed at Albertus Magnus College.

## Pass/Fail Option

Students may take up to 20 percent of their total program on a Pass/Fail basis or an average of one course for every two mods. The course may not be selected from the major or minor departments or their required correlatives. Once paperwork is filed, it may not be rescinded. A Pass grade is NOT included in the cumulative average, and no honor points are given. A Fail grade IS included in the cumulative average unless the course is successfully repeated. A completed form must be submitted to the Office of the Registrar by 4:00 p.m. on the Friday of the second week of the Mod.

## Add/Drop a Course

By paying the \$10 fee and filling out the “Add/Drop” form, students may choose to add or drop a course after they have registered. Students wishing to add an additional course may do so before the **second** class meeting providing that the class is paid in full and they have obtained a signature by their advisor.

Students wishing to drop a course may do so before the third class meeting and not have the course appear on their transcript. Students who drop a course are only eligible to receive their money back if it is officially dropped during the timeframe stated by the refund policy in this catalogue.

## Withdrawal from a Course

Students may withdraw from a course during the withdrawal period. During an eight-week course, the withdrawal period begins the second week of the mod and ends on the Friday of the sixth week. During a semester long course, the withdrawal period begins during the third week of the class and ends two weeks prior to the last day of class. *Students may only withdraw as indicated above. Withdrawals will not be accepted after these times.* Students who wish to withdraw must fill out a “Withdrawal Form” and pay the \$10 fee in the Division Office. A “WP” will appear on the student’s transcript, but it

will not be considered in calculating the cumulative average. No credit or reimbursement is given for a “WP.”

## Attendance Policy

Albertus Magnus College has adopted the following attendance policy in order to promote student success and support the academic integrity of its programs:

- Class attendance will be taken in all accelerated degree program courses twice a week, regardless of whether the course is taught on ground, in a blended format, or online. All courses are treated as having two sessions per week.
- Students who are absent for the first four sessions of a course and have not officially withdrawn will automatically be administratively withdrawn from that course. Students who are administratively withdrawn will pay a \$250 Administrative Withdrawal Fee when they next register for courses. This penalty covers administrative costs and is meant to encourage students to officially drop courses so that other students can enroll in them during the add/drop period.
- Students who are absent for two consecutive sessions after having attended a course will receive emails notifying them of their absences and recommending that they officially withdraw. If students are absent for four consecutive sections and never return to class, they will be administratively withdrawn and charged the \$250 Administrative Withdrawal Fee.
- Students may withdraw from courses during the first six weeks of a session. They may not withdraw thereafter.
- Instructors monitor attendance, and may reduce a grade or issue a failing grade in a course based upon a student’s attendance and participation in the course.

Refund policies for the accelerated degree program are outlined in the Refund Policy sections of this Catalogue

## Administrative Withdrawal Policy

As mentioned above, students that never attend or “disappear” from their course/s by missing two or more consecutive class sessions will be administratively withdrawn and charged the \$250 Administrative Withdrawal Fee.

Students are allowed to be administratively withdrawn once during their studies at Albertus Magnus College. A student that is administratively withdrawn a second time in a new mod or semester will not be allowed to take more courses with Albertus Magnus College until the following conditions are met:

- 1) In addition to paying the \$250 Administrative Withdrawal Fee, the student must reapply to the program by filling out an application form and paying the \$50 fee.
- 2) A formal letter must be written explaining why the student had complications attending classes in the past and what efforts will be made in the future to guarantee regular attendance.
- 3) The student must meet with the Dean of the Division to state reasons for returning.

## Incompletes

A student who has failed to fulfill requirements of a course because of a serious illness or other justifiable cause 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 handed into the Office of the Registrar by the last Friday before the final exam week. A student must be doing passing work (completed most of the assignments/requirements) in the course at the time he or she requests an incomplete.

**An incomplete must be cleared by the student by the end of the first month of the following semester/mod of enrollment; otherwise, it 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. Please refer to the myAlbertus Portal for specific dates.**



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

---

## Class Attendance

In the accelerated format, it is important that students attend each class, whether on-ground or online. Each instructor monitors the College's attendance policies and specifies these policies in the syllabus, including establishing the relationship between attendance and grades. Excessive absences will be reported to the Vice President for Academic Affairs. Because of the intense nature of the program, students are advised to attend class regularly and on-time if they wish to make progress in the pursuit of their education. Students missing more than two consecutive weeks of classes will be administratively withdrawn from their course/courses. Please refer to the College attendance policy for more information.

## Grading System

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

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

## Grade Point Average

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

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

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

## Grade Reports

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

## Procedures for Grade Appeal

If a student believes that a course grade has been assigned in a capricious or prejudicial manner, he or she may appeal the grade through the following steps:

1. The student submits a written appeal to the instructor clearly stating the reasons for believing that the grade was assigned in a capricious or prejudicial manner.
2. The instructor changes the grade or replies in writing, explaining why the extant grade is appropriate.
3. If the student is not satisfied with the explanation, he or she may submit the written appeal and response to the appropriate Department Chair. If the instructor is a Department Chair, the Vice President for Academic Affairs, or the Vice President's designated representative, will serve in place of the Chair. The Department Chair receives all written materials relevant to the case and may request additional information. The Chair then makes a written recommendation. Either party may appeal the decision of the Department Chair to the Vice President for Academic Affairs, or the Vice President's designated representative, who will make a final recommendation in writing to the course instructor. The course instructor has the final say as to whether the grade will be changed.

The entire process must be initiated within 15 days of the first day of classes in the module immediately following the assignment of the grade, and must be completed by the end of that module.

## Procedures for Disputes Related to the Tradition of Honor

In accordance with the College's Tradition of Honor, academic dishonesty in the form of cheating, plagiarism or other actions will not be tolerated. All students are expected to understand and conform to College expectations for honesty and integrity in academic work and to understand what constitutes plagiarism.

Faculty allegations of academic dishonesty by a student will proceed as follows: (1) the parties involved in the dispute will first attempt to reach a solution on their own, and the resolution will be recorded in an Intellectual Honesty Form filed with the Office of the Vice President for Academic Affairs; (2) if the parties cannot reach a solution, then the faculty member will file a written Intellectual Honesty Form with the Office of the Vice President for Academic Affairs. This written document must contain specifics of the complaint and provide a basis for the proposed sanction and will be reviewed by the appropriate department chair. (3) The Vice President for Academic Affairs will review all relevant information, confer with the faculty member and department chair, and make a final recommendation within ten business days of the formal receipt of the written complaint.

\*\*For other Academic Policies and Regulations, please consult the Albertus Magnus College Student Handbook on the College portal. Students should be particularly aware of Academic Regulations, Academic Misconduct, Non-Academic Misconduct, and the Appropriate Classroom Conduct Code. All such policies and regulations apply to day students as well as evening students in the accelerated degree program.

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

### *Good Standing*

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

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

### *Dean’s List*

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

### *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. Academic review for students attending Mod courses takes place in January (after Mods 1 and 2) and August (after Mods 3 and 4).

A student will be placed on Academic Review status for:

1. Failure to obtain the minimum average for good standing in the previous two mods
2. Failure to maintain a 2.0 cumulative average in one’s major field
3. Deficiencies (“F”s or “WF”s) in three courses in any two mods

4. Attaining a term average of less than 1.70 (two-mod average)
5. If a student has one or more incompletes at the end of two Mods and his or her other grades average below that required for good standing, the student will automatically be placed on Academic Review for the following two Mods

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

### **Academic Dismissal**

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

A student has the right to appeal an academic dismissal in writing to the Dean within one week of receipt of notification of dismissal.

## **Student Classification**

Matriculated students are classified according to the number of academic credits they have earned.

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

**Sophomore**—A matriculated student who has 25 to 53 credits

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

**Senior**—A matriculated 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, a high school record and/or complete college transcripts may be requested.

## **Readmission to the College**

Any student who is dismissed from the College may apply, after one year, for readmission through the accelerated degree program and the Office of Academic Affairs. When a student is returning after a break of five years or more, the student must follow the current catalogue.

## **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 a “D”.

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

---

## Commencement

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

1. Request in writing an official audit of credits (forms are available in the Division Office)
2. Pay the degree completion fee (\$150)
3. Arrange for earned credits outside of Albertus Magnus College to be recorded two months prior to the date of graduation

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

## Degree Completion Fee

The \$150 degree completion fee is charged to cover the expenses associated with the awarding of degrees. (This fee does not cover the cost of caps and gowns or commencement exercises.) No reduction will be made in the fee for non-attendance in the commencement exercises.

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

## Graduation with Honors

Outstanding academic performance by a student who completes the general college requirements and the requirements for a particular degree is recognized through graduation with Honors. **To be eligible for Honors at graduation, a student must have earned at least half of his or her credits at Albertus Magnus College** and have completed all the coursework and requirements for graduation.

***The level of Honors for A.A. and A.S. degrees are:*****With Honors**

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

***The level of Honors for B.A. and B.S. degrees are:*****Summa Cum Laude**

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

**Magna Cum Laude**

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

**Cum Laude**

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

**Alpha Sigma Lambda**

The Albertus Alpha Sigma Lambda Chapter has been established to recognize the academic achievements of undergraduate accelerated degree program students. The national honor society for students in continuing higher education recognizes the special achievement of adults who accomplish academic excellence while facing competing interests of work and home. Students are inducted into Alpha Sigma Lambda as graduating seniors. To qualify, students must have a minimum cumulative G.P.A. of 3.20 and be in the top 10% of their graduating class.

**Kappa Gamma Pi**

Kappa Gamma Pi is a national Catholic college graduate honor society. 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. Students who graduate at the top 10% of their graduating class and have at least 60 Albertus Magnus College credits are eligible for this honor society. Candidates who return their application are then officially selected through an election conducted by full-time faculty.

**Transcripts**

The fee for all transcripts is \$7.50. For same-day service, an additional ten-dollar fee for each transcript will be charged. If the student has an outstanding balance with the Business Office, requests for transcripts may be denied. If a request to mail a transcript by courier (Federal Express, UPS, etc.) is made, an additional fee to cover those costs will be charged. Ordinarily, transcripts are not issued during those periods when the Registrar's Office is preparing and distributing grades. Transcript requests must be made in writing to the Registrar, Albertus Magnus College, 700 Prospect Street, New Haven, CT 06511.

Transcript requests are also available online at [www.albertus.edu](http://www.albertus.edu).

## Student Records

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

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

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); the National Student Loan Clearinghouse; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Albertus Magnus College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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



## Directory Information Notice

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

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

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

## Student Right-To-Know

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

# Academic Policies and Regulations: Leaves, Withdrawal from College

---

## Leave of Absence

Students who wish to take a leave of absence from the accelerated degree program should fill out a Leave of Absence form (available in the Division Office) and return it to the Registrar's Office. Before a leave of absence is granted, all registered courses must be formally withdrawn or dropped. It is important for Financial Aid students to notify the Financial Aid Office immediately about their plans to leave.

Students who return to the accelerated degree program after five years or more must follow the curriculum of the current catalogue. Any student who returns in less than five years may choose to follow either the old curriculum that was in place when he/she left or the new, present curriculum. Advisors will help returning students pick the curriculum and classes that are in the students' best interests.

## Withdrawal from College

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

## Readmission to the College

Any student who is dismissed from the College may apply, after one year, for readmission through the accelerated degree program and the Office of Academic Affairs. Students who withdraw from the College of their own volition may apply for readmission through the accelerated degree program.

# The Curriculum

---

## Definition of Terms

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

## Department of Biology and Chemistry

The mission of the Department of Biology and Chemistry is to build upon the liberal arts focus of the College and provide the basic knowledge and experiences that will enable our graduates to be effective and successful scientific leaders, capable of making sound and ethical scientific decisions.

## COURSE DESCRIPTIONS

### BI 116 The Human Body

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

**SC 105 Special Topics**

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

**SC 108 Frontiers of Science**

This is a non-majors course that introduces general principles of biology through the examination of issues and concerns of current importance to the general public. Topics studied include, but are not limited to, biotechnology, genetic engineering, human health and disease. Through the exploration of highly debatable subjects, students gain an understanding of how the scientific method is applied to resolving questions and unanswered problems. *General Education Choice, Level A. 3 credits*

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

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

# Department of Business Administration and Management

The mission of the Department of Business Administration and Management is to build upon the liberal arts focus of the College and to provide the base of knowledge and experiences that will enable our graduates to be business leaders, capable of making sound and ethical business decisions in a continuously changing environment. The Department majors are designed around a common core of courses along with the requirements for each concentration. A student can obtain a double major within the Department. However, only one major is permitted in each of the following areas: Business Administration, Management, or Computer Information Systems.

Students who successfully complete the Bachelor of Science degree in Business Administration, Management or Computer Information System will:

1. Exhibit basic competencies in interpersonal skills, oral and written communication, leadership, and teamwork appropriate for the business world.
2. Acquire and apply basic knowledge in the student's chosen field.
3. Integrate the functional components of business into a workable whole.
4. Illustrate the ability to apply critical thinking and reasoning skills and to utilize effective problem solving techniques.
5. Demonstrate an awareness and appreciation for cultural, ethical, and responsible behaviors in a global world.

## ***Majors***

### **Business Administration**

Concentrations: Accounting

Finance

General Business (for students in the Teacher Preparation Program)

### **Computer Information Systems**

### **Management**

Concentrations: Business Management

Health Care Management

Human Resource Management

International Business Management

Marketing Management

**Core Requirements for all Business Majors (21 credits)\***

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

BE 161	Financial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 227	The Stock Market
MG 131	Principles of Management
MG 231	Principles of Marketing
BE 391	Business Policy Seminar

**Business Administration Major****Accounting Concentration**

(51 credits) (30 credits + 21 core credits)

BE 135	Business Communication
	OR
BE 204	Principles of Macroeconomics
BE 162	Managerial Accounting
BE 261	Intermediate Accounting I
BE 262	Intermediate Accounting II
BE 263	Cost Accounting I
BE 265	Corporate Financial Management
BE 334	Business Law
BE 361	Tax Accounting
BE 362	Auditing
CIS 171	Business Spreadsheet Development

**Finance Concentration**

(48 credits) (27 credits + 21 core credits)

BE 135	Business Communication
	OR
BE 204	Principles of Macroeconomics
BE 162	Managerial Accounting
BE 225	Money and Banking
BE 265	Corporate Financial Management
BE 334	Business Law
BE 361	Tax Accounting
CIS 171	Business Spreadsheet Development
MG 228	International Business Management
MG 367	Strategic Management

**General Business**

(48 credits, 27 credits in business + 21 core credits)

This concentration is designed specifically for students enrolled in the Teacher Preparation Program who are seeking a secondary-level teacher certification with a business endorsement.

BE 135	Business Communications OR
BE 204	Principles of Macroeconomics
BE 162	Managerial Accounting
BE 334	Business Law
MG 228	International Business Management
CIS 115	Computer Essentials
CIS 383	Internet and Web Publishing
BE 380	Internship (6 credits) (ED 391)

**Accounting Minor** (18 credits)

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

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 263	Cost Accounting
BE 265	Corporate Financial Management
BE 361	Tax Accounting
BE TBD	Elective

**Computer Information Systems Major**

(48 credits) (27 credits + 21 core credits)

**Required Courses:**

CIS 115	Computer Essentials
CIS 379	Management of the Information Systems Function
CIS 385	Information Systems Security
CIS 393	Senior Computer Project

Five of the following courses:

CIS 170	Operating Systems Concepts
CIS 171	Business Spreadsheet Development
CIS 172	Database Development
CIS 252	Special Topics
CIS 276	Systems Analysis and Design
CIS 278	Advanced Database Development
CIS 301	Technology and the Arts
CIS 320	Computer Forensics I

CIS 321	Computer Forensics II
CIS 330	Issues in Computer Ethics
CIS 380	Internship
CIS 382	Computer Networks
CIS 383	Internet and Web Publishing
CIS 386	Advanced Website Development
CIS 387	Electronic Commerce
CIS 388	Project Management
CIS 390	Independent Study

### **Computer Information Systems Minor** (18 credits)

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

CIS 115	Computer Essentials
CIS 379	Management of the IS Function

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

### **Management Major**

All Management majors are required to take one of the following computer courses: CIS 115 Computer Essentials—this course is designed for those who feel they need an introductory computer course.

Students who are proficient in the topics covered in CIS 115 may select from the following computer courses:

CIS 171	Spreadsheet Development
CIS 276	Systems Analysis
CIS 379	Management of the IS Function
CIS 388	Project Management

### **Business Management Concentration**

(48 credits) (27 credits + 21 core credits)

BE 135	Business Communication
	OR
BE 204	Principles of Macroeconomics
BE 162	Managerial Accounting
BE 334	Business Law
	OR
MG 335	Legal Aspects of Human Resource Management
CIS TBD	Select one of the designated courses
MG 228	International Business Management
MG 270	Moral Leadership
MG 236	Human Resource Management



- MG 238 Issues of Small and Family Business  
 MG 367 Strategic Management

### **Health Care Management Concentration**

(48 credits) (27 credits + 21 core credits)

- BE 135 Business Communication  
 OR  
 BE 204 Principles of Macroeconomics  
 CIS TBD Select one of the designated courses  
 MG 235 Health Care Management  
 MG 270 Moral Leadership  
 MG 236 Human Resource Management  
 BE 334 Business Law  
 OR  
 MG 335 Legal Aspects of Human Resource Management  
 MG 367 Strategic Management  
 MG 228 International Business Management  
 PY 238 Health Psychology

### **Human Resource Management Concentration**

(48 credits) (27 credits + 21 core credits)

- BE 135 Business Communication  
 OR  
 BE 204 Principles of Macroeconomics  
 CIS TBD Select one of the designated courses  
 MG 236 Human Resource Management  
 MG 331 Human Resource Issues  
 MG 335 Legal Aspects of Human Resource Management  
 MG 337 Human Resource Recruiting & Selection  
 MG 367 Strategic Management  
 MG 339 International Human Resource Management  
 MG/PY 232 Industrial/Organizational Behavior

### **International Business Management Concentration**

(48 credits) (27 credits +21 core credits)

- BE 135 Business Communication  
 OR  
 BE 204 Principles of Macroeconomics  
 BE 334 Business Law  
 OR  
 MG 335 Legal Aspects of Human Resource Management  
 CIS TBD Select one of the designated courses  
 MG 228 International Business Management  
 MG 236 Human Resource Management

MG 270	Moral Leadership
MG 328	International Marketing
MG 329	Global Issues
MG 339	International Human Resource Management

### **Marketing Management Concentration**

(48 credits) (27 credits + 21 core credits)

BE 135	Business Communication
	OR
BE 204	Principles of Macroeconomics
BE 334	Business Law
	OR
MG 335	Legal Aspects of Human Resource Management
CIS TBD	Select one of the designated courses
MG 230 (PY 230)	Consumer Psychology
MG 320	Product Development
MG 328	International Marketing
MG 322	Marketing Promotion
MG 241	Marketing Research & Strategy
MG 367	Strategic Management

### **Management Minor** (18 credits)

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

MG 131	Principles of Management
MG 231	Principles of Marketing
MG 236	HR Management
MG 238	Issues of Small & Family Business
MG 367	Strategic Management
MG TBD	Elective

## **Business Certification Programs**

The Department of Business Administration and Management offers three programs of professional development. Courses may be taken toward a certificate or as part of a degree program.

### ***Certificate in Business Administration***

Enrollment is open to persons who wish to participate in a professional development program in management, to update their management skills, or to obtain credits as prerequisites for a M.B.A. program. The certificate requires the completion of 8 courses consisting of core requirements and one elective. Each course is 3 credits.

**Core Requirements (21 credits plus one elective)**

BE 161	Financial Accounting
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 236	Human Resource Management

One of the following courses: (3 credits)

MG 228	International Business Management
MG 328	International Marketing

One elective course: (3 credits) To be approved by Department Chairperson.

***Certificate in Human Resource Management***

This certificate is designed for: a person pursuing a B.A. or A.A. degree who wishes to obtain professional development in Human Resource Management; a person who wishes to update and enhance his or her human resource management skills; or a business manager who wishes to participate in a professional development program.

The introduction course, Principles of Management, describes the challenges and dynamic nature of today's business environment. Within this context, the student explores the human resource activities, legal constraints, current issues, and ethical dilemmas. The final course selection allows the student to address a specific area of interest in greater depth. The certificate requires completion of seven courses.

**Required Courses: (21credits)**

MG 131	Principles of Management
MG 236	Human Resource Management
MG 331	Human Resource Issues
BE 335	Legal Aspects of Human Resource Management
PY 232	Industrial/Organizational Behavior
MG 337	Human Resource Recruiting and Selection
MG 339	International Human Resource Management

***Certificate in Information Systems***

The courses for a Certificate in Information Systems are designed to offer the student an understanding of the principles of computer technology as utilized in the business environment.

Students will choose and complete courses in either database development, web development or computer security. The final courses are chosen from electives allowing the student to address specific needs or goals. Minimum requirement for admission to the program are a high school diploma or an equivalency. The certificate requires the completion of six courses. Each course is 3 credits.

**Database Management Certificate**

CIS 115	Computer Essentials
CIS 172	Database Development
CIS 278	Advanced Database Development

Three additional CIS courses from the electives list below:

**Web Development Certificate**

CIS 115	Computer Essentials
CIS 383	Internet and Web Publishing
CIS 386	Advanced Web Site Development

Three additional CIS courses from the electives list below:

**Computer Security Certificate**

CIS 115	Computer Essentials
CIS 320	Computer Forensics I
CIS 321	Computer Forensics I
CIS 385	Information Systems Security

Two additional CIS courses from the electives list below:

**Electives list (9 credits, 6 credits for Computer Security track)**

CIS 170	Operating Systems Concepts
CIS 171	Business Spreadsheet Development
CIS 172	Database Development
CIS 252	Special Topics (to be selected)
CIS 276	Systems Analysis and Design
CIS 278	Advanced Database Development
CIS 320	Computer Forensics I
CIS 321	Computer Forensics II
CIS 379	Management of the Information Systems Function
CIS 382	Computer Networks
CIS 383	Internet and Web Publishing
CIS 385	Information Systems Security
CIS 386	Advanced Web Site Development
CIS 387	Electronic Commerce
CIS 388	Project Management

## COURSE DESCRIPTIONS

Note: All business courses are generally offered once a year unless otherwise noted.

### Business Administration

#### **BE 135 Business Communications**

This introductory course in written and oral communications will enable students to become more effective business communicators. Special focus is given to selecting and using visual aids and PowerPoint to enhance presentations. Generally offered twice yearly. *3 credits*

#### **BE 161 Financial Accounting**

In this introductory course, we will introduce students to accounting principles and procedures, and to the processes by which financial transactions are recorded, classified, and analyzed to help business decision-makers. Students will learn to prepare and interpret financial statements. Generally offered twice yearly. *3 credits*

#### **BE 162 Managerial Accounting**

An introduction to the use of accounting information by managers. Topics include the use of accounting information for planning and control, performance evaluation, decision-making, and the statement of cash flows, as well as financial statement analysis. Generally offered twice yearly. *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 or MA 116. Generally offered twice yearly. *3 credits*

#### **BE 204 Principles of Macroeconomics**

Survey of introductory macroeconomics with focus on economic growth, unemployment, and inflation. Topics covered include national income, fiscal policy, money, the banking system, and monetary policy. Balance of payments and currency exchange rate issues are analyzed. *General Education Choice, Level B. 3 credits*

#### **BE 205 Principles of Microeconomics**

Microeconomic concepts and tools will be utilized to evaluate the economic behavior of individuals. The 'invisible' market forces (price mechanism) and external forces (social, cultural, political, and legal forces) will be explored and examined from personal perspectives as well as their aggregate effect on the economy. *General Education Choice, Level B. Generally offered twice yearly. 3 credits*

#### **BE 220 Personal Finance**

This course is an examination of personal finance and the many tools available in the preparation of a personal financial plan. Areas of discussion include the following: banking and the 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 225 Money and Banking**

In this course we will study monetary systems and the role of money and banks in supporting the economy. Topics will include the structure and operation of financial markets, the behavior of interest rates, the operation of the banking industry, and the structure of the Federal Reserve System. *3 credits*

**BE 227 The Stock Market**

As stock markets take on a more important role in the investment plans of individuals, it becomes essential to know the fundamentals of how Wall Street and other financial centers work. In this course we will examine the various types of securities traded on Wall Street, including stocks, bonds, mutual funds, and futures and options. Students will also learn to understand financial news and to design and manage their own stock portfolios. Generally offered twice yearly. *3 credits*

**BE 251 Special Topics**

Timely current topics of interest to the field of Business. *3 credits*

**BE 261, BE 262 Intermediate Accounting I, II**

Provides an intensive study of accounting theory as it relates to the measurement of assets, liabilities, and capital structure. Students will prepare and analyze detailed financial statements. P: BE 161, BE 162. Generally offered in sequence once a year. *3 credits each*

**BE 263 Cost Accounting**

In this course, we examine the theory and practice of cost accounting techniques and show how they are used in manufacturing businesses. Topics include job order and process costing, standard cost systems, and variance analysis. P: BE 161, BE 162. Generally offered once a year. *3 credits*

**BE 265 Corporate Financial Management**

Students will study the financing, valuation, and organization of business firms. Topics include: financial analysis, capital budgeting, valuation of corporate assets, long and short-term sources of funding, and cost of capital. P: BE 161, BE 162. *3 credits*

**BE 334 Business Law**

In this course, we study the basic legal principles that guide business relationships. Emphasis is placed on examination of the Uniform Commercial Code, contracts, sales, commercial paper, negotiable instruments, and business organizations. Generally offered twice a year. *3 credits*

**BE 361 Tax Accounting**

In this course, we study the theory and procedures of the Federal Income Tax System. Emphasis is placed on individual taxation using a forms-based approach. Generally offered once a year. *3 credits*

**BE 362 Auditing**

This course examines auditing concepts and procedures employed by public accountants for summarizing and analyzing the records and operations of business organizations. Students will use working papers and software programs to examine and evaluate transactions. P: BE 161, BE 262. Generally offered once a year. *3 credits*

**BE 380 Internship**

This is a field-based course in which students gain on-site employment experience in a local business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be in a different place of employment. P: 12 credits in the Business Administration and Management Department plus a junior or senior standing. *3 to 12 credits*

**BE 390 Independent Study**

Intensive individual work in an area of concentration. P: Junior or senior standing and permission of Department Chairperson. Hours and credits to be arranged.

**BE 391 Business Policy Seminar**

The objective of this capstone course is to provide the student with the opportunity to integrate knowledge gained from all other business courses through the analysis of case studies and simulations. Students learn to formulate strategic decisions that guide the future direction of the organization. P: Senior standing and completion of BE 161, BE 205, MG 131, MG 231, and 5 courses in the student's concentration. This course, offered as a semester-long course, is generally offered twice each year. *3 credits*

## Computer Information Systems

**CIS 115 Computer Essentials**

A general description of the use of computers in business and an introduction to solving practical business problems using the microcomputer. Topics include computer architecture, input/output devices, and storage devices. Microcomputer topics concentrate on five areas: word processing, spreadsheets, databases, graphics, and communications. Special emphasis will be placed on accounting software applications. Microsoft Office is used. This course is generally offered four times each year. *3 credits*

**CIS 170 Operating System Concepts**

An introduction to computer operating systems, this course teaches techniques for setting up files and directories, backing up files, and organizing programs on a microcomputer. The course teaches practical instruction in Windows. P: MIS 115. Generally offered every other year. *3 credits*

**CIS 171 Business Spreadsheet Development**

A detailed description of the use, design, and development of complex spreadsheets to solve business problems. Topics include graphing, macro development, and other advanced spreadsheet features and techniques. Principles of good spreadsheet design are emphasized throughout the course. Emphasis will be placed on accounting software applications. Microsoft Excel is used. Generally offered twice a year. *3 credits*

**CIS 172 Database Development**

A detailed description of the use of databases in business and practical instruction in the development of 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. Generally offered yearly. *3 credits*

**CIS 252 Special Topics**

Timely current topics of interest to junior and senior majors. *3 credits*

**CIS 276 Systems Analysis and Design**

An introduction to analyzing and designing computer systems for business. Topics include cost benefit analysis, input/output design, file design, data flow diagramming, and project management. Students will learn to work effectively as a member of a project team designing a complex computer system. Generally offered yearly. *3 credits*

**CIS 278 Advanced Database Development**

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

**CIS 301 Technology and the Arts**

In 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 Choice, Level C. Generally offered every module. *3 credits*

**CIS 320 Computer Forensics I**

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

**CIS 321 Computer Forensics II**

This continuation course will introduce students to advanced information systems forensics techniques. It will include the processes involved in searching hardware, computer programs and data for evidence. P: CIS 320. Generally offered every other year. *3 credits*

**CIS 330 Issues in Computer Ethics**

An introduction to ethical decision-making as it relates to computer technology. This course includes the investigation of Internet-related and on-the-job issues. Items addressed include privacy and freedom of speech issues, intellectual property rights, the creation and maintenance of computer databases, and computer-related criminal activities. Generally offered twice each year. *3 credits*

**CIS 379 Management of the Information Systems Function**

In this course, students study the principles of managing an information systems service function in business. Topics include: objectives, organization, client relations, cost allocation, computer center operations, legal issues, and the application development process. P: CIS 115. Generally offered twice a year. *3 credits*

**CIS 380 Internship**

This is a field-based course in which students gain on-site employment experience in a local business establishment for 120 contact hours per week per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship



must be in a different place of employment. P: 12 credits in the Business Administration and Management Department plus junior or senior standing. *3 to 12 credits*

**CIS 382 Computer Networks**

A study of the hardware and software used in local area networks. Includes study of the use and maintenance of network operations systems. Generally offered yearly. *3 credits*

**CIS 383 Internet and Web Publishing**

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

**CIS 385 Information Systems Security**

A study of security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include operating system models and mechanisms for mandatory and discretionary controls; data models, concepts, and mechanisms for database security; basic cryptography and its applications; security in computer networks and distributed systems; and control and prevention of viruses. Concentration will be placed on the related legal issues. Generally offered yearly. *3 credits*

**CIS 386 Advanced Web Site Development**

Using advanced HTML, students create complex World Wide Web sites for a private corporation and a government entity. Topics include network considerations, CGI programs, and JavaScript. P: CIS 383. Generally offered yearly. *3 credits*

**CIS 387 Electronic Commerce**

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

**CIS 388 Project Management**

This course covers principles, practices, and techniques for the management of business and technology projects. Topics include: project planning, scheduling, performing cost estimates, risk analysis, implementation and control, and project termination. This course uses the Microsoft Project Management software package extensively. Generally offered yearly. *3 credits*

**CIS 390 Independent Study**

Intensive individual work in area of concentration. P: Junior or senior standing and permission of Department Chairperson. Hours and credits to be arranged.

**CIS 393 Senior Computer Project**

The graduating senior undertakes a major research project in the field of MIS, which includes on-site inquiry and the writing of a senior thesis on the basis of research. P: senior standing. Generally offered twice a year. *3 credits*

## Management

### **MG 131 Principles of Management**

Students are introduced to the basic functions of planning, organizing, leading, and controlling the organization effectively and efficiently. Additional topics include social responsibility of the organization, decision-making, interpersonal skills, and organizational change. *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 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 Health Care Management**

Students are introduced to the various types of health care facilities and the vital role of utilizing people effectively to meet the organizational objectives. The course emphasizes the managerial functions of planning, organizing, leading, and controlling in the health care environment. P: MG 131.

*3 credits*

### **MG 236 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 238 Issues of Small and Family Business**

This course introduces students to the issues that confront small and family businesses, and explores how to create a new small business. The study of small businesses allows students to study organizations in a more holistic manner. P: MG131, MG 231, BE 161.

*3 credits*

### **MG 241 Marketing Research & Strategy**

This course will utilize marketing research tools, processes, and results to assist managers and particularly marketing managers in the decision-making process as it relates to developing a cohesive marketing strategy for a particular market and/or business. It will also examine the critical relationship between research and the function of market planning and overall business strategy. A strong Internet focus allows students to gather market research data efficiently and effectively. Topics include research design, sampling methods, collecting both primary data (via questionnaires, interviews and focus groups) and secondary data, and presenting the results. P: MG 231. *3 credits*

**MG 270 Moral Leadership: Defining the Character of Individuals in Organizations**

Students will explore two important and related topics: leadership and ethics in business. Questions that will be explored include: What is business leadership? Does it have an impact on organizational performance? Where are leaders in organizations and what are their roles? What roles do leaders play in shaping the culture of right and wrong within the organization? P: MG131. *3 credits*

**MG 320 Product Development**

In this course, students will experience a “hands-on” practical application of researching and developing a product from idea generation through the various stages to commercial introduction. Management and control of the product through the product life cycle will be discussed as well as an examination of product successes and failures. P: MG 231, MG 241, MG322. Generally offered every other year. *3 credits*

**MG 322 Promotional Marketing**

This course allows students to experience designing, managing, and evaluating an organization’s promotion program: advertising, sale promotion, personal selling, and publicity. Students create complete promotion programs for a product and a service and analyze the integration of the promotional elements as well as examine the influence the 4P’s have on their promotional decisions. P: MG 231. *3 credits*

**MG 328 International Marketing**

This course teaches students to conduct a strategic analysis of world markets in terms of their respective cultural, economic, political, financial, legal, and competitive forces to determine various entry options available to multinational companies. Development of the particular marketing strategy and the 4 P’s in the international arena will be explored. P. MG 231. Generally offered every other year. *3 credits*

**MG 329 Global Issues**

This course introduces students to the concept of culture and allows them to discover how aspects of culture have formed who they are and how cultural value orientations drive assumptions and behaviors in ourselves and in others. Globalization, one of the most debated topics in social sciences, will be discussed and analyzed. Current and critical global business issues such as child labor, inequality of women of the world, and world health care will be analyzed from a variety of viewpoints. *Fulfills the General Education International/Global requirement.* Offered twice a year. *3 credits*

**MG 331 Human Resource Issues**

Students will focus on the key Human Resource issues faced by management and employees. Topics for exploration and discussion may include the changing workforce, job related stress, sexual harassment, violence, and substance abuse. Topics will vary to maintain a contemporary nature. *3 credits*

**MG 335 Legal Aspects of Human Resource Management**

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

**MG 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 236. *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 236. *3 credits*

**MG 367 Strategic Management**

Students will analyze the concepts and formulation of business strategy in the complete business environment. Roles and actions of top management in developing and implementing policy and strategy will be examined and analyzed in diverse industries, various types and sizes of organizations, and in a variety of situations. P: MG 131. Generally offered twice a year. *3 credits*

**MG 380 Internship**

This is a field-based course in which students gain on-site employment experience in a local business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be in a different place of employment. P: 12 credits in Business Administration and Management courses plus junior or senior standing. *3 to 12 credits*

**MG 390 Independent Study**

Intensive individual work in area of concentration. P: Junior or senior standing and permission of Department Chairperson. Hours and credits to be arranged.

# College Courses

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

## COURSE DESCRIPTIONS

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

This course is recommended for any new accelerated bachelor's degree program student who has not taken a college-level course before. Topics include personality types, learning techniques, time management, writing, presenting, and using eLearning for blended and online courses. An emphasis will be placed on methods for managing the unique challenges experienced by adult learners. New students and transfer students may take this course if it is within their first 6 credit hours (including transfer credits) of the program or with approval from the Vice President for Academic Affairs. *3 credits*

### **CC 260 Career Preparation**

This course introduces students to the career development process. Students identify their short- and long-term career goals through a comprehensive process of self-evaluation. Students gain a realistic assessment of their skills, values, interests, and life experiences and how this information is to be applied when making career decisions. Students develop skills related to career research, résumé development and letter writing, interviewing, and job search methods. *1 credit*

## Department of Communications

The accelerated bachelor's degree program of study in Communications affords students the opportunity to prepare for careers in what may be the most rapidly expanding field in modern education and society-at-large. Blending traditional liberal arts with specific career-oriented coursework, students are given the foundations, skills, and ethical perspectives to be successful in their mass media careers and to be productive members of society.

The combination of scholarly search for knowledge, development of essential skills, and the application of these in society guide the major in keeping with the Mission of the College.

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

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

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

### Communications Major Requirements

#### **A. Core Courses (15 Credits)** **(Required of all Communications Majors)**

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

#### **B. Promotional Communications Major (9 Credits)**

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

#### **Course offered:**

#### **Visual Communications**

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

**Sports Communications**

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

**Performance Communications**

- CO/DR 127 Fundamentals of Acting (Level A)  
 CO/DR 228 Acting for Stage and Screen  
 CO/DR 326 The Creative Mind (Level C)

**Topics Courses:**

- CO/DR 117 Introduction to Theatre (Level A)  
 CO/DR 129 Art/Space Management  
 CO 171 Introduction to Political Communications (Level A)  
 CO 230 Internet Marketing and Advertising  
 CO 232 Films of Alfred Hitchcock  
 CO 233 Films of Steven Spielberg  
 CO 234 Gangster Films  
 CO 235 Magazine Editing and Production  
 CO 236 Film Noir  
 CO 237 Photojournalism  
 CO 242 Electronic Field Production  
 CO 243 Advanced Editing Techniques  
 CO 244 Television Studio Production  
 CO/DR 263 Performance/Rehearsal  
 CO/DR 267 Playwriting  
 CO/DR 358 Directing I  
 CO/DR 359 Technical Theatre/Design  
 CO 371 Political Communications in the 21st Century  
 CO/DR 385 Drama Workshop/Seminar

**D. CO 380—Internship or any 1 Topics Course (3 Credits)**

**E. CO 392—Senior Portfolio or CO 393—Senior Thesis (3 Credits)**

**F. CO 391—Communications Seminar (3 credits)**

**G. Required Correlatives in Discipline to be Determined in consultation with the Department Chair. (9 Credits)**

## COURSE DESCRIPTIONS

### Core Courses:

#### CO 121 Communications Overview

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

#### CO 131 The History of Mass Media

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

#### CO 141 Speech Communications

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

#### CO 151 Writing for the Mass Media

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



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

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

**Promotional Communications Sequence****CO 260 Advertising Techniques**

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

**CO 261 Public Relations**

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

**CO 362 Persuasion and Propaganda**

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

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

In this course we will introduce the student to the creative variables and technical considerations involved in radio and television copywriting. The student will be expected to submit original radio and TV copy as weekly assignments. In addition, we will explore radio and TV organization, and production processes. A final portfolio of original copy

will be required from each student. This course is highly recommended for those interested in a career in either radio or television. P: One of the following: CO 151 or permission of Department Chair. Typically offered yearly. *3 credits*

### **CO 251 Film and Video Production**

In this course we introduce students to the principles, processes and creative production techniques associated with narrative and documentary motion media. Using small format videotape, students will explore the following topics: scripting, production planning, budgeting, casting, directing, camera operation, lighting, sound recording, music and editing. Students will engage in group projects that involve “hands-on” workshops. Emphasis is upon single-camera production style, but some attention will be given to multi-camera, studio-oriented production variations. Laboratory fee of \$40.00. Typically offered yearly. *3 credits*

### **CO 341 Film Appreciation**

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

## **Sports Communications Sequence**

### **CO 202 Sports Marketing and Promotion**

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

### **CO 203 Sports Information and Media**

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

**CO 301 Organizational Communications**

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

**Performance Communications Sequence****CO/DR 127 Fundamentals of Acting**

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

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

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

**CO/DR 326 The Creative Mind**

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

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

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

**CO/DR 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. Offered when there is sufficient demand. Typically offered every other year. *3 credits*

**CO 171 Introduction to Political Communications**

Things get done through politics, and politics gets done through communication. Since the time of Aristotle, thinkers have recognized that politics and communication go hand-in-hand as essential parts of human nature. And to this day, it is still the communication process that can either nurture or starve a nation's civil life. This introductory course will explore the interrelationship between communications and politics and how it effects the media and democracy in the United States. Questions like "why do Americans hate government?"; "Why do Americans mistrust the news media?" will be explored. An examination of how American politicians, trade unions, interest groups and terrorist 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. Typically offered every other year. *3 credits*

**CO 230 Internet Marketing and Marketing**

Internet marketing and promotional communications are increasing at dramatic rates. Both large and small businesses and individual entrepreneurs cannot hope to survive in the 21st Century without strong Internet marketing and advertising plans. This course will introduce the student to the basics of product/service promotion as practiced using the medium of the World Wide Web. Specifically, topics to be explored include: What is "e-business?", Internet User Characteristics and Behavior, On-line Market Research, Product and Pricing on the Net, The Net as Distribution Channel, The Internet Marketing Plan, and Advertisement Design for the Net. Students will be expected to have Internet access and will create a variety of creative, promotional materials as regular assignments. Prior Internet design experience is desirable but not required. In addition, students will explore the ethical issues and some legal questions associated with Internet Marketing and Advertising. P: CO 121 or permission of Department Chair. Typically offered yearly. *3 credits*

**CO 232 Films of Alfred Hitchcock**

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

**CO 233 Films of Steven Spielberg**

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

**CO 234 Gangster Films**

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

**CO 235 Magazine Editing and Production**

This course introduces the student to the practical, creative and technical considerations involved in publishing a magazine. Specifically, students will explore magazine organizational structure, budget planning, layout and design, illustrative matter, printing and distribution, editorial planning and copyediting, and magazine promotion. In addition to examining the print magazine, the student will explore the new emerging "on-line" magazine. Attention will be given to both consumer and to business forms of magazines. P: One of the following: CO 121, CO 151, or permission of Department Chair. Typically offered yearly. *3 credits*

**CO 236 Film Noir**

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

**CO 237 Photojournalism**

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

**CO 238 Mass Media and the Law**

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

**CO 242 Electronic Field Production**

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

**CO 243 Advanced Editing Techniques**

Have you ever watched a movie or television show and wondered, “How did they do that?”. Modern film and video productions have provided us with the ability to suspend our disbelief as never before, thanks to technology and techniques that make the unbelievable appear believable. This course provides the advanced student with experience using modern digital editing technology to create complex and sophisticated productions. Students taking this course will learn techniques pertaining to continuity editing, acceleration editing, expansion editing, and the manipulation of time through a combination of these techniques. The projects assigned in this course will teach students the functions of special effects, animated graphics and text, keying and compositing, and multi-layer audio postproduction. Special attention is given to postproduction planning and processes. Typically offered every other year. *3 credits*

**CO 244 Television Studio Production**

Did you ever wonder what happens behind the scenes of your favorite television shows? Now you can find out by experiencing it first hand. This course will focus on the principles, processes, and techniques associated with television studio production. Topics include planning, writing, producing, directing, lighting, staging, and audio production for television. Students will learn the importance of the pre-production, production, and postproduction phases through a process of rotation, experiencing all positions involved in creating a televised production. Through lectures, demonstrations, and by participating in group projects that involve “hands-on” workshops, students will be exposed to various concepts that emphasize the multiple camera studio production style. Typically offered every other year. *3 credits*

**CO/DR 263 Performance/Rehearsal**

Supervised experience in theory classes and practical application through the process of acting in a main stage production of the department. Typically offered every other year. *3 credits*

**CO/DR 267 Playwriting**

Theory and practice behind the art of playwriting explored. Students will write a one-act or three-act play. Typically offered every other year. *3 credits*

**CO/DR 358 Directing I**

Directing I studies the fundamentals of stage direction. It teaches what theatrical 'tools' a director uses to place a playwright's words into action on the stage. Offered when there is sufficient demand. Typically offered every other year. *3 credits*

**CO/DR 359 Technical Theatre/Design**

How does an artist work to actualize designs on stage? This course attempts to answer this question through study of theory and practice of various production elements: scenery, scene painting, costumes, lighting, design, make-up, properties, and collaboration with other designers and the director. Typically offered every other year. *3 credits*

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

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

**CO 380 Internship**

"On-the-job" field experience in a specific media environment, these career-oriented placements allow students to test their communication skills while gaining practical experience. Students participating in these internships must keep a daily journal, submit a portfolio of materials produced during the Internship, and submit a final summation/evaluation paper. Credit award is determined in relation to the number of hours the student is involved with the Internship. P: Permission of Department Chair. Typically offered every semester. *3 credits required*

**CO 385 Drama Workshop/Seminar**

The student is required to produce his or her own one-act play or scene from a play in the Act 2 regular season. A student should demonstrate her or his knowledge and mastery for an undergraduate student emphasizing the Performance Communications Sequence. P: Permission of the Chair of the Department. Typically offered every other year. *3 credits*

**CO 391 Communications Seminar**

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

**CO 392 Senior Portfolio**

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

- Demonstrate professional-level skills in written and oral communication for a variety of media and audiences.
- Demonstrate an understanding of the cultural impact of the mass media on the individual and society.
- Demonstrate critical interpretation of the media.
- Demonstrate creative thinking in crafting media messages.
- Share their personal perspective on the ethical issues associated with the mass media.

Senior Portfolio is offered in a tutorial. *3 credits*

**CO 393 Senior Thesis**

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

## Department of Communications

### Guidelines for Internships

**CO 380 Internship (Minimum of 3 credits)**

Communications Internships are 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 are unpaid unless specifically required by the site offering the internship.

Internships in Communications require that the student complete 40 hours of site service for every credit she/he receives for the experience.

Students must complete a contract that is secured from the Office of Career Services. This contract must be signed and approved by the Chair of the Department of Communications, the site supervisor, and the student engaged in the internship. A copy of this completed contract must be given to all of the above and an additional copy filed with the Office of Career Services. *All contracts must be approved, signed and submitted to*



*the above on or before the last day to Add/Drop a class for that particular semester or mod. Failure to meet this deadline may result in an automatic withdrawal from being registered for the Internship.*

Internships are provided to students through one of several methods:

1. The student may seek his/her own site location. The Department of Communications maintains a regular listing of sites which have offered Internships in the past. The student may be assigned to a site by the Department Chair.
2. The student may approach the Career Services Office to investigate potential sites.

Students enrolled in the CO 380 – Internship will receive a letter grade at the completion of the Internship. Students will be evaluated upon the following criteria:

1. A daily journal of activities performed at the Internship and an accurate record of the number of hours engaged in Internship related activities for each day entered in the journal.
2. A sample of material that the student created or worked on, in some capacity, associated with the Internship.
3. A Summary/Evaluation paper that the student will write at the end of the internship. These papers are reflective in nature and should include any information that is important in determining a fair letter grade for the Internship.

*The above will be due within one week of completing the experiential component associated with the Internship.*

Internship sites may or may not be visited by the Department Chair of Communications or by another representative of the College. *However, the burden for communicating any problems associated with an Internship is upon the student engaged in the Internship.*

Students in Communication may complete more than one Internship before degree completion.

## **Communications Minor Requirements**

The description of the Minor Requirements is listed below.

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

**Total: 18 credits**

## **Criminal Justice Major (See Sociology Department, Criminal Justice Major)**

### **Department of Education and Teacher Preparation**

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

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

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

*Note: Those enrolled in the Division of Professional and Graduate Studies who wish to pursue initial teacher certification at Albertus Magnus College should plan to major in one of the following majors: Business, English, or Social Sciences.*

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

### **Expected Student Learning Outcomes**

- By attaining required scores on Praxis I and II examinations, candidates will demonstrate their knowledge in required content areas.
- By their actions and 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 the application of their program of studies to effective teaching practices.
- As they build professional portfolios during their teacher preparation program, candidates will include artifacts and reflections that demonstrate their progression towards

meeting the Common Core of Teaching Standards that indicates their readiness to assume responsibilities as classroom teachers.

## Plan of Study

### **General Academic Courses**

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

### **Testing and Assessment**

The Connecticut State Department of Education requires that all candidates for teacher certification meet its testing requirements, which include Praxis I (Pre-Professional Skills Tests) and Praxis II (subject knowledge tests). Students may obtain specific information about these requirements from the Office of Education Programs. In addition, throughout the planned program, the College employs a variety of assessments to determine the progress and growth in knowledge, skills, and dispositions of each teacher candidate.

### **Admission to a Planned Program**

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

1. Submit to the Office of Education Programs an original and personal essay stating reasons for the choice of teaching as a career goal;
2. Request an appointment with the Certification Officer or the Director of Education Programs for the purpose of plotting a planned program leading to certification (or obtain a waiver, if appropriate);
3. Obtain on the Praxis I tests the score required by the Connecticut State Department of Education;
4. Select a major subject from approved endorsement areas;
5. Complete ED 190W and PY 111.

*Note: Applicants intending to obtain teacher certification must fulfill the above requirements before the completion of six credits in education courses. Those accepted as candidates must maintain an average of 2.7 overall throughout their studies, with an average of 3.0 in a major.*

### **Field/Clinical Experiences**

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

## COURSE DESCRIPTIONS

### **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. Generally offered annually in fall. Offered in semester format through the Traditional Day Program only. *2 credits*

**ED 190W Orientation to the Schools**

A weekly seminar including an overview of major events and court decisions that have affected public schools during the nation's history, and a consideration of social, political, and legal issues on individual schools and school districts, as well as various challenges teachers experience as part of their daily routine. Students are expected to write several brief papers and keep reflective journals, as well as to participate in electronic discussion forums. Because this course is designated as a writing course, students will be required to make use of the Writing Center as they write their papers. Considerable attention is given to the process of developing professional ePortfolios. This course includes a field experience requirement consisting of forty hours spent in a school environment under the supervision of a site supervisor. Offered annually in spring. Offered in semester format through the Traditional Day Program only. *2 credits*

**ED 212 History and Philosophy of Education**

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

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

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

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

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

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

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

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

The emphasis in this course is on the essential importance of including instruction in reading and writing in every class as a means of enabling students to understand and articulate concepts related to content area studies. By becoming familiar with current IRA Standards, as well as with the RTI (SRBI) approach to effective instruction of all students, those enrolled in the course research, observe and practice techniques and strategies to include verbal literacy as an integral part of content instruction at both the middle and high school levels. Effective differentiated instruction, including instruction for English language learners is an important component of this course. A fifteen-hour field experience which consists of assisting with classroom reading and writing instruction in local schools is one component of this course. Offered annually in fall in semester format through the Traditional Day Program only. *3 credits*

**ED 321 Curriculum and Methods of Teaching**

This course addresses both curriculum and methods of instruction at both the middle and secondary levels. Attention is given to planning and organization of lessons and study units, effective strategies for classroom teaching, including classroom management techniques, differentiated instruction, and use of appropriate means of assessment. Field work in local schools is a component of this course and teacher candidates are placed with teachers at the level and in the content area for which they anticipate seeking endorsement. Taken during the same semester as ED 322, Technological Applications in the Classroom. Offered annually in spring in semester format through the Traditional Day Program only. *2 credits*

**ED 322 Technological Applications in the Classroom**

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

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

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

*Note: This course is not required for those who seek initial certification in middle or secondary instruction.*

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

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

**ED 391 Teaching Practicum**

This teaching experience enables the teacher candidate to reflect on how effective instructional strategies result in student learning by observing a highly qualified teacher in the classroom setting at the middle or secondary level. Opportunity is provided for limited teaching under the supervision of the classroom teacher. Offered on the basis of student needs through the Traditional Day Program only. *3 or 6 credits*

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

**ED 392 Student Teaching**

Concentrated and full-time classroom teaching, under the supervision of a cooperating teacher and a supervisor from the College's Education Programs Department. This experience enables teacher candidates to experience how theory is applied to practice for the purpose of successful teaching and learning. Pre-requisite: ED 391. Offered on the basis of student needs through the Traditional Day Program only. *6 or 12 credits*

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

## Department of English

The mission of the Department of English is consonant with the mission of the College, which is to provide solid academic grounding and an education that will enable students after their college years to lead productive and enriched lives. The Department of English works with every student to improve basic written and oral communication and to instill a knowledge of and critical appreciation for literature in English. The Department strives to foster a spirit of inquiry and a habit of reasoning directed toward the discovery of a system of values. More particularly, the Department assumes a key role in directing the English major to both personal enrichment and a rewarding career. English majors find that training in their academic discipline enables them to excel in many fields such as law, publishing, education, and civil service, library science, business, and journalism. Moreover, the Department offers students interested in graduate programs in English a baccalaureate curriculum that is balanced, historically comprehensive, and rigorous.

### English Major (36 credits)

#### Requirements

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

One course from the following

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

\*One additional 300-level seminar in English

\*Fifteen credits of English electives

### English Concentrations

#### Creative Writing (36 credits)

#### Requirements

EN 143a/b	Introduction to Creative Writing*
EN 225	Masterpieces of American Literature I
EN 226	Masterpieces of American Literature II
EN 227	Masterworks of British Literature I
EN 228	Masterworks of British Literature II
EN 244a/b	Creative Writing: Poetry, Short Fiction, Short Theatre Pieces

- EN 317 Literary Theory and Criticism  
 EN 391 Senior Seminar in British and American Literature

\*Requirement may be waived with permission of Department Chair or Director of Creative Writing Concentration.

One course from the following (3 credits)

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

\*One additional 300-level seminar in English

\*Three of the following courses (9 credits)

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

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

## **Dramatic Studies (36 credits)**

### **Requirements**

- EN 225 Masterpieces of American Literature I  
 EN 226 Masterpieces of American Literature II  
 EN 227 Masterworks of British Literature I  
 EN 228 Masterworks of British Literature II  
 EN 317 Literary Theory and Criticism  
 EN 391 Senior Seminar in British and American Literature  
 EN 393 Seminar in Dramatic Literature

### **Requirements**

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

- EN 283 Shakespeare I  
 EN 284 Shakespeare II  
 EN 383 Shakespeare Seminar  
 EN 230 Tragedy  
 EN 231 Comedy  
 EN 232 Modern Drama  
 EN 244a/b Creative Writing: Poetry, Short Fiction, Short Theater Pieces



EN 280	Practicum
EN 346a/b	Seminar in Playwriting
EN 380	Internship
EN 390	Independent Study

Certain courses may be substituted for those listed above, with the approval of the Department Chair or the Director of the Concentration in Dramatic Studies.

Students may be able to do their practica and internships in theater work at Yale Rep, Long Wharf, or the Act 2 Theatre.

## English Minor

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

## COURSE DESCRIPTIONS

### EN 101 College Writing

The basic college-level English course in reading comprehension and expository composition. This course prepares students to read, think, and write with the accuracy, critical acuity, and cogency generally expected in college classes. EN 101 is for students whose preparation is marginal in the skills essential for success in post-secondary education, yet who demonstrate a solid grasp of the fundamentals (i.e., of the semantics and syntax of Standard English). Texts include a prose reader and a writing workbook. Generally offered yearly. *3 credits*

### EN 102 Introduction to Literary Genres

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

### EN 109 Elements of Effective Writing

This course is designed for the student who needs intensive practice in 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. Generally offered yearly. *3 credits*

### EN 129 Drama: Vision and Revision

This course focuses on modern re-imaginings of earlier plays. Generally offered every other year. *3 credits*

**EN 143 Introduction to Creative Writing**

A writing course designed as a general introduction to the process and 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 220 The Short Story**

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

**EN 225 Masterpieces of American Literature I**

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

**EN 226 Masterpieces of American Literature II**

The second part of Masterpieces of American Literature introduces students to major American achievements in poetry, fiction, drama, and non-fictional prose from the post-Civil War era through the second half of the twentieth century. Readings may include the poetry of Whitman, Dickinson, Frost, Stevens, Hughes, and Bishop; the fiction of James, Twain, Wharton, and Faulkner; the drama of O'Neill and Williams; the prose of Washington and Du Bois. *General Education Choice, Level B*. Generally offered every other year. *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 Sydney, 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. *General Education Choice, Level B*. Generally offered every other year. *3 credits*

**EN 228 Masterworks of British Literature II**

The second half of Masterworks of British Literature explores treasures 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. *General Education Choice, Level B*. Generally offered every other year. *3 credits*

**EN 230 Tragedy**

This course explores the nature of tragedy by looking at recurrent patterns in plays that have haunted the imagination of generations. It intends to raise questions about the relationship between tragic drama and "the tragic vision of life" and to consider if it is pos-

sible to write tragedy today. Readings may include plays by Sophocles, Shakespeare, Shelley, Ibsen, O'Neill, Brecht, and Ionesco, as well as selected criticism. Generally offered every other year. *3 credits*

### **EN 231 Comedy**

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

### **EN 232 Modern Drama**

This course introduces students to the excitement and variety of modern drama. It begins with the roots of modern drama in the nineteenth-century (Ibsen, Strindberg, Chekov, and Shaw) and continues into the present with such modern American and European playwrights as O'Neill, Eliot, Miller, Williams, Beckett, Albee, and Pinter. Generally offered every other year. *3 credits*

### **EN 233 Narrative Literature**

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

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

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

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

This course invites students with a serious interest in writing to compose various forms of poetry, short fiction and/or theater pieces. Through weekly writing and class workshops, this course helps students discover material, find and develop an authentic voice, and experiment with different kinds of writing. Note: Students who wish to focus on dramatic literary texts may take this as DR 244. P: EN 143, its equivalent, or permission of the instructor. Generally offered every other year. *3 credits*

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

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

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

Topics are interdisciplinary and/or may focus on literature in translation. Topics in the past have included "Relationships between Literature and the Visual Arts in Nineteenth-Century England," "Russians and Germans," "Literature and Sport," and "The Horror Story." *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. Generally offered every other year. *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. Topics in the past have included “Realism and Naturalism in Fiction,” “Men and Women in Literature,” “Literature of the African-American Experience,” and “Keats and Dickinson.” *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, Poe, Emerson, Thoreau, Hawthorne, and Melville from the American literary tradition. Generally offered every other year. *General Education Choice, Level B. 3 credits*

**EN 264 Medieval English Literature**

This course introduces a variety of literature from the cultures of medieval Britain, with an emphasis on changing ideals of heroism, questions of gender, and the development of romance. Readings may include *Beowulf*; selections from Celtic literature, such as the *Tain or Mabinogion*; the *Lais of Marie de France*; *Sir Gawain and the Green Knight*; Chaucer’s *Canterbury Tales*; and Arthurian romance, such as Malory’s *Le Morte d’Arthur*. All readings are in modern English translation. *General Education Choice, Level B. Generally offered every other year. 3 credits*

**EN 268 Nature and American Literature**

This course is an historic and contemporary look at the interplay between wilderness, nature, and civilization. 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 Barry, 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. This class may also include outdoor writing assignments. *General Education Choice, Level B. Generally offered every other year. 3 credits*

**EN 280 Practicum**

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

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

These two courses, which can be taken together or separately, explore the literary and theatrical genius of one of the world’s greatest and most controversial artists. We will read, discuss, and watch performances (both film and live) of Shakespeare’s major plays.

EN 283 focuses on the turbulent history plays (*Richard II, Henry IV Part I and Part II, Henry V*); sparkling romantic comedies (*A Midsummer Night's Dream, As You Like It*); and two of the most popular and poignant tragedies (*Romeo and Juliet, Hamlet*).

EN 284 focuses on three great tragedies (*Macbeth, Othello, King Lear*); two mind-bending, problematic plays (*Antony and Cleopatra, Measure for Measure*); and the fascinating and beautiful final plays (*The Winter's Tale, The Tempest*). *General Education Choice, Level B*. Generally offered every other year. *3 credits each*

### **EN 335 British Novel of the Nineteenth Century**

An upper-level course that investigates thematic, narrative and other stylistic developments in the British novel as represented in selected major works by authors such as Jane Austen, Charlotte and Emily Bronte, Charles Dickens, George Eliot, and Thomas Hardy. *General Education Choice, Level B. 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 studied may include Yeats, Pound, Frost, Eliot, Stevens, Williams, Auden, Moore, Hughes, Bishop, Larkin, Ashbery, and Heaney. Generally offered every other year. *General Education Choice, Level B. 3 credits*

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

This seminar explores and develops students' interest in different kinds of poetic forms. 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. Generally offered every other year. *3 credits*

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

An intensive class in composing and evaluating short stories and longer fiction. Students will work on a variety of brief exercises and one major project in narrative composition. Generally offered every other year. *3 credits*

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

This seminar uses assigned readings, class exercises, workshop activities, and individual conferences 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. Generally offered every other year. *3 credits*

### **EN 346a/b Seminar in Playwriting**

This seminar introduces the student to different kinds of dramatic texts and encourages experimentation in more than one theatrical mode. Students will complete either a one-act play or several scenes from a work-in-progress by the end of the course. If possible, completed dramatic texts written by members of the class will be given workshop productions. Generally offered every other year. *3 credits*

**EN 355 American Literary Modernism**

This seminar explores literary modernism in the Americas, with a focus on the ways in which modernist writers from several nations imagine national identity and cultural difference. By reading authors from the United States, Latin America, and Canada, students will be introduced to the richness of New World literatures, and learn how these literatures responded to the challenges of modernity. Readings may include poetry and prose by such authors as Pound, Williams, Faulkner, Stein, Paz, Borges, Scott, Page, and Klein. *General Education Choice, Level C.* Generally offered every other year. *3 credits*

**EN 360 The Literature of Love**

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

**EN 361 Literature of the Immigrant**

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

**EN 380 Internship**

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

**EN 383 Shakespeare Seminar**

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

**EN 390 Independent Study**

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

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

This is the culminating seminar for English majors which invites in-depth study of selected seminal literary text. 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? Offered yearly as a semester-long course. *3 credits*

**EN 392 Writing Seminar**

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

**EN 393 Seminar in Dramatic Literature**

The seminar, required for English majors concentrating in Dramatic Studies, is open to any junior or senior 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 theater; plays which subvert their own form; political versus apolitical theater. Generally offered every other year. *3 credits*

**EN 317 Literary Theory and Criticism**

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

## Department of Foreign Languages

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

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

### Expected Student Learning Outcomes

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

## COURSE DESCRIPTIONS

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

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

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

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

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

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



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

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

## General Studies Major

### General Studies Major (45 credits)

The major is intended for students who wish to pursue a particular topic that crosses departmental lines. The academic program for each student is individually planned with the director.

#### ***Required Courses (45 credits)***

Fourteen courses chosen with the advice of the Director (42 credits)

Interdepartmental Coordinating Seminar or Independent Study Project (3 to 6 credits)

## Department of History and Political Science

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

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

### COURSE DESCRIPTIONS

#### History

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

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

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

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

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

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

**HI 311 Renaissance and Reformation**

An in-depth study of the European cultural reawakening of the 15th century and of the religious, intellectual, social, and political ferment of the era of the Reformation. P: Sophomore standing. *General education choice for Part C. 3 credits*

**HI 316 War and Peace in 20th Century Europe**

A study of European history from World War I through the decades of Fascism and depression to the end of World War II. P: Sophomore standing. *General education choice for Part C. 3 credits*

**HI 344 Slavery in the Atlantic World**

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

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

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

**PO 112 American Politics and Government**

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

**PO 121 Introduction to American Politics**

A one-semester course designed to introduce students to the academic study of politics in its American variation. The first part of the course is devoted to posing questions of value and exploring the nature of the American polity. This leads to a study of the nature of groups and their role in the evolution of the polity. The last part of the course is devoted to exploring the nature of the institutions and processes, such as parties and elections, that Americans have established to assist them in determining the direction of the polity. *General Education Choice, Level B. Generally offered yearly. 3 credits*

**PO 257 International Relations**

An introduction to the political interaction of nations and non-national actors on the global stage. The course focuses on strategies nations employ in pursuit of national security, economic development, and global influence. Attention is given both to theories of international relations such as realism, idealism, and neo-realism as well as specific case studies. P: Sophomore standing. *General education choice for Part C. 3 credits*

# Humanities

## Humanities Major (45 credits)

The Humanities major is designed for the Honors Student, one who is self-disciplined, self-motivated, and interested in pursuing a topic, theme, or cross-cultural project that is interdisciplinary in nature. Majoring in the Humanities requires 45 credits selected from at least five of the following fields:

Art

Drama

English

History

Foreign Language

Philosophy and Religious Studies

A synthesizing seminar or an independent study project (3 to 6 credits), interdisciplinary in character, is required as part of the 45 credits.

Although the field of concentration crosses departmental lines, some particular theme, topic, or historical period should serve as a focal point. The student should, with the assistance of the director who must approve the selection and distribution of the courses, select a sufficient number of courses around this focal point to assure a more profound understanding of the area of study.

Admission to the Humanities major is contingent upon approval of the Honors Program Director.

## COURSE DESCRIPTIONS

### HU 111, 112 Reading Texts in Context I, II

This course seeks to expose students to classical and contemporary texts from the broad range of liberal arts disciplines and to enhance students' abilities to read texts intelligently. *These courses are part of the required core curriculum.* Generally offered every module. *3 credits each*

### HU 255 Special Topics

Selected topic studied in-depth within a Humanities frame of reference. *3 credits*

### HU 399 Senior Humanities Seminar

A course of intensive reading from a variety of sources, designed to provide a forum for reflection and conversation regarding what it means to live life well. P: Senior status. *This course is part of the required core curriculum.* Offered yearly as a semester-long course. *3 credits*

## Human Services Major (54 credits)

This major is designed to provide students with a career-oriented degree which is combined with a rigorous liberal arts education. The major prepares the student to work in the community in professional capacities such as a community outreach worker, case manager, community support counselor, clinician, mental health worker, and job coach. This major requires six credits of supervised internship experience. It is an interdisciplinary major drawing upon courses from several disciplines, including: Psychology, Sociology, Management, and Philosophy, in addition to the core general education courses.

*Note: Four of the required courses are offered annually in the accelerated bachelor's degree program: HS 101; HS 311; PY 213; and PY/SO 235. Day students are allowed to take these courses with accelerated bachelor's degree program students, subject to all other policies with respect to Day students taking accelerated bachelor's degree program courses.*

### **Core Requirements (33 Credits)**

HS 101	Introduction to Human Services
HS 280	Practicum I
HS 281	Practicum II
HS 311	Issues in Human Services
PY 111	Introduction to Psychology
PY 211	Abnormal Psychology
PY 250	Community Psychology
PY 213	Counseling Techniques
PY/SO 235	Drug and Alcohol Abuse
SO 111	Introduction to Sociology
MG 131	Principles of Management

Choose one: (3 credits)

PH 312	Bioethics
PH 352	Introduction to Peace and Justice
RS 211	Introduction to World Religions
RS 383	Religion and Social Concerns

Choose two: (6 credits)

PY 214	Death and Dying
PY 330	Child Psychology
PY 331	Child Life: Concepts and Methods
PY 341	Adolescent Psychology
PY 350	Adulthood and Aging

Choose two: (6 credits)

- SO 212 Social Work I
- SO 213 Social Work II
- SO 242 Minorities and Multicultural Diversity

Choose two: (6 credits)

- SO 121 Contemporary Social Problems
- SO 231 Deviance and Criminology
- SO 232 Juvenile Delinquency
- SO 241 Urban Sociology

**Recommended Electives:**

- CJ 111 Introduction to the Criminal Justice System
- CJ/SO 233 Corrections
- CJ 236 Death Penalty in America
- CJ 238 Criminal Evidence
- CO 141 Speech Communication
- EN 246 Business Writing
- HI 344 Slavery in the Atlantic World
- PY/SO 218 Statistics for Behavioral Sciences (Note: Some graduate programs require successful completion of this course as a condition of admission.)
- PY 240 Domestic Violence
- PY 248 Cultural Psychology
- PY 323 Social Psychology

## COURSE DESCRIPTIONS

### **HS 101 Introduction to Human Services**

An overview of the principles and practices of human services, including: concept of “cradle-to-grave” care and its implications; components of the human services delivery system; nature and current status of the various human services professions; social, occupational, and professional outlook for the near future; and personal and ethical issues involved in choosing to enter the human services field. *3 credits*

### **HS 280, 281 Human Services Practicum I, II**

A field experience with a Human Services agency. Students who intend to do Practicum I or II must see their academic advisor at the beginning of the semester. Practicum must be arranged through the internship coordinator. This should be done no later than the middle of the semester prior to beginning the practicum placement. In addition, students must complete a preparatory workshop offered by the Office of Career Services during the semester before beginning their on-site work. *3 credits each*



**HS 311 Issues in Human Services**

An in-depth examination of professional and personal issues relative to the human services professional. Consideration will be given to the position of human services organizations in government policy and the place of human services professionals in both public and private education, 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 and HS 280, 281. *3 credits*

## Department of Mathematics

The mission of the Mathematics Department is to enrich the lives of Albertus Magnus College students. It gives them the ability to reason quantitatively and logically so as to enable them to live productive and fulfilling lives. The role of mathematics in society today is both fundamental and widespread. Mathematics is needed for the study of such diverse areas as sociology, psychology, political science, business, economics, physics, chemistry, biology, and linguistics. Accelerated bachelor's degree program students are required to take a college-level math course as part of their general education program. (Students who do not pass the math placement exam will need to take MA 100 Introduction to College Mathematics prior to taking MA 111 Mathematical Ideas or MA 116 College Mathematics, which satisfies the college level math general education requirement.

### COURSE DESCRIPTIONS

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

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

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

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

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

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

## Department of Philosophy and Religion

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

### Objectives

Students will successfully complete courses in Philosophy and Religion by:

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

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

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

### Philosophy and Religion Major (33 credits)

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

#### Required courses: (33 credits)

PH 211            Moral Choice

One of the following courses:

RS 211            Introduction to the Variety of Christian Experience

RS 221            Introduction to World Religions

One of the following courses:

PH 220            Introduction to Western Philosophy

PH 224            Modern Philosophy

Seven courses from among all other PH and RS courses

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

## COURSE DESCRIPTIONS

### Philosophy

#### PH 211 Ethics

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

#### PH 220 Introduction to Western Philosophy

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

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

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

#### PH 224 Modern Philosophy

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

**PH 225 Contemporary Philosophy**

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

**PH 261 Social and Political Philosophy**

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

**PH 315 Environmental Ethics**

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

**PH 316 Business Ethics**

Is "business ethics" an oxymoron? Some would say that it is. Yet, the concrete practice of business has generated an ever increasing concern about ethical questions, such as whether corporations have obligations to the public at large, to their shareholders, to their employees; whether one has privacy rights in the workplace; whether shareholders have an obligation to invest only in "ethical companies." This course examines the application of ethical theory to business practice by looking at specific cases related to corporate, social, and environmental responsibility, employee rights and obligations, regulation of business, and legal and ethical standards of fair contract practices. The course is aimed at developing an understanding of the ethical issues at stake in the world of business and a critical examination of the approaches that are typically used in addressing them. P: PH 211 or permission of the department, and sophomore standing or permission of the instructor. Course offered when there is sufficient demand. *3 credits*

**PH 317 Professional Ethics**

Why have various professional fields such as education, law, business, medicine, politics, and counseling developed codes of ethical conduct or ethical guidelines for their practice? What are these codes and guidelines? How do they apply concretely? What are the ethical issues that arise in various professional fields, and how are they best addressed?

Drawing upon ethical theory, this course examines contemporary ethical cases in light of the self-understanding of professions reflected in essays and professional moral codes. Profession(s) to be considered will be announced at the time of offering. P: PH 211 or permission of the department, and sophomore standing or permission of the instructor. Course offered when there is sufficient demand. *3 credits*

### **PH 331 Philosophy of the Human Being**

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

### **PH 347 Being and Existence**

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

### **PH 351 Selected Topics**

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

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

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

### **PH 365 The Origin of Art**

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

### **PH 390 Independent Study**

## Religion

### RS 211 Introduction to the Variety of Christian Experience

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

### RS 221 Introduction to World Religions

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

### RS 225 Native American Religion

An introductory exploration of Native American religion and religious experience as can be seen in particular instances of a hunting-gathering culture (e.g., The Oglala Sioux), and of an agricultural culture (e.g., the Navaho). P: Sophomore standing or permission of the instructor. *General Education Choice, Level C.* Generally offered every other year. *3 credits*

### RS 226 Roman Catholicism

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

### RS 251 Reading from the Hebrew Scriptures

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

### RS 252 The Gospels

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

### RS 271 Christology

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

**RS 284 Religion and Nature**

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

**RS 351–355 Selected Topics**

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

**RS 360 Foundations of Christian Morality**

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

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

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

**RS 383 Religion and Social Concerns**

A consideration of the social and public policy implications of religious faith, particularly the Christian tradition, for questions of economic justice, war and militarism, racism, and the ecological crisis. A particular emphasis may be announced at the time of registration. P: Sophomore standing or permission of the instructor. *General Education Choice, Level C.* Generally offered yearly. *3 credits*

**RS 391 Issues of Sexual Morality**

Study of the roots and influences of Western sexual morality, particularly the contributions made by Jewish, Stoic, Gnostic, and early Christian thought, with a consideration of Islamic sexual ethics as well. P: Sophomore standing or permission of the instructor. *General Education Choice, Level C.* Generally offered yearly. *3 credits*

**RS 390 Independent Study**



## Department of Psychology

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

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

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

### Psychology Major

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

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

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

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

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

One of the following: (3 credits)

PY 280	Practicum*
PY 391	Senior Seminar

Two of the following: (6 credits)

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

Two of the following: (6 credits)

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

Three other courses in Psychology (9 credits)

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

***Art Therapy Concentration***  
***(45 credits, including 33 in psychology and 12 in studio art)***

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

**Required Courses: (30 credits)**

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

One of the following: (3 credits)

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

**Required Correlatives: (12 credits)**

AR 111	Drawing
AR 231	Ceramics
AR 311	Painting

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

Studio art electives (minimum of 3 credits)

*Note: Admission to graduate art therapy programs typically requires a minimum of 15 credits in studio art. Students are strongly encouraged to take one additional studio art course beyond those required for the major.*

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

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

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

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

Six Credits Selected from the Following:

PY 131–136	Topics in Child Development (1.5 credits each)
PY 248	Cultural Psychology
PY 331	Child Life: Concepts and Methods
ED 212	History and Philosophy of Education

#### **Recommended Correlatives**

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

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

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

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

PY 111	Introduction to Psychology
PY 210	Behavior Modification
PY 211	Abnormal Psychology
PY 213	Counseling Techniques
PY 218	Statistics for the Behavioral Sciences

PY 222	Learning
PY 280	Practicum*
PY 312	Psychotherapy
PY 325	Experimental Methods and Research Design
PY 340	Psychological Assessment
PY 380	Internship* (6 credits)

One of the following: (3 credits)

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

One of the following: (3 credits)

PY 229	Psychology of the Exceptional Child
PY 250	Community Psychology

**Recommended Correlatives (some of the following):**

PY 239	Close Relationships
PY 205	Ethnicity and Gender Roles in Mental Health
BI 116	The Human Body
HS 101	Introduction to Human Services
PY/SO 235	Drug and Alcohol Abuse
PY 248	Cultural Psychology
SO 212	Social Work: History and Practice
SO 242	Minorities and Multicultural Diversity

***Organizational Psychology Concentration  
(48 credits, including 33 credits in psychology and 15 in management and sociology)***

This program provides interdisciplinary preparation in the field of organizational psychology, which includes personnel selection, training and development, employee motivation, and organizational behavior. The concentration prepares students for employment in business and other organizational settings or for graduate studies usually required for employment as organizational psychologists with corporations or consulting firms.

**Required Courses: (33 credits)**

PY 111	Introduction to Psychology
PY 210	Behavior Modification
PY 218	Statistics for the Behavioral Sciences
PY 222	Learning
PY 231	Personnel Psychology
PY 232	Organizational Psychology
PY 236	Motivation

PY 280	Practicum*
PY 323	Social Psychology
PY 325	Experimental Methods and Research Design
PY 340	Psychological Assessment

Five of the following: (15 credits)

MG 131	Principles of Management
<i>Note: MG 131 is a prerequisite for many other management courses.</i>	
MG 231	Principles of Marketing
MG 236	Human Resource Management
MG 270	Moral Leadership
MG 331	Human Resource Issues
MG 335	Legal Aspects of Human Resource Management
MG 342	Managing and Valuing Diversity at Work
SO 244	Sociology of Organizations
MG 337	Human Resource Recruiting and Selection

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

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

PY 111	Introduction to Psychology
--------	----------------------------

One of the following: (3 credits)

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

One of the following: (3 credits)

PY 321	Personality
PY 323	Social Psychology
PY 330	Child Psychology

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

\* Students who intend to do practicum or internship **must** see their academic advisor at the beginning of the prior semester. Practicum and internship must be arranged through the internship coordinator at the Center for Teaching and Learning Excellence. This should be done no later than the middle of the semester prior to beginning the practicum or internship placement. In addition, students must complete a preparatory workshop offered by the Office of Career Services during the semester before beginning their their practicum or internship. On-site work begins the first week of the semester and ends the last week. Therefore, it is imperative that students interview and secure a placement before the start of the term. Detailed information concerning requirements is on the Albertus website.

## COURSE DESCRIPTIONS

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

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

### **PY 131 Development of Art in Childhood**

Children naturally begin producing works of art by the preschool years, and their mental growth is mirrored in their art. This course examines the typical developmental sequence of children's art, the meaning of art to the child, and the ways in which art can inform us about children's cognition. Attention also will be paid to the facilitation of artistic development by educators and the use of art in child psychotherapy. P: PY111. Offered every other year. *1.5 credits*

### **PY 132 Development of Play in Childhood**

Play, a universal behavior among young mammals, not only represents their abundant energy but also serves as an important form of enactive learning. Children's play helps them to master and make sense of the physical and social worlds in which they live. Human play takes many forms, some of which emerge in a developmental sequence. This course reviews the major forms of play at different stages of childhood as well as their significance for understanding the child. Attention also will be paid to the facilitation of desirable play behavior and the use of play in child psychotherapy. P: PY111. Offered every other year. *1.5 credits*

### **PY 133 Reasoning and Numeracy in Childhood**

Examines the development of reasoning in childhood, from its beginnings in infancy through the maturation of abstract thinking in adolescence. The classic stage model proposed by Jean Piaget and his followers will be evaluated in terms of more recent research that has led to revisions in our understanding of children's cognitive abilities. Special attention will be paid to the development of quantitative reasoning, beginning with basic numeracy and progressing to more complex operations. Methods of facilitating reasoning and mathematical competence also will be considered. P: PY111. Offered sporadically. *1.5 credits*

### **PY 134 Attachment and Relationships in Childhood**

Humans, like other mammals, form attachment bonds with important caregivers early in life. As social beings, humans also may generalize lessons learned from our interactions with caregivers to other relationships, such as friendships with peers. This course examines the considerable body of theory and research concerning attachment in childhood as well as the development of children's friendships and other important relationships. Attention also will be paid to the clinical manifestations of attachment disorders. P: PY111. Offered sporadically. *1.5 credits*

**PY 210 Behavior Modification**

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

**PY 211 Abnormal Psychology**

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

**PY 213 Counseling Techniques**

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

**PY 214 Death and Dying**

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

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

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

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

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

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

Not all children develop along 'typical' lines. For some, cognitive and/or social-emotional development differs sharply from what is considered normative. This course concerns the psychology of such children, especially insofar as their differences may produce problems in living (e.g., academic failure or social stigmatization). Assessment and diagnostic pro-

cedures (e.g., psychological tests) as well as intervention strategies (e.g., behavioral modification) will be covered. Mental retardation, specific languages and academic skills disorders, autistic-spectrum disorders, selected medical conditions, disruptive behavior disorders, 'internalizing' disorders (e.g., separation anxiety), and the consequences of neglect and abuse will be considered. Some attention will also be paid to the issues raised by giftedness and special talents. In addition to describing the various disorders clinically and phenomenologically, we will try to understand their origins, nature, and developmental implications, and how they can be recognized and effectively addressed in specialized settings (e.g., clinics), in regular classrooms, and in the home. A field experience in a classroom serving 'special needs' students is available as part of this course. This experiential component is required for students pursuing teacher certification. P: PY 111 and PY 330 or PY 341. Offered yearly. *3 credits*

### **PY 230 Consumer Psychology**

An overview of the various psychological factors that contribute to the understanding and manipulation 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: PY 111. Offered every other year. *3 credits*

### **PY 231 Personnel Psychology**

An introduction to the psychology behind personnel selection, recruitment, job analysis, job design, training, performance evaluations, and more. Students will learn how psychology plays a role in the effective selection, recruitment, and retention of employees in the workplace. P: PY111 or MG 131. Generally offered every other year. *3 credits*

### **PY 232 Organizational Psychology**

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

### **PY 234 Brain and Behavior**

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

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

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

### **PY 236 Motivation**

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



**PY 237 Cognitive Psychology**

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

**PY 238 Health Psychology**

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

**PY 239 Close Relationships**

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

**PY 240 Domestic Violence**

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

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

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

**PY 248 Cultural Psychology**

This course examines the importance of cultural factors in explaining and understanding human behavior, providing students with a cross-cultural framework to evaluate the relevance of traditionally held beliefs and theories to different cultural groups. Students will explore the role of culture in development, cognition, gender, emotion, language and communication, personality, abnormal psychology, development of self and identity, and

interpersonal and intergroup relations. To develop a better understanding of self in relation to the world, students will research their own cultural background and norms in comparison to mainstream society in the United States. Finally, students will develop a deeper, more complex understanding of the nature of culture, its relationship to the psychological processes, and the differences and similarities between cultures in our increasingly globalized world. *General Education Choice for Part C*. P: PY111. *3 credits*

### **PY 250 Community Psychology**

A multidisciplinary approach emphasizing the prevention and treatment of psychological problems in a community setting. P: PY 111. Offered yearly. *3 credits*

### **PY 251 Special Topics in Psychology**

In-depth study of selected topics in psychology. P: PY 111. *1 to 3 credits*

### **PY 280 Practicum (for all concentrations)**

A three-credit field-based experiential practicum involving approximately 8–10 hours per week on site. Sites may include schools, clinics, community agencies, corporations, or laboratories depending on the student's interest and area of concentration. Research practicum may be available with faculty in the Psychology department. Discuss practicum goals with adviser. P: Open only to psychology majors with senior status or second semester Junior status and permission of Department Chair. Offered every semester. *3 credits*

### **PY 290 Independent Study**

Opportunity for a student to work independently and in-depth on a special topic or area of interest. P: PY 111 and departmental permission. *1 to 3 credits*

### **PY 311 History and Systems of Psychology**

A study of the philosophical and scientific antecedents of contemporary psychology, the major theorists and research methods in the early years of psychological science, and their influence on current developments and controversies in the field. P: PY 111. Generally offered every other year. *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. Generally offered yearly. P: PY 111, PY 211. *3 credits*

### **PY 321 Personality**

Personality involves the study of the consistent patterning underlying the day-to-day variability in human thoughts, feelings, and behaviors. Influential personality theories will be critically evaluated and applied, testing their abilities to cast light on individual differences in self-concept and relational style. P: PY 111. *General Education Choice, Level C*. Generally offered yearly. *3 credits*

**PY 323 Social Psychology**

The study of individual and group behavior, this course addresses classical and contemporary issues and research on a number of topics, including person perception, social cognition, attitudes and attitude change, conformity, obedience, prejudice, gender, and interpersonal relationships and attraction. P: PY 111. *General Education Choice, Level C.* Generally offered every other year. *3 credits*

**PY 325 Experimental Methods and Research Design**

An introduction to experimental methods and research design in psychological research. Includes hands-on experience with design, implementation of data collection, data coding and analysis, and the interpretation and communication of results. Students will learn and use APA style format in a research paper describing their research findings. P: PY 111, PY 218, and junior or senior status. Offered yearly as a semester long course. *3 credits*

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

An examination of the major theories, issues, and research regarding the developing child from conception to puberty, with emphasis on emotional, cognitive, and social development. Current issues, such as the effects of drugs on the fetus, child abuse, and day care centers will be discussed. P: PY 111. Offered yearly. *3 credits*

**PY 331 Child Life: Concepts and Methods**

Child Life professionals work with medically ill children, helping them to cope with their illness and its consequences. This course introduces the field of Child Life and its implementation in a health-care setting. Topics include the effects of illness and hospitalization on children and families, the development of play and coping skills in childhood, the roles of play therapy and other therapeutic techniques in medical settings, and the challenges of working with chronically or terminally ill children and families under stress. For students interested in Child Life careers, this course provides necessary background. For those interested in counseling/clinical work with children in other settings, it provides greater breadth and depth of relevant knowledge and expertise.

**PY 340 Psychological Assessment**

Psychological assessment involves the systematic appraisal of cognitive abilities, personality traits, social attitudes, interests, values, and other characteristics. This course covers the basic principles of test construction and validation used by psychologists and educational measurement specialists. It also covers the administration, scoring, and interpretation of selected psychological tests along with a critical evaluation of their qualities. P: PY 218 and open only to psychology majors with senior status. Offered yearly. *3 credits*

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

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

**PY 350 Adulthood and Aging**

An overview of adulthood, maturity, and old age from both physical and psychological perspectives. Personal adjustment and psychological changes over the chronology of adult experience will be emphasized. Topics will include family, career, personality continuity and change, sexuality, the process of aging, death, and bereavement. P: PY 111. Offered yearly. *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. Generally offered yearly. *3 credits*

**PY 372 Theory and Practice of Art Therapy**

Continued study of various psychological theories, concepts, and methods of psychotherapeutic art. Focus on actual case materials and workshop experiences. P: PY 111, PY 211, and PY 312 or PY 321, plus PY 371. Generally offered yearly. *3 credits*

**PY 380 Internship**

A field-based experiential internship in the Child Development and Counseling Mental Health concentrations requiring a commitment of 16–24 hours per week to the placement site. P: PY 280 and departmental permission. May, with special permission of the Department Chair, be taken over the course of two semesters. Research practicum may be available with faculty in the Psychology department. Discuss practicum goals with adviser. Offered every semester. *6–9 credits*

**PY 391 Senior Seminar**

An in-depth study of selected topics in psychology. P: Open only to psychology majors with senior status. Generally offered as needed. P: Open only to psychology majors with senior status. *3 credits*

## Department of Sociology

The curriculum in the Department of Sociology provides strong academic training in the field, as well as an exposure to varied pre-professional training. The three-fold mission of the department is: (1) to provide course offerings in the liberal arts curriculum of the College, in order to introduce students to the sociological perspective, thereby adding that dimension to their critical thinking processes; (2) to provide an academically strong major which affords an approach to the study of social systems and social change; (3) to provide a major within the discipline of sociology which can reflect a student's vocational interest, for example, criminal justice, social gerontology, or social work and social welfare.

Students majoring in sociology or criminal justice may plan to continue their work in graduate and professional schools. Others study sociology in preparation for careers in social work, teaching, law, business, criminal justice, or governmental service. Graduates in sociology may look toward careers in teaching, administration, or research.

Within the Department of Sociology, a student may choose the general sociology major, the criminal justice major, or a major in sociology with a concentration in criminal justice, social gerontology (accelerated bachelor's degree program only), urban studies, or social work and social welfare. Students finding an interest in sociology, but committed to majoring in other fields, may choose to minor in the department. The analytical skills and critical ability developed in this program are complementary to numerous other disciplines.

The possibility exists for the applied sociology-oriented student to design, in consultation with the department, an off-campus practicum/internship (CJ/SO 280, 380) for which college credit is given. Internships are required of students majoring in Criminal Justice, Social Gerontology, Urban Studies, and Social Work, and are optional for those choosing the General Sociology major. Many sociology courses may be used toward interdisciplinary majors as well as electives or General Education requirements.

The educational objectives which emerge from the mission and purpose of the department are:

- 1) Students will develop a solid understanding of the discipline of Sociology and demonstrate the ability to use the sociological perspective in analyzing society. This includes learning to use the knowledge, methods and theories of the discipline in various courses.
- 2) Students will follow a sequence of courses from SO111 Introduction to Sociology, through the various concentrations, including methods and statistics, and finally culminating in Senior Seminar, a capstone course which builds upon previous knowledge and skills.
- 3) Students will participate in the Internship Program in the various concentrations and will be evaluated by supervisors on their performance.
- 4) Students will be prepared to secure employment in their fields of concentration or related fields or will go on to graduate school.

### The Criminal Justice Major

Building on the College's strengths in Sociology and Psychology, the Criminal Justice major will prepare students for employment in those social services and criminal justice sectors which directly support police and government law enforcement efforts. The pro-

gram 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 two guided internships. This experience provides a more broad set of career options, including graduate education in fields such as criminal justice, law, social work or public administration.

### ***The Social Science Major (48 Credits)***

The Social Science Major is an interdisciplinary combination of the four social sciences: Sociology, Psychology, Political Science and Economics or Business.

This major requires 16 courses, spread out over the social sciences. Very often courses for the major will also count as Designated General Education Requirements.

#### **Requirements:**

- 1) Seven courses in the first chosen social science (21 credits)
- 2) Five courses in the second chosen social science (15 credits)
- 3) Two social science correlatives from one or both of the *other* two social sciences not chosen in #1 or #2 (6 credits)
- 4) Two social science electives from *any* of the four social sciences (6 credits)

### ***Criminal Justice Major: (45 Credits)***

#### **Required Criminal Justice Core (30 Credits)**

CJ 111	Introduction to Criminal Justice
SO/CJ 121	Contemporary Social Problems
SO 218	Statistics
SO 219	Research Methods
SO/CJ 231	Deviance and Criminology
SO/CJ 232	Juvenile Delinquency
CJ 233	Corrections
CJ 235	Constitutional Criminal Law
CJ 237	Substantive and Procedural Criminal Law
SO/CJ 242	Minorities and Multicultural Diversity

**Upper-level courses: (9 Credits)**

CJ 380	Criminal Justice Internship (Senior Year)
SO/CJ 310	Sociology of Law and Social Control
CJ 391	Criminal Justice Senior Seminar: Ethics**

**Criminal Justice Electives: (6 Credits)**

SO 111	Introduction to Sociology
CJ 234	Contemporary Issues in Criminal Justice
CJ 236	The Death Penalty in America
SO/CJ 241	Urban Sociology
CJ 238	Evidence
CJ 239	National Security and Civil Liberty
CJ 240	Police Administration
CJ 255	Special Topics courses such as: Introduction to Forensics, organized crime, police patrol, military justice, criminal investigation, risk management.
CJ 280	Criminal Justice Internship (Junior Year)*

\*\*Day students only. Evening students may substitute an elective here.  
Open to both junior- and senior-level students.

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

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

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

**Recommended Correlative:**

CIS 115	Computer Essentials
---------	---------------------

***Criminal Justice Concentration (36 credits)*****Required Core Courses (18 credits)**

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

**Criminal Justice Concentration additional required courses (18 credits)**

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

**Recommended Correlative:**

CIS 115	Computer Essentials
---------	---------------------

***Social Gerontology Concentration (36 credits)  
accelerated bachelor's degree program only***

**Required Core Courses (18 credits)**

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

**Social Gerontology Concentration additional required courses (18 credits)**

SO 121	Contemporary Social Problems
SO 122	The Family
SO 212	Social Work: History and Practice
SO 213	Social Work: Populations and Policies
SO 215	Social Gerontology
SO 380	Social Gerontology Internship

**Recommended Correlatives:**

SO 122	The Family
PY 350	Adulthood and Aging
SC 114	Introduction to Nutrition (available in accelerated bachelor's degree program only)

***Social Work and Social Welfare Concentration (42 credits)***

**Required Core Courses (18 credits)**

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



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

SO 121	Contemporary Social Problems
SO 122	Social Work: History and Practice
SO 213	Social Work: Populations and Policies
SO 242	Minorities and Diversity
SO 380	Social Work Internship

Three courses chosen from: (9 credits)

SO 122	The Family
SO 231	Deviance and Criminology
SO 232	Juvenile Delinquency
SO 235	Abuse of Alcohol and Other Drugs
SO 241	Urban Sociology

**Recommended Correlative:**

PY 250	Community Psychology
--------	----------------------

***Urban Studies Concentration (36 credits)*****Required Core Courses (18 credits)**

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

**Urban Studies Concentration additional required courses (12 credits)**

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

Two courses chosen from: (6 credits)

SO 213	Social Work: Populations and Policies
SO 230	Technology, Society and the Individual
SO 232	Juvenile Delinquency

**Recommended Correlatives:**

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

**Sociology Minor (18 Credits)****Required Courses:**

SO 111 Introduction to Sociology

Five additional Sociology courses chosen with the guidance of the Department Chair

**COURSE DESCRIPTIONS****Criminal Justice**

(Some courses cross listed with Sociology—SO/CJ)

**CJ 111 Introduction to the Criminal Justice System**

Students will review the origins and foundations of our American system of policing, the relationship between the individual citizen and the state/federal governments' police powers. Included in this section of the course will be an overview of the Fourth Amendment, the Fifth Amendment, and the Sixth Amendment. Students will also review the judicial system, and become familiar with the procedures followed in a criminal trial. Finally, the students will examine sentencing issues and the sanctions available against a criminal convict, including incarceration in jail or prison, probation, and parole. Generally offered every fall semester. *3 credits*

**CJ/SO 231 Deviance and Criminology**

Consideration of deviant behavior and crime as behavioral and social phenomena, with analysis of data and theories of the causation of crime. The effects of labeling deviants are also considered. P: CJ/SO 111 or permission of Program Coordinator. Generally offered every other fall semester. *3 credits*

**CJ/SO 232 Juvenile Delinquency**

Investigation of delinquency as a separate phenomenon, including its theories of causation and particular patterns of delinquency, as well as consideration of the variables which affect the rates of delinquency. P: SO 111, CJ 111 or permission of Department Chair. Generally offered every other fall semester. *3 credits*

**CJ/SO 233 Corrections**

Examination of philosophy, theory, and practice of criminal punishment and of the processes which characterize arrest, prosecution, trial, and sentencing. Formal and informal operation of law enforcement agencies are studied, with special attention to patterns of differential treatment accorded different social and economic groups. P: CJ 111 or permission of Department Chair. Generally offered every spring semester. *3 credits*

**CJ 234 Contemporary Issues in Criminal Justice**

This course is designed to challenge students' ability to discern the complexities of some of the fundamental issues faced by criminal justice professionals today, including the consequences of our nation's "war" on drugs; the possible consequences of the legalization of drugs; gun control; the insanity defense; the development of the victim's rights movement; predicting juvenile delinquency; and probation and parole. P: CJ 111 or permission of Program Coordinator. Generally offered every other spring semester. *3 credits*

**CJ 235 Constitutional and Criminal Law**

This course is designed for students interested in studying law as it applies to the relationship between the individual American and state/federal governments. Among the topics covered will be the Fourth Amendment's warrant clause and the right against unreasonable searches and seizures, the Fifth Amendment's right against self-incrimination, and the Sixth Amendment's right to counsel. P: CJ 111 or permission of the Program Coordinator. Generally offered every spring semester. *3 credits*

*Please note that this class may be offered as a "300 Level" class by requiring the students to turn in an eight to ten page research paper in addition to completing the examinations.*

**CJ 236 The Death Penalty in America**

This course introduces students to the complex problems surrounding the application of our nation's ultimate penalty. Students will review the history of various death penalty laws and the methods by which the penalty has been carried out. In addition, students will study the issues surrounding capital punishment today, including its use against the mentally handicapped, juveniles, and focusing on equal protection and race-based claims. P: CJ 111 or permission of the Program Coordinator. Generally offered every summer. *3 credits*

**CJ 237 Substantive and Procedural Criminal Law**

This course familiarizes students with the origins of our present day substantive and procedural criminal laws. Students will be exposed to early attempts to codify a body of criminal law, from the Code of Hammurabi through Roman law and English common law to the present day. In addition to studying substantive criminal law, students will review the history of procedural criminal law, the process by which persons charged with committing criminal offenses are adjudicated either guilty or innocent. P: CJ 111 or permission of the Program Coordinator. Generally offered every spring semester. *3 credits*

*Please note that this class may be offered as a "300 Level" class by requiring the students to turn in an eight to ten page research paper in addition to completing the examinations.*

**CJ 238 Criminal Evidence**

This course is designed to introduce students to the rules of evidence which govern the conduct of criminal trials. Starting out with an explanation of direct and circumstantial evidence, students will then examine the hearsay rule and its many exception, privileges, and the standards which govern expert and lay testimony. Finally, students will finish the course with an examination of how the courtroom rules affect police officers in the field as they investigate criminal behavior. Offered yearly. *3 credits*

**CJ 239 National Security & Civil Liberty**

In this course, students will explore the complex problems faced by our nation as we attempt to balance the conflicting need to maintain our national security with the need to ensure individual civil liberty. Topics covered include: subjecting civilians to military justice, martial law declaration, suspending habeas corpus, designating persons as unlawful combatants, and law enforcement scrutiny of lawful political protest. In addition, students will review how the events taking place during various time periods in our history, such as the Civil War, the Cold War era, and the 1960s shaped our government's policies toward balancing security needs with the guarantee of civil liberties we enjoy. Offered yearly. *3 credits*

**CJ 240 Police Administration**

In this course, students will explore the myriad problems faced by all supervisors as they attempt to create a positive working environment for their subordinates. While this course is primarily geared to law enforcement personnel, the topics covered are familiar to many different types of workplaces. Among the issues covered in class are: leadership style, interpersonal communication, motivation, discipline, and working with difficult employees. Offered yearly. *3 credits*

**CJ 255 Special Topics**

Selected topics or issues with respect to the criminal justice system are studied in-depth. P: CJ 111 or permission of Program Coordinator. *3 credits*

**CJ 280 Criminal Justice Internship (Junior Year)**

Fieldwork experience. Admission only with approval of Program Coordinator. P: CJ 111 plus 15 hours in Criminal Justice and junior status. Generally offered every semester. *3 credits*

**CJ/SO 310 Sociology of Law and Social Control**

A consideration of all forms of social control. A study of both the content and quantity of law employed under varying social conditions. Law will be considered as both a cause and effect of social change. P: SO 111 or permission of Department Chair. Generally offered every other fall semester. *3 credits*

**CJ 380 Criminal Justice Internship (Senior Year)**

Fieldwork experience. Admission only with approval of Program Coordinator. P: CJ 280 and senior status. Generally offered every semester. *3 credits*

**CJ 391 Senior Seminar: Ethics**

In this seminar-based course, students in Criminal Justice will study the difficult ethical issues faced by criminal justice practitioners on a daily basis and how the ethical challenges faced by police, prosecutors, judges and corrections officers can be effectively addressed. Generally offered every spring semester. *3 credits*

**Sociology**

(Some courses cross listed with Criminal Justice—CJ/SO)

**SO 111 Introduction to Sociology**

This course invites you to see the world sociologically. We will examine culture, social structure, inequality, gender, race, deviance, and socialization from the sociological perspective. *General Education Choice for Part B*. Generally offered every semester. *3 credits*

**SO/CJ 121 Contemporary Social Problems**

Focuses on how institutional and organizational features of societies generate problems for people. Particular attention is directed at a set of problems related to political and economic inequalities, health and illness, education, the environment, and the criminal justice system. P: SO 111 or permission of Department Chair. *General Education Choice for Part C and Designated W course*. Generally offered every Fall semester. *3 credits*

**SO 122 The Family**

Sociological analysis of family relationships, including examination of factors contributing to family structures in different social classes, ethnic groups, and societies. The focus is on relating family life to the economy and other social institutions. Topics include gender, race/ethnic and class inequality; child-rearing; historical change; and social policy issues. P: SO 111 or permission of Department Chair. Generally offered every other spring semester. *3 credits*

**SO 211 Introduction to Cultural Anthropology**

This class will introduce students to the practice of ethnography, the craft of writing about other cultures, and will provide a concrete introduction to cultural anthropology, which is the comparative study of human societies. Generally offered every other spring. *3 credits*

**SO 212 Social Work: History and Practice**

After reviewing the history of Social Work in the United States, this course examines the practice settings of social work as a profession: case work, group work, community organization and advocacy, and policy and planning. Includes the study of the values and assumptions of social work with an eye towards problem-solving applications with specific populations, as well as social welfare policy critique. Generally offered every other spring. *3 credits*

**SO 213 Social Work: Populations and Policies**

An examination of human behavior in the social environment as we study the individual in families, groups, and society. We will further explore the special needs of specific populations such as families, youth, the elderly, the poor, women, and minorities, and investigate social welfare policy as a means to meet those human needs. Establishing a knowledge base as well as effective communication techniques will be stressed. Generally offered every other spring semester. *3 credits*

**SO 215 Social Gerontology**

A consideration of the adult aging process, with attention to developmental stages and group behavior of aging adults. Particular study will be made of the social phenomena which give rise to, and grow out of, the presence of a significant number of elderly in the population. *3 credits*

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

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

**SO 219 Research Methods**

This course is a “hands on” approach to research in which the student will learn to design and carry out field observations, experiments, content analyses, or surveys. P: SO 111 or permission of Department Chair. Generally offered every fall semester. *3 credits*

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

Examines both interpersonal and mass communications with an eye towards answering such questions as: Do men and women communicate differently? Do people from different racial, ethnic or social class backgrounds communicate differently? How do advertisements depict men and women, racial or ethnic groups, and the elderly? Do MTV and popular music represent a realistic version of the culture's norms and values? Students shall apply theories to their own research data in answering these questions. Generally offered every fall semester. *3 credits*

**SO 224 Sociology of Education**

This course will provide a systematic analysis of the institution of Education in society, with special attention devoted to access to education and class structure, taking into account race, religion, and gender. This is a Distance Learning course. Student must have access to the Internet and an email account. Generally offered every fall semester. *3 credits*

**SO 225 Sociology of Sport**

This course will provide a systematic analysis of social influences upon (and of) sport in North America, with special attention devoted to the interrelationships between sport, social institutions, social processes, and, most importantly, the critical analysis of sport in contemporary society. This is a Distance Learning course. Student must have access to the Internet and an email account. Generally offered every summer. *3 credits*

**SO 230 Technology, Society and the Individual**

A consideration of 20th century technological change with particular interest in its impact on the family and the workplace. *General Education Choice in Part C*. Generally offered every other spring semester. *3 credits*

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

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

**SO 241 Urban Sociology**

We shall study the effects of the urban environment on social institutions and populations and examine the modern crises of urban living with an eye towards answering the question: Can cities survive? P: SO 111 or permission of Department Chair. *General Education Choice for Part C*. Generally offered every other fall semester. *3 credits*

**SO 242 Minorities and Multicultural Diversity**

This course examines the positions of "minorities" in the status hierarchy of the United States, and teaches a critical perspective on the economic, political, and social oppression of subordinate groups by dominants. Multiculturalism will be examined from this perspective: since the United States comprises various racial and ethnic groups, what does it mean to be "American" and who gets to define this? *General Education Choice for Part C*. Generally offered every spring semester. *3 credits*

**SO 244 Sociology of Organizations**

This course examines the organizational structures of modern societies (for example, bureaucratic, military, educational, technological), including analysis of formal and informal structures. It provides a consideration of theory and research which attempts to explain the behavior of organizations in society. This is a Distance Learning course. Generally offered every spring semester. *3 credits*

**SO 255 Special Topics**

Selected topic or issue studied in-depth within sociological frame of reference; for example: Sexuality; Health & Mental Illness; Minorities and the Media; Race, Class, and Education. P: SO 111 or permission of Department Chair. *3 credits*

**SO/CJ 310 Sociology of Law and Social Control**

A consideration of social control, law creation and law enforcement in their social and political context. Discusses major theories of law and the modern state. Law will be considered as both a cause and effect of social change P: SO 111, CJ 111, or permission of Department Chair. Generally offered every other fall semester. *3 credits*

**SO 371 Classical Sociological Theory**

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

**SO 372 Contemporary Sociological Theory**

This course familiarizes students with contemporary developments in social thought that influence sociological research in the current period. Draws connections to classical theory and offers an overview of the main outlines of recent sociological theorizing. P: Junior or senior status, or permission of Department Chair. Generally offered every other year, spring or fall. *3 credits*

**SO 280 Practicum**

Fieldwork experience. Admission only with approval of Department Chair. P: SO 111 plus 15 hours in sociology and junior status. Generally offered every semester. *3 credits*

**SO 290, SO 390 Independent Study**

Study of a topic of particular interest to the student, for which there is no existing course. The student must have demonstrated by prior performance the ability to do honors work and have maintained an honors average in the major field. The design of the proposed topic of study must originate with the student. Admission only with approval of Department Chair. Hours and credits to be arranged.

**SO 380 Internship**

Fieldwork experience. Admission only with permission of the Department Chair. P: SO 111 plus a minimum of 15 hours in sociology and senior status. Generally offered every semester. *3 credits*

**SO 391 Senior Seminar—Capstone Course**

Consideration of a social problem with an eye to utilizing the “sociological imagination” and skills gained through the prior major courses, both required and elected. This course should be a culminating experience for those who have chosen this major, resulting in a heightened awareness of the sociological perspective. P: Senior status, Sociology or Social Science major or permission of the Department Chair. Generally offered every spring semester. *3 credits*

**Pre-Law**

Albertus students interested in the legal profession are assigned to the pre-law academic advisor. Law covers all facets of human activity and the lawyer must be a person with a wide range of interests and a broad base of knowledge. There are no college courses specified by law schools as entrance requirements. Instead, law schools recommend the candidates for entrance prepare themselves in the following ways:

1. By taking several courses which train the mind to think logically and accurately and develop a concern for precision; such courses include foreign language, grammar, logic, and philosophy.
2. By acquiring an excellent command of the English language and writing skills.
3. By developing an understanding of human institutions, how they function, and how they change. Introductory and advanced courses in history and political science will prepare students in this area.

**Recommended courses:**

BE 334	Business Law
CJ 235	Constitutional and Criminal Law
CJ 237	Foundations of Criminal Law
CJ 255	Criminal Evidence
CJ 391	Ethics
PO 122	American Government
PO 231	Constitutional Law
CJ 255	American Judicial System

Students interested in law are urged to consult with the special pre-law advisor frequently during their undergraduate careers at the College in order to develop programs tailored to individual needs, abilities, and interests. The pre-law student should be involved as soon as possible in an undergraduate program that is intellectually challenging and requires rigorous academic discipline.



## Department of Visual and Performing Arts

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

### COURSE DESCRIPTIONS

#### Art History

##### **AH 230 History of Art I**

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

##### **AH 231 History of Art II**

A continuation of Art History I, the survey of Western painting, sculpture, and architecture from the Renaissance to the present. This course examines the varied styles and expressions of the 16th and 19th centuries and explores major modernist and postmodernist movements from the 20th century to the present. This course serves as a foundation for further study of the history of art. *General Education Choice, Level A.* Generally offered yearly. *3 credits*

##### **AH 343 Arts of the Renaissance**

An examination of architecture, painting, sculpture, and other art forms of northern and southern Europe as they developed from the 13th to the 16th centuries. P: Sophomore, junior or senior standing. *General Education Choice for Part C.* Offered in a sequential cycle with other upper level art history courses. *3 credits*

##### **AH 344 Arts of the West: 17th–19th Centuries**

Study includes Baroque and Rococo movements of the 17th and 18th centuries and the various trends of the 19th century: Romanticism, Neo-Classicism, Realism, Impressionism, and Post-Impressionism. P: Sophomore, junior or senior standing. *General Education Choice, Level C.* *3 credits*

##### **AH 345 Art History from the Twentieth Century to the Present**

An in-depth study of major developments in the visual arts from the early Twentieth Century to the present day. This course will explore artwork, artists and corresponding ideological changes in art from Modernism to Post Modernism. *General Education Choice, Level C.* *3 credits*

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

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

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

**Studio Art****AR 111 Drawing I**

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

**AR 114 Graphic Design I**

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

**AR 122 Two-Dimensional Design**

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

**AR 211 Drawing II**

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

**AR 213 Color**

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

**AR 214 Graphic Design II**

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

**AR 231 Introduction to Ceramics**

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

**AR 232 Ceramics II**

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

**AR 235 Introduction to Photography**

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

**AR 236 Photography II**

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

**AR 355 Special Topics in Art**

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

**AR 311 Painting I**

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

**AR 312 Painting II**

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

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

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

**AR 335 Digital Photography**

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

**AR 336 Digital Photography II**

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

**Music**

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

## COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Directories

---

## Trustees

Mr. Joseph R. Crespo  
*Chairman*

Dr. Julia M. McNamara  
*President*

Mr. Joseph P. Germain Jr.  
*Secretary*

Mr. Jack Africk

Ms. Elizabeth S. Bowman

Sister Virginia Bruen, O.P.

Sister Maria Ciriello, O.P.

Mr. John J. Crawford

Ms. Jeanne M. Dennison

Mr. William J. Doyle

Dr. Lynne S. Farrell

Ms. Lynn Fusco

Ms. Frances B. Granquist

Mr. Mark Jenusaitis

Ms. Tabitha Wazorko Manafort

Miss Ellin M. Mulholland

Sister Mauryeen O'Brien, O.P.

Sister Margaret Ormond, O.P.

Mr. Raymond J. Peach

Mrs. Joan E. Sacco

Mr. Louis F. Tagliatela Jr.

Dr. Tomoko Takahashi

Dr. Martha W. Wood

The Honorable Ellen Bree Burns  
*Trustee Emerita*

Mrs. Lois Flach  
*Honorary Trustee*

Mr. Charles M. Grace  
*Honorary Trustee*

Mr. Bernard A. Pellegrino  
*Trustee Emeritus*

## Administration

### **Office of the President**

*President*

Julia M. McNamara, Ph.D.

*Director of Human Resources*

Diane L. Nunn

*Executive Assistant to the President*

Lynne Hennessy

### **Administration and Finance**

*Vice President for Finance and Treasurer*

Jeanne Mann, B.A.

### **Advancement**

*Vice President for Advancement and Alumni Relations*

Carolyn Behan Kraus, M.A.L.S.

### **Information Technology Services**

*Vice President for Information Technology Services*

Steven Gstalder, M.S., M.I.L.S.

### **Marketing**

*Vice President for Marketing*

Andrea E. Kovacs, M.A.

**Student Services**

*Dean of Students*  
Andrew Foster, M.A.

**Division of Professional and Graduate Studies**

*Vice President for the Division of Professional and Graduate Studies*  
Lorrie Greenhouse Gardella, J.D., M.S.W., A.C.S.W.

*Director of Academic Services, Division of Professional and Graduate Studies*  
Sharon E. Shuffitt, M.A.

*Director of Curriculum Services, Division of Professional and Graduate Studies*  
Bonnie Dingus, B.S.

*Director of Student Services, Division of Professional and Graduate Studies*  
June Sangapore, B.S.

*Academic Advisers*  
Amy Wilson, M.A.  
Nancy Albee, B.S.

*Administrative Assistant to the Vice President*  
Denise Dammmling

**Academic Affairs**

*Vice President for Academic Affairs*  
Sean P. O'Connell, Ph.D.

*Registrar*  
Angela Haggerty, M.B.A.

*Director of Library and Information Services*  
Anne Leeney-Panagrossi, M.L.S.

*Director of Experiential Learning and the Center for Teaching and Learning Excellence*  
Melissa DeLucia, M.S.

**Graduate Program Directors**

*Director of Master of Arts in Art Therapy Program*  
Abbe Miller, ATR-BC, LPC

*Director of Master of Arts in Liberal Studies Program*  
Julia Coash, M.F.A.

*Director of Master of Arts in Leadership Program*  
Howard Fero, Ph.D.

*Director of Master of Fine Arts in Writing*  
Charles Rafferty, M.F.A.

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

*Director of Education Programs*  
Joan E. Venditto, Doctor of Arts

*Director of Master of Science in Human Services*  
Ragaa Mazen, Ph.D.

**Department Chairpersons**

*Business Administration and  
Management; Chair for the Accelerated  
Bachelor's Degree Program*

Clara Munson, Ph.D.  
773-8537 or munson@albertus.edu

*Communications*

Ronald Waite, M.A., C.A.S.  
773-8560 or waite@albertus.edu

*Computer Information Systems*

Robert Hubbard, M.B.A.  
773-8563 or hubbard@albertus.edu

*English*

Paul Robichaud, Ph.D.  
773-8556 or probichaud@albertus.edu

*History and Political Science;  
Humanities; General Studies*

Robert Imholt, Ph.D.  
773-8545 or imholt@albertus.edu

*Human Services*

Ragaa Mazen, Ph.D.  
773-8574 or mazen@albertus.edu

*Philosophy and Religion*

Jeremiah Coffey, Ph.D.  
773-8554 or coffey@albertus.edu

*Psychology Coordinator*

Hilda Speicher, Ph.D.  
773-8548 or hspeicher@albertus.edu

*Sociology and Criminal Justice*

Patricia Yeaman, Ph.D.  
773-8559 or yeaman@albertus.edu

*Visual and Performing Arts*

Julia Coash, M.F.A. (Co-chair)  
773-8973 or jcoash@albertus.edu

Jerome Nevins, M.F.A. (Co-chair)  
773-8546 or jnevins@albertus.edu

# The Faculty

---

(\* denotes full-time faculty)

\* **Christine Dolan Atkins**, Associate Professor of Foreign Languages; (B.A., University of Chicago; M.A., University of Chicago; Ph.D., Yale University).

\* **Mark Barreuther**, Professor of Biology; Chair, Department of Biology, Chemistry and Mathematics; (B.S., M.S., Southern Connecticut State University; Ph.D., Wesleyan University).

\* **Amanda Berhenke**, Assistant Professor of Education and Psychology; (B.A., Pomona College; M.S., Ph.D.; Education and Psychology, University of Michigan)

\* **Robert Bourgeois**, Associate Professor of Social Sciences; (B.A., Yale University; M.A., Ph.D., University of Chicago).

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

**Mark B. Case**, Associate Professor of Mathematics (B.S., U.S. Coast Guard Academy; M.S., Rensselaer Polytechnic Institute; Ph.D., University of Rhode Island).

\* **Julia A. Coash**, Professor of Visual and Performing Arts; Co-Chair, Department of Visual and Performing Arts; Director of M.A.L.S. Program; (B.A., M.S. Ed., Southern Illinois University; M.F.A. James Madison University).

\* **Jeremiah P. Coffey**, Professor of Religious Studies; Chair, Department of Philosophy and Religion; (B.A., Our Lady of Angels Seminary; M.A., University of St. Michael's College, Toronto; Ph.D., Fordham University).

\* **Susan Letzler Cole**, Professor of English; (B.A., Duke University; M.A., Ph.D., Harvard University).

\* **Patricia A. Compagnone-Post**, Associate Professor of Biology; (B.S., Emmanuel College; M.S., University of Pennsylvania; Ph.D., University of Pittsburgh).

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

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

\* **Sister Mary Faith Dargan, O.P.**, Professor of Classics; (B.A., Albertus Magnus College; M.A., Boston College; Ph.D., The Ohio State University).

\* **Norman Davis**, Associate Professor, Management; (B.A., University of Nebraska; M.A., University of New Haven; Ph.D., The Union Institute and University).

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



- Garrett Dell**, Lecturer in Computer Information Systems; (B.A., M.A.L.S., Albertus Magnus College).
- \* **Natalie DeVault**, Assistant Professor of English; Director of Writing Programs; (B.A., University of Michigan; MFA, Sarah Lawrence College).
- \* **Ross Edwards**, Assistant Professor of Political Science; (B.A., University of Massachusetts, Amherst; M.A., University of Massachusetts, Amherst).
- \* **Siobhan Evarts**, Assistant Professor of Psychology; (B.A., College of the Holy Cross; M.A., Ph.D., Hofstra University).
- \* **Nancy C. Fallon**, C.P.A., C.M.A., C.F.M. Professor of Accounting; (B.A., Albertus Magnus College; M.B.A., University of New Haven; Ph.D., Capella University).
- \* **Howard Fero**, Associate Professor of Management and Leadership; Director, Master of Arts in Leadership Program; Director of Master of Science in Management and Organizational Leadership Program; (B.A., Hofstra University; M.S., Baruch College; Ph.D., Claremont University).
- Nicholas Framularo**, Lecturer in Business Law; (B.S., Georgetown University; J.D., DePaul University College of Law).
- \* **Deborah D. Frattini**, Associate Professor of English and Humanities; (B.A., Albertus Magnus College; M.S., Southern Connecticut State University).
- Lisa Furman**, Associate Professor of Psychology—Master of Arts in Art Therapy; (M.A.A.T., New York University; B.F.A., Rhode Island School of Design).
- George Gallo**, Lecturer in Communications; (B.A., Albertus Magnus College; M.A.L.S., Wesleyan University; Ph.D. Candidate, Yale University).
- \* **Lorrie Greenhouse Gardella**, Professor, Human Services; (A.B. Smith College; M.S.W., University of Connecticut; J.D., University of Connecticut).
- \* **Michael T. Geary**, Associate Professor of Criminal Justice; Criminal Justice Program Coordinator; (B.S., Mercy College; M.S., Long Island University; J.D., Pace University).
- \* **Wayne Gineo**, Associate Professor of Economics; Director of M.B.A. Programs; (B.S., University of New Hampshire; M.S., University of Connecticut; Ph.D., University of Minnesota).
- Susan Hawkshaw**, Lecturer in Music; (B.A., University of Rochester; M.A., M.Phil., Ph.D., Columbia University).
- Paul Hodel**, Lecturer in Philosophy and Religion; (B.A., Wittenberg University; M.Div., Yale University; M.S.W., Southern Connecticut State University).
- \* **Isaac Hon**, Associate Professor of Chemistry; (B.S., M.S., University of Malaya; Ph.D., University of Connecticut).
- Alisa Hunt**, Lecturer in Business Administration and Management; (B.S., National University; MS., Ph.D., Capella University).
- \* **Robert Hubbard**, Associate Professor of Computer Information Systems; Director, Computer Information Systems Program; Director of Academic Computer Lab; (B.S., M.B.A., University of Connecticut).

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

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

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

\* **Stephen Joy**, Professor of Psychology; Chair, Department of Psychology; (B.A., Bowdoin College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut).

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

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

**Robert Lawrence**, Lecturer in Philosophy and Religion; (B.S., North Carolina State University; M.Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame).

\* **Yvonne Lindemann**, Associate Professor of Art Therapy; Clinical Coordinator M.A.A.T. Program; (B.A., University of California, Berkeley; M.A., John F. Kennedy University; M.A.A.T., Albertus Magnus College).

**Ragaa Mazen**, Adjunct Professor of Psychology; Psychology Counseling Coordinator, M.A.A.T. Program; Director of Master of Science in Human Services; (B.A., Ein-Shams University, Cairo, Egypt; M.S., Ph.D., Yale University).

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

\* **Abbe Miller**, Associate Professor of Art Therapy; Director of the Master of Arts in Art Therapy Program; (B.A., Wesleyan University; M.S., University of Bridgeport; ATR-BC, LPC).

\* **Rebecca Miller**, Assistant Professor in Psychology–Master of Arts in Art Therapy; (M.A.A.T., New York University; B.A. Macalester College).

**Warren Miller**, Lecturer in Mathematics; (B.S., Southern Connecticut State University; M.S., Southern Connecticut State University).

**William More**, Lecturer in Art Therapy; (B.A. Beloit College; M.A., The George Washington University; ATR-BC, Art Therapy Credentials Board).

\* **Clara Munson**, Professor in Business; Chair, Department of Business Administration and Management, Accelerated Bachelor's Degree Program; (B.A., University of Louisville; M.B.A., University of New Haven; Ph.D., The Union Institute and University).

\* **Jerome Nevins**, Professor of Visual and Performing Arts, Co-Chair, Department of Visual and Performing Arts; (B.A., Albright College; M.F.A., Rochester Institute of Technology).

\* **Sean O'Connell**, Professor of Philosophy; (B.A., M.A., The Catholic University of America; Ph.D., Fordham University).

**Suzanne Palmieri**, Lecturer in Sociology; (B.A., Albertus Magnus College; M.A., Fordham University).

- \* **James Patsalides**, Assistant Professor of Management; (B.Sc. (Hons), Canterbury Christ Church University; M.S., Rensselaer Polytechnic Institute; M.A., Sacred Heart University; PMP, Project Management Institute).
- \* **Timothy Raynor**, Associate Professor; Chair, Department of Business Administration, Management and Sport Management; (B.A., Albertus Magnus College; M.B.A., Sacred Heart University).
- \* **Paul Robichaud**, Associate Professor; Chair, Department of English; Associate Dean for Academic Affairs; (B.A. (Hons), M.A., University of Western Ontario; Ph.D., University of Toronto).
- Margaret Rogers**, Lecturer in Management Information Systems; (B.S., Central Connecticut State University; M.B.A., University of New Haven).
- Clement Russo**, Lecturer in History; (B.A., Fordham University; M.A., Ph.D., Cornell University).
- \* **Eric Schoeck**, Assistant Professor of English and Humanities; (B.A., Yale University; M.A.L.S., Albertus Magnus College).
- Kevin Schroeder**, Lecturer in Political Science; (B.S., University of Tampa; M.S., Florida State University).
- Peter Sinclair**, Lecturer in English and Humanities; (B.A., Connecticut College; M.A., Ph.D., University of Connecticut).
- \* **Hilda Speicher**, Associate Professor of Psychology; (B.A., City University of New York; M.A., Ph.D., University of Delaware).
- Anahit Ter-Stepanian**, Lecturer in Art History; (M.S., Yerevan Polytechnic Institute, Armenia; Ph.D., Moscow Architectural Institute, Russia).
- \* **Loel Tronsky**, Associate Professor of Psychology and Education; (B.A., Dartmouth College; M.S., Ph.D., University of Massachusetts at Amherst).
- \* **Joan Venditto**, Associate Professor of Education; Director of Education Programs (B.A., Albertus Magnus College; M.A., Middlebury College; Doctor of Arts, Carnegie Mellon University).
- \* **Joseph Veth**, Professor in the Department of Education; (B.S., Fordham University; M.A., Maryknoll School of Theology; Ph.D., University of Connecticut).
- \* **Matthew Waggoner**, Associate Professor of Philosophy and Religion; (B.A., Evangel University; M.A., Southwest Missouri State University; Ph. D., University of California, Santa Cruz).
- \* **Ronald Waite**, Associate Professor of Communications; Chair, Department of Communications; (B.A., M.A., Fairfield University; C.A.S., Wesleyan University).
- \* **Sarah Wallman**, Associate Professor of English; (B.A., University of Pittsburg; M.F.A., University of Pittsburg).
- \* **John Wasserman**, Assistant Professor of Management and Leadership; (B.A., Wesleyan University; M.B.A., University of Hartford; M.A., Columbia University)

\* **Patricia Yeaman**, Professor of Sociology; Chair, Department of Sociology; (B.A., Emmanuel College; M.A., Ph.D., Fordham University; M.S.W., University of Connecticut).

## **Emeriti**

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

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

# Driving Directions

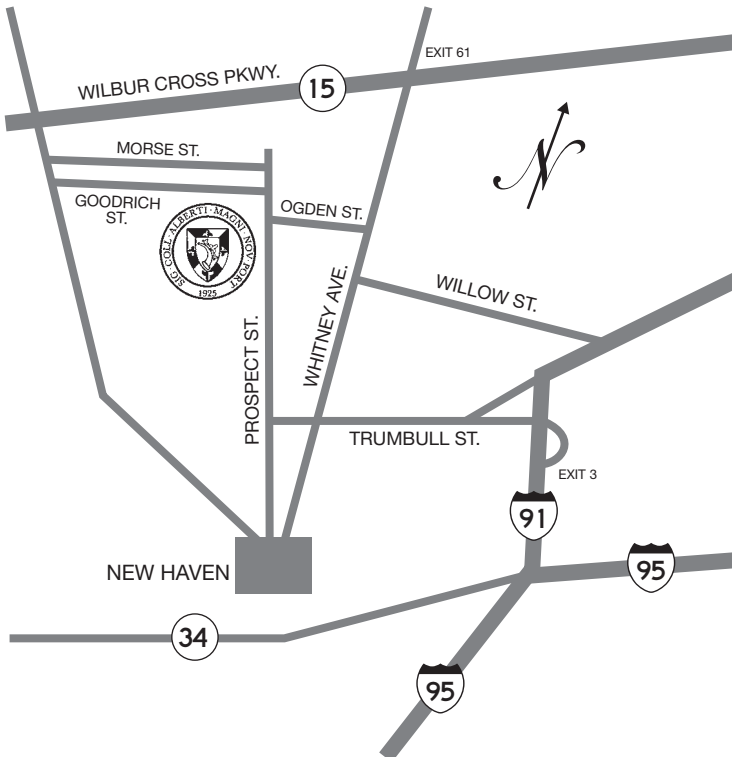
Albertus Magnus is easily reached by major highways from anywhere in the state and is convenient to Greater New Haven and the shoreline via I-91, I-95, and the Wilbur Cross parkway.

## ***From the shoreline east or west of New Haven***

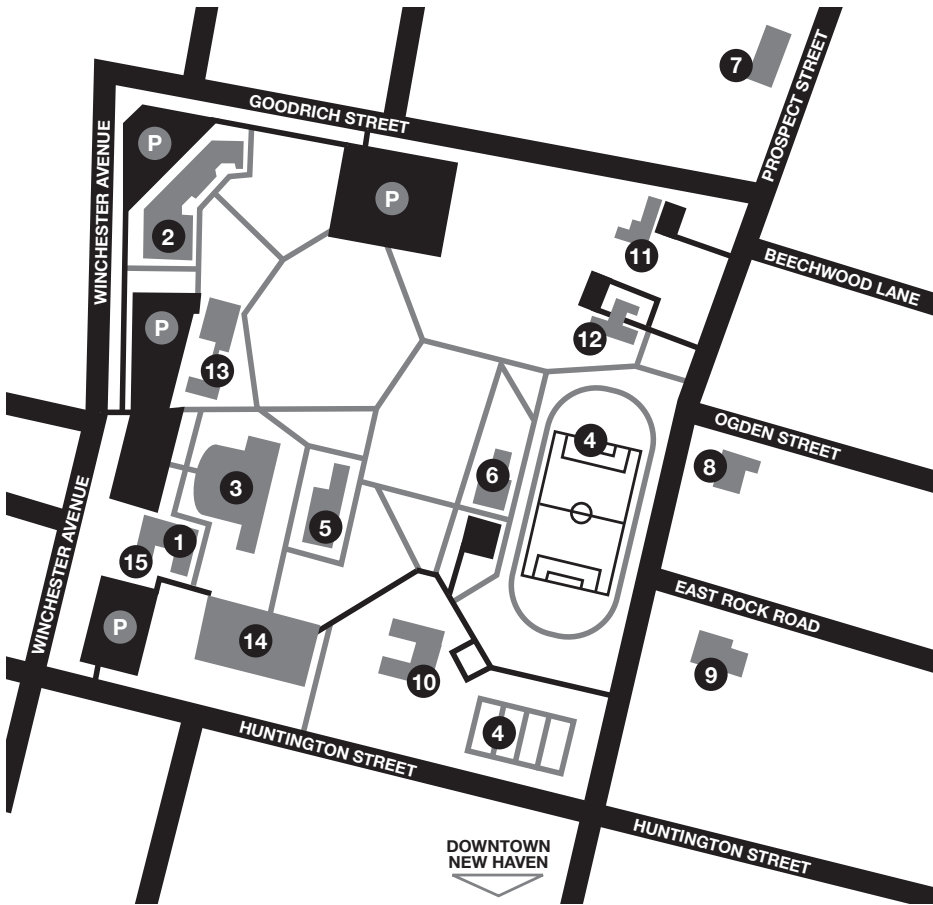
Follow I-95 to I-91 North. Take Exit 3 (Trumbull Street). Go straight ahead on Trumbull Street to Prospect Street. Turn right and follow Prospect Street about 1 1/2 miles to Goodrich Street. Turn left onto Goodrich Street and after about 100 yards, turn left again at the main entrance to the campus.

## ***From Meriden, Wallingford, and other points north***

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



# Campus Map



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





# Albertus Magnus College

Accelerated Degree Program

Division of Professional and Graduate Studies

700 Prospect Street

New Haven, Connecticut 06511