

Albertus Magnus College

DIVISION OF PROFESSIONAL AND GRADUATE STUDIES



2014–2015 COURSE CATALOGUE
Accelerated Degree Program

A Catholic College in the Dominican Tradition

ALBERTUS MAGNUS COLLEGE



Division of Professional and Graduate Studies

Accelerated Degree Program Undergraduate Course Catalogue

2014–2015

Albertus Magnus College
700 Prospect Street
New Haven, CT 06511

albertus.edu/accelerated

203-773-8505
800-394-9982

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

Accelerated Degree Program Calendar 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)
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The College

Statement of Mission

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

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

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

History

In 1924, the Dominican Sisters of Saint Mary of the Springs, who are now known as the Dominican Sisters of Peace, purchased an estate in New Haven, Connecticut, in an effort to found a women's college. A charter was signed on July 13, 1925, and the first classes at Albertus Magnus College were held on September 24, 1925 in Rosary Hall, the mansion on the property.

Since 1926, the College has acquired several mansions, which are used for student residences and administration. Rosary Hall now houses the College library. The latest constructions on campus include the Tagliatela Academic Center, Bree Common and the renovated Walsh Hall, which includes the St. Catherine of Siena Chapel. The Cosgrove, Marcus, Messer Athletic Center opened in 1989. This indoor sports and recreation center houses a pool, a gymnasium and indoor track, racquetball and volleyball courts,

weight and dance rooms, and a new fitness center. The Center is part of the athletic complex featuring a soccer field, an outdoor track and tennis courts.

Albertus Magnus College became co-educational in all its programs in 1985. In the same year, the Continuing Education Division expanded its offerings for adult learners to include a pioneering Accelerated Degree Program (ADP). In 1994, the College introduced New Dimensions, an alternative educational delivery system focused on business, also for adult learners and including undergraduate and graduate courses.

In 1992, Albertus Magnus offered its first graduate program, the Master of Arts in Liberal Studies. Since then, the College has added nine graduate programs: Master of Arts in Art Therapy, the only degree of its kind in Connecticut; Master of Arts in Leadership; Master of Fine Arts in Writing; Master of Business Administration; Master of Science in Accounting; Master of Science in Education; Master of Science in Human Services; Master of Science in Management and Organizational Leadership; and Master of Science in Criminal Justice.

Today, Albertus has approximately 550 full-time traditional (day) undergraduates and nearly 1,700 adult undergraduate and graduate students from eight U.S. states and two international countries.

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

The Presidents of Albertus Magnus College:

Sister Dolorita Carton, O.P. 1925–1929

Sister Isabel Oger, O.P. 1929–1935

Sister Anacletus Oger, O.P. 1935–1938

Sister Isabel Oger, O.P. 1938–1941

Sister Uriel Conlon, O.P. 1941–1944

Sister Mary Samuel Boyle, O.P. 1944–1947

Sister Irmina Longstreth, O.P. 1947–1949

Sister Coralita Cullinan, O.P. 1949–1953

Sister Lucia Deku, O.P. 1953–1956

Sister Marie Louise Hubert, O.P. 1956–1971

Dr. Francis Horn 1971–1974

Sr. Francis de Sales Heffernan, O.P. 1974–1982

Dr. Julia M. McNamara 1982–Present

The Albertus Magnus Community

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

The Division of Professional and Graduate Studies provides accelerated undergraduate and graduate degrees for adults who are balancing higher education with work and family responsibilities. Adult learners choose between two programs, the Accelerated Degree Program and the New Dimensions Program based on their learning styles and scheduling needs. Each program allows students to complete a 60-credit degree within two calendar years by taking one or two courses at a time during evenings, Saturdays or online.

The Accelerated Degree Program

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

The New Dimensions Program

The New Dimensions Program schedules five, six, and eight-week courses, contingent upon program, in a continuous sequence. Full-time students take just one course at time and advance through a pre-planned program of study. Offered at our main New Haven campus and at our East Hartford Learning Center, the New Dimensions Program provides associate's degrees in business management and liberal studies; bachelor's degrees in business management, criminal justice, and human services; and master's degrees in business administration (M.B.A.) and in management and organizational leadership (M.S.M.O.L.)

Graduate Programs

The Division of Professional and Graduate Studies offers master's degrees and post-graduate certificates through the Accelerated Degree Program, and in traditional semester-based schedules. Master's degree programs include: Master of Science in Accounting, Master of Arts in Art Therapy, Master of Business Administration, Master of Science in Education, Master of Science in Human Services, Master of Arts in Leadership, Master of Arts in Liberal Studies, Master of Science in Management and Organizational Leadership, Master of Fine Arts in Writing, and Master of Science in Criminal Justice. In addition, post-graduate certificates are offered in Addiction Counseling and in Advanced Alternative Preparation (AAP) for Literacy Specialist (non-credit). Please refer to the Graduate Course Catalogue or to albertus.edu/graduate for further information.

The Tradition of Honor

The ideal of honor is an integral and important part of college life at Albertus Magnus College. It enables students to develop personal integrity by assuming full responsibility for their actions. Its spirit and practice should extend to every aspect of college life. Students are expected to be honorable in all academic work and in their dealings with the College and with members of the community.

Students are expected to act within the tradition of honor and to follow all College rules and regulations.

Intellectual Honesty and Plagiarism

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

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

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

Plagiarism

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

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

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

Student Code of Conduct

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

Accreditation

Albertus Magnus College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education, which serves as the regional accreditation agency for colleges and universities in the six New England states.

Accreditation by the New England Association indicates that the College meets or exceeds criteria for assessment of institutional quality periodically applied through peer review process. An accredited college 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.

NEASC accreditation 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 may be directed to:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Ste 100
Burlington, MA 01803-4514
855-886-3272
E-Mail: cihe@neasc.org

In addition to NEASC accreditation, Albertus Magnus College degree programs have specialized accreditation. Programs offered by the Department of Business Administration and Management are accredited by the International Assembly for Collegiate Business Education (IACBE). 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
www.ctohe.org/StudentComplaints.shtml

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

Memberships

Albertus Magnus College holds institutional memberships including the following:

Alpha Sigma Lambda Honor Society
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
Consortium of Servicemember Opportunity Colleges
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
Student Veterans of America
United States Association for Small Business and Entrepreneurship

Undergraduate Admission

Who May Apply

The Albertus Magnus College Accelerated Degree Program welcomes applications from adult learners of all ethnic, racial, and religious backgrounds with a recommended age of 22 years or older. Undergraduate degree applicants may be beginning or continuing their college careers.

How to Apply

Applicants may apply online at www.albertus.edu/accelerated/ or in person at the Division of Professional Studies, Aquinas Hall, at our New Haven campus. Admissions counselors are available to support applicants through the admissions process. To schedule an individual appointment, please call 203-773-8505; 1-800-394-9982; or e-mail adults@albertus.edu.

Admission Requirements

Undergraduate applicants must submit the following:

- A completed application and a \$35 non-refundable application fee
- For applicants with fewer than 60 prior college credits, an official high school transcript demonstrating graduation or presentation of a GED
- Official transcripts from all universities or colleges attended
- For non-native English-speakers, a minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- For online degrees, a Connecticut Driver's License or DMV Photo ID
- For applicants who intend to use Department of Veterans Affairs (VA) Educational Benefits
 - Military, university and college transcripts
 - Certification of Eligibility letter or, for reservists, Notice of Basic Eligibility
 - Veteran's Intent to Register form

Admissions requirements for master's degrees are specified below under the relevant master's degree program.

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.

English Placement Exam

New students who have never taken a college-level English class are required to take an English Placement Exam. Students who do not demonstrate college-level English proficiency 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.

Students must fulfill their basic English and math requirements within the first 36 credits of their degree. 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:

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

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

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

Residency Requirements

Undergraduate students in the Accelerated Degree Program must earn their final 30 credits and at least 12 credits in upper-level major courses at Albertus Magnus College. In addition, to be eligible for graduation with Honors, students must have earned at least half of their credits at Albertus Magnus College

CLEP/DSST Examinations

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

1. Students must file paperwork in the Registrar's Office before taking the test.
2. Students must confer with an advisor.
3. Students cannot take CLEP or DSST in their major or minor.
4. No more than 45 credits may be applied to a bachelor's degree.
5. No more than 21 credits may be applied to an associate's degree.
6. The last 30 credits (last 10 courses) needed for a degree must be taken at Albertus Magnus College. Therefore, CLEP and/or DSST 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 DSST Information Link" under the Registrar's Office on the Albertus Magnus College website at www.albertus.edu/student-resources/registrar/. Albertus Magnus College is currently a test center for DSST examinations. For more information on the DSST exams, please contact the Division of Professional and Graduate Studies at 203.773.8505

Challenge Examinations

Challenge examinations may be taken by students who wish to test out of a certain class that is not covered by the CLEP/ DSST exams. Challenge examinations are created at the discretion of the appropriate department chair and graded by the department chair or other designated faculty member. Students who wish to take a challenge exam confer with the department chair, pay a \$50 exam fee, and if they successfully pass the examination, pay fifty percent of tuition in order to receive 3 credits for the challenged course.

Credit for Prior Learning

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

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

Credits for prior learning may also be granted through the completion of a portfolio that documents educational achievements outside of formal higher education. Students who choose this option must submit their portfolios to Charter Oak State College for review. In order to receive prior learning credits, students pay fifty percent of the current tuition in the Accelerated Degree Program. Students may receive up to 12 undergraduate credits for a life experience portfolio.

Financial Aid

Financial Aid Office

The Albertus Magnus College Financial Aid Office's mission is to serve the student body, provide financial means, promote financial knowledge, and facilitate affordable 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.

How to Apply for Financial Aid

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

- The FAFSA form can be completed online at: www.fafsa.ed.gov
- 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 the Albertus Magnus College website, myAlbertus Portal, or by contacting the Financial Aid Office.
- Students may need to complete additional financial aid documents as necessary. In order to receive financial aid in subsequent years, the FAFSA must be completed annually, at least six weeks prior to the start of the Module. It is the responsibility of the student to complete this process annually.

Financial Aid Awarding Process

Financial aid awards are released on a rolling basis. 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 Federal Pell Grant is a need-based award offered to students with high demonstrated financial need. Eligibility is based on a student's EFC, and award amounts are prorated

based on the student's enrollment level. The Federal Government determines the maximum and minimum amounts annually.

Iraq and Afghanistan Service Grants

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

Federal Supplemental Educational Opportunity Grants (FSEOG)

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

Connecticut Governor's Scholarship Program Grant

Need-based award for Connecticut residents attending at least half-time who are working toward their first bachelor's degree and who have an EFC less than \$11,000, as determined by their FAFSA.

Loans

Federal Perkins Loan

This loan program is funded by the Federal Government and is offered to students with high demonstrated financial need with priority given to Federal Pell Grant recipients at a fixed rate of 5%. Repayment begins nine months after graduation.

Federal Direct Stafford Subsidized Loan

This is a federal loan offered to students with demonstrated need. Students may borrow up to \$3,500 as a freshman, \$4,500 as a sophomore, and \$5,500 as a junior or senior. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The Federal Government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. The interest rate is currently fixed at 4.66% but may be subject to change annually on 7/1. This loan may be subject to a loan origination fee.

Federal Direct Unsubsidized Stafford Loan

This is a non-need based federal loan. The borrower is responsible for paying all interest accrued from the time that the loan is disbursed. Students eligibility may vary based on dependency status, COA, and federal annual and aggregate loan limits. For a schedule of maximum loan eligibility, please visit the myAlbertus Portal, or contact the Financial Aid Office. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The interest rate is currently fixed at 4.66% but is subject to change annually on 7/1. This loan may be subject to a loan origination fee.

Need-Based Employment

Federal Work-Study Program

Students with financial need may be eligible to participate in the Federal Work-Study Program. This program provides the opportunity for students to be employed on campus. Students work an average of 8 hours each week during the academic year. Students must

maintain a 2.0 G.P.A. in order to be eligible. 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 must maintain a 2.0 G.P.A. in order to be eligible, Students are paid at least the federal minimum wage that is in effect at time of employment, and payment is made biweekly.

Federal Work-Study Waitlist

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

Scholarships

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

Endowment and Restricted Scholarships

The following scholarship was established by friends and alumni of the College and is geared toward upper classmen and is awarded annually: The Class of 1958 Endowed Scholarship.

Private Loan Options

Students may visit the Albertus Magnus College website and myAlbertus Portal for Private Loan Options provided on ElmSelect. The list of private loan providers on ElmSelect includes lenders that have actively processed education-based loans for Albertus Magnus College students over the past three academic years. Albertus Magnus College did not receive any benefit from the participating lenders. Students have the right to choose a lender that is not on the list. If a student applies for a private education loan, the lender will ask that the student complete the Private Education Loan Applicant Self-Certification form. The form will require financial aid figures such as the estimated COA. Students can get these figures by contacting the Financial Aid Office

Satisfactory Academic Policy

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

SAP is assessed by *qualitative* and *quantitative* measures and is evaluated at the end of each completed academic year in the student's program. *Qualitative measures* are herein defined as a minimum Cumulative G.P.A. average at the end of the student's academic year. *Quantitative measures* are herein defined as the student earning a minimum of 67% of credit hours attempted at the College as well as credits/hours transferred from other colleges, and completion of coursework in designated timeframe. A student's Cumulative G.P.A. is calculated using grades earned at the College and only G.P.A.s transferred from other colleges that were earned prior to the beginning of the 2011/2012 Academic Year.

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

Undergraduate Students:

Grade Level	C.G.P.A.		Percentile of Credits Earned
First Year	1.7	And	67%
Second Year	2.0	And	67%
Junior Year	2.0	And	67%
Senior Year	2.0	And	67%

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

The Financial Aid Office reviews SAP annually at the end of each academic year. However, once an undergraduate student has completed the equivalent of two academic years (i.e. four semesters, eight modules, 16 cohort courses) regardless of enrollment status, he/she must be making a minimum 2.0 Cumulative G.P.A. to meet the qualitative measures.

Full-time undergraduate students making SAP may receive Financial Aid for up to six years of full-time attendance, or until the student is certified for graduation by the College, whichever comes first. Part-time undergraduate students making SAP may receive financial aid for up to 10 years of part-time attendance, or until the student is certified for graduation by the College, whichever comes first. The timeframe cannot exceed 150% of the published length of the program measured in credit hours attempted. Graduate students should refer to the SAP Policy available on the myAlbertus Portal and external website.

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

Appeal Process

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

- Loss of Eligibility Due to Unsatisfactory Academic Progress
- Request for Dependency Override
- Parent Refusal to Provide Information
- Selective Service
- Special Extenuating Circumstances
- Unusual Enrollment History

How to Apply for an Appeal

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

Once all appeal documents are received, students should allow approximately four weeks for a decision to be made. The Financial Aid Office will notify the student of the outcome via mail to his/her home address.

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

Return of Title IV Funds Policy

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

Title IV Aid Disbursed

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

- Federal Pell Grant
- Iraq and Afghanistan Service Grant

- Federal Supplemental Educational Opportunity Grant
- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Federal Perkins Loan
- Parent/Graduate PLUS Loan

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

Future Attendance: Programs Offered in Cohorts/Modules

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

Timeframe

Returns

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

Post-Withdrawal Disbursements

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he/she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. Students eligible for a post-withdrawal disbursement of Direct Loan funds will be notified by the Financial Aid Office of their eligibility within 30 days of their DOD. The student's account will be reviewed, and their estimated owing balance will also be included in the notification. The student must accept or deny these funds within 30 days of DOD; failure to accept within the timeframe may result in cancellation of the aid. Grant funds are not subject to approval by the student. Funds will be disbursed within 45 days of withdrawal. No disbursements will be made to the student's account after 180 days after withdrawal. Please note that if a student has already received one disbursement of loan funds in their loan period, they are not eligible for a post-withdrawal disbursement for additional loans.

Repayment of Student Loan Funds

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

Perkins Overpayments

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

Grant Overpayments

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

Institutional Charges

Institutional charges used in the R2T4 calculation are charges that were assessed during the 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 Financial Aid Office was notified. The following is a list of applicable charges included in a return calculation: Tuition, Fees (Information Technology Fee, Activity Fee, and Registration Fee), and Book Vouchers.

The following charges are not included in a return calculation: books, Insurance Fees, Drop Fees, and charges to a student’s account for indirect educational expenses.

Institutional Refund Policy

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

Tuition Charges Refund Schedule:

Modular Schedule (Eight Week Sessions)	Semester Schedule Masters Programs MAAT and MFA
100% refund – Prior to the second class meeting	100% refund – Prior to the first class meeting
50% refund – Prior to the third class meeting	60% refund – Prior to the third class meeting
0% refund – After the third class meeting	50% refund – Prior to the fourth class meeting
	0% refund – After the third class meeting

All students who are subject to an R2T4 calculation will receive written notification in the form of a revised award letter or post-withdrawal no response letter detailing their eligibility after all necessary funds are returned. This serves as notification to the student that the return calculation has been completed.

Student Veterans

The Financial Aid Office encourages all student veterans to apply for financial aid. Albertus Magnus College adheres to the Memorandum of Understanding and provides federal Shopping Sheets to all students. For information on how to apply or how to read the Shopping Sheet, please contact the Financial Aid Office or visit www.albertus.edu/student-resources/registrar/veterans-educational-info.php.

Student Financial Aid Ombudsman

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

Disclosure

The College reserves the right to modify, change, disregard, suspend, or cancel any part of these policies or procedures. The policies and procedures listed above supersede those previously published. For the most current version, please call 203-773-8508 or visit www.albertus.edu/admission-aid/financial-aid/.

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, American Express, or Discover. All checks should be made payable to Albertus Magnus College.

For the 2014–2015 Academic Year:

Tuition per three-credit course*	\$1,482.00
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	\$ 35.00
Certificate Track Application Fee	\$ 15.00
Degree Completion Fee	\$ 150.00

* The College reserves the right to make changes in tuition, fees, and other changes at any time. For updated information, please visit: <http://www.albertus.edu/admission-aid/business-office>.

** **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 \$35 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.

Discounts

Discount for Senior Citizens: Any person age 62 and older may receive a 10% tuition discount for courses in the Accelerated Degree Program.

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

Discounts are offered on a space-available basis.

Traditional Undergraduate Courses

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

Refund Policy

To drop a course, students must consult their academic advisor, complete a Drop Form and pay the \$10 withdrawal fee within the timeframe indicated below. Notifying the instructor or failing to attend class does not constitute an official drop and may result in a failing grade for the course and a full charge to the student.

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

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

- 100% tuition refund prior to the second on-campus or online class meeting
- 50% tuition refund prior to the third on-campus or online class meeting
- No refund after the third on campus or online class meeting

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

Class dates for tuition refunds are determined 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 are determined by means of 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 by calling the Business Office at 203-786-3025 if they are self-pay, or the Financial Aid Office at 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 are unable to complete a course due to a documented medical or family emergency may apply in writing for a refund by sending a letter together with medical documentation to the Director of Student Services. The refund request and documentation must be received no later than 30 days after the last class meeting.

Student Services

Academic Advising

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

Students are assigned a departmental faculty advisor after they have earned 36 credits and declared their major.

Accommodations for Students with Disabilities

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

Center for Teaching and Learning Excellence

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

The Center contains resources to assist students in realizing their full academic potential, including an abundance of reference materials, print and online resources. Writing Associates provide peer consultations for student writers throughout the writing process. Math tutors also are available. For further information, please visit: www.albertus.edu/academicservices/.

Career Services

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

For further information, please visit: www.albertus.edu/student-resources/career-services/.

eTutoring

Albertus Magnus College provides synchronous and asynchronous eTutoring for writing, math, accounting, biology, statistics and other fields. Students may meet with a tutor in real time for a one-on-one online tutoring session. They also may submit draft papers to

an online tutor and receive feedback within 48 hours. Access to eTutoring is available to all students through the “Services” bar on the myAlbertus portal. For further information, please visit www.albertus.edu/academic-services/etutoring.

Information Technology Services

Information Technology Services provides training and support for students in the use of technology in classroom and online environments, including eLearning, ePortfolio, Google Apps for Education, and related resources. The Information Help Desk supports students in accessing and using Albertus information technology resources. For further information, please contact its-help@albertus.edu or visit www.albertus.edu/student-resources/its/.

Library Services

The Library at Rosary Hall is located in the most historic building on the New Haven campus. In this inspiring atmosphere, students, faculty and staff are assisted by a team of library professionals dedicated to high standards of information literacy. Students are guided to the most appropriate resources for their research needs, whether they be in the traditional print or digital resources such as e-books and online databases. The Library’s facilities provide wireless access as well as several computer stations throughout the building. The Library is also the home of the Center for Teaching and Learning Excellence and the Career Services Center. For further information, please visit: <http://www.albertus.edu/student-resources/library/> or call 203-773-8511.

Veterans Services

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

Campus Facilities

Aquinas Hall

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

Mary A. and Louis F. Tagliatela Academic Center

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

Bookstore

The College Bookstore, located in the Hubert Campus Center, posts evening and weekend hours to accommodate students in the Division of Professional and Graduate Studies. Books also may be purchased on-line from the Bookstore. For more information, www.albertus.edu/student-resources/bookstore or call 203-777-2478.

Hubert Campus Center

A focal point for the New Haven campus, the Hubert Campus Center houses the Bookstore, Campus Ministry, Campus Security, and Student Services. In addition, the Behan Community Room, Common Ground Lounge and Veterans Center, DeDominicis Dining Hall, House of Bollstadt student pub, and the Margaret L. MacDonough Art Gallery are all located within the Hubert Campus Center.

Cosgrove, Marcus, Messer Athletic Center

Students in the Accelerated Degree Program are welcome to join the Athletic Center, which offers a swimming pool, basketball and racquetball courts, a weight/cardio room and a dance/yoga room. Membership is available on an individual or family basis. For further information, please visit <http://athletics.albertus.edu/fitness/Memberships/> or call 203-773-8579.

Rosary Hall Library

See Library Services

St. Catherine of Siena Chapel

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

Parking

Parking is available free of charge to students in designated spaces. Parking on campus is at the vehicle owner's risk.

Public Safety

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

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

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

Weather and Emergency Alert System

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

The College strongly encourages all students to sign up for the Emergency Alert System. For further information, please visit www.albertus.edu/emergency/emergency-alert-system

Academic Programs and Requirements for Degrees

The General Education Program

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

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

General Education Requirements

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

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

“B” and “C” courses fulfill core requirements in the disciplines of history, philosophy, religion, social science, and designated electives. These courses promote students’ 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 for informational purposes to aid students and advisors in planning a general education sequence appropriate to the unique needs of each student. Students are not required to take more B courses than C courses or vice versa.

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

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

I. General Education Requirements (30 Credits)

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

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

II. 15 credits in a given discipline

III. 15 credits of electives in other liberal arts courses

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

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

1. Pass the required courses as outlined below.
2. Complete the field of concentration with its major subject and correlatives.

3. Maintain a general grade point average of 2.0 in all work attempted at Albertus Magnus and in the major and minor.
4. Complete a minimum of 30 credits as a matriculating student at Albertus Magnus College. These 30 credits must be the last 30 credits toward the degree.
5. Complete at least 120 credits, including 60 credits in courses outside the major and its required correlatives.

I. General Education Requirements (48 credits)

Required Core Courses

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

The Elective Core Courses

Designated “A” Courses

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

Designated “B” or “C” Courses

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

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

Designated “I” Course

International/Global Course	3 credits
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II. Major Department Requirement

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

III. Electives

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

Majors, 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 under the appropriate department in The Curriculum section of this catalogue.

Majors and Concentrations:

Accounting

Business Administration

Areas of Concentration:

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

Computer Information Systems (CIS)

Business Management

Areas of Concentration:

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

Communications

Criminal Justice (Sociology Department)

General Studies (Inter-Departmental)

Humanities (Inter-Departmental)

Human Services (Inter-Departmental)

Philosophy & Religion

Psychology

Areas of Concentration:

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

Social Science (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 cumulative grade point average of 2.0 must file a Certificate Track Application with the Division. A \$15 fee must accompany this application. Certificate classes may be applied toward a degree program. Two undergraduate certificates are offered:

- Certificate in Human Resource Management
- Certificate in Information Systems

Practica and Internships

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

Independent Study

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

Tutorial

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

Academic Policies and Procedures

Registration

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

Late Fee

A late fee of \$20 will be charged for registrations that are received one week or less than one week prior to the beginning of each module. The late fee will not apply to the first registration of new students. The Course Offerings Bulletin for each mod specifies the date after which a late fee will be charged.

Auditing Courses

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

Course Waiver

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

Traditional Undergraduate Courses

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

Permission to Take Courses at Other Institutions

Students who are currently enrolled in the Accelerated Degree Program may take a course at another institution with prior approval from the Office of the Registrar. Students should submit a "Permission to Take a Course at Another Institution" form to the regis-

trar to ensure that that credits will be accepted in transfer to Albertus Magnus College. Matriculated students may transfer in a maximum of 15 credits from another institution, and must complete their final 30 credits at Albertus Magnus College.

Pass/Fail Option

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

Adding/Dropping a Course

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 eligible to receive a refund if the course is officially dropped during the timeframe specified in the refund policy below.

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 who wish to withdraw must fill out a “Withdrawal Form” and pay the \$10 withdrawal fee. A grade of “WP” will appear on the student’s transcript, but the grade will not be considered in calculating the cumulative grade point average. No credit or reimbursement is given for a “WP.”

Leaves of Absence

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

Withdrawal from College

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

Returning Students

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

Attendance Policy

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

- Class attendance is taken in all Accelerated Degree Program courses twice a week, regardless of whether the course is taught on ground, in a blended format, or online. All courses are treated as having two sessions per week.
- Students who are absent for the first four sessions of a course and have not officially withdrawn are administratively withdrawn from that course. Students who are administratively withdrawn pay a \$250 Administrative Withdrawal Fee when they next register for courses.
- Students who are absent for two consecutive sessions after having attended a course are sent email notifications recommending that they officially withdraw from the course. If students are absent for four consecutive sections and never return to class, they are administratively withdrawn.
- 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.

Administrative Withdrawal Policy

Students who never attend or who miss two or more consecutive class sessions will be administratively withdrawn from the course and charged a \$250 Administrative Withdrawal Fee. Students are allowed to have one administrative withdrawal during their studies at Albertus Magnus College. Students who are administratively withdrawn a second time will not be allowed to take additional courses in Albertus Magnus College.

Grading System

Letter grades are based on suggested numerical equivalents as follows:

Grade	Numerical Equivalent	
A	94–100	4.0
A–	90–93	3.70
B+	87–89	3.30
B	84–86	3.00
B–	80–83	2.70
C+	77–79	2.30
C	74–76	2.00

C-	70-73	1.70
D+	67-69	1.30
D	60-66	1.00
F (Failure)	Below 60	0.0
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
3	P	0.0
3	C-	5.1
3	B+	9.9
3	B	9.0
15		36.0

Example
36/12=3.0 (G.P.A.)

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

Good Standing

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

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

Grade Reports

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

Incompletes

Students who have not fulfilled course requirements because of a medical or family emergency may petition the instructor to grant an Incomplete for the course. The "Request for Incomplete Grade" form must be filled out, approved by the instructor, and submitted

to the Office of the Registrar by the last Friday before the final exam week. Students must be doing passing work in the course and must have completed most of the course assignments and requirements at the time when they request an incomplete.

An Incomplete must be cleared by the student by the end of the first month of the following mod or semester of enrollment; otherwise, the Incomplete becomes an F and will be indicated on the transcript as (I)F. If the student clears the Incomplete satisfactorily, the transcript will indicate this by the (I) followed by the grade received. In either case, the (I) becomes a permanent part of the student's record. Please refer to the myAlbertus Portal for specific dates.

Failure of a Course

Students who fail a required course must remove the failure in order to graduate. If a student successfully repeats a course that has been failed, the second grade received will replace the "F" when the average is computed. The original grade of "F" will remain on the record followed by the word "repeated." If the course is repeated at another institution, the original "F" will remain on the transcript but will not be used when calculating the student's cumulative grade point average. If a student fails a required course and the professor wishes to permit a make-up examination, the grade for the course ordinarily will be no higher than 1.0 or "D".

Academic Review

Academic Review is not considered to be a punitive measure but rather a serious warning to students that their future at the College is in jeopardy. The period of Academic Review is a time to make the necessary academic improvement to regain good standing. Academic review for students attending mod courses takes place in January (after Mods 1 and 2) and August (after Mods 3 and 4).

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

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

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

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

Academic Dismissal

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

1. The student has incurred two Academic Reviews in any three consecutive semesters of enrollment

2. The student has incurred a third Academic Review at any time
3. For all work attempted at Albertus Magnus College, the student has a grade point average that falls below the minimum cumulative average as follows:

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

Students have the right to appeal an academic dismissal in writing to the Director of Student Services within one week of receipt of notification of dismissal.

Readmission

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

1. Submit a completed application form and application fee
2. Submit a formal letter in writing that explains the issues or circumstances that led to inconsistent attendance or academic performance in the past and the specific steps the student will take to address these circumstances in the future
3. Meet with the Director of Student Services in the Division of Professional and Graduate Studies.

Readmission will be approved or denied at the discretion of the Director of Student Services.

Grade Appeals

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

Grade appeals must be filed within six (6) weeks of the last day of the class for which the grade was received. The grade appeal process is as follows:

1. The student submits a written appeal to the instructor clearly stating the reasons for believing that the grade was assigned in error.
2. The instructor changes the grade or replies in writing, explaining why the existing grade is appropriate.
3. If the student is not satisfied with the instructor's response, then he or she may submit a copy of the written appeal and the instructor's response to the appropriate department chair or program director. If the instructor is the chair or program director, then the Vice President for Academic Affairs, or the Vice President's designated representative, serves in place of the chair. The department chair or program director receives all written materials relevant to the case and may request additional information. The department chair or program director then makes a written recommendation.

4. Either party may appeal the decision of the department chair or program director to the Vice President for Academic Affairs, or the Vice President's designated representative, who will make a final recommendation in writing to the course instructor.
5. The course instructor has the final say as to whether the grade will be changed.

The grade appeal 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.

Recognition for Academic Achievement

Dean's List

In order to be considered for the Dean's List, Accelerated Degree Program students must take a minimum of 12 credits for two consecutive mods (from August through December or from January through May) and achieve a minimum cumulative grade point average of 3.5 or 3.3 with no grade below 3.0.

Honor Societies

Alpha Sigma Lambda

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

Kappa Gamma Pi Honor Society

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

Graduation with Honors

Outstanding academic performance is recognized through graduation with Honors. To be eligible for Honors at graduation, students must have earned at least half of their credits at Albertus Magnus College, have completed all degree requirements, and have satisfied the criteria below:

Associate's Degree

Associate's degree candidates have a cumulative grade point average of at least 3.90.

Bachelor's Degree

Bachelor's degree candidates may graduate with Honors at one of three levels:

- Cum Laude: Students have a cumulative grade point average of at least 3.50
- Magna Cum Laude: Students have a cumulative grade point average of at least 3.70
- Summa Cum Laude: Student have a cumulative grade point average of at least 3.90.

Master's Degree

Master's degree candidates may graduate with Honors who have:

- A cumulative grade point average of at least 3.90 or above and
- A grade of "A" in all components of the final project
- For the M.B.A., a grade of "A" in the final Capstone course

Commencement

Three months prior to the anticipated date of Commencement, candidates for degrees must make a formal application for graduation. Applications for Candidacy forms are available online and in the Professional and Graduate Studies office. The application must be accompanied by the Degree Completion fee.

Two months prior to the anticipated date of commencement, candidates for degrees must ascertain that credits earned outside of Albertus Magnus College are accurately recorded. Credits received for proficiency demonstrated in the CLEP or DANTES Examinations must also be recorded, if applicable.

Bachelor's degree candidates who are within 6 credits of graduating may participate in the Commencement ceremony provided that they have a cumulative grade point average of at least 2.0 and have met all their financial obligations. When they have completed outstanding degree requirements, students should inform the Registrar's Office in writing in order to receive their diploma.

Although the Commencement ceremony is held annually in May, degrees are also conferred in August and December. Students may confer with their academic advisor to learn when their degree will be conferred. In order to graduate, students must have met all financial obligations to the College.

Transcripts

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

Student Records

Notification of Rights under FERPA

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

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

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

Directory Information Notice

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

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

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

Student Right-To-Know

Albertus Magnus College is pleased to provide information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended, at www.albertus.edu/policy-reports/privacy-policy.

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, with class sessions held either on-ground, online, or in a blended format (combination of on-ground and online).
- The official schedule of courses is available in the Office of the Registrar or the Division of Professional and Graduate Studies. Consult the official schedule for classes offered in a given mod.
- *The College reserves the right to cancel any class for which there is insufficient enrollment.*

Department of Biology, Chemistry and Mathematics

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

COURSE DESCRIPTIONS

BI 116 The Human Body

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

MA 100 Introduction to College Mathematics

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

MA 111 Mathematical Ideas: In Theory and in Practice

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

SC 105 Special Topics

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

SC 110 Human Health & Disease

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

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 graduates to be business leaders, capable of making sound and ethical business decisions in a continuously changing environment. The Department majors are designed around a common core of courses along with the requirements for each concentration. A student can obtain a double major within the department. However, only one major is permitted in each of the following areas: Accounting, Business Administration, Business Management, or Computer Information Systems.

Students who successfully complete the Bachelor of Science degree in Accounting, Business Administration, Business Management or Computer Information Systems 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

Accounting

Business Administration

Concentrations: Finance

General Business (for students in the Teacher Preparation Program)

Computer Information Systems

Business Management

Concentrations: Health Care Management

Human Resource Management

International Business Management

Marketing Management

Core Requirements for all Accounting, Business Administration and Computer Information Systems (21 credits)*

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

BE 161 Financial Accounting

BE 162 Managerial Accounting

BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing

Accounting Major

(54 credits) (33 credits + 21 core credits)

BE 135	Business Communication
BE 204	Principles of Macroeconomics
BE 261	Intermediate Accounting I
BE 262	Intermediate Accounting II
BE 263	Cost Accounting
BE 265	Corporate Financial Management
BE 361	Federal Income Taxation for Individuals
BE 362	Auditing
BE 380	Accounting Internship
	OR
BE 394	Accounting Theory in Practice
CIS 171	Business Spreadsheets
BE 395	Capstone: Computer Applications in Accounting

Business Administration Major

Finance Concentration

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

BE 135	Business Communication
	OR
BE 204	Principles of Macroeconomics
BE 225	Money and Banking
BE 227	The Stock Market
BE 265	Corporate Financial Management
BE 361	Federal Income Taxation for Individuals
CIS 171	Business Spreadsheet Development
MG 228	International Business Management
MG 367	Strategic Management
MG 391	Business Capstone

General Business Concentration

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

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

(51 credits)

Required Courses:

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

Five of the following courses:

CIS 115	Computer Essentials
CIS 171	Spreadsheet Development
CIS 252	Special Topics
CIS 278	Advanced Database Development

CIS 301	Technology and the Arts
CIS 315	Healthcare and IT
CIS 320	Computer Forensics I
CIS 321	Computer Forensics II
CIS 380	Internship
CIS 386	Advanced Website Development
CIS 387	Electronic Commerce
CIS 390	Independent Study
BE 135	Business Communications
BE 161	Financial Accounting
BE 391	Business Policy Seminar
MG 131	Principles of Management
AR 114	Graphic Design I
AR 201	Introduction to Computer Art

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.

Business Management Major

Core Requirements for all Business Management Majors (24 credits)

All students pursuing a major in management are required to take the following set of core courses as foundation for courses culminating with the capstone course.

BE 161	Financial Accounting
BE 162	Managerial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 265	Corporate Financial Management
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 391	Business Capstone

All Business Management majors are required to take one of the following computer courses:

CIS 115	Computer Essentials—this course is designed for those who feel they need an introductory computer course.
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Students who are proficient in the topics covered in CIS 115 may select from the following computer courses:

CIS 171	Spreadsheet Development
CIS 388	Project Management

Business Management Major

(48 credits) (24 credits + 24 core credits)

BE 135	Business Communication
BE 204	Principles of Macroeconomics
BE 334	Business Law
	OR
MG 335	Human Resource Law
CIS TBD	

Select one of the designated courses

MG 228	International Business Management
MG 362	Human Resource Management
MG 365	Issues of Small and Family Business
MG 367	Strategic Management

Health Care Management Concentration

(48 credits) (24 credits + 24 core credits)

MG 235	Health Care Management
MG 362	Human Resource Management
MG 311	Introduction to Public Health
MG 336	Health Care Law
MG 308	Ethical Issues in Health Care
MG 312	Global Health
CIS 315	Health Care and Information Systems
MG 380	Internship
	OR
	Approved Elective

Human Resource Management Concentration

(48 credits) (24 credits + 24 core credits)

BE 135	Business Communication
	OR
BE 204	Principles of Macroeconomics
CIS TBD	Select one of the designated courses
MG 362	Human Resource Management
MG 335	Human Resource
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) (24 credits +24 core credits)

BE 204	Principles of Macroeconomics
BE 334	Business Law
CIS TBD	Select one of the designated courses
MG 228	International Business Management
MG 362	Human Resource Management
MG 328	International Marketing
MG 329	Global Issues
MG 339	International Human Resource Management

Marketing Management Concentration

(48 credits) (24 credits + 24 core credits)

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

Business Certificate Programs

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

Certificate in Human Resource Management

This certificate is designed for students pursuing an associate's or bachelor's degree who wish to obtain professional development in Human Resource Management; business persons who wish to update and enhance their human resource management skills; and business managers who wish to advance their professional development.

The introduction course, Principles of Management, describes the challenges and dynamic nature of today's business environment. Within this context, students explore human resource activities, legal constraints, current issues, and ethical dilemmas. The final course selection allows students 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 362	Human Resource Management
MG 367	Strategic Management
MG 335	Human Resource Law
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 students an understanding of the principles of computer technology as utilized in the business environment.

Students choose and complete courses in either database development, web development or computer security. The final courses are chosen from electives allowing students 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 System Concepts
CIS 171	Spreadsheet Development

CIS 172	Database Development
CIS 174	Introduction to Programming
CIS 252	Special Topics
CIS 276	Systems Analysis and Development
CIS 315	Healthcare and IT
CIS 325	Data Communications
CIS 330	Issues in Computer Ethics
CIS 379	Management of the IS Function
CIS 382	Computer Networks
CIS 383	Internet and Web Publishing
CIS 385	Information Systems Security
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 Business Statistics

Students will be introduced to the basic principles of statistical analysis that are useful in effective business decision making. Some topics covered include descriptive statistics, probability and random events, sampling, and estimation. P: MA 111 or MA 116. Generally offered twice yearly. *3 credits*

BE 204 Principles of Macroeconomics

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

BE 205 Principles of Microeconomics

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

BE 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 Federal Income Taxation for Individuals

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

BE 362 Auditing

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

BE 380 Accounting Internship

This is a field-based course in which students gain on-site employment experience in a local accounting firm or accounting department of a business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. P: 12 credits in accounting and permission of Director of Accounting Programs.

BE 381 Finance Internship

This is a field-based course in which students gain on-site employment experience in a local finance firm or finance department of a business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. P: 12 credits in finance and permission of academic advisor.

BE 390 Independent Study

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

BE 391 Business Capstone

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

BE 394 Accounting Theory in Practice

This course will provide an opportunity to apply the knowledge and skills learned in previous courses in solving real world case problems. Students will complete a critical analysis of accounting, finance, and ethics problems. Through case studies, students will enhance their problem-solving skills by formulating solutions to problems that are encountered in accounting environments. Generally offered in sequence once a year. P: Senior standing. *3 credits*

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 174 Introduction to Programming

Using Microsoft Visual Basic for Windows, this course covers programming fundamentals and program development techniques. Topics include data types, control structures, arrays, and the mechanics of testing and debugging.

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 315 Healthcare and Information Systems

Information technology is transforming the delivery, management and economics of healthcare. This course will explore the technologies that support health care information systems, such as software applications; system analysis and design; data management; networks and data communication; and system standards and security. Particular attention will be paid to the benefits and challenges of information technologies in medical record keeping; remote diagnosis and treatment; and improving efficiency and quality of care.

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 325 Data Communications

This course is designed to provide students with an understanding of the technologies and products related to communications systems. It will include management issues related to network planning, implementation, and administration. Among the topics covered are: distributed data processing, communication techniques, network design, and security.

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 organization for 120 contact hours per week per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be in a different place of employment. P: 12 credits in CIS plus junior or senior standing. *3 to 12 credits*

CIS 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 the program director. 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. 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 241 Marketing Research and Strategy

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

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

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

MG 308 Ethical Issues in Health Care

From biomedical research to clinical practice to policy and planning, health care managers face ethical issues in every aspect of their work. In this course, students explore their own values and moral principles in relations to health care; consider various professional codes of ethics; and apply systematic approaches to ethical decision-making to cases related to health care access; client self-determination; privacy; cultural and religious diversity; and the economics of the health care system. *3 credits*

MG 311 Introduction to Public Health

The public health system is charged with assessing and promoting the health of communities and diverse populations. This course introduces the core public health disciplines of epidemiology, biostatistics, environmental health, social and behavioral health, and health policy and management. Students explore historical and contemporary public health approaches to promoting healthy behaviors; responding to emerging diseases; identifying environmental risk factors; preparing for and managing disasters; and alleviating health disparities across populations. *3 credits*

MG 312 Global Health

Global Health examines the socioeconomic, biological and environmental causes and the consequences of disease. In an increasingly interconnected world, students consider the impact of infectious diseases; poverty and hunger; violence and war; environmental disruption; natural disasters and humanitarian crises for local and global health and wellbeing. Students explore their possible roles in solving global health crises, such as promoting human rights; applying new technologies; and financing and managing international agencies, NGOs, philanthropy, and emerging public and private health care systems. *3 credits*

MG 322 Techniques of Marketing Promotion

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

MG 328 International Marketing

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

MG 329 Global Issues

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

MG 335 Human Resource Law

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

MG 336 Health Care Law

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

MG 337 Human Resource Recruiting and Selection

This course introduces the student to the importance of planning and conducting a needs assessment for effective and efficient recruiting. Students will also examine how and where to recruit, as well as the legal aspects of gathering a pool of potential candidates. Students will also learn the techniques of screening candidates to acquire those who best fit the organization's needs. The course is a combination of theory and practical application. P: MG 362. *3 credits*

MG 339 International Human Resource Management

Students will study the vital role of utilizing people effectively to meet the multinational corporation's foreign country objectives. Topics include planning personnel needs, recruiting and selecting employees, training and developing the workforce, performance evaluation, compensation in the foreign country, as well as the foreign legal and social context in which human resource management must operate. P: MG 362. *3 credits*

MG 362 Human Resource Management

In this course, students study the vital role of utilizing people effectively to meet organizational objectives. Topics include planning personnel needs, recruiting and selecting employees, training and developing the workforce, performance evaluation, compensation, and the legal and social context in which human resource management must operate. P: MG 131. *3 credits*

MG 365 Issues of Small and Family Business

This course introduces students to the issues that confront small and family businesses, and explores how to create a new small business. The study of small businesses allows students to study organizations in a more holistic manner. P: MG131, MG 231, BE 161. *3 credits*

MG 367 Strategic Management

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

MG 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.

MG 391 Business Capstone

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

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 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 Director of Student Services. *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 Communications program 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 Communications program specifically prepares students for careers in the promotional aspects of the discipline, as practiced in business and the not-for-profit sectors. Thus students majoring in Communications must complete the Promotional Communication Sequence. However, course options 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, skills, and integrative abilities in the major, each Communications student must either submit a final portfolio of print and/or non-print materials or research and write a final thesis. Thus, graduates are in the position to present potential employers with a portfolio of original work or a thesis paper that demonstrates their experiential base of knowledge and skills that set them apart.

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

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

Communications Major (45 Credits)

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

Core Courses (Required of all Communications Majors) (15 Credits)

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

Sequence Courses

Each major must complete *the three courses in the Promotional Communication Sequence* and *one of the following* (Total of 12 Credits)

- One course from any different sequence
- One Topics course

A. Promotional Communications Sequence

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

B. Visual Communications Sequence

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

C. Sports Communications Sequence

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

D. Digital Communications Sequence

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

E. Topics Courses

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

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

F. Practical Applications: Each major may complete up to a maximum of 12 credits of Internship.

- CO 380 Internship (3 to 12 Credits) (Letter Grade)

G. Communications Seminar: Each major is required to complete Communications Seminar. (3 credits)

CO 391 Communications Seminar (Capstone Course)

H. Portfolio or Thesis: Each major is required to complete either a senior portfolio or senior thesis.

CO 392 Senior Portfolio (3 credits)

CO 393 Senior Thesis (3 credits)

I. Required Correlatives: Each major must complete 9 credits in a related discipline in consultation with the department chair.

COURSE DESCRIPTIONS

Core Courses:

CO 121 Communications Overview

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

CO 131 The History of Mass Media

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

CO 141 Speech Communications

Speech Communications offers the student a comprehensive approach to the organization, presentation and theory associated with the practice of oral communications. Through classroom exercises, formal student speech presentations and videotape analysis, the student will advance his/her ability to speak publicly. Special attention will be given to the perceptual skills, listening skills and leadership styles necessary for effective

speaking in family, social and business contexts. The emphasis is upon individual development. Thus, the student who experiences “speech anxiety” is likely to find Speech Communications a particularly rewarding experience. *General Education Choice, Level A*. Typically offered yearly. *3 credits*

CO 151 Writing for the Mass Media

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

CO 220 Sociology of Communications (Same as SO 220)

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

Promotional Communication Sequence

CO 260 Advertising Techniques

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

CO 261 Public Relations

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

CO 362 Persuasion and Propaganda

What are the differences that exist between being persuasive and 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*. *3 credits*

Visual Communications Sequence

CO 250 Broadcast Writing

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

CO 251 Film and Video Production

In this course we introduce 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. *3 credits*

CO 341 Film Appreciation

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

Sports Communications Sequence

CO 202 Sports Marketing and Promotion

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

CO 203 Sports Information and Media

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

CO 301 Organizational Communications

Bureaucracies and large-sized organizational structures abound in modern America. Frankly, there is no escaping this reality. 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. 3 credits*

Digital Communications Sequence**CO 229 Introduction to Digital Communication**

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

CO 230 Internet Marketing and Marketing

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

CO/DR 326 The Creative Mind

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

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

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

CO/DR 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. 3 credits*

CO 171 Introduction to Political Communications

Things get done through politics, and politics gets done through communication. Since the time of Aristotle, thinkers have recognized that politics and communication go hand-in-hand as essential parts of human nature. And to this day, it is still the communication process that can either nurture or starve a nation's civil life. This introductory course will explore the interrelationship between communications and politics and how it effects the media and democracy in the United States. Questions like "why do Americans hate government?; Why do Americans mistrust the news media?" will be explored. An examination of how American politicians, trade unions, interest groups and terrorist organizations make use of the media will also be explored. The emphasis of this course is upon communication and political awareness, and this course is highly recommended for all liberally educated students who wish to become better aware of the roles that communications and politics play in their lives. *General Education Choice, Level A . 3 credits*

CO/DR 228 Acting for Stage and Screen

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

CO 232 Films of Alfred Hitchcock

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

CO 233 Films of Steven Spielberg

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

CO 234 Gangster Films

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

CO 235 Magazine Editing and Production

This course introduces the student to the practical, creative and technical considerations involved in publishing a magazine. Specifically, students will explore magazine organizational structure, budget planning, layout and design, illustrative matter, printing and distribution, editorial planning and 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. *3 credits*

CO 236 Film Noir

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

CO 237 Photojournalism

Photojournalism introduces the student to the informational, persuasive and entertainment roles that still images play in modern newspapers and magazines. This course will examine narrative, documentary and aesthetic images from 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. *3 credits*

CO 238 Mass Media and the Law

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

CO 242 Electronic Field Production

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

CO 371 Political Communication in the 21st Century

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

Practical Applications

CO 380 Internship

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

Communication Seminar

CO 391 Communications Seminar

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

Senior Portfolio or Thesis

CO 392 Senior Portfolio

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

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

CO 393 Senior Thesis

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

Required Correlatives

Each student will complete 9 credits in a related discipline which is determined in consultation with the department chair. For example, a student completing the Promotional Communications Sequence may elect to complete her/his nine credits in Business or Marketing. It may be that the Communications Major seeks to complete his/her required correlatives in the areas of Art, Computer Information Systems, perhaps, one of the Social Sciences.

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

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*

Communications Minor Requirements

The description of Minor Requirements is listed below.

1. One course from the Communications Core
2. One course from a 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

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.

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 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 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 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 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 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 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 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 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*

Humanities

Humanities Major (45 credits)

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

Art

Drama

English

History

Foreign Language

Philosophy and Religious Studies

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

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

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

COURSE DESCRIPTIONS

HU 111, 112 Reading Texts in Context I, II

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

HU 255 Special Topics

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

HU 399 Senior Humanities Seminar

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

Human Services Major

(54 credits)

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

Core Requirements (33 Credits)

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

Choose one: (3 credits)

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

Choose two: (6 credits)

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

Choose two: (6 credits)

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

Choose two: (6 credits)

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

Recommended Electives:

CJ 111	Introduction to the Criminal Justice System
CJ/SO 233	Corrections
CJ 236	Death Penalty in America
CJ 238	Criminal Evidence
CO 141	Speech Communication
EN 246	Business Writing
HI 344	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 Philosophy and Religion

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

Objectives

Students will successfully complete courses in Philosophy and Religion by:

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

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

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

Philosophy and Religion Major (33 credits)

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

Required courses: (33 credits)

PH 211 Moral Choice

One of the following courses:

RS 211 Introduction to the Variety of Christian Experience

RS 221 Introduction to World Religions

One of the following courses:

PH 220 Introduction to Western Philosophy

PH 224 Modern Philosophy

Seven courses from among all other PH and RS courses

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

Philosophy and Religion Minors

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

COURSE DESCRIPTIONS

Philosophy

PH 211 Ethics

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

PH 220 Introduction to Western Philosophy

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

PH 223 The Age of Faith and Reason

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

PH 224 Modern Philosophy

Did we (or somebody) create the modern world, or did we become modern by developing a new and better understanding of the world than those who lived before us? The Reformation, the Scientific Revolution, the rise of a market economy, and the Age of Exploration ushered in a new era in Western thought that grew out of a new conception of reality, one which grounded a new way for individuals to interact with each other, the physical world, and society. By drawing upon the works of such thinkers as Descartes, Hume, Hobbes, Kant, and Hegel, this course examines the developments in theory of knowledge, social and political philosophy, and metaphysics that contributed to shaping and articulating the modern-world view as it was constituted from the 17th through the

19th centuries in the West. In so doing, the course provides an opportunity to critically consider the suppositions underpinning the social institutions and practices that inform contemporary Western society. P: Sophomore standing or permission of the instructor. General Education Choice, Level B. Generally offered on alternate years. *3 credits*

PH 225 Contemporary Philosophy

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

PH 240 Modernism and Post Modernism (description per day catalogue.)

PH 261 Social and Political Philosophy

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

PH 315 Environmental Ethics

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

PH 331 Philosophy of the Human Being

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

PH 347 Being and Existence

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

PH 351 Selected Topics

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

PH 352 Peace, Justice, and Global Issues Studies

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

PH 365 The Origin of Art

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

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

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

RS 221 Introduction to World Religions

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

RS 226 Roman Catholicism

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

RS 251 Reading from the Hebrew Scriptures

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

RS 252 The Gospels

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

RS 271 Christology

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

RS 284 Religion and Nature

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

RS 351–355 Selected Topics

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

RS 360 Foundations of Christian Morality

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

RS 373 The Question of God in the Modern World

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

RS 383 Religion and Social Concerns

A consideration of the social and public policy implications of religious faith, particularly the Christian tradition, for questions of economic justice, war and militarism, racism, and the ecological crisis. A particular emphasis may be announced at the time of registration. P: Sophomore standing or permission of the instructor. *General Education Choice, Level C*. Generally offered yearly. *3 credits*

RS 391 Issues of Sexual Morality

Study of the roots and influences of Western sexual morality, particularly the contributions made by Jewish, Stoic, Gnostic, and early Christian thought, with a consideration of Islamic sexual ethics as well. P: Sophomore standing or permission of the instructor. *General Education Choice, Level C*. Generally offered yearly. *3 credits*

RS 390 Independent Study

Department of Psychology

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

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

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

Psychology Major

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

General Psychology Concentration (39 credits)

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

Core Courses: (15 credits)

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

One of the following: (3 credits)

PY 280	Practicum*
PY 391	Senior Seminar

Two of the following: (6 credits)

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

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 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 year. *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. *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 procedures (e.g., psychological tests) as well as intervention strategies (e.g., behavioral modification) will be covered. Mental retardation, specific languages and academic skills disorders, autistic-spectrum disorders, selected medical conditions, disruptive behavior disorders, 'internalizing' disorders (e.g., separation anxiety), and the consequences of neglect and abuse will be considered. Some attention will also be paid to the issues raised by giftedness and special talents. In addition to describing the various disorders clinically and phenomenologically, we will try to understand their origins, nature, and developmental implications, and how they can be recognized and effectively addressed in specialized settings (e.g., clinics), in regular classrooms, and in the home. A field experience in a classroom serving 'special needs' students is available as part of this course. This experiential component is required for students pursuing teacher certification. P: PY 111 and PY 330 or PY 341. Offered yearly. *3 credits*

PY 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; and 3) to provide a major within the discipline of sociology which can reflect a student's vocational interest, for example, criminal justice, social gerontology, or social work and social welfare.

Students majoring in sociology or criminal justice may plan to continue their work in graduate and professional schools. Others study sociology in preparation for careers in social work, teaching, law, business, criminal justice, or governmental service. Graduates in sociology may look toward careers in teaching, administration, or research.

Within the Department of Sociology, a student may choose the general sociology major, the criminal justice major, or a major in sociology with a concentration in criminal justice, social gerontology, urban studies, or social work and social welfare. Students finding an interest in sociology, but committed to majoring in other fields, may choose to minor in the department. The analytical skills and critical ability developed in this program are complementary to numerous other disciplines.

The possibility exists for the applied sociology-oriented student to design, in consultation with the department, an off-campus practicum/internship (CJ/SO 280, 380) for which college credit is given. Internships are required of students majoring in Criminal Justice, Social Gerontology, Urban Studies, and Social Work, and are optional for those choosing the General Sociology major. Many sociology courses may be used toward interdisciplinary majors as well as electives or General Education requirements.

The educational objectives which emerge from the mission and purpose of the department are:

- 1) Students will develop a solid understanding of the discipline of Sociology and demonstrate the ability to use the sociological perspective in analyzing society. This includes learning to use the knowledge, methods and theories of the discipline in various courses.
- 2) Students will follow a sequence of courses from SO111 Introduction to Sociology, through the various concentrations, including methods and statistics, and finally culminating in Senior Seminar, a capstone course which builds upon previous knowledge and skills.
- 3) Students will participate in the Internship Program in the various concentrations and will be evaluated by supervisors on their performance.
- 4) Students will be prepared to secure employment in their fields of concentration or related fields or will go on to graduate school.

The Criminal Justice Major

Building on the College's strengths in Sociology and Psychology, the Criminal Justice major prepares students for employment in those social services and criminal justice sectors which directly support police and government law enforcement efforts. The program also prepares them for graduate work in these fields. The focus of the major is to ensure

that students understand the criminal justice system in the United States as it is related to class structure, race, ethnicity, and gender so that they will develop a more person-centered understanding of crime and law enforcement. Counseling skills, coupled with an understanding of individuals' behavior within families and groups in society, ensure that students, as leaders in the community and as professionals, are prepared for respectful and effective interaction with citizens.

This focus on a person-centered orientation, rooted in the discipline of Sociology, also provides a strong foundation from which "action-oriented" ethics teaching can be provided. Our students, through both core and major courses, as well as in their Criminal Justice field experiences, are exposed to and practice ethical reasoning and work to gain an understanding of the perspective of others.

Our students receive extensive field experience through participation in at least 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 234	Contemporary Issues Criminal Law
SO/CJ 242	Minorities and Multicultural Diversity
CJ 245	Criminal Law and Procedure

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 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	Practicum (Junior Year)*

*Evening students may substitute CJ 390 Independent Research for the internship.

**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
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Criminal Justice Concentration (36 credits)**Required Core Courses (18 credits)**

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

Criminal Justice Concentration additional required courses (18 credits)

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

Recommended Correlative:

CIS 115	Computer Essentials
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Social Gerontology Concentration (36 credits)

Required Core Courses (18 credits)

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

Social Gerontology Concentration additional required courses (18 credits)

SO 121	Contemporary Social Problems
SO 122	The Family
SO 212	Social Work: History and Practice
SO 213	Social Work: Populations and Policies
SO 215	Social Gerontology
SO 380	Social Gerontology Internship

Recommended Correlatives:

SO 122	The Family
PY 350	Adulthood and Aging
SC 114	Introduction to Nutrition

Social Work and Social Welfare Concentration (42 credits)

Required Core Courses (18 credits)

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

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

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

Three 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
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Urban Studies Concentration (36 credits)**Required Core Courses (18 credits)**

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

Urban Studies Concentration additional required courses (12 credits)

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

Two courses 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 245 Criminal Law and Procedure

This course familiarizes student with the origins of our present day substantive and procedural criminal laws. Students will be exposed to early attempts to codify a body of criminal law, from the Code of Hammurabi through Roman law and English common law to the present day. In addition to studying substantive criminal law, students will review the history of procedural criminal law, the process by which persons charged with committing criminal offenses are adjudicated either guilty or innocent. Prerequisite: CJ111 or permission of the Program Coordinator. Generally offered every Spring semester. *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 Mod 1 and 4. *3 credits*

SO/CJ 121 Contemporary Social Problems

Focuses on how institutional and organizational features of societies generate problems for people. Particular attention is directed at a set of problems related to political and economic inequalities, health and illness, education, the environment, and the criminal justice system. P: SO 111 or permission of department chair. *General Education Choice for Part C and Designated W course.* Generally offered Mod 1 and 5. *3 credits*

SO 122 The Family

Sociological analysis of family relationships, including examination of factors contributing to family structures in different social classes, ethnic groups, and societies. The focus is on relating family life to the economy and other social institutions. Topics include gender, race/ethnic and class inequality; child-rearing; historical change; and social policy issues. P: SO 111 or permission of department chair. Generally offered every other Mod 4. *3 credits*

SO 211 Introduction to Cultural Anthropology

This class will introduce students to the practice of ethnography, the craft of writing about other cultures, and will provide a concrete introduction to cultural anthropology, which is the comparative study of human societies. Generally offered every other Mod 3. *3 credits*

SO 212 Social Work: History and Practice

After reviewing the history of Social Work in the United States, this course examines the practice settings of social work as a profession: case work, group work, community organization and advocacy, and policy and planning. Includes the study of the values and assumptions of social work with an eye towards problem-solving applications with specific populations, as well as social welfare policy critique. Generally offered every other Mod 3. *3 credits*

SO 213 Social Work: Populations and Policies

An examination of human behavior in the social environment as we study the individual in families, groups, and society. We will further explore the special needs of specific populations such as families, youth, the elderly, the poor, women, and minorities, and investigate social welfare policy as a means to meet those human needs. Establishing a knowledge base as well as effective communication techniques will be stressed. Generally offered every other Mod 3. *3 credits*

SO 215 Social Gerontology

A consideration of the adult aging process, with attention to developmental stages and group behavior of aging adults. Particular study will be made of the social phenomena which give rise to, and grow out of, the presence of a significant number of elderly in the population. *3 credits*

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

Addresses basic concepts and methods of statistical data analysis as applied in psychology and other social/behavioral sciences, including organizing, analyzing, and interpreting data. The course will provide students with a foundation in descriptive and inferential statistics, touching on frequency distributions, probability sampling, and hypothesis testing. Analyses conducted by hand and using SPSS. P: Fulfillment of a Level A math requirement. Generally offered every Mod 1, 2, and 4. *3 credits*

SO 219 Research Methods

This course is a “hands on” approach to research in which the student will learn to design and carry out field observations, experiments, content analyses, or surveys. P: SO 111 or permission of department chair. Generally offered every other Mod 4. *3 credits*

SO 220 Sociology of Communications (Same as CO 220)

Examines both interpersonal and mass communications with an eye towards answering such questions as: Do men and women communicate differently? Do people from different racial, ethnic or social class backgrounds communicate differently? How do advertisements depict men and women, racial or ethnic groups, and the elderly? Do MTV and popular music represent a realistic version of the culture’s norms and values? Students shall apply theories to their own research data in answering these questions. Generally offered every other Mod 2. *3 credits*

SO 224 Sociology of Education

This course will provide a systematic analysis of the institution of Education in society, with special attention devoted to access to education and class structure, taking into account race, religion, and gender. This is a Distance Learning course. Student must have access to the Internet and an email account. Generally offered every Mod 1 or Mod 2. *3 credits*

SO 225 Sociology of Sport

This course will provide a systematic analysis of social influences upon (and of) sport in North America, with special attention devoted to the interrelationships between sport, social institutions, social processes, and, most importantly, the critical analysis of sport in contemporary society. This is a Distance Learning course. Student must have access to the Internet and an email account. Generally offered every Mod 5. *3 credits*

SO 230 Technology, Society and the Individual

A consideration of 20th century technological change with particular interest in its impact on the family and the workplace. *General Education Choice in Part C*. Generally offered every other Mod 3 or 4. *3 credits*

SO 235 Drug and Alcohol Abuse (Same as PY 235)

An introductory survey covering a variety of issues in the addiction arena, including the psychology of addiction, biological issues, the impact of addiction on families, identification of addictions, and methods of intervention. P: SO 111. Offered Mod 5. *3 credits*

SO 241 Urban Sociology

We shall study the effects of the urban environment on social institutions and populations and examine the modern crises of urban living with an eye towards answering the question: Can cities survive? P: SO 111 or permission of department chair. *General Education Choice for Part C*. Generally offered every Mod 4. *3 credits*

SO 242 Minorities and Multicultural Diversity

This course examines the positions of “minorities” in the status hierarchy of the United States, and teaches a critical perspective on the economic, political, and social oppression of subordinate groups by dominants. Multiculturalism will be examined from this perspective: since the United States comprises various racial and ethnic groups, what does it mean to be “American” and who gets to define this? *General Education Choice for Part C*. Generally offered every Mod 2. *3 credits*

SO 244 Sociology of Organizations

This course examines the organizational structures of modern societies (for example, bureaucratic, military, educational, technological), including analysis of formal and informal structures. It provides a consideration of theory and research which attempts to explain the behavior of organizations in society. This is a Distance Learning course. Generally offered every Mod 3. *3 credits*

SO 255 Special Topics

Selected topic or issue studied in-depth within sociological frame of reference; for example: Sexuality; Health & Mental Illness; Minorities and the Media; Race, Class, and Education. P: SO 111 or permission of department chair. *3 credits*

SO/CJ 310 Sociology of Law and Social Control

A consideration of social control, law creation and law enforcement in their social and political context. Discusses major theories of law and the modern state. Law will be considered as both a cause and effect of social change P: SO 111, CJ 111, or permission of department chair. Generally offered every Mod 1. *3 credits*

SO 371 Classical Sociological Theory

We will examine the theories of Marx, Weber, Durkheim, and other important founders of the sociological discipline and perspective. P: Junior or senior status, or permission of department chair. Generally offered every Mod 2. *3 credits*

SO 372 Contemporary Sociological Theory

This course familiarizes students with contemporary developments in social thought that influence sociological research in the current period. Draws connections to classical theory and offers an overview of the main outlines of recent sociological theorizing. P: Junior or senior status, or permission of department chair. Generally offered every Mod 2. *3 credits*

SO 280 Practicum

Fieldwork experience. Admission only with approval of department chair. P: SO 111 plus 15 hours in sociology and junior status. Generally offered every mod. *3 credits*

SO 290, SO 390 Independent Study

Study of a topic of particular interest to the student, for which there is no existing course. The student must have demonstrated by prior performance the ability to do honors work and have maintained an honors average in the major field. The design of the proposed topic of study must originate with the student. Admission only with approval of department chair. Hours and credits to be arranged.

SO 380 Internship

Fieldwork experience. Admission only with permission of the department chair. P: SO 111 plus a minimum of 15 hours in sociology and senior status. Generally offered every mod. *3 credits*

SO 391 Senior Seminar—Capstone Course

Consideration of a social problem with an eye to utilizing the “sociological imagination” and skills gained through the prior major courses, both required and elected. This course should be a culminating experience for those who have chosen this major, resulting in a heightened awareness of the sociological perspective. P: Senior status, Sociology or Social Science major or permission of the department chair. Generally offered every mod. *3 credits*

Pre-Law

Albertus students interested in the legal profession are assigned to the pre-law academic advisor. Law covers all facets of human activity and the lawyer must be a person with a wide range of interests and a broad base of knowledge. There are no college courses specified by law schools as entrance requirements. Instead, law schools recommend the candidates for entrance prepare themselves in the following ways:

1. By taking several courses which train the mind to think logically and accurately and develop a concern for precision; such courses include foreign language, grammar, logic, and philosophy
2. By acquiring an excellent command of the English language and writing skill
3. By developing an understanding of human institutions, how they function, and how they change. Introductory and advanced courses in history and political science will prepare students in this area.

Recommended courses:

BE 334	Business Law
CJ 245	Criminal Law and Procedure
CJ238	Criminal Evidence
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 Art History Survey I

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

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

AH 231 Art History Survey II

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

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

AH 232 Art History Survey III

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

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

AH 351 Special Topics in the History of Art

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

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

Studio Art

AR 111 Drawing I

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

AR 114 Graphic Design I

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

AR 122 Two-Dimensional Design

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

AR 211 Drawing II

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

AR 213 Color

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

AR 214 Graphic Design II

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

AR 231 Introduction to Ceramics

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

AR 232 Ceramics II

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

AR 235 Introduction to Photography

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

AR 236 Photography II

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

AR 355 Special Topics in Art

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

AR 311 Painting I

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

AR 312 Painting II

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

AR 331, 332 Advanced Ceramics I, II

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

AR 335 Digital Photography

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

AR 336 Digital Photography II

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

Music

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

COURSE DESCRIPTIONS**MU 111 Introduction to Music**

Discussion and demonstration of music as a means of emotional expression and communication throughout various historical eras. The course deals first with musical basics such as instruments of the orchestra, elementary theory, musical structure, and syntax. These skills will then be applied to a deepened understanding of the evolution of musical

styles from the Renaissance to the present with class and outside-of-class listening to recordings of representative masterworks. *General Education Choice, Level A*. Generally offered when there is sufficient demand. *3 credits*

MU 112 Fundamentals of Music

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

MU 212 Jazz: The American Heritage

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

MU 213 Music of the Romantic Era and the Modern Age

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

MU 215 Introduction to the Symphony

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

MU 255 Choir I, II, III

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

MU 251 Madrigals I, II

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

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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, Professional and Graduate Studies Business Program; Director of Management; (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).

- Charles Rafferty**, Lecturer in English; Director of Master of Fine Arts in Writing Program; (B.A. Richard Stockton College of New Jersey; M.F.A., University of Arkansas).
- * **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).
- * **Eric Schoeck**, Assistant Professor of English and Humanities; (B.A., Yale University; M.A.L.S., Albertus Magnus College).
- Peter Sinclair**, Lecturer in English and Humanities; (B.A., Connecticut College; M.A., Ph.D., University of Connecticut).
- * **Hilda Speicher**, Professor of Psychology; Psychology Program Coordinator; (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; Chair, Department of Education; Director of Education Programs (B.A., Albertus Magnus College; M.A., Middlebury College; Doctor of Arts, Carnegie Mellon University).
- * **Joseph Veth**, Professor in the Department of Education; (B.S., Fordham University; M.A., Maryknoll School of Theology; Ph.D., University of Connecticut).
- * **Matthew Waggoner**, Associate Professor of Philosophy and Religion; (B.A., Evangel University; M.A., Southwest Missouri State University; Ph. D., University of California, Santa Cruz).
- * **Ronald Waite**, Associate Professor of Communications; Chair, Department of Communications; (B.A., M.A., Fairfield University; C.A.S., Wesleyan University).
- * **Sarah Wallman**, Associate Professor of English; (B.A., University of Pittsburg; M.F.A., University of Pittsburg).
- * **John Wasserman**, Assistant Professor of Management and Leadership; (B.A., Wesleyan University; M.B.A., University of Hartford; M.A., Columbia University)
- * **Patricia Yeaman**, Professor of Sociology; Chair, Department of Sociology; (B.A., Emmanuel College; M.A., Ph.D., Fordham University; M.S.W., University of Connecticut).

Emeriti

- Sister Juliana D'Amato, O.P.**, B.A., M.A., Ph.D., Professor Emerita of Italian and Art.
- Judith Lawler Caron**, B.A., M.A., Associate Professor Emerita of Sociology.

Driving Directions

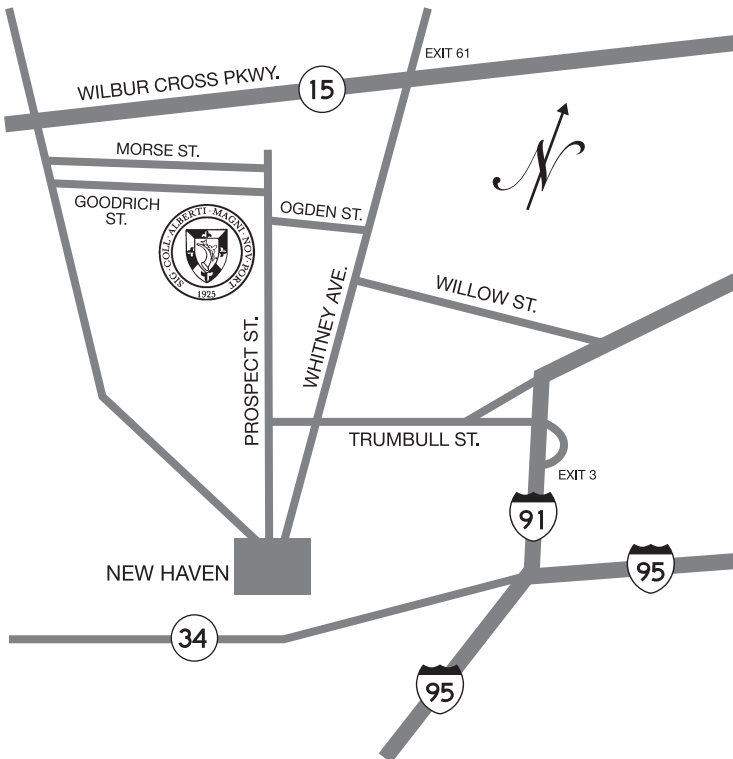
Albertus Magnus is easily reached by major highways from anywhere in the state and is convenient to Greater New Haven and the shoreline via I-91, I-95, and the Wilbur Cross parkway.

From the shoreline east or west of New Haven

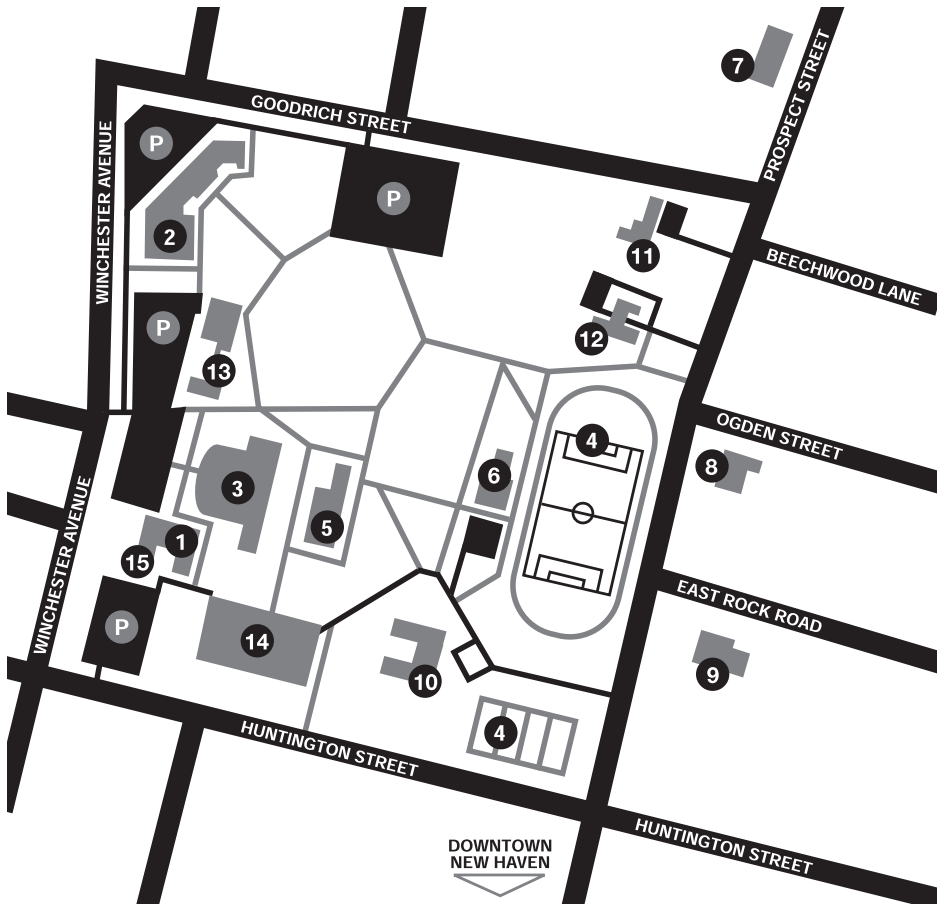
Follow I-95 to I-91 North. Take Exit 3 (Trumbull Street). Go straight ahead on Trumbull to Prospect Street. Turn right and follow Prospect Street about 1½ miles to Goodrich Street. Turn left onto Goodrich Street and after about 100 yards, turn left again at the main entrance to the campus.

From Meriden, Wallingford, and other points north

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



Campus Map



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

Notes

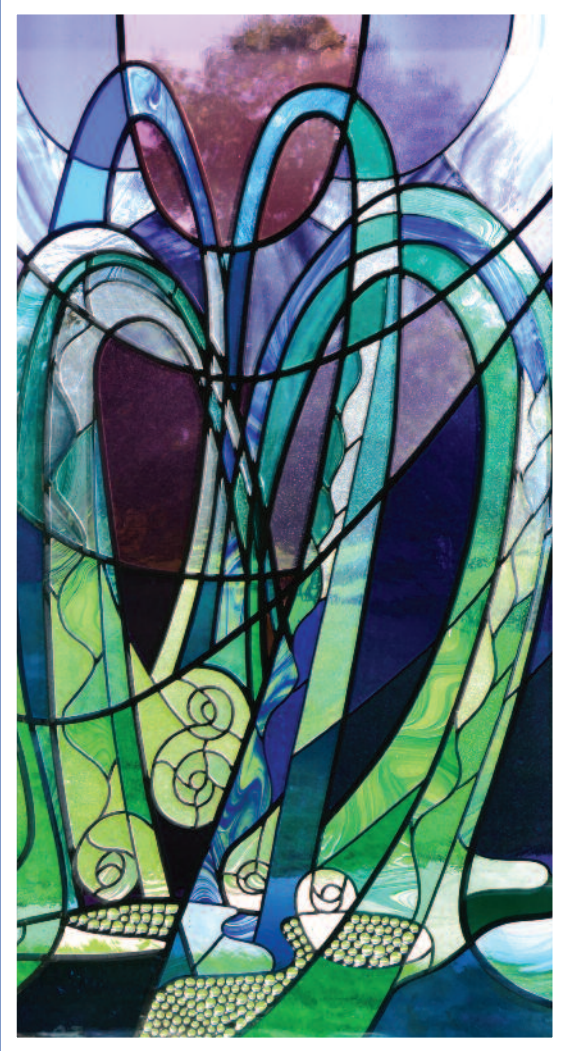
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Albertus Magnus College

Accelerated Degree Program
Division of Professional and Graduate Studies
700 Prospect Street
New Haven, Connecticut 06511



On the front cover: Detail of The Fountain of Life, one of five 48 x 78 inch stained glass windows in the St. Catherine of Siena Chapel by Sr. Thoma Swanson, O.P. Sr. Thoma is an internationally-recognized artist and former chairperson of the College's art department; gift of Natalia Icaza Holland '40; Other windows are The Tree beside the Water, gift of Mr. and Mrs. W. Michael Funck (Ellen McNamara '65); The fecund Waters of Springtime, gift of Carmel Avitabile; God opens a Path of Life, gift of E. Cortright Phillips and Ellen Hyde Phillips; The Light as Beacon over the Waters, gift of an anonymous donor. Photo: Carolyn Behan Kraus '86.