2025-2026

COURSE CATALOG

Accelerated Adult Undergraduate Program

ALBERTUS MAGNUS COLLEGE

Table of Contents

General Information....6
Introduction: St. Albert the Great....6
Academic Year....7
The College....10
Mission Statement of Albertus Magnus College....10
Statement of Catholic Identity....10
Goals....11
History....11
The Presidents....12
The Tradition of Honor....12
Intellectual Honesty....12
Plagiarism....13
Student Code of Conduct....13
The Albertus Community....14
Dominican Mission, Ministries, and the Meister Eckhart Center....14
Location....15
Accreditation....15
Complaint Resolution....17
Memberships....18
The Campus....20
Buildings....21
Parking....22
Public Safety....23
Weather and Emergency Alert System....24
Academic Programs Overview....24
Graduate Programs Overview....25
Admissions....29
Who May Apply....29
How to Apply....29
Admission Requirements....29
Reapplication....30
International Students....30
Academic Credential Translation and Accreditation....31
English Language Requirements....31
Obtaining Form I-20 and F-1 Visa....32
Maintaining Immigration Status....32
Notification of Admission....33
English Placement Exam....34
Math Placement Exam....34
Deferred Admission....34
Non-Matriculated Students....34
Transfer Credits....34
Credit for Prior Learning....35
Course Audit Policy....38
Incarcerated Students....39
Readmission of Uniformed Services Members....39
Financial Aid....40
Financial Aid Office....40
Scholarships....40
Endowed and Restricted Scholarships....41
How to Apply for Financial Aid....41
Awarding Process....41
Need-Based Financial Aid....42
Types of Financial Aid Available: Grants....42
Types of Financial Aid Available: Loans....43
Need-Based Employment: Federal Work-Study Program....43
Alternative Financing Options....44
Appeal Process....44
Satisfactory Academic Progress Policy....47
Return of Title IV Funds (R2T4) Policy....50
Veterans Benefits....56
Veterans Financial Aid....56
Contact Us....56
Veterans Scholarships....57
Military Tuition Assistance....57
Return of Tuition Assistance....59
Refunds....60
Federal Student Aid Ombudsman....60
Disclosure....60
Tuition and Fees....61
Tuition....61

Other Fees....61
Discounts....62
Traditional Undergraduate Courses....63
Schedule of Refunds on Tuition, Fees and Food and Housing....63
Student Affairs....64
Overview....64
Office of Community Standards....64
Office of International Student Services and Engagement....64
Student Health and Wellness Services....65
Office for Prevention of Power Based Violence....67
Veterans Services....67
Career and Professional Development....69
Overview....69
Career Counseling....69
Self-Assessment....69
Office of Career & Professional Development....70
Employment Opportunities....70
On-Campus Recruiting....70
Career Workshops....70
Practicum and Internship Support....71
Academic Programs and Requirements for Degrees....72
Overview of Degrees and Curriculum Requirements....72
The Invitation to Inquiry Program....72
Liberal Arts Core Courses....77
The Writing Program....80
Degree Requirements for the Associate of Arts (A.A.)....80
Degree Requirements for the Associate of Science (A.S.)....81
Degree Requirements for the Bachelor of Arts (B.A.) / Bachelor of Science (B.S.)....82
Majors, Concentrations and Specializations....82
Arts and Humanities Collaborative....84
Learning Outside the Classroom....85
Academic Support Services....87
Center for Teaching and Learning Excellence....87
The Lillian Adley Germain ’57 Center for Academic Success....87
Academic Advising....88
Accommodations for Students with Disabilities....88
Computer Labs, Wireless Network and Computer Usage Expectations....89
Institutional Review Board....89
Library and Information Technology Services....89
Academic Policies and Procedures: General....91
Definition of a Credit Hour....91
Full-Time Status in the Undergraduate Accelerated Degree Program....92
Traditional Undergraduate Program Courses....92
Student Classification....92
Preferred Name....93
Credit for Courses and Auditing Courses....94
Transfer Credits Allowed After Matriculation....95
Residency Requirements....95
Course Recording....95
Course Substitutions and Waivers....96
Discontinued Programs....96
Academic Policies and Regulations: Registration, Grading and Cumulative Performance....98
Registration....98
Adding/Dropping a Course....98
Incompletes....98
Withdrawal from a Course....99
Attendance Policy....99
Returning Students....100
Grading System....100
Grade Point Average....102
Good Standing....102
Pass/Fail....103
Grade Reports....103

Changes in Officially Recorded Grades..... 103
Grade Appeals.....104
In Progress Courses..... 104
Failure of a Course..... 105
Course Retake 105
Academic Review..... 106
Academic Dismissal.....106
Right to Appeal.....108
Academic Amnesty.....108
Readmission After Dismissal.....109
Dean's List..... 109
President's List..... 109
Honor Societies.....109
Academic Policies and Regulations: Withdrawals..... 111
Withdrawal from the College.....111
Administrative Withdrawal.....112
Academic Policies and Procedures: Graduation, Transcripts and Student Records.....114
Anticipated Completion Date..... 114
Degree Audit.....114
Graduation with Honors.....114
Degree Conferral.....115
En-Route Associate to Bachelor Degree Program.....115
Awarding of a Posthumous Degree..... 117
Diplomas..... 117
Commencement..... 118
Verification of Enrollment or Degrees.....119
Transcripts.....119
Student Records..... 119
Directory Information Notice..... 128
Student Right-To-Know.....128
General Information..... 129
The Curriculum: Definition of Terms..... 129
Departments.....130
Department of Biology, Chemistry and Mathematics..... 130
Department of English and Communications..... 130
Department of Philosophy and Religion.....131
Interdisciplinary Programs.....132
Department of Nursing..... 132
Department of History, Political Science and Sociology..... 133
Department of Psychology.....134
Department of Criminal Justice..... 134
Tagliatela School of Business and Leadership.....135
Programs.....137
Accounting, B.S.....137
Accounting Minor.....138
Business Management, A.S..... 139
Business Management, B.S.....140
Communications, B.A.....143
Computer Information Systems, B.S.....145
Computer Information Systems Minor.....147
Criminal Justice, A.S..... 147
Criminal Justice, B.S..... 149
Criminal Justice Minor..... 151
Cybersecurity, B.S..... 151
Finance, B.S.....153
Finance Minor.....154
General Studies, B.A..... 155
Healthcare Management, B.S..... 155
Healthcare Management Minor..... 157
Human Services, B.S..... 157
Humanities, B.A..... 159
Liberal Studies, A.A..... 160
Nursing, B.S.....161
Management Minor.....165
Philosophy, B.A.....166
Religion, B.A.....166
Philosophy and Religion Minor.....167
Pre-Law Minor.....167
Project Management, B.S..... 168
Project Management Minor..... 170
Psychology, B.A..... 170
Public Health, B.S.....175
Psychology Minor.....178
Social Science, B.A..... 178
Sociology, B.A.....179

Sociology Minor..... 182
Supply Chain Management Minor..... 182
Courses..... 183
All Courses..... 183
Accounting (AC).....183
Applied Data Science (DAT).....187
Art (AR).....188
Art History (AH)..... 192
Art Management (AM)..... 193
Art Therapy (AT).....193
Biology (BI).....198
Business & Economics (BE).....200
Chemistry (CH).....201
College Course (CC).....205
Communications (CO).....206
Computer Information Systems (CIS).....210
Criminal Justice (CJ)..... 216
Drama (DR)..... 220
Education (ED)..... 220
English (EN)..... 229
Finance (FIN).....237
Global Studies (GL).....240
Healthcare Administration (MH)..... 240
History (HI).....241
Human Services (HS)..... 244
Humanities (HU).....246
Instructional Design/Technolog (IDT)..... 247
Languages & Cultures (LC).....249
Liberal Studies (LS).....253
Management (MG).....254
Management/Organization Lead. (MOL)..... 260
Master Business Administration (MB).....263
Mathematics (MA).....265
Music (MU)..... 268
Nursing (NR)..... 269
Philosophy (PH).....273
Physical Science (SC).....276
Political Science (PO).....278
Psychology (PY)..... 281
Public Administration (MP).....296
Public Health (PHS)..... 299
Reading & Language Arts (RLA)..... 300
Religion (RS)..... 302
Social Work (SW).....307
Sociology (SO)..... 308
Sport Management (SM)..... 311
Directories.....314
Board of Trustees.....314
The Administration..... 317
The Faculty..... 320
Driving Directions/Maps..... 325
Keyword Index.....326

General Information

Introduction: St. Albert the Great

Adult Degree Program Course Catalog 2025–2026

St. Albert the Great, the patron of Albertus Magnus College, was born about 1200 into the family of the counts of Bollstadt at Lauingen in Swabia. After a few months of study at Bologna and Padua, he entered the recently founded Dominican order in 1223. For the next three decades, he studied and taught in Paris and Cologne, where the young Thomas Aquinas was among his students. In 1254, Albert was elected prior provincial of Germany and soon after was appointed papal theologian and named Bishop of Ratisbon. Yearning for academic life, he resigned his episcopal appointment in 1262 and returned to Cologne for a life of prayer and study. Albert died in Cologne in 1280.

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

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

This catalog details the latest available information regarding academic offerings and information for the academic year. Albertus Magnus College reserves the right to make any changes deemed necessary, at any time and without prior notice, to the rules governing admission, tuition, fees, programs, curriculum, course structure and content, granting of degrees, and regulations. Every effort has been made to ensure the accuracy of the information in this catalog at the time of publication however, the College cannot be held responsible for typographical errors or omissions that may have occurred.

This catalog is provided to students and applicants for their general information and guidance only. We encourage students to confirm information and requirements with their advisors. This catalog is for informaitonal purposes only and does not constitute a contract, either expressed or implied, and is subject to revision at the College's discretion.

Students should be aware that additional requirements may be imposed for certification or licensure (even once a plan of study has been approved) if outside licensing or accrediting agencies impose such requirements. A plan of study may be subject to revision to reflect such additional requirements.

Volume XI, August 2025

Albertus Magnus College, 700 Prospect Street, New Haven, CT 06511

Produced by the Office of Academic Affairs

Academic Year

Academic Calendar 2025-2026: Adult Undergraduate Degree Program

FALL 2025 - MOD. 1	
August 15, 2025	Last Day to Remove Mod. 5 2025 Incompletes
August 18, 2025	Classes Begin
August 22, 2025	Last Day to Add/Drop
August 25, 2025	First Day to Withdraw
September 1, 2025	Labor Day - College Closed
September 2, 2025	Pass/Fail Deadline
October 10, 2025	Classes End/Incomplete Deadline
FALL 2025 - MOD. 2	
October 20, 2025	Classes Begin
October 24, 2025	Last Day to Add/Drop
October 27, 2025	First Day to Withdraw
November 3, 2025	Pass/Fail Deadline
November 7, 2025	Last Day to Remove Mod. 1 2025 Incompletes
November 24-28, 2025	Thanksgiving Break - No Classes (College Closed November 26-28)
December 12, 2025	Last Day to Withdraw
December 19, 2025	Classes End/Incomplete Deadline
Winter Intersession: january 2-20, 2026 (optional)	
January 2, 2026	Classes Begin/Last Day to Add
January 5, 2026	Last Day to Drop/ Pass/Fail Deadline
January 6, 2026	First Day to Withdraw
January 16, 2026	Last Day to Withdraw

January 19, 2026	Martin Luther King Jr. Day - College Closed (Online Intersession Classes Held)
January 20, 2026	Classes End/Incomplete Deadline
SPRING 2026 - MOD. 3	
January 12, 2026	Classes Begin
January 16, 2026	Last Day to Remove Mod. 2 2025 Incompletes
January 16, 2026	Last Day to Add/Drop
January 19, 2026	Marin Luther King Jr. Day - College Closed
January 20, 2026	First Day to Withdraw
January 26, 2026	Pass/Fail Deadline
February 16, 2026	President's Day - College Closed
February 17, 2026	Last Day to Remove Intersession Incompletes
February 27, 2026	Last Day to Withdraw
March 6, 2026	Classes End/Incomplete Deadline
SPRING 2026 - MOD. 4	
March 16, 2026	Classes Begin
March 20, 2026	Last Day to Add/Drop
March 23, 2026	First Day to Withdraw
March 30, 2026	Pass/Fail Deadline
April 2-6, 2026	Easter Break - College Closed (April 3)
April 7, 2026	Last Day to Remove Mod. 3 2026 Incompletes
May 1, 2026	Last Day to Withdraw
May 8, 2026	Classes End/Incomplete Deadline
May 16, 2026	Baccalaureate Mass & Laurel Awards Ceremony
May 17, 2026	Commencement
SUMMER 2026 - MOD. 5	
May 25, 2026	Memorial Day - College Closed

May 26, 2026	Classes Begin
May 29, 2026	Last Day to Add/Drop
June 1, 2026	First Day to Withdraw
June 2, 2026	6-Week Classes Pass/Fail Deadline
June 9, 2026	8-Week Classes Pass/Fail Deadline
June 10, 2026	Last Day to Remove Mod. 4 2026 Incompletes
June 19, 2026	Juneteenth - College Closed
June 26, 2026	6-Week Classes Last Day to Withdraw
July 2, 2026	6-Week Classes End/Incomplete Deadline
July 3, 2026	Independence Day (observed) – College Closed
July 10, 2026	8-Week Classes Last Day to Withdraw
July 17, 2026	8-Week Classes End/Incomplete Deadline

Holidays are observed as listed above, but contact hours (2 hours and 20 minutes) must be made up weekly on another day through online assignments.

The College

Mission Statement of Albertus Magnus College

Albertus Magnus College provides a holistic, liberal arts-based education that promotes the search for Truth in all its dimensions and is practical in its application. As a Catholic college founded by the Dominican Sisters of Peace and supported by the Pillars of Study, Prayer, Community, and Service, Albertus Magnus provides learning opportunities that respond to the diverse needs of its students and the ethical challenges of society.
Approved by the Board of Trustees March 21, 2003
Updated 2024

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.

Statement of Catholic Identity

Albertus Magnus College is a Catholic college founded by the Dominican Sisters of Peace in 1925. Inspired by the life of Jesus and the social teaching of the Church, we affirm the dignity of each person and the call to pursue the common good. We cherish the diversity of our community as an expression of the creative variety in our world, and we embrace respectful dialogue (disputatio) as a means of building friendship amid differences. Nourished by our Dominican roots, we follow our namesake, St. Albert the Great, in pursuing Truth, the complementary relationship between faith and reason, and social justice. As a liberal arts-based college rooted in scholarly exploration and the principles of academic freedom, we are committed to empowering our students, faculty, staff, and neighbors to cultivate lives of curiosity, contemplation, action, and community.

September, 2001
Updated 2024

Goals

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

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

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

History

In 1924, the Dominican Sisters of St. Mary of the Springs, now known as the Dominican Sisters of Peace, purchased an estate at 700 Prospect Street in New Haven, Connecticut to establish New England's first Catholic residential liberal arts college for women. They named their new institution Albertus Magnus College after St. Albert the Great, the thirteenth century medieval scholar, philosopher, theologian and bishop. The College's charter was signed on July 13, 1925, and the first classes were held in Rosary Hall on September 24, 1925.

Since its founding in 1925, Albertus Magnus College has acquired several historic mansions that are now used for student housing and administration. Buildings that have been constructed exclusively for Albertus are Dominican Hall, a dormitory; Aquinas Hall, the main academic building; the Hubert Campus Center, the hub of campus social activity which was first constructed in 1970 and renovated in 2019; the Cosgrove, Marcus, Messer Athletic Center, the home of Falcon Athletics; and the Mary A. and Louis F. Tagliatela Academic Center, a state-of-the-art venue that houses science laboratories, nursing facilities, and an atrium that is frequently used for events.

As Albertus grew and evolved, it extended its reach through the expansion of its Continuing Education program. In 1973, Albertus was a pioneer in launching Begin Again, its first flexible evening program for adult learners. In 1975, the Board of Trustees voted to omit the words "of women" from the College's charter to allow the awarding of degrees to men through the Office of Continuing Education. In 1985, after sixty years of being an exclusively female undergraduate institution, the Board of Trustees unanimously voted to make the College fully co-educational.

In 1992, the College offered its first graduate program, the Master of Arts in Liberal Studies. In the years that followed, Albertus has introduced new graduate and undergraduate programs and developed on-ground, blended, and online learning options.

Today, Albertus offers its academic programs through the Traditional Undergraduate Program, Adult Degree Program and Graduate Programs.

Today, Albertus Magnus College is proud of its commitment to making accessible a practical, liberal arts-based education rooted in Dominican values expressed through the four Dominican Pillars of study, prayer, community and service. Designated as the most diverse Catholic College in New England and achieving Hispanic Serving Institution (HSI) status in fall of 2023, Albertus Magnus College celebrates its diverse and multi-talented student body. The College remains ever true to its Dominican heritage and its dedication to the search for truth in all its dimensions.

The Presidents

The Presidents of Albertus Magnus College:

Sister Dolorita Carton, O.P. 1925 –1929
Sister Isabel Oger, O.P. 1929 –1935
Sister Anacletus Oger, O.P. 1935 –1938
Sister Isabel Oger, O.P. 1938 –1941
Sister Uriel Conlon, O.P. 1941–1944
Sister Mary Samuel Boyle, O.P. 1944 –1947
Sister Irmina Longstreth, O.P. 1947–1949
Sister Coralita Cullinan, O.P. 1949 –1953
Sister Lucia Deku, O.P. 1953 –1956
Sister Marie Louise Hubert, O.P. 1956 –1971
Dr. Francis Horn 1971–1974
Sr. Francis de Sales Heffernan, O.P. 1974 –1982
Dr. Julia M. McNamara, President Emerita 1982–2016
Sister Anne Kilbride, O.P., Interim 2016– 2017
Dr. Marc M. Camille 2017– Present

The Tradition of Honor

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

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

Intellectual Honesty

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

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

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

The following regulations are in keeping with these standards:

Examinations

- Under the honor system, examinations are not proctored.
- A student shall neither give nor accept help during examinations or quizzes.
- A student must sign (or type for online assessments) the following statement at the end of the examination: ***I declare the honor pledge.***
  Students may not use books, written materials, study guides, or electronic devices of any kind while taking an in-person or online examinations, unless specifically permitted or required to do so by the instructor.

Plagiarism

Plagiarism is the most 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. No paper or report 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.

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

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

Student Code of Conduct

Students are expected to treat each other, their instructors, and administrative staff with courtesy and respect at all times, and in all means of verbal and written communication. At no time should any individual be made to feel threatened or offended. The use

of obscene, profane or offensive language, loss of temper, aggressive behavior, and disruptive outbursts are considered inappropriate and, therefore, unacceptable. Additionally, students are expected to adhere to all policies of Albertus Magnus College such as the policy on drugs and alcohol, the policy on sexual harassment, and the policy on racism and acts of intolerance. The College reviews violations of the Code of Conduct on an individual basis. Failure to comply with the Code of Conduct may result in administrative withdrawal from the College.

The Albertus Community

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

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

The Adult Degree Program is designed specifically to meet the needs of the adult learner at the undergraduate and graduate levels. The program features a flexible scheduling system that permits students to attend on either a full or part-time basis. Innovative approaches to adult learning combine the convenience of online instruction with the personalized classroom attention that is a hallmark of the Albertus experience.

See the Albertus Magnus College website for the most current offerings and locations: www.albertus.edu.

Dominican Mission, Ministries, and the Meister Eckhart Center

Since its founding, the mission of Albertus Magnus College has been grounded in its

Catholic, Dominican heritage. Our commitment to faith, peace and justice leads us to recognize the dignity of every person and to work toward greater opportunity for all. In this spirit, The Dominican Mission and Ministries team and the Meister Eckhart Center accompany students, faculty, and staff of all faith traditions in their spiritual development and service to the local and global community.

Dominican Mission

The Office of Dominican Mission promotes the mission of the college, "the pursuit of truth in all its dimensions", through the lens of Catholic identity, grounded in the Catholic

intellectual tradition and Catholic Social Teaching, and the Dominican tradition of the

college. Essential to the development of mission is the promotion of the four pillars of Dominican life: study, prayer, community and service. The four pillars provide a way to integrate the full college experience for all members of the community and those we collaborate with in the wider community.

Dominican Ministries and Service

The Office of Dominican Ministries and Service invites students and the college

community to live the four Dominican pillars by encouraging all to place their gifts and talents in the service of others. Students and the college community are encouraged to organize activities to promote personal and communal spiritual growth, the pursuit of truth through study and reflection, the development of community, and the generosity of heart that flows over into service. Students from all faith traditions and non-believers are welcomed and encouraged to be part of these experiences.

Meister Eckhart Center

The Meister Eckhart Center for Catholic and Dominican Life engages the community in dialogue by integrating the Dominican values of contemplation and action with the calling to promote a more just and peaceful world. It pursues this mission through gatherings, discussions, and projects that support contemplation and action at Albertus, in New Haven, and beyond. The center also collaborates with neighboring institutions and organizations in pursuit of the common good and invites students to join this work.

Location

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

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

Accreditation

Institutional Accreditation

Albertus Magnus College is accredited by the New England Commission of Higher Education. Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality

periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

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

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880
781-425-7785
E-Mail: info@neche.org

Business Programs Accreditation

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

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

Art Therapy and Counseling Program Accreditation

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

Education Programs Accreditation

Albertus Magnus College's Initial Undergraduate Teacher Preparation Program, Post-Baccalaureate Initial Teacher Preparation Program and Advanced Literacy Specialist Program (AAP) are accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP promotes excellence in educator preparation through content and pedagogy, clinical partnerships and practice, candidate recruitment, progression, and

support, program impact, and quality assurance and continuous improvement. Albertus Magnus College's accreditation is effective Fall 2022 - Fall 2029.

CAEP requires the Albertus Magnus College Educations Programs to report annually on specific reporting measures to evaluate Program Impact and Program Outcomes.

Inquiries regarding accreditation status should be directed to the Director of the Education Programs. Individuals may also contact:

Council for the Accreditation of Educator Preparation (CAEP)
1140 19th Street NW, Suite 400
Washington, D.C. 20036
203-227-0077
Website: caepnet.org

Human Services Program Accreditation

The Master of Science in Human Services is accredited by the Council for Standards in Human Service Education (CSHSE) located at 9600 SW Oak Street, Ste 565, Tigard, OR 97223.

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. For students, staff and faculty who have exhausted all institutional grievance procedures, the following accrediting and state agency is available to handle student's complaints:

State of Connecticut Department of Higher Education
Emily Bjornberg, Senior Consultant Academic Affairs
450 Columbus Boulevard, Suite 707, Hartford, CT 06103-1841
Phone: 860-947-1824
Email: Emily.Bjornberg@ct.gov
www.ctohe.org/StudentComplaints.shtml

NC-SARA Student Complaint Process

Albertus Magnus College has been approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). A number of U.S. states and territories have entered into a voluntary agreement called the State Authorization Reciprocity Agreement (SARA) that establishes one set of national standards and regulations for offering certain out-of-state activities.

The State Authorization Reciprocity Agreements (SARA) aims to improve the educational experience for out-of-state distance education students by ensuring consumer protection and promoting high standards of accountability and transparency among institutions. Overall, SARA enhances the educational experience for out-of-state distance education students by providing a structured approach to consumer protection and ensuring that institutions maintain high standards of accountability and transparency.

Under NC-SARA rules, students have the right to lodge a complaint or grievance if that student's experience in an online program is not what they anticipate. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA) must first be filed with the college to seek resolution. SARA consumer protection provisions require the College, through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity, including the provision of false or misleading information.

Students have two years to submit a SARA-related complaint. SARA policies do not cover complaints related to grades and student conduct issues and are not governed by this distance education complaint process. All student complaints must be filed with the State of Connecticut Department of Higher Education, Office of Academic Affairs at:
State of Connecticut Department of Higher Education
Emily Bjornberg, Senior Consultant Academic Affairs
450 Columbus Boulevard, Suite 707, Hartford, CT 06103-1841
Phone: 860-947-1824
Email: Emily.Bjornberg@ct.gov
www.ctohe.org/StudentComplaints.shtml

Should a complaint not be resolved through the above-referenced entity, the contact information for Albertus Magnus College's regional accreditor is provided below.
New England Commission on Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880
781-425-7785
Email: info@neche.org

For more information on the student complaint process, please see:

- NC-SARA Student Complaint Process
- State Portal Entity Contacts

National Council for State Authorization Reciprocity
3005 Center Green Drive, Suite 130
Boulder, Colorado 80301
Phone: 303-848-3275
Email: info@nc-sara.org
https://nc-sara.org/state-portal-entity-contacts

- Student Complaint Information by State and Agency

Additional information on Consumer Protection Complaint Procedures – can be found in Section 4 of the NC-SARA Policy Manual.

Memberships

Albertus Magnus College holds institutional memberships in the following:

Alpha Phi Sigma

Alpha Sigma Lambda

American Art Therapy Association

American Association of College Admissions Counselors

American Association of Colleges for Teacher Preparation

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 College Unions International

Association of Governing Boards

Association for Orientation–Transition–Retention in Higher Education

Association of Title IX Administrators

Association of Writers and Professional Programs

Chi Alpha Sigma

Clery Center

College Board

College and University Professional Association for Human Resources

College Sports Communicators

Commission on Accreditation of Allied Health Education Programs

Conference of Small Private Colleges

Connecticut Association of Collegiate Registrars

Connecticut Conference of Independent Colleges

Connecticut Library Consortium

Council of Independent Colleges Online Course Sharing Consortium

Council for Adult and Experiential Learning

Council for the Accreditation of Educator Preparation

Council for the Advancement and Support of Education

Council for Higher Education Accreditation

Council for Standards in Human Service Education

Council of Independent Colleges

The Dominican Consortium

Dominican Higher Education Council

Great Northeast Athletic Conference

International Accreditation Council for Business Education

NACADA: National Academic Advising Association

NAFSA: Association of International Educators

National Alliance of Concurrent Enrollment Partnerships

National Association of Colleges and Employers

National Association of College and University Business Officers

National Association of Collegiate Directors of Athletics

National Association of Educational Procurement

National Association of Independent Colleges and Universities

National Association of Student Financial Aid Administrators

National Association of Student Personnel Administrators

National Association of Veterans' Program Administrators

National Association for Campus Activities

National Association for Colleges Admissions Counselors

National Catholic Educational Association

National College Athlete Honor Society

National Collegiate Athletics Association

National Collegiate Honors Council

New England Association for College Admissions Counselors

New England Association of Collegiate Registrar and Admissions Officers

New England Commission of Higher Education

New England Hockey Conference

Quality Matters

The Campus

Albertus Magnus College is located in one of the distinguished residential neighborhoods of urban New Haven. The 50-acre tree-lined campus is located in the Prospect Hill neighborhood – easily accessible to Downtown New Haven thanks to our free shuttle service – with New York City and Boston just a short ride away via train or bus.

The garden-like grounds are also home to many of this area’s historic 19th century mansions – several of which are owned by the College and used as residence halls and administrative offices.

Our close-knit campus community provides support, safety and security as well as plenty of facilities to explore and learn. Those facilities include the newly renovated Hubert Campus Center – the living room of the College that also houses the Behan Community Room, the Pub, and the campus store.

Other facility features are:

- The Tagliatela Academic Center with its state-of-the-art science and nursing labs;
- Aquinas Hall academic building with Bree Common;
- Walsh Hall, home of our College Chapel;
- Weldon Hall – one of the original campus buildings now renovated for programs in the Education department
- Rosary Hall – our grand focal point and library
- Cosgrove, Marcus, Messer Athletic Center – our NCAA Division III home to swimming and diving and basketball as well as the campus racquetball courts, weight and cardio rooms.
- Outdoor sporting and recreational facilities for soccer, tennis, and softball as well as a track for running and informal activities.

Buildings

Aquinas Hall

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

Cosgrove, Marcus, Messer Athletic Center

The Cosgrove, Marcus, Messer Athletic Center has 60,000 square feet of athletic and recreational facilities. Included in the Athletic Center is a six-lane, 25-yard pool, a large double gymnasium, a state-of-the-art fitness center, intercollegiate weight room, Athletic Training room, classroom, and six locker rooms.

Hubert Campus Center

Opened in 1970, the award-winning Hubert Campus Center received a Chicago Athenaeum American Architecture Award in 2023 for the major renovation in 2019 to expand the services and facilities that support the life of the College community. The Center includes several dining facilities, an interactive game room and conference rooms, Esports suite, multi-use gathering spaces, a health clinic and counseling services, a fitness center, Tab's Pub, Tab's on Deck, a rooftop garden, the Falcon Campus Store, and is home to the Division of Student Affairs. A bridge connects the Hubert Campus Center to the upper campus.

Mary A. and Louis F. Tagliatela Academic Center

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

Mohun Hall

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

Mohun Annex

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

Rosary Hall Library and Learning Commons

Rosary Hall, the most historic building on campus and the largest existing mansion in New Haven, has undergone extensive renovations to become a modern Learning Commons. Alongside Library and Information Technology Services, the Learning Commons brings together many student support services into one location, including the Lillian Adley Germain ‘57 Center for Academic Success, Career and Professional Development Services, the Office of Dominican Mission, and the Meister Eckhart Center for Catholic and Dominican Life. This inspiring atmosphere provides facilities for group and individual study, access to collaborative workstations and computers, a darkroom and digital photography lab, an instructional technology learning lab, areas for quiet study, several classrooms, an outdoor Italian garden, and the information help desk.

St. Catherine of Siena Chapel

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

Walsh Hall

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

Weldon Hall

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

Parking

All students, faculty and staff who park on campus must register their vehicle and display a College permit/decal. Permits are available at the Public Safety office located in Dominican Hall. The permit must be affixed to the lower driver side front windshield. Motorcycles are vehicles and must also be registered on campus, however the requirement to display a permit is waived. The transfer, exchange, misuse, or reproduction of the decal is unauthorized and violators are subject to ticketing and towing enforcement. There is no cost to register a vehicle on campus.

Parking is permitted only in designated parking lots by sticker type.

- Commuter/Part Time Students: Tier Lot, Rosary Hall, Athletic, Campus Center and Aquinas side lots. Aquinas Rear Lot is reserved for Faculty/Staff only.
- Resident Student parking: McAullife Hall, Sansbury Hall, Siena Hall, Nilan Hall, and Tier Lot.
- 490 Apartments: Restricted to those students who receive assigned parking spaces. 490 permits may also park in the Tier Lot on campus.
- 490 residents who are not assigned a space will receive a commuter parking permit.
- Faculty/Staff: All parking lots except 490 Apartments.

Campus Entrance Gates and Street Addresses

Gate 1: 700 Prospect Street, New Haven, CT
Rosary Hall, McAuliffe Hall, Celentano Field

Gate 2: 790 Prospect Street, New Haven, CT
Siena Hall

Gate 3: 810 Prospect Street, New Haven, CT
Sansbury Hall

Gate 4: 80 Goodrich Street, Hamden, CT or New Haven, CT
Tier Lots, Shea Softball Field, Aquinas Hall, Tagliatela Academic Center

Gate 5: 861 Winchester Avenue, New Haven, CT
Open for special events only

Gate 6: 333 Huntington Street, New Haven, CT
Cosgrove Athletic Center, Weldon Hall, Hubert Campus Center, Tagliatela Academic Center, Aquinas Hall

Gate 7: 275 Huntington Street, New Haven, CT
Dominican Hall, Deliveries for the Campus Center, NO PARKING LOT ACCESS

Public Safety

The mission of the Albertus Magnus College Department of Public Safety is to provide a safe and secure environment by protecting the well-being of all community members. For this purpose, the Department of Public Safety is service oriented to meet the specialized needs of the campus community. Duties include, but are not limited to: detecting potential crimes of opportunity; maintaining a proactive approach to deterring crime by emphasizing highly visible patrols; identification and elimination of all hazardous conditions; public interaction and community awareness of security related issues; and the enforcement of traffic and parking rules and regulations. The Department of Public Safety is supportive of the College's mission statement in that it**...**"remains dedicated to providing an opportunity for learning which responds to the academic needs and ethical challenges of its students and society."

Department of Public Safety: Dominican Hall; 203-773-8509

In case of a life-threatening emergency, call 911 or Public Safety.

Campus Building Addresses:

Aquinas Hall - 915 Winchester Avenue, New Haven, CT 06511
Cosgrove, Marcus, Messer Athletic Center- 303 Huntington Street, New Haven, CT 06511
Dominican Hall - 730 Prospect Street, New Haven, CT 06511
Hubert Campus Center - 831 Winchester Avenue, New Haven, CT 06511
McAuliffe Hall - 760 Prospect Street, New Haven, CT 06511
Mohun Hall - 765 Prospect Street, New Haven, CT 06511
Nilan Hall - 300 East Rock Road, New Haven, CT 06511
Rosary Hall - 700 Prospect Street, New Haven, CT 06511
Sansbury Hall - 810 Prospect Street, New Haven, CT 06511
Siena Hall - 790 Prospect Street, New Haven, CT 06511
Tagliatela Academic Center - 871 Winchester Avenue, New Haven, CT 06511
The Apartments at 490 Prospect - 490 Prospect Street, New Haven, CT 06511
Walsh Hall - 861 Winchester Avenue, New Haven, CT 06511
Weldon Hall- 811 Winchester Avenue, New Haven, CT 06511

LiveSafe

Albertus Magnus College monitors **LiveSafe**, which is a free security app that is available to all campus community members. LiveSafe allows the community the ability to connect with Public Safety through the app – report suspicious activity with photos/ videos, request a virtual escort, find directions on campus, and report emergencies. We encourage all College community members to download and set up the LiveSafe app, available in your app store.
The College has a strong partnership with the City of New Haven Police Department (NHPD). Often, the College has a NHPD Officer on campus to work alongside Public Safety. The Police Officer is here to serve as both a crime deterrent and community partner.

Community members may request safety escorts by contacting Public Safety.

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. 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. Students are automatically enrolled with their Albertus.edu email address and phone number provided during College enrollment. Please contact Public Safety if you need to update your phone number.

Academic Programs Overview

Undergraduate Programs Overview

The Traditional Undergraduate Program

The Albertus Magnus College Traditional Undergraduate Program is a semester-based undergraduate experience at our New Haven campus. Assisting students to develop insight into the world and their place in it, the Traditional Undergraduate Program

stresses the Liberal Arts as a foundation for the skills, knowledge, and dispositions needed to build meaningful lives and careers. Featuring small class sizes, personalized attention from highly qualified faculty who are masters of their disciplines and the craft of teaching, the Program offers over thirty majors in the Liberal Arts and Sciences, Business and Education.

The Adult Undergraduate Program

Adult learners may enroll full-time or part-time in the Adult Degree Program, which offers a wide array of Liberal Arts and professional degrees. 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 Adult Degree Program offers the following undergraduate degrees: Associate of Arts, Associate of Science in Business Management, Associate of Science in Criminal Justice, Bachelor of Arts and Bachelor of Science.

Graduate Programs Overview

Arts and Humanities

Department of English and Humanities

Master of Fine Arts in Writing

The Master of Fine Arts in Writing (M.F.A.) prepares students to develop knowledge of the conventions of specific writing genres, to understand the creative process, and to assess market trends in specific areas of professional writing. Students gain experience in preparing an effective project synopsis and outline, in submitting materials that conform to industry expectations and standards, and in planning and executing a major project in a specific genre of writing.

Sciences and Social Sciences

Department of Education and Teacher Preparation

Advanced Alternative Preparation Program

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

Master of Science in Education

The Master of Science in Education–STEM is a graduate professional degree designed for teachers. The purpose of this program is to strengthen the knowledge and skills required for effective teaching with an infusion of STEM Education. STEM is a burgeoning, integrated subject-area, which pK-12 teachers of all content-areas and grade levels may tap into to appropriately prepare students to be 21st century learners and

professionals. Through the program, certified teachers are also provided with a pathway to the #047 Technology Education cross-endorsement.

The program meets the Connecticut law that to qualify for a professional educator certificate, a person who holds or has held a provisional educator certificate must obtain a master's degree in an appropriate subject matter area

The program includes instruction in leadership skills with the goal of enabling completers of this degree to become STEM leaders among their colleagues in the districts and schools where they teach. The program stresses the importance of seeking out, understanding, and applying insights from current educational research, with the fundamental goal of improving instruction for all students. The program culminates with students writing a grant to bring a specific STEM technology/pedagogy to their classroom.

Post-Graduate Certificate in STEM Leadership

The Post-Graduate STEM Leadership Certificate is a 12-credit graduate professional certificate designed for teachers. The purpose of this program is to strengthen the knowledge and skills required for effective teaching with an infusion of STEM Education. STEM is a burgeoning, integrated subject-area, which pk-12 teachers of all content-areas and grade levels may tap into to appropriately prepare students to be 21st century learners and professionals.

The program includes instruction in leadership skills with the goal of enabling completers of this degree to become literacy or STEM leaders among their colleagues in the districts and schools where they teach. The program stresses the importance of seeking out, understanding, and applying STEM pedagogy and curriculum integration, with the fundamental goal of improving instruction for all students. Through the program, certified teachers are also provided with a pathway to the #047 Technology Education cross-endorsement.

Post-Baccalaureate Initial Teacher Preparation Program

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

Department of Criminal Justice

Master of Science in Criminal Justice

The Master of Science in Criminal Justice is a 30-credit graduate professional degree program designed to prepare students to assume the growing number of professional and leadership positions within the criminal justice system.

The program allows students to pursue concentrations in correctional administration or correctional healthcare management.

Department of Psychology

Master of Arts in Art Therapy and Counseling

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

Master of Science in Clinical Counseling

The Master of Science in Clinical Counseling program is a 60-credit program that enables students who have successfully completed the program to meet the education requirement for becoming a Licensed Professional Counselor (LPC) in the State of Connecticut. The program offers two tracks, one in mental health counseling and one in addiction counseling, and meets on a traditional semester calendar with a shorter summer term. (Students that choose the addiction counseling track will also take eight-week, module-based graduate courses.)

Master of Science in Human Services

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

Post-Graduate Certificate in Addiction Counseling

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

Business and Leadership

Master of Business Administration

The Master of Business Administration (M.B.A.) is a 30-credit graduate program that prepares business leaders with highly developed analytical and communication skills, a mastery of vital tools and concepts used in the business environment, and a preparation

for ethical leadership in their chosen fields. The M.B.A. is designed forworking professionals who seek to advance their education while pursuing their career.

Master of Public Administration

The Master of Public Administration (M.P.A.) is a 30-credit graduate degree program designed for working professionals seeking a long-term career working for nonprofits, nongovernmental organizations (NGOs), or government agencies. The MPA program is based on an interdisciplinary approach that enables students to lead, implement policy, solve problems, and improve efficiency in nonprofit organizations, institutions, and different levels of government.

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

Master of Science in Accounting

The Master of Science in Accounting (M.S.A.) is a professional degree designed to provide students with a strong knowledge of accounting principles and to prepare them for a variety of careers in the accounting field. Students can pursue a concentration in finance.The 30-credit M.S.A. may be used toward the 150 credit hours required by most states for C.P.A. certification.

Master of Science in Healthcare Administration

The Master of Science in Healthcare Administration is a 36-credit graduate professional degree designed for students who wish to acquire knowledge and skills in the five domains of health administration: communication and relationship management, professionalism, leadership, knowledge of the healthcare environment, and business knowledge and skills. The program prepares students for careers using their knowledge in various roles within the healthcare industry.

Master of Science in Instructional Design and Learning Technology

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

Master of Science in Management and Organizational Leadership

The Master of Science in Management and Organizational Leadership is a 30-credit graduate program that supports the advancement of working professionals in corporate, non-profit, and public organizations. Participants gain knowledge and skills for managing organizational change in the context of dynamic technological and global environments.

Admissions

Who May Apply

The Albertus Magnus College Adult 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. Depending on educational background and work experience, prospective students may be required to have an interview with the Director of Admissions and/or Dean for Advising and Student Success to determine if the program is appropriate for them.

How to Apply

- Applicants may electronically apply for admission through the Albertus Magnus College website. An application fee is required at the time of application; the fee amount varies per program.
- Albertus Magnus College utilizes a system of rolling admission; as such, applicants may apply throughout the year. Modules typically begin in early January, mid-March, late May, late August, and late October.
- Applications will not be reviewed until all required/requested documentation, including transcripts, are received.

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 nationally or regionally accredited accredited institutions, approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA), attended*
  * Students may sign letters of exclusion for transcripts from colleges where credits were earned five years ago or longer.
  ** Students seeking financial aid may be required to submit additional documentation, including official transcripts from non-regionally accredited institutions, etc.
- 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

Reapplication

Applicants who declined a previous offer from admission/acceptance from Albertus Magnus College must submit a new application.

Readmission

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

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

Official transcripts from each college attended after Albertus Magnus College will be required for readmission consideration. Resubmission of original official transcripts may be required if the absence prior to re-enrollment exceeds five years.

The College seeks to readmit only those students who can demonstrate the ability to remain in good academic standing and complete degree requirements within a reasonable period of time.

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

It is important that students notify the financial aid and housing offices regarding their interest in applying for readmission as soon as possible.

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

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

International Students

- International students are welcome to apply to the Adult Degree Program as fully online students. Please see the requirements below:
  The following credentials are required of Online International Undergraduate Applicants:
- A completed online application and $35 application fee.

- Official academic records:
  1. Submit official secondary/high school transcripts and, if applicable, any post-secondary school (university/college) transcripts.
  2. If the original document is not in English, submit a word-for-word official translation notarized by a bona fide translating agency.
  3. For applicants who wish to receive transfer credit for coursework done at an institution abroad, please submit a credential report from an accredited company affiliated with the National Association of Credential Evaluation Services (NACES).
  4. If the applicant completed Advanced Placement (AP) or International Baccalaureate (IB) courses, the applicant must submit the AP or IB test scores in order to receive course credit.
- Proof of English language proficiency. Submit official test results showing our recommended acceptable minimum score from one of the following:
  1.SAT or ACT
  2. TOEFL (our institutional code is 3001) iBT: 80 PBT: 550 CBT: 213
  3. IELTS: 6.0
- At least one letter of recommendation, in English, from an academic source (e.g. teacher, advisor, or school principal).

Academic Credential Translation and Accreditation

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

English Language Requirements

Applicants whose first language is not English or who graduated from a non-English speaking high school must demonstrate proficiency in English to perform college-level work. This is verified by submitting official scores from one of the following standardized tests:

- SAT or ACT
- TOEFL (Institutional Code: 3001)
  - iBT:80
  - PBT: 550
  - CBT: 213
- IELTS: 6.0
- Duolingo English Test: 100
- Pearson PTE: 53

Alternatively, applicants may demonstrate proficiency by completing three or more years of study at a university or college where English is the primary language of instruction.

Obtaining Form I-20 and F-1 Visa

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

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

1. Apply for admission to Albertus by submitting all aforementioned materials required of applicants, as outlined by the Office of Admissions.

2. Gain admission.

3. Submit a nonrefundable deposit of US $400. An initial I-20 will be provided by Albertus once all required documentation is received. An I-20 will not be issued until the deposit is received by Albertus.

a. Valid passport with an expiration date greater than 6 months from the program start date.

b. Bank statement dated within 6 months that covers cost of tuition, living expenses and fees.

c. International Statement of Financial Support if the bank is not in the student's name or their parent's name.

d. If a student plans to bring dependents their passports will need to be provided as well as additional bank statements to cover the cost of living expenses.

e. Transfer students will also need to provide a copy of their F-1 visa, I-94 stamp, and current I-20

4. Once the student receives the signed I-20 document via mail, he/she must pay the I-901 SEVIS fee of US $350 online at https://www.fmjfee.com/i901fee/index.html. Students transferring their I-20 in active status do not need to pay the I-901 fee.

5. All international students, with the exception of Canadians, Bermudans and F-1 transfer students, must complete the DS160 form and apply for a visa interview online at https://ceac.state.gov/GenNIV. International staff offer mock visa interviews and consultation on the visa application process.

Maintaining Immigration Status

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

1. The student may only attend the institution listed on their I-20 (Albertus Magnus College).
2. The student must maintain full-time enrollment in a course of study each academic term. Summer term is optional. The minimum per semester is:
   - Undergraduates – 12 credits
   - Graduates – 9 credits
3. F-1 students are limited to the online classes they can take. Undergraduate students can only take one online only course per 12 credits, while graduate students can take only one online course per 9 credits. Any credits additional to the full time course load can be online yet if a student drops a course they must maintain the proper amount of in person.
4. In order to keep your I-20 valid, students must be making satisfactory progress towards the completion of their academic program. Repeated failures or withdrawals can impact your immigration status. We recommend that the student meet with Albertus staff if facing any academic difficulties.
5. The student must check the program end date on their I-20. (This is the expiration date.) If the student needs to remain in the U.S. longer than the period listed on the I-20, the student must file an I-20 extension at least 30 days before the program end date indicated on the I-20.
6. The student must not accept employment off campus without authorization from the PDSO or DSO. The student will be allowed to apply for curricular practice training (CPT) during their academic studies or optional practical training (OPT) after graduation. The student will be responsible for making an appointment with Albertus International staff (P/DSO) to apply for CPT or OPT authorization. A student must obtain authorization from the P/DSO before beginning any off campus work. The employment must be related to the student's field of study.
7. Students are allowed to work on campus but they must contact International Staff prior to engaging in on campus employment. The student must not work more than 20 hours per week during the academic year. Students can work up to 40 hours per week during the summer break.
8. The student is responsible for notifying Albertus of their intention to transfer to another US school.
9. If the student plans to travel outside the US and return to Albertus to continue their studies, the student must submit the I-20 to the International Staff for travel authorization at least two weeks before the intended travel outside the US.
10. Students must report any changes to degree, major, program level, funding source, name, or address to the Albertus International Staff within ten days of the change.

Notification of Admission

Applicants are notified of decisions regarding the acceptance or denial of their application for admissions via mail. Because Albertus Magnus College utilizes a system of rolling admission, students are notified of the decision on a continual basis.

English Placement Exam

New students who have never taken a college-level English class are required to take and pass an English placement exam before entering EN 101 College Writing. Students who do not demonstrate college-level writing proficiency on the exam or do not wish to take the placement exam must take EN 109 Elements of Effective Writing before EN 101.

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 take a CLEP examination in order to fulfill their mathematics or English 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.

Deferred Admission

Requests for deferred admissions will be considered only after an offer for admission has been accepted. A request for deferral can only be for one academic year.

Non-Matriculated Students

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

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

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

Transfer Credits

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

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

Credit for Prior Learning

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

Advanced Placement

The Advanced Placement (AP) Program offers college-level courses and exams that students can take in high school. Students can earn college credit if they satisfactorily pass the Advanced Placement examination with a score of 3 or above. AP credits may be used to fulfill general education requirements, serve as prerequisites for other courses or count towards major credit (upon approval and depending on the major). Credit

will not be awarded for any AP exam that duplicates the content of a college course for which a student has already received credit. These credits do not contribute to a student's undergraduate GPA.

Students should have their official score report sent to the Office of the Registrar (using college code 3001) for evaluation.

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) provides an opportunity for students to obtain academic credit by obtaining a satisfactory score on nationally standardized examinations prepared by the Educational Testing Service. CLEP credits may be used to fulfill general education requirements, serve as prerequisites for other courses or count towards major credit (upon approval and depending on the major). Credit will not be awarded for any CLEP exam that duplicates the content of a college course for which a student has already received credit. These credits do not contribute to a student's undergraduate GPA. Contact the Office of the Registrar for a list of minimum scores acceptable for academic credit at Albertus for the current catalog year.

Students should have their official score report sent to the Office of the Registrar (using college code 3001) for evaluation.

Dantes Subject Standardized Tests (DSST)

This credit by exam program offers students the opportunity to use their knowledge acquired outside of the classroom to accomplish their educational goals. While the exams are funded for active-duty military, DSST exams are not just for those in the military. Adult learners, homeschooled students, and military veterans are also eligible to earn college credits through DSST. Students can visit DSST exams to review offered exams, test prep, and locate a test center.

DSST credits may be used to fulfill general education requirements, serve as prerequisites for other courses or count towards major credit (upon approval and depending on the major). Credit will not be awarded for DSST tests that duplicate the content of a college course for which a student has already received credit. These credits do not contribute to a student's undergraduate GPA. Contact the Office of the Registrar for a list of minimum scores acceptable for academic credit at Albertus for the current catalog year.

Students should have their official score report sent to the Office of the Registrar (using college code 9240) for evaluation.

International Baccalaureate (IB)

Students who completed the International Baccalaureate Diploma Programme or took individual International Baccalaureate (IB) exams at the Standard Level (SL) Higher Level (HL) at their high school/secondary school should have their official score report sent to the Office of the Registrar for evaluation.

IB credits may be used to fulfill general education requirements, serve as prerequisites for other courses or count towards major credit (upon approval and depending on the major). Credit will not be awarded for IB tests that duplicate the content of a college course for which a student has already received credit. These credits do not contribute to a student's

undergraduate GPA. Contact the Office of the Registrar for a list of minimum scores acceptable for academic credit at Albertus for the current catalog year.

Military Experience

Credit for military experience is determined according to American Council on Education (ACE) military guidelines. These credit recommendations appear on the service member's Joint Services Transcript. Students with military experience should have their official transcript sent to the Office of the Registrar for evaluation.

Non-Collegiate Coursework and Programs

Students who take courses through online course delivery modules such as Straighterline, Coursera, Sophia Learning, etc. may be able to receive up to 15 transfer credits towards their degree upon admission. Official transcripts must include the American Council on Education (ACE) credit recommendation on them.
Department Chairs and Program Directors may approve substitutions towards stated degree requirements during advising. A course substitution form must be submitted to the Office of the Registrar. Courses taken in English, mathematics, or have an ACE recommendation of upper-level will be accepted as general electives only and not subject to substitution.

Students who are currently enrolled may transfer in up to 9 credits from online credit programs. These credits are considered part of the College's maximum requirement of 15 credits upon matriculation to the College, and will require the advanced approval of their department chair and the Office of the Registrar before courses are taken. Students who do not seek pre-approval for these courses will not be permitted to transfer them into the College.

Any and all credits accepted for transfer are subject to the College's overall transfer of credit policies. Please reference the transfer of credit policy to be familiar with requirements, limitations, and expectations.

Albertus Magnus College may require students to complete an assessment of course outcomes in order to officially accept the transfer credit. This may include and is not limited to: a final exam, final project, or portfolio to ensure that the student has obtained the appropriate breadth of content knowledge to be successful in their chosen field of study.

Industry Credentials

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

Portfolio Assessment

Albertus Magnus College will accept credit for prior learning demonstrated through the development of a portfolio evaluated by Charter Oak State College.

Course Audit Policy

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

Requirements and Conditions:

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

Procedure:

Those interested in auditing must complete the following:

- Persons who wish to audit must get a visitor’s audit application from the Office of the Registrar no earlier than 3 weeks prior to the start of classes and no later than the first day of classes. The Office of the Registrar will obtain approval from the course instructor and dean. Upon approval full course payment is required.
- An audited course will be indicated on the transcript with a grade of AUD. If the person is administratively withdrawn for non-attendance a grade of WA will appear on the transcript.

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

Incarcerated Students

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

Incarcerated students are not eligible to receive Federal Direct Student Loans but are eligible for Federal Work-Study and for the Federal Supplemental Educational Opportunity Grant (FSEOG). Incarcerated students in a federal or state facility may be eligible for Federal Pell Grants provided they are enrolled in an eligible prison education program. A student may receive a Federal Pell Grant if they are subject to an involuntary civil commitment following incarceration for a sexual offense as determined under the FBI's Uniform Crime Reporting Program. **Albertus Magnus College is not an approved prison education program at this time.**

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

Readmission of Uniformed Services Members

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

Financial Aid

Financial Aid Office

The mission of the Albertus Magnus College's FAO is to serve the student body and all members of the College community, facilitate access to higher education, provide financial means, assist in the achievement of enrollment goals, promote financial knowledge, and adhere to all state and federal compliance regulations.

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.

The Pillar Award……..$1,000

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

Bartolomé de las Casas Scholarship……up to $500

Bartolomé century Dominican historian and social reformer who defended the rights of indigenous people and advocated for humane colonization policies. He is considered to be one of the first human rights advocates. This scholarship is awarded to the spouse or child of a service member or veteran who is new to Albertus and pursuing an undergraduate degree. A stepchild or adopted child is also eligible. The applicant must provide a copy of the DD214 or DD220 Member-4 Page. This scholarship is applied to tuition and fees and books and supplies only. The Bartolomé de las Casas Scholarship is annually renewable for recipients who maintain Satisfactory Academic Progress and who remain enrolled full-time at Albertus. For more information, please contact the Financial Aid Office at (203) 773-8508.

Francisco de Vitoria Scholarship……up to $500

Francisco de Vitoria was a Dominican theologian known for his work on human rights and the importance of peacemaking and conciliation. He is considered to be a defender of the oppressed. This scholarship is awarded to an undergraduate student who is an honorably discharged or under honorable conditions veteran. The student must provide proof of honorable discharge such as a copy of the DD214 Member-4 Page. This scholarship is applied to tuition and fees and books and supplies only. The Francisco de Vitoria Scholarship is annually renewable for recipients who maintain Satisfactory Academic Progress and who remain enrolled full-time at Albertus. For more information, please contact the Financial Aid Office at (203) 773-8508.

Endowed and Restricted Scholarships

Various endowed and restricted scholarships may be available to students in the accelerated adult undergraduate program. Eligibility is subject to restrictions set forth by the donor(s) of each scholarship. Due to our generous alumni and donors, new Endowed Scholarships are created annually. For a full list of Endowed Scholarships and opportunities please contact the financial aid office directly at financial_aid@albertus.edu.

How to Apply for Financial Aid

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

- Students will need to include the Albertus Magnus College school code: 001374
- Students enrolling in the accelerated adult undergraduate program must then also complete the institutional Modular Aid Application. Applications are available on the Net Partner website, which can be accessed via the Albertus Magnus College website, myAlbertus Portal, or www.albertus.edu/netpartner.
- 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 by priority deadlines set and at least six weeks prior to the start of the Module. It is the responsibility of the student to complete this process annually.

Awarding Process

Financial Aid Offer Letters are released on a rolling basis beginning in June. All financial aid recipients must have a completed file in order to have their account processed in a timely manner. Offers for an academic year are credited to the student’s account by the Bursar's Office per semester.

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

Net Partner Portal

All financial aid applicants have access to Albertus Magnus College’s financial aid platform, Net Partner. On Net Partner, you can:

- Complete our institutional financial aid application online
- Check the status of your application
- View a list of documents we've received from you and a list of the documents still outstanding

- View your Financial Aid Offers
- View your student loan history
- Check the status of your student loans for the current year

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

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

Need-Based Financial Aid

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

Types of Financial Aid Available: Grants

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

Federal Supplemental Educational Opportunity Grants (FSEOG)
This grant program is funded by the federal government and is offered to students with the highest need, with priority given to Pell Grant recipients.

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

Connecticut Roberta B. Willis Scholarship Program
Need-based award for Connecticut residents attending at least half-time who are working toward their first bachelor's degree and who have an SAI as determined by the FAFSA that is less than the maximum SAI set by the State of Connecticut annually. There are currently three programs offered through the Connecticut Roberta B. Willis Scholarship Program: Neet-Merit-Based, Need-Based, and Federal American Rescue Plan Act.

Connecticut Minority Teacher Incentive Program (MTIP)

The Connecticut Minority Teacher Incentive Program (MTIP) provides grants and college loan payment stipends to Connecticut minority group members who are enrolled undergraduates in teacher preparation programs as full-time students. Students must be

nominated for MTIP, which is to be completed by the Director of Education Programs at Albertus Magnus College and complete Section A of the nomination form by October 15th. MTIP loan stipend applications must also include proof of loans and graduation to the Office of Higher Education and begin teaching in an accredited Connecticut public elementary or secondary school within 16 months of graduation, and work full-time at least 9 months in the same academic year. The form is then submitted to the Office of Higher Education.

Types of Financial Aid Available: Loans

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

Federal Direct Stafford Subsidized Loan

This is a federal loan offered to students with demonstrated need. Students may borrow up to $3,500 as a first-year student, $4,500 as a second-year student, and $5,500 as a third-year or above. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The Federal Government pays the interest on the loan while the student is enrolled at least half-time and during authorized deferment periods. The interest rate is currently fixed at 6.39% but may be subject to change annually on 7/1. This loan may be subject to a loan origination fee.

Federal Direct Unsubsidized Stafford Loan

This is a non-need based federal loan. The borrower is responsible for paying all interest accrued from the time that the loan is disbursed. Students eligibility may vary based on dependency status, COA, and federal annual and aggregate loan limits. For a schedule of maximum loan eligibility, please visit Net Partner at www.albertus.edu/netpartner, or contact the Financial Aid Office. Repayment starts six months after graduation, or when a student falls below halftime enrollment. The interest rate is currently fixed at 6.39% but is subject to change annually on 7/1. This loan may be subject to a loan origination fee.

Need-Based Employment: Federal Work-Study Program

Federal Work-Study Program

Students with financial need may be eligible to participate in the Federal Work-Study Program. This program provides the opportunity for students to be employed on- and off-campus. Students work an average of 5 – 10 hours each week during the academic year. Students are paid at least the state of Connecticut 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 Net Partner and the myAlbertus Portal. Priority is given to students who have received Federal Work-Study in the past and who continue to meet the eligibility criteria for receiving Federal Work-Study.

Alternative Financing Options

Private Alternative Loans

Private Alternative Loans are loans taken out in the student's name with a credit-worthy cosigner. Students may borrow up to their cost of attendance minus other financial aid received. Repayment terms and interest rates vary by lender. A list of lenders and Private Alternative Loans can be found at www.elmselect.com.

Students should determine how much federal, state, and institutional aid they can receive before applying for an alternative loan. The Financial Aid Office recommends that students consider borrowing Federal Direct Loans and/or Federal Direct PLUS Loans prior to applying for an alternative loan. Alternative loans are taken out with a private lender, while federal loans are borrowed from the Federal Government. Alternative loans tend to have higher and variable interest rates, while federal loans tend to have lower and fixed interest rates. The Truth in Lending Act (TILA) requires lenders to provide borrowers with loan cost information so that they can comparison shop for certain types of loans. The Albertus Magnus College Financial Aid Office and all lenders abide by TILA. Please note that the terms and conditions regarding repayment and forgiveness may be more favorable for federal loans.

Federal Parent PLUS Loan for Undergraduate Students

The Federal PLUS Loan Program allows parents of dependent undergraduate students to borrow up to the student's cost of attendance minus other aid received. Repayment options vary. Loans have a fixed rate of 8.94% as of 7/1/2025 with a 4.228% origination fee which are subject to change annually. Should a parent be denied a PLUS loan, the dependent student will be eligible for an additional Federal Unsubsidized Direct Stafford Loan. The loan amount is determined by the student's grade level.

Appeal Process

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

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

Students who feel that they have received an unsatisfactory financial aid award can submit a general appeal. Students can submit a detailed letter to the Financial Aid Office

stating their current situation, requested change, and a breakdown of the family's ability to finance the remaining tuition and fees.

The Financial Aid Office ***will not*** accept appeals for:

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

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

Increase in Cost of Attendance (COA)

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

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

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

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

Unsatisfactory Academic Progress Appeal

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

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

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

Loss of Merit Scholarship Appeal

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

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

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

Request for Dependency Override Appeal

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

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

The following conditions ***do not*** merit a dependency override:

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

Parent Refusal to Provide FAFSA Information Appeal

If a student is a dependent student, as determined by their responses on the FAFSA, but their parent(s) is refusing to provide the required data, the student may qualify for an appeal. The student will need to submit a letter detailing their circumstances, along with a letter from their parent(s) explaining their refusal to provide information.

Special Mitigating Circumstance Appeal

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

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

Unusual Enrollment History Appeal

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

How to Apply for an Appeal

Submit the applicable Appeal Checklist and a detailed letter explaining the mitigating circumstance along with supporting documentation. All appeals should be submitted at

least four weeks prior to the start of a term. Appeal letters must be typed and signed by the student and/or parent. Please note that additional documentation may be requested by the Financial Aid Office during the appeal process.

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

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

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

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

Satisfactory Academic Progress Policy

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

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

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

Undergraduates

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

Junior Year	2.0	and	67%
Senior Year	2.0	and	67%

Graduates

Academic Year	**C.G.P.A.**		**Percentile Credits Earned**
All Years	3.0	and	67%

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

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

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

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

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

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

All student files are documented accordingly upon SAP review.

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

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

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

Full-time undergraduate students making SAP may receive financial aid for up to six years of full-time attendance, or until the student is certified for graduation by the College, whichever comes first. The Traditional Undergraduate Program academic year consists of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time students in the Traditional Undergraduate Program take 24 credits in 32 weeks per academic year, normally enrolling in 15 to 16 credits a semester. Each semester is considered a payment period. Students are not permitted to carry more than five courses a semester with the exception of science labs and CC 102, CC 113, CC 213, and CC 260. Each student is provided an Advising Handbook that may be used as a guide in selecting course and credit loads in each semester. The accelerated adult undergraduate program academic years consist of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time adult undergraduate students take 24 credits in 32 weeks per academic year. Full-time students in this program typically enroll in 12-15 credits per semester over the course of the Fall and Spring Semesters. Fall semester consists of Modules 1 and 2. Spring Semester consists of Modules 3 and 4. Students are reviewed at the start of the payment period; students may not gain eligibility mid-payment period. Module 5 is an optional summer semester. Semester-long courses are only assessed in the module the course begins. Students are assigned an Academic Advisor to help with course selection and enrollment planning. Students are assigned an Academic Advisor to help with course selection and enrollment planning. Part-time undergraduate students making SAP may receive financial aid for up to 10 years of part-time attendance, or until the student is certified for graduation by the College, whichever comes first. The timeframe cannot exceed 150% of the published length of the program measured in credit hours attempted. Graduate students have seven years from the date of first enrollment to complete all required coursework with the exception of their thesis, regardless of enrollment level. Students who have multiple concentrations that go toward one degree

will not receive an extension to the degree completion timeframe. A withdrawn student may submit a new application to the master's program one additional time. If the student was academically dismissed or placed on academic review prior to withdrawal they must follow the guidelines outlined in those sections of the catalog. For readmission into the same master's program, the student will have up to seven years to complete the program from their new first term of enrollment. Albertus Magnus College does not offer academic amnesty. Upon readmission, no adjustments will be made to the cumulative GPA calculation for any graduate-level courses previously taken. At the point the Financial Aid Office determines a student will not graduate within the maximum timeframe, financial aid eligibility is lost.

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

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

Return of Title IV Funds (R2T4) Policy

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

Official Withdrawals

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

If the student returns to the same program at the same school within the same academic year of the withdrawal, the student would be considered to be in the same payment

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

Unofficial Withdrawals

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

Leave of Absence

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

Scheduled Breaks

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

F Grades

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

Federal Student Aid Disbursed

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

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

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

Intersessions

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

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

Future Attendance: Programs Offered in Modules

For a student who withdraws, but has intent to return within 45 days from the last date of the module attended from which the student is withdrawing, an R2T4 is not required as long as the student provides timely notice of their intent to return after the school's DOD. A student must provide written or electronic confirmation of their intent to re-enroll or a Registration Form. A student may change their indicated date of return as long as the date remains in the same academic year. Should a student not return on the indicated date, the date of withdrawal will be considered the initial withdrawal date and is subject to an R2T4 calculation.

Timeframe

Returns

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

Post-Withdrawal Disbursements

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

Repayment of Student Loan Funds

At all times, students are responsible for repaying loan funds that they have earned. If an R2T4 calculation results in an overpayment/unearned aid, the Financial Aid Office

will return the total percentage of federal loan funds it is responsible for. Additionally, the remaining percentage of federal loan funds that have not been earned, and are not the responsibility of the school to return, must be repaid by the student. If a student dies while in attendance, an R2T4 calculation is required and the institution must return the FSA funds for which it is responsible.

Loan Origination

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

Grant Overpayments

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

Institutional Charges

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

Undergraduate Program Charges	Adult Undergraduate and Graduate Program Charges
Tuition	Tuition
Fees: Information Technology Fee Activity Fee Course Lab Fee Food and Housing	Fees: Information Technology Fee Registration Fee

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

Institutional Refund Policy

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

Tuition Charges Refund Schedule:

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

Undergraduate Food and Housing Charges Refund Schedule:

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

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

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

Example of Post-Withdrawal Disbursement - Fall Semester

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

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

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

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

*Student receives a 0% tuition refund in accordance with the Tuition Charges Refund Schedule above therefore earning 100% of institutional aid
**35 completed days divided by 103 maximum days of attendance in the payment period (Fall Semester): 35 ÷ 103 = 33.9% for federal and state aid

All students who are subject to an R2T4 calculation will receive written notification in the form of a revised Financial Aid Offer letter or post-withdrawal no response letter detailing their eligibility after all necessary funds are returned. This serves as notification to the student that the return calculation has been completed. For students receiving Federal Work-Study, the Federal Work-Study award will be reduced to actual earnings

and the student's employment will be considered terminated. Students who received any portion of Federal Direct Loans must complete Exit Loan Counseling.

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

Death of a Student:

In the event a student dies during the payment period, the student's estate is not required to return any FSA funds disbursed to the student. The College will not report an overpayment on a deceased student and will provide information to the student's estate on how to discharge applicable student loans and remove overpayments. If a student dies during the payment period, the date of withdrawal cannot be later than the date the student died.

45 Day Pending Students:

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

COVID-19:

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

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

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

important to remember that the institution is responsible for making the determination that the student's withdrawal was in fact due to issues related to COVID-19.

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

Veterans Benefits

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

- Prevent the student's enrollment
- Assess a late penalty fee to
- Require student secure alternative or additional funding
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution; for any students using the U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill ® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA

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

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Veterans Financial Aid

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

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

Contact Us

For additional information please contact:

Financial Aid Office

Albertus Magnus College
700 Prospect Street
New Haven, CT 06511
Telephone: (203) 773-8508
Fax: (203) 773-8972
E-mail: financial_aid@albertus.edu
www.albertus.edu/netpartner

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

Veterans Scholarships

Albertus Magnus College offers the following institutional scholarships for eligible undergraduate veteran students and their families. Students who believe they qualify for these scholarships should complete the required application and submit it to the Financial Aid Office. For more information, please contact the Financial Aid Office at (203) 773-8508 or at financial_aid@albertus.edu.

Bartolomé de las Casas Scholarship . . . . . up to $500
Bartolomé de las Casas was a 16th century Dominican historian and social reformer who defended the rights of indigenous people and advocated for humane colonization policies. He is considered to be one of the first human rights advocates. This scholarship is awarded to the spouse or child of a service member or veteran who is new to Albertus and pursuing an undergraduate degree. A stepchild or adopted child is also eligible. The applicant must provide a copy of the DD214 or DD220. This scholarship is applied to tuition and fees and books and supplies only. The Bartolomé de las Casas Scholarship is annually renewable for recipients who maintain Satisfactory Academic Progress and who remain enrolled full-time at Albertus. For more information, please contact the Financial Aid Office at (203) 773-8508.

Francisco de Vitoria Scholarship . . . . . up to $500
Francisco de Vitoria was a Dominican theologian known for his work on human rights and the importance of peacemaking and conciliation. He is considered to be a defender of the oppressed. This scholarship is awarded to a new-to-Albertus undergraduate student who is an honorably discharged veteran. The student must provide proof of honorable discharge such as a copy of the DD214. This scholarship is applied to tuition and fees and books and supplies only. The Francisco de Vitoria Scholarship is annually renewable for recipients who maintain Satisfactory Academic Progress and who remain enrolled full-time at Albertus. For more information, please contact the Financial Aid Office at (203) 773-8508.

Military Tuition Assistance

Military Tuition Benefits are awarded to a VA student or dependent/spouse, or an active-duty member of the U.S. armed forces and/or reserves under the assumption that the student will attend school for the period in which the assistance is awarded. If the student withdraws or is administratively withdrawn, the student may not be eligible for the full amount of tuition benefits.

Veteran (VA) Benefits

Students who were honorably discharged from the armed forces and are eligible per the U.S. Department of Veteran Affairs may use their benefits to pay for their education towards an eligible undergraduate or graduate degree program.

Students using VA benefits are required to submit a Certificate of Eligibility (COE) to the Office of the Registrar before benefits can be implemented. The COE should be the most current and it can be requested from the U.S. Department of Veteran Affairs directly. Students may use Chapter 31, 33, 35, or MGIB-SE Chapter 1606 benefits towards their education. Dependents or Spouses using benefits must submit a COE showing that the servicemember has transferred their benefit eligibility.

Students may be asked to submit updated COEs throughout their enrollment. Please contact the Office of the Registrar for more information about utilizing VA benefits at Albertus Magnus College.

Active Servicemember Tuition Assistance

The Department of Defense (DoD) has mandated a uniform tuition assistance (TA) fiscal policy across the Services. Service TA Programs include Army, Air Force, Marines and Navy. The per semester hour cap is $250 and the fiscal year ceiling is $4,500. To ensure all service members participating in off-duty, postsecondary education programs are provided quality education programs, the Department of Defense established the Memorandum of Understanding (MOU).

Each branch of the military handles TA differently. If you are in the army, you will use GoArmyEd to register for classes and have TA applied. If you are in the Air Force, you will need to register for classes then apply for TA through the Air Force Virtual Education Center. If you are in the Coast Guard, Navy and Marine Corps and Reserve – apply in person with your ESO. Contact your branch for details on your eligibility and the branch's process for submitting tuition assistance

Each branch of the military has its own application process, forms, and Tuition Assistance (TA) benefits. Please consult your Education Services Officer (ESO) and visit Military.com for details and to start the application process.

Students wishing to use TA must contact their branch ESO and create an education plan with them. Once accepted at Albertus Magnus College, the servicemember will need to choose their term and classes in the portal. The College will upload their catalog into each portal as well as term information for selection. Once courses are chosen, an invoice will be generated and approved by the ESO. Once approved, it will be submitted to the College for processing. At the conclusion of each term, final grades will be submitted via the portal.

Active-duty service members seeking to use TA benefits must request approval from their commanding officer via the education portal provided by their military branch. Students who are eligible for Chapter 1606 Montgomery GI Selected Reserve (MGIB-SR) Bill education benefits through the U.S. Department of Veteran Affairs may qualify for active-duty tuition assistance. A certificate of eligibility (COE) may be required by the School Certifying Official.

Return of Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.
For students using TA to pay for their education and who withdraw from a class prior to completing 60% of the class, the Department of Defense requires that Albertus Magnus College return any unearned TA funds to the department based on how much of the course the student completed and with the understanding that they pay a portion of those returned funds. Students may owe a portion of their tuition to Albertus Magnus College and a portion to their military branch.

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

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

Schedule for the Return of Unearned Tuition Assistance Funds
Albertus Magnus College will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were reported. Unearned funds returned are based upon when a student stops attending. In those cases where a Service member stops working due to a military service obligation, Albertus Magnus College will work with the affected Service member that results with no student debt for the returned portion. Once Albertus Magnus College has confirmed unearned TA funds, the college will return the unearned funds to the government no later than 14 days.

8-Week Course Withdrawal Submitted:

Before or During Weeks 1-2 = 100% return

During Weeks 3-4 = 50% return

During Week 5 = 40% return

During Weeks 6-8 = no return

16-Week Course Withdrawal Submitted:

Before or During Weeks 1-2 = 100% return

During Weeks 3-4 = 75% return

During Weeks 5-8 = 50% return

During Weeks 9-10 = 40% return

During Weeks 11-16 = no return

Refunds

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

Mobilization/Deployment Refund Policy

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

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

Federal Student Aid Ombudsman

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

Disclosure

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

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

The College reserves the right to modify, change, disregard, suspend, or cancel any part of these policies or procedures. The Financial Aid policies and procedures linked below supersede those previously published. For the most current version, please visit https://www.albertus.edu/admission-aid/financial-aid/financial-consumer-information.php. A full copy of the Albertus Magnus College Financial Aid Policy & Procedure Manual is available by request in the Financial Aid Office. To view the College's most-current policies and procedures, please visit https://www.albertus.edu/policy-reports/public-disclosure/.

Tuition and Fees

Tuition

Adult Degree Program Undergraduate Tuition and Fees - Academic Year 2025-2026

Tuition	
Per Course	$1,800.00
Per Credit	$600.00

Course & Materials Fees – 2025-2026

Textbooks

The average cost of textbooks per student for the 2025-2026 academic year is $1200.

Students can search for course offerings and textbook information on the Courses and

Course Sections page. Textbook information is available 2-3 weeks before classes begin. The on-campus Falcon Store does not sell textbooks. All textbooks must be ordered online.

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

**Refer to the *Other Fees* section of the catalog for a detailed description.

Other Fees

Application Fee

A one-time, non-refundable application fee of $35 is charged to all new students entering the traditional undergraduate and adult undergraduate degree programs. A one-time, non-refundable application fee of $50 is charged to all new students entering a graduate program.

Course Fees

Course fees are additional fees students pay upon registration to specific courses for course-related costs. Any courses that require added materials and/or equipment will have this fee assessed. These fees are not included in the "fees" portion of "tuition and fees", which are paid by all students. Course fees may be used for materials, art and laboratory supplies, safety protections, activities related to a course (e.g., field trip or event) and course-specific software and equipment. Annually, these fees shall be set by mutual agreement of the Department Chair, the Vice President for Academic Affairs, and the

Vice President for Finance and Administration. Course fees are published at the time of registration. Course fees are refundable only when the class is cancelled by the College. Course & Materials Fees - 2025-2026

Comprehensive Fee

For the 2025-2026 academic year the comprehensive fee in the Traditional Undergraduate Program is $400 per semester, $800 annually.

Audit Fee

The fee for a student auditor is half-tuition of the prevailing rate based on the division in which the course is offered.

Transcript Fee

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

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

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.

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

Textbooks

The average cost of textbooks per student for the 2025-2026 academic year is $1200. Students can search for course offerings and textbook information here. Textbook information is available 2-3 weeks before classes begin. The on-campus Falcon Store does not sell textbooks. All textbooks must be ordered online.

Discounts

Discount for Senior Citizens: Documented AARP members may receive a 15% tuition discount in the Adult 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 15% on individual, for-credit, undergraduate courses in the Adult Degree Program, provided that the graduate is not seeking a certificate or academic degree.

Discount for State of Connecticut Employees and Spouses: State of Connecticut Employees and Spouses may receive a 15% tuition discount for courses in the Adult Degree Program. Discounts may be offered on a space-available basis.

Discounts for Employer Partners: Albertus Magnus College has 500+ partnerships with employers throughout the country, which provide discounts to students in the Adult Degree Program. To learn more about these partnership discounts, please contact Admissions or the Bursar's Office.

Traditional Undergraduate Courses

Students in the Adult Degree Program who wish to take a course in the Traditional Undergraduate Program must receive advisor approval during registration to take the course. If the traditional undergraduate course is offered on-ground, ADP students must make sure that they have submitted all required immunization documentation to the Dean of Advising and Student Success prior to registering for the course(s).

Schedule of Refunds on Tuition, Fees and Food and Housing

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

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

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

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

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

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

Student Affairs

Overview

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

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

Office of Community Standards

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

The Office of Community Standards is responsible for working with students whose behavior is disruptive to the quality of life on campus. We believe in an educational, holistic approach to policy and procedure, valuing the whole person and their potential contributions to the community. As such, we use the four pillars of **Study, Prayer, Community and Service** as our guide in upholding campus expectations. For more information on the college's conduct system, please refer to the Student Handbook, *The Source* or *the Student Code of Conduct.*

Office of International Student Services and Engagement

Albertus warmly welcomes international students. Our international staff help provide F-1 students with immigration advising to assist with questions related to applying for a F-1 visa, maintaining their status, and navigating work regulations as a F-1 visa holder. Various workshops are held during the academic year to assist students with specific areas such as internships, working after graduation, and tax laws in the US. In addition to immigration matters the Albertus international staff also offer exclusive programming for the international student community. For questions about F-1 regulations, I-20s,

or engaging with the international student community at Albertus please contact international@albertus.edu.

Maintaining Status

- Enrollment of at least 12 credits per semester for undergraduate students and 9 credits per semester for graduate students.
- Maximum enrollment of one online only class per semester.
- Make satisfactory academic progress (if a student is having academic struggles they must contact Albertus international staff right away).
- Contact Albertus international staff before dropping a class.
- Adhering to work regulations. All work must be authorized before a student begins.

Students Must Communicate the Following:

- Change of US address
- Change of phone number
- Program major and minor change or declaration
- Travel outside the US
- Taking a break from school

Ending your Studies

Any F-1 students who need more time to graduate must contact Albertus international staff to extend their I-20 program within 30 days of their program end date.

- Students have 60 days to remain in the US after the program end date listed on their I-20.
- If a student wishes to withdraw from Albertus they are required to contact Albertus international staff beforehand and complete the Intent to Withdraw form through the Office of the Registrar.
- Students who wish to transfer out of Albertus must provide an acceptance letter to their new institution to transfer their I-20.

Student Health and Wellness Services

The Albertus Magnus College Health and Wellness Services is committed to providing a variety of quality and preventative programs and services to support the holistic wellbeing of all students. Furthermore, we are committed to the promotion of holistic wellness to increase students' knowledge of healthy lifestyles and choices that will set them up for a lifetime of wellness far beyond their years at Albertus.

All Health and Wellness Services are confidential and free of charge for any current Albertus Magnus student. Students are protected under both FERPA and HIPAA statutes and therefore, contact and communication will not be shared with family members, friends, or faculty members without a student's written consent, with the exception of when state law requires.

Health and Wellness Services include both The Health Clinic and Counseling Center.

Health Clinic

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

Pre-entrance health requirements— All students must complete the College's student health forms which include, but are not limited to: immunization history, tuberculosis screening, and a physical exam. The forms are maintained in the student's confidential medical record. Immunization requirements are consistent with state and College policy and are outlined in the forms.
All full-time, traditional undergraduate students are required to carry health insurance. Students may enroll or waive the College-sponsored health plan.

The Counseling Center

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

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

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

Non-Discrimination Policy

The Albertus Magnus Health & Wellness Services policy and procedures are in alignment with the values of The American College Health Association (ACHA) and American College Counseling Association (ACCA). Both the ACHA and ACCA support all initiatives to create a campus climate guided by the values of cultural inclusion, respect, equality and equity. Both are committed to nondiscrimination and to the prevention of harassment in all forms—verbal, physical, sexual, emotional, and psychological—including protections for transgender, gender non-conforming, and LGBTQ+ individuals. The ACHA and ACCA reject all forms of intolerance and subtler forms of discriminatory conduct with respect to the following: age, gender identity, including transgender; marital status; physical size; psychological/physical/learning

disability; race/ethnicity; religious, spiritual or cultural identity; sex; sexual orientation; socioeconomic status; or veteran status. Every human being on earth is unique and uniquely important.

Office for Prevention of Power Based Violence

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

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

The office is located in the Hubert Campus Center Room 102. The team welcomes questions, concerns, ideas, and feedback about how Albertus Magnus College prevents and responds to power based violence. You can contact the staff at prevention@albertus.edu.

Veterans Services

Albertus Magnus College has repeatedly been identified as a Military-Friendly School by Victory Media.

Albertus is a proud participant in the Yellow Ribbon GI Bill ® Education Program. Visit Veterans Education at Albertus for more information.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

Veteran OASIS

Our Veteran OASIS (Operation Academic Support for Incoming Service Members) is a dedicated space on campus for veteran students to use while working to achieve their academic goals. This room is available to active military members, veterans, and families in our campus community.

The OASIS is located on the ground floor of Aquinas Hall, room G19B, to allow easy access for students looking for a break between classes. The room is equipped with

multiple workstations and computers to allow students to get work done, and lounge chairs to relax or socialize in. The OASIS is the center for veteran activities on campus. This dedicated space serves to assist in a successful transition to life after military service.

Student Veterans Association

The Albertus Student Veterans Association is a community of students that share the unique perspective of service members. Early in military careers, service members are taught that nothing is more powerful than teamwork. Even though success as a student is dependent upon an individual's own diligence and work/study habits, veteran students do not need to go on their academic journey alone. Creating an online forum to allow all veteran students involvement whether they in person or online, the organization focuses on the power and support of teamwork.

Career and Professional Development

Overview

The Office of Career & Professional Development advances the mission of Albertus Magnus College by assisting students and alumni in developing, evaluating and implementing a career and professional development plan. As a division of the Office of Academic Affairs, the Office of Career & Professional Development works collaboratively with all areas of the College community and potential employers to enhance student and alumni professional development.

Students are encouraged to use the Office of Career & Professional Development starting in the first year of college in order to develop realistic and flexible career goals related to their majors. These career services are available to current Albertus students and alumni to enhance their career development path.

- Career Advising
- Career Testing
- Resume Writing
- Internships
- Campus Recruitment and Interviewing
- Online Access to Current Employment Postings
- Occupational and Job Shadowing
- Graduate and Professional School Planning
- Study Abroad

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

Career Counseling

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

Self-Assessment

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

Office of Career & Professional Development

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

Employment Opportunities

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

Important Information

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

On-Campus Recruiting

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

Career Workshops

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

Practicum and Internship Support

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

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

Academic Programs and Requirements for Degrees

Overview of Degrees and Curriculum Requirements

Albertus Magnus College offers the following degrees: Associate of Arts, Associate of Science, Bachelor of Science, Bachelor of Arts, and Bachelor of Fine Arts. For each of these degrees there are core and general education requirements, specific major requirements and other requirements. Please refer to the Traditional Undergraduate Programs and Accelerated Adult Undergraduate Programs catalogs for additional information on the degrees offered in each program.

The Invitation to Inquiry Program

The general education (Gen Ed) program at Albertus Magnus College, called ***Invitation to Inquiry***, provides students with rigorous training in the liberal arts, defined as study in the arts and sciences. Its goal is to form students as lifelong inquirers with robust self-awareness, a passion to pursue the truth, a commitment to inclusion and to upholding the dignity of all persons, and an ability to speak and act effectively in pursuit of their aims. It takes an integrative approach, promoting student understanding of how the various components of their education fit together. It emphasizes experiential and problem-based learning. It is the heart of an Albertus Magnus College education.

Learning Outcomes

Students who complete ***Invitation to Inquiry*** will demonstrate achievement of the following eight learning outcomes:

- **Critical Reading & Information Literacy.** An ability to know when information is needed, and to identify, locate, evaluate, and effectively and responsibly make use of information to address a given problem. (Adapted from the National Forum on Information Literacy)
- **Written Communication**. An ability to express ideas in writing and to work in a variety of genres and styles. It can involve working with various writing technologies, mixing text, data, and images. Written communication abilities are developed iteratively through a series of experiences spanning the curriculum.
- **Oral Communication.** An ability to convey knowledge, to foster understanding, or to promote a change in listeners' attitudes, values, beliefs, or behaviors through speech.
- **Scientific Inquiry.** An ability to break down complex topics or issues into parts to gain a fuller understanding of them and to follow a sequence of steps to gain new knowledge.
- **Logical Analysis.** An ability to use the tools of logic and critical reasoning to gain new knowledge, identify fallacies, and develop logically-sound critiques.

- **Quantitative Reasoning.** An ability to work with numerical data, and indeed a "habit of mind." Students will be able to resolve quantitative problems across a variety of practical contexts. They will be able to understand and build arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.).
- **Aesthetic Inquiry.** An ability to appreciate works of literature and work in the fine arts, to interpret and evaluate these works, and to undertake one's own work in these fields.
- **Intercultural and Global Awareness.** An ability to employ "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M. [2008]).

Curriculum

The program consists of 48 credits and has three main parts:
Foundational Courses: (12 credits)

- The Examined Life I and II (two terms, 6 credits)
- Written Expression I and II (two terms, 6 credits)

Liberal Arts Core: One course from each discipline listed below at the 100 or 200-level (24 credits)

- Mathematics
- Natural science
- Social science
- Art/Communications
- Literature
- History
- Philosophy
- Religion

Pathway: (9 credits)

- 200 or 300-level Humanities course
- Writing Intensive course
- Experiential Learning course

All courses must be selected from approved Pathway courses.

Senior Humanities Seminar: (3 credits)

What is a Pathway?

A Pathway is a sequence of courses, designed around a theme, that "leads" a student from their first-year humanities course (The Examined Life) to their senior-year humanities course (Senior Humanities Seminar). Each Pathway invites students to explore a theme from a variety of disciplinary perspectives.

Students in each Pathway are formed into a learning community as they follow their Pathway together with others in their cohort. This experience of community is upheld

in each Pathway by an annual Pathway event, which students help to plan, as well as ongoing, active collaboration among the faculty who direct and teach in the Pathway. Faculty and students alike commit to ongoing reflection on the Pathway theme and to putting what they learn into practice. Pathways enrich a student's college experience and promote retention. Each Pathway is led by a team of three faculty members serving as Pathway Coordinators.

Choose Your Pathway

Creation and Destruction

Survival has never been enough. This pathway looks at the human drive to create. For better and worse, humans have always been shaping the world and telling its stories, telling our stories and shaping the world. We imagine the end of the world; we imagine the world anew. The chain of creators stretches through human history. Every course in the Pathway offers students a chance to forge their own link.

Group 1: Humanities

Select one:

AH 217	Creation: Telling the Story, Shaping the World
EN 245	The Composing Process

Group 2: Writing Intensive

Select one:

LC 343S	The Short Stories of Borges, Kafka and Poe
PY 263	Creativity and Genius

Group 3: Experiential Learning

Select one:

CIS 261	The Power and Pitfalls of Artificial Intelligence (A.I.)
DR 245	History of the American Musical Theatre

Politics, Philosophy, and Economics*

This pathway adopts the lenses of politics, philosophy, and economics to address normative issues that arise in the pursuit of freedom, justice, equality, and equity in a dynamically complex world. We study how individuals shape society as they organize political and social institutions in their pursuit of these goals, and how the choices they make to achieve these objectives and the impact of their decisions can be explained using economic tools.

Group 1: Humanities

Select one:

PH 235	Black Radical Thought
PH 237	Capitalism and Society

Group 2: Writing Intensive

Select one:

PO 230 State and Local Government

PO 325 Democracy and Its Critics

Group 3: Experiential Learning

BE 204 Principles of Macroeconomics

Mission Earth: Health, Prosperity, Justice

Shifts in the climate due to human activity are accelerating, leading to disruptions to natural ecosystems and human communities. Students in this pathway address the global climate crisis and the call for environmental justice. Students examine the origins of the climate crisis, analyze the impact of these issues on society, engage in interactive learning, and assess how individuals can be better stewards of the earth to acquire an understanding of how we, as a society, can live in a way that promotes health, prosperity, and justice across the planet.

Group 1: Humanities

RS 210 Spirit and Nature

Group 2: Writing Intensive

Select one:

EN 268 Nature and American Literature

GL 111 Introduction to Global Studies

Group 3: Experiential Learning

PO 203 Urban Gardens Studio

Power, Equity, and Justice*

This Pathway explores how our individual experiences fit into larger structures of society. Students will engage in critical analysis of topics analyzed through the lens of intersections of power and inequality based on race, ethnicity, gender, sexuality, class, ability, religion, and other similar factors. They will develop tools to understand their own standpoints, to challenge systems of oppression, and to foster equity and inclusion in their future work and community environments.

Group 1: Humanities

Select one:

CO 375 Core Concepts in Critical Theory

EN 235 Voices of Freedom, Equality and Justice

Group 2: Writing Intensive

Select one:

EN 170 Foundations of Literary Study

SO 245 Sociology of Gender and Intersectionality

Group 3: Experiential Learning

PO 329 Global Social Movements

PY 260 Self-Empowerment and Social Change

Trauma Studies: The Phoenix Rising

This pathway will examine how we define and think about trauma at the individual and communal levels. What constitutes trauma? What are the immediate and long-term consequences? What are the personal and public repercussions of trauma? What does recovery entail and how can it lead to growth? We will consider these and other questions from historical, psychological, social, cultural, and political perspectives.

Group 1: Humanities

HI 304 History through Biography

HI 335 Genocide in the Modern World

Group 2: Writing Intensive

Select one:

PY 253 Trauma Studies: A Holistic Approach to Understanding Stress and Trauma

PY 255 Risk and Resilience in Children and Families

Group 3: Experiential Learning

Select one:

CO 362 Persuasion

EN 321 The Athlete and Sport Across Popular Media and Culture

Nursing

Group 1: Humanities

NR 375 Professional Nursing Practice

Group 2: Writing Intensive

NR 338 Evidenced-Based Practice with Nursing Research

Group 3: Experiential Learning

NR 237 Community Nursing

**Pathway adopted in the Accelerated Adult degree program.*

Liberal Arts Core Courses

2025-2026 Academic Year

This is a comprehensive list of courses approved for the respective requirement. Not all course options are offered in a given semester or module. For tailored recommendations based on your degree(s) and plans, please consult with your academic advisor.

FINE ARTS

AH 143	Evolution of Art: Ideas and Practice
AH 230	Art History Survey I
AH 231	Art History Survey II
AR 111	Drawing I
AR 113	Three-Dimensional Design
AR 122	Two-Dimensional Design
AR 201	Introduction to Computer Art
AR 213	Color
AR 216	Arts and Entrepreneurship
CO 121	Introduction to Mass Communication
CO 139	Introduction to Digital Video & Audio
CO 141	Public Speaking
MU 111	Introduction to Music
MU 112	Fundamentals of Music
MU 212	Jazz: The American Heritage

MATHEMATICS

MA 111	Mathematical Ideas
MA 116	College Mathematics
MA 120	Pre-Calculus
MA 121	Calculus I
MA 122	Calculus II

SCIENCE

BI 111	General Biology I
BI 116	The Human Body

CH 121	General Chemistry I
SC 108	Frontiers of Science
SC 114	Nutrition for Health and Fitness: The Science of Wellness
SC 118	Ecology of Long Island Sound

HISTORY

HI 111	Western Civilization I
HI 112	Western Civilization II
HI 121	United States History I
HI 122	United States History II
HI 125	Power, Politics, and History
HI 150	Rights, Slavery and Revolution
HI 344	African Slavery in the Atlantic World

SOCIAL SCIENCE

BE 205	Principles of Microeconomics
CJ 111	Introduction to the Criminal Justice System
PO 112	American Politics and Government
PO 115	Introduction to Urban Studies
PY 111	Introduction to Psychology
SO 111	Introduction to Sociology

PHILOSOPHY

PH 111	Critical Reasoning
PH 211	Ancient Greek Thought
PH 224	Modern Philosophy
PH 225	Contemporary Philosophy
PH 276	Housing and the Right to the City
PH 315	Environmental Ethics
PH 321	Modern Art and Architecture
PH 352	Approaches to Global Justice

RELIGION

RS 223	Religion and Popular Culture

RS 226	Catholic Intellectual Tradition
RS 235	Religion and the City
RS 236	Women in the Bible
RS 237	Theology of the Civil Rights Movement
RS 242	The Spiritual Life
RS 244	Religions of Asia
RS 252	The Gospels
RS 275	History of Christianity
RS 277	Bible and Culture
RS 283	Religion and Society
RS 373	The Question of God in Modern World

LITERATURE

EN 220	The Short Story
EN 227	Masterworks of British Literature I
EN 228	Masterworks of British Literature II
EN 251	Young Adult Literature
EN 283	Shakespeare I
EN 284	Shakespeare II
EN 293	From Adultery to Apocalypse: Five Amazing Plays
EN 356	Studies in American Literature
EN 360	Literature of Love
EN 361	Literature of the Immigrant
LC 261S	20th & 21st Century Spanish and Latin American Film
LC 341S	Major Writers of Latin American Literature

LANGUAGES & CULTURES

LC 111I	Elementary Italian I
LC 111S	Elementary Spanish I
LC 112I	Elementary Italian II
LC 112S	Elementary Spanish II
LC 244I	Italian Culture & Civilization

LC 244S	The Cultures and Civilizations of the Spanish Speaking World
LC 360S	Issues of Anxiety & Assimilation in Puerto Rican and Nuyorican Literature
MG 329	Global Issues
SO 211	Introduction to Cultural Anthropology

The Writing Program

The Writing Program at Albertus Magnus College is grounded in the belief that writing is a key tool for learning and that mastering writing is an ongoing process that spans various disciplines. The program emphasizes the importance of effective writing throughout the curriculum, and all bachelor's degree candidates are required to complete five writing-intensive courses to graduate.

Course Requirements:

- EN 106 - Written Expression I
- EN 107 - Written Expression II
- Writing in the Pathway – These courses build on the essay-writing skills developed in EN 106 and EN 107, focusing on integrating multiple disciplines and sources within student work. Specific course options for each pathway can be found on the Invitation to Inquiry catalog page.
- Writing in the Discipline – This writing-intensive course within the major enables students to focus on the specific writing requirements and style of their chosen field. Details of the course are listed on the program page within the course catalog.
- HU 399 - Senior Humanities Seminar

Courses in the Writing Program are designed to:

- Continuously emphasize the value and characteristics of good writing.
- Establish clear writing goals aligned with the course’s learning outcomes.
- Guide students to view writing as a process that evolves through stages; thinking, planning, drafting, receiving feedback, revising, editing, and proofreading; shaped by instruction.
- Provide diverse feedback on student writing, including peer reviews, individual conferences, small group workshops, written comments, and consultations with Writing Associates (WAs).

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

The Associate of Arts degree in Liberal Studies requires the successful completion of at least 60 credits of coursework, a minimum of 21 of which must be taken as a matriculating student at Albertus Magnus College. These 21 credits must be the last credits toward the degree. A matriculating student may earn the A.A. degree by completing 60 college credits as follows: 30 credits in general education requirements;

15 credits in a given discipline; and 15 credits in electives. Students must maintain a minimum grade point average of 2.0 for all work attempted at Albertus Magnus College.

General Education Requirements (30 credits)

- EN 106 Written Expression I
- EN 107 Written Expression II
- Fine Arts (designated course)
- History (designated course)
- Literature or Languages and Cultures (designated course)
- Mathematics (designated course)
- Philosophy (designated course)
- Religion (designated course)
- Science (designated course)
- Social Science (designated course)

Discipline-Specific Courses (15 credits)

Electives (15 credits)

Degree Requirements for the Associate of Science (A.S.)

Albertus Magnus College offers two Associates of Science degrees: Business Management and Criminal Justice. The Associate of Science degree requires the successful completion of at least 60 credits of coursework, a minimum of 21 of which must be taken as a matriculating student at Albertus Magnus College. These 21 credits must be the last credits toward the degree. A matriculating student may earn an A.S. degree in either Business Management or Criminal Justice by completing 60 college credits as follows: 30 credits in general education requirements; 15 credits in business management or criminal justice; and 15 credits in electives. Students must maintain a minimum grade point average of 2.0 for all work attempted at Albertus Magnus College.

General Education Requirements (30 credits)

- EN 106 Written Expression I
- EN 107 Written Expression II
- Fine Arts (designated course)
- History (designated course)
- Literature or Languages and Cultures (designated course)
- Mathematics (designated course)
- Philosophy (designated course)
- Religion (designated course)
- Science (designated course)
- Social Science (designated course)

Review the Liberal Arts Core catalog page for a comprehensive list of courses approved for each requirement.

Discipline-Specific Courses (21 credits)

Electives (9 credits)

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

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

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

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

Major Department Requirement

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

Majors, Concentrations and Specializations

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

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

Tagliatela School of Business and Leadership

Accounting

Business Management

Computer Information Systems

Cybersecurity

Finance

Healthcare Management

Minors: Accounting, Computer Information Systems, Finance, Healthcare Management, Management, Project Management and Supply Chain Management

Department of Biology, Chemistry and Mathematics

Public Health

Department of Criminal Justice

Criminal Justice

Minors: Criminal Justice

Department of English and Communications

Communications

Minor: Communications

Department of History, Political Science and Sociology

Sociology

Minors: Sociology and Pre-Law

Department of Nursing

Nursing (LPN-to-BSN Program)

Department of Philosophy and Religion

Philosophy

Religion

Minors: Philosophy and Religion

Department of Psychology

Psychology

- General Psychology
- Art Therapy
- Counseling and Mental Health

Minor: Psychology

Interdepartmental Majors

General Studies

Humanities

Human Services

Graduate Programs

Master of Arts in Art Therapy and Counseling

Master of Fine Arts in Writing

Master of Business Administration

Master of Public Administration

Master of Science in Accounting

Master of Science in Clinical Counseling

Master of Science in Criminal Justice

Master of Science in Education

Master of Science in Healthcare Administration

Master of Science in Human Services

Master of Science in Human Services in Addiction Counseling

Master of Science in Instructional Design and Technology

Master of Science in Management and Organizational Leadership

Advanced Alternative Preparation Program (AAP)

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

Post-Graduate Certificate in Addiction Counseling

Post-Graduate Certificate in STEM Leadership

Pre-Professional Programs

Education

Arts and Humanities Collaborative

Mission

Rigorous training in the arts and humanities has been a distinguishing feature of an Albertus education since the College's founding in 1925. In today's increasingly complex

and interconnected world, the skills and dispositions one can develop through study in these fields are more valuable than ever before.

The mission of the Arts and Humanities Collaborative is to enrich and elevate our students' experience of study in the arts and humanities and to share the fruits of the College's rich teaching and practice in these fields with a wider public.

Goals and Objectives

The Collaborative assembles the talent and resources of five distinct departments: Arts, English and Communications, History, Political Science and Sociology, Languages and Cultures, and Philosophy and Religion. Faculty and student leaders in these affiliated departments work together to

- Organize events to enrich the experience of current majors and minors in the arts and humanities
- Promote and strengthen our programs in these fields
- Develop new, interdisciplinary programs in these fields, responsive to student interest and need
- Stimulate collaborations between the arts and humanities and other fields of study at the College
- Create and share content highlighting the work of our faculty and students
- Engage with thought leaders around prominent issues relating to the arts and humanities today

Learning Outside the Classroom

Practica and Internships

Practica and internships within the academic programs are offered to well-prepared and highly motivated students. Credit is given for work done outside the classroom in an environment suited to the student's major interest. See the "Academic Support Services" section for more information, and please visit the website: www.albertus.edu/student-resources/career-services.

Independent Study

An independent study affords students the opportunity to undertake research or to do a research project in an area not covered by other courses. It is not a way to make up credits. 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, have sufficient academic background to undertake the proposed research and must obtain and submit an Independent Study Proposal form to the Office of the Registrar. Independent study proposals must be approved by the instructor, department chair, academic advisor, and dean. Independent studies do not take the form of tutorials. Contact the Office of the Registrar with questions about the proposal requirements and faculty responsibilities.

Tutorial

Tutorials may be arranged for students who need a required course that will not be offered before their graduation. First, students should consult with their academic advisor

and department chair. To apply for a tutorial, students must obtain and submit a Tutorial Request form to the Office of the Registrar. Tutorials must be approved by the instructor, department chair, academic advisor, and dean. A tutorial surcharge of $300 will be billed to the student in addition to tuition. Permission to undertake a tutorial depends on the availability of a faculty member with appropriate expertise. Students taking tutorials must meet with their instructor for the same number of hours per week as the credits assigned to the tutorial. Tutorials do not take the form of independent studies. The subjects of tutorials are limited to courses listed in this catalog.

Study Abroad

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

Students must receive approval from the Office of the Registrar before registering for courses as part of their study abroad experience. Students must be enrolled in 12-credits and maintain full time status. All courses taken abroad must transfer into Albertus Magnus College and fulfill remaining degree requirements.
Students are required to send a copy of their official schedule from the host institution to the Office of the Registrar after the host institution's add/drop deadline has passed. A copy of the schedule will be reviewed by the Registrar to ensure that the student is in the approved classes as well as given to the Financial Aid office for purposes of financial aid disbursement.
Students will required to submit official transcripts to the Office of the Registrar upon returning from abroad so credits may officially be updated.

Planning for the program should begin at least one semester in advance of the student's departure for foreign study.

Visit https://www.albertus.edu/student-resources/career-services/study-abroad.php for additional information.

Academic Support Services

Center for Teaching and Learning Excellence

The Center for Teaching and Learning Excellence (CTLE) aligns with the college's Veritas foundation as the Center strives to be a professional development hub that helps sustain all faculty members at Albertus and similar colleges as lifelong learners committed to being responsive to their students' needs and strengths with the ultimate goal of enhancing the college experience and success of their students.

In collaboration with student services, academic affairs, and information technology, CTLE provides practical resources and faculty-centered learning opportunities that prepare college instructors to be critically reflective about their academic and professional knowledge and experiences as they work towards implementing concrete changes that contribute to an interdisciplinary, experiential, and equitable learning environment for students.

The Lillian Adley Germain '57 Center for Academic Success

The Germain Center for Academic Success provides quality academic support to all students at Albertus Magnus College and is committed to supporting and fostering diversity, equity, and inclusion. The Germain Center offers peer tutoring support in one-on-one meetings with three different types of tutors: Writing Associates, Content Tutors, and Academic Coaches. All of our tutors use non-directive tutoring strategies.

Writing Associates (WAs) are students who go through an intensive training program to be able to provide peer consultations on writing and research for student writers across all disciplines at any stage of the writing process. WAs help students develop and improve as mature writers and encourage them to view writing as a means of learning and discovering.

Content Tutors are students who have attained mastery of their disciplines, fulfilled department chair requirements to tutor students in the course materials, and received faculty recommendation for the role. Aside from helping with individual assignments, content tutors support students with exam prep and help students develop techniques for success within the discipline. The list of subjects that Content Tutors are available in is an ever growing list based on the needs of students; currently, content tutors are available in the following areas: accounting, anatomy & physiology, biology, biostatistics, chemistry, math, nursing, psychology, psychology statistic, reading, and spanish.

Peer Academic Coaches are a highly trained group of diverse students who help others identify barriers to their academic success and work with the students to overcome them. Academic Coaches work weekly with students and encourage their growth through assessments and activities. Examples of areas of focus include executive functioning skills, time management, organization, study skills, note taking, and more.

The Germain Center also provides workshops, resources, study halls, and embedded tutoring programs for students throughout the academic year. Questions about making

an appointment with a tutor, workshops, or resources can be directed to Germain-Center@albertus.edu.

Through the Germain Center for Academic Success, Albertus Magnus College provides free access to synchronous online tutoring for nearly all subjects, including writing, math, accounting, biology, chemistry, CIS, nursing and healthcare, microsoft help, and more. Students can log in at any time of the day or night and work with a tutor in real-time for a one-on-one online tutoring session. Sessions through Albertus Online Tutoring 24/7 are saved to students' personal accounts and can be reviewed up to a year after the session has ended. Students may also submit draft papers to an online tutor and receive feedback within 24 hours. Access to Albertus Online Tutoring 24/7 is available to all students through links on their eLearning page and on the MyAlbertus portal.

Questions about Albertus Online Tutoring 24/7 can be directed to Tutor.com Help Page or the Germain Center staff.

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.

Accommodations for Students with Disabilities

The Office of Accessibility Services is dedicated to creating a living and learning environment that is accessible and equitable to all students. Through working with students with disabilities and providing necessary and reasonable accommodation, the Office provides equal access to all educational opportunities, as well as full participation both inside and outside the classroom.

In line with Albertus Magnus College's Mission, the Office of Accessibility Services promises to:

- Work in partnership with other offices to build an accepting and richly diverse student body.
- Educate students in self-advocacy, preparing our students for both college and life beyond.
- Provide accommodations and continuously examine areas of growth, including accessible technologies, in service of creating an educational environment that enhances student development.

Albertus Magnus College does not offer specific academic programs for individuals with disabilities. However, Albertus recognizes its responsibility to provide reasonable accommodations to promote equal educational opportunity, and it is in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Students should consult the Accessibility Services web page at https://www.albertus.edu/accessibility or contact the Director of Accessibility Services for information about

requesting accommodations, submitting disability documentation and accessing approved accommodations.

Computer Labs, Wireless Network and Computer Usage Expectations

Technology plays a key role in academics at Albertus Magnus College. All classrooms have internet access, projection systems, and audio/visual equipment, including interactive whiteboards. Wireless internet is available throughout campus, including residence halls.

Library resources are primarily accessed online through the electronic catalog. Off-campus access is available using the student Falcon Card. Most courses also use eLearning, the College's online course platform. For this reason, students are strongly encouraged to have a personal laptop or computer. Computers are also available in Aquinas Hall labs and throughout the Library.

Institutional Review Board

Albertus Magnus College recognizes the importance of human subjects research in furthering the knowledge base of the academic and broader community. The College assures that research conducted under its auspices protects the rights and welfare of human participants in accordance with federal regulations and ethical standards. The Institutional Review Board (IRB) oversees this process by reviewing research involving human participants conducted by Albertus faculty, staff, students, and outside researchers.

The mission of the IRB is to ensure that human participants are treated with the utmost respect and fairness throughout the research process, as stipulated by the *Belmont Report* and Title 45, Code of Federal Regulations, Part 46: Protection of Human Subjects. The goal of the IRB at Albertus is to ensure that, in all institutional research:

- Research methods and procedures are conducted in a manner consistent with federally established ethical standards.
- Both risks and benefits to human subjects are clearly identified.
- All risks to human subjects are minimized and considered reasonable in light of the anticipated benefits and the significance of the knowledge that may result.
- Human subjects are equitably and ethically selected, recruited, and treated.
- Human subjects are fully informed of their rights to consent to participate in the study and are provided with the appropriate documentation of informed consent, or a waiver thereof, as applicable.
- Adequate provisions are maintained to protect the privacy, anonymity, and confidentiality of participants throughout data collection and reporting.

Library and Information Technology Services

Library and Information Technology Services

Located in Rosary Hall, Library and Information Technology Services offers a wide range of support and training for students, faculty, and staff navigating the College's digital and academic resources.

Library Services
Library staff help students develop research and information literacy skills essential for academic success and lifelong learning. Resources include access to over 70,000 e-journals, newspapers, and magazines, as well as more than 350,000 e-books across all subject areas. Students can access digital and print collections through the Library's online catalog, *Boots OneSearch*, from on or off campus.

Technology Services
Technology Services supports teaching and learning both in person and online. Instructional support includes training for eLearning, ePortfolio, Google Workspace, Microsoft Office, and more. The Information Help Desk assists with access to campus technology. Technical Services maintains the College's networks, servers, devices, and cybersecurity. Internet Communications manages the website, myAlbertus portal, and internal communications. Administrative Computing supports campus-wide systems and applications.

Academic Policies and Procedures: General

Definition of a Credit Hour

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

1. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction/contact (per credit) and a minimum of two hours of out of class student work each week (per credit) for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the College including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Application of Credit Hour Policy

Thie credit hour policy applies to all courses at all levels (undergraduate, graduate and professional) that award academic credit (i.e. any course that appears on an official transcript issued by the College) regardless of the mode of delivery including, but not limited to, online, hybrid, lecture, seminar, and laboratory. Academic departments are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be fully online, a hybrid of face-to-face contact with some content delivered by electronic means, or one delivered in lecture or seminar format. Courses that have less structured classroom schedules, such as research seminars, independent studies, internships, practica, studio work, or any other academic work leading to the award of credit hours, at a minimum, should state clearly learning objectives and expected outcomes and workload expectations that meet the standards set forth above.

Contact Time

1 credit = minimum of 750 minutes per semester/module = 12.5 hours per semester/module
2 credits = minimum of 1,500 minutes per semester/module = 25 hours per semester/module

3 credits = minimum of 2,250 minutes per semester/module = 37.5 hours per semester/module
4 credits = minimum of 3,000 minutes per semester/module = 50 hours per semester/module

Full-Time Status in the Undergraduate Accelerated Degree Program

Full-time students in the undergraduate Accelerated Degree Program typically enroll in 12–15 credits per semester over the course of the Fall and Spring semesters. Fall semester consists of Modules 1 and 2. Spring semester consists of Modules 3 and 4. Module 5 is an optional summer semester. Semester-long courses are only assessed in the module the course begins. Students are assigned an Academic Advisor to help with course selection and enrollment planning.

Traditional Undergraduate Program Courses

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

Student Classification

Albertus Magnus College enrolls undergraduate students of varying ages, backgrounds, and educational pursuits. Albertus classifies students as:

Traditional undergraduate students are degree-seeking (matriculated) students who have been officially accepted for admission to the College. Typically, these students are out of high school fewer than four years.

Accelerated adult undergraduate students are degree-seeking (matriculated) students who have been officially accepted for admission to the College. Typically, these students are adult learners who are looking to earn their degree at an accelerated pace.

Graduate students are degree-seeking (matriculated) students who have earned a bachelor's degree, have been officially accepted for admission to the College and are pursuing advanced education in a specific field.

Special students are non-degree-seeking (non-matriculated) students who register for and take classes at Albertus, but have not been admitted to the College. Non-matriculated students may take a maximum of 12 credits before formally applying to the College. For guidance purposes, the high school record and complete college transcripts may be requested.

Class Levels
An undergraduate student's academic level is based on the cumulative hours earned at the end of the semester. Academic level is used for establishing how early a student

may register, assigning classes with a prerequisite academic level or total credits earned classification and determining financial aid satisfactory academic progress (SAP) and academic good standing.

Academic Level	Total Credits Earned
First Year:	0-24 credits
Sophomore:	25-53 credits
Junior:	54-83 credits
Senior:	84+ credits

Preferred Name

Albertus Magnus College strives to offer an inclusive and welcoming environment to all members of our college community which includes providing mechanisms to make name changes, changes to personal pronouns, and gender identity markers across the College's computer and information systems.

Students may choose whatever preferred names they would like for their first, middle, and last name separately. Students should keep in mind that this is the name that will appear in College systems such as Academic Planning, Navigate, and eLearning.

When choosing a preferred name, please be mindful that preferred names may not be used for purposes of fraud or misrepresentation. The College reserves the right to deny a preferred name change if it contains inappropriate or offensive language.

Students will also have the option to update their personal pronouns in Self-Service. Pronouns currently available include: "she/her/hers", "he/him/his", "ze/hir/hirs", "they/them/their", and "use my name as my pronoun."

A student's preferred name can be updated and reflected in the following areas:

- Faculty Class Rosters
- Falcon ID Cards
- Student Email Address
- myAlbertus
- E-Learning
- Navigate
- Datatel Colleague (Student Information System utilized by Administrators)
- Diplomas
- Housing Rosters

A student's preferred name cannot be used and reflected in the following areas:

- Student Academic Transcripts
- Official Student Accounts (Bursar Office)

- Financial Aid Records
- Student Employment Records
- Immigration/SEVIS Documents
- Veterans Affairs Benefits Documents

For these documents and records, only the student's legal name can be reflected. Information regarding the change of a legal name can be addressed to the Office of the Registrar.

Students who wish to receive an updated Falcon Card can do so by visiting the Falcon Card Office in Rosary Hall. There is no charge to update your card to reflect your preferred name. Replacement fees will be assessed for lost or stolen cards following the first reprinting.

For questions or concerns, please contact the Office of the Registrar at registrar@albertus.edu, 203-773-8514, or Aquinas Hall, G1 Suite.

Credit for Courses and Auditing Courses

Students do not receive credit for courses for which they have not been formally registered, or for courses for which they are registered as auditors. Courses taken for audit do not apply toward any academic degree and do not count as part of a student's full-time or part-time course load for purposes of financial aid, loan deferments, athletic eligibility or housing.

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

Requirements and Conditions:

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

- Half tuition is charged for audited courses and due by the first day of class. Courses will be dropped for nonpayment. For the tuition and fees schedule and refund policy, contact the Bursar's Office.
- An auditor will be administratively withdrawn from a course after 14 calendar days of non-attendance.
- An instructor may end an audit at any time.

Procedure:

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

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

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

Transfer Credits Allowed After Matriculation

Matriculated undergraduate students may take courses at another institution with prior approval from the Office of the Registrar. A *Transfer Course Approval Request* form must be submitted in advance to ensure transferability of credits.

Students may transfer a maximum of 15 credits from other institutions and must complete their final 15 credits at Albertus Magnus College.

Students enrolled in or applying to the Bachelor of Science in Nursing program must first obtain approval from the Nursing program before seeking approval from the Registrar.

Residency Requirements

Undergraduate students must earn their final 15 credits and at least 12 credits in upper-level (300-level) major courses at Albertus Magnus College. In addition, to be eligible for graduation with Honors, students must have earned at least 56 credits at Albertus Magnus College towards a bachelor’s degree and 30 credits at Albertus Magnus College towards an associate’s degree.

Course Recording

In order to deliver meaningful, high quality, accessible instruction, some Albertus

Magnus courses may be video and/or audio recorded by the faculty/college. Students will not record any audio/video in classes (unless as an approved disability accommodation). To protect privacy rights, all students must abide by the guidelines and requirements set forth in this policy:

- Students must obtain prior approval in order to record any class. Evidence of students recording, sharing or posting recordings may be considered a violation of the tradition of honor.
- Students provided with authorized copies of recorded class sessions may use them for academic purposes only, such as completing course assignments.
- Students provided with authorized copies of recorded class sessions will delete the recordings after viewing/using them.
- Students provided with authorized videos of class sessions will not post them online, send/share with friends or family, save to personal computers/servers or use them for any other personal or professional purpose.
- Students participating in virtual classrooms or classes that are being recorded should refrain from sharing personally identifiable information from education records.
- U.S. Copyright Law and Connecticut State law protect the intellectual property of the students and faculty members, which may include, but is not limited to: lectures, demonstrations, or performances.
- Any redistribution of authorized recordings constitutes academic misconduct and may result in disciplinary sanctions.
- Anyone suspected of misusing authorized video or audio recordings should be reported to the College as this violation falls under the FERPA laws and are subject to an investigation.

Course Substitutions and Waivers

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

- A course substitution allows a student to use an alternative course to meet a program requirement. Course substitutions are made in the context of the program requirements. Course substitutions must maintain the integrity of the program. Substituted courses must include substantially the same learning outcomes as the required course. Students who are granted substitutions must still earn the total credit hours required for their academic program.
- A course waiver allows students to graduate without completing a program requirement. Students who are granted waivers must still earn the total credit hours required for their academic program.
- Students must earn a minimum of 12-credits at the upper level, numbered 300 or higher, in their major in order to graduate from Albertus Magnus College.

Discontinued Programs

Students pursuing degree programs which the college discontinues will be allowed to complete the degree program within a specified time limit determined at the point of discontinuance. This is determined according to the student's progress toward degree completion and will not exceed two years for any students.Students who withdraw from a discontinued program during the specified time limit will not be permitted to re-enroll under the discontinued program upon return to the college.

During the 2024-2025 academic year, the following programs underwent deactivation and will no longer accept new students:

- Bachelor of Arts (BA) in English, Writing, and Media
- Bachelor of Arts (BA) and Bachelor of Fine Arts (BFA) in Game and Computer Arts
- Bachelor of Science (BS) in Art Management
- Bachelor of Science (BS) in Project Management
- Bachelor of Arts (BA) in Social Media
- Bachelor of Arts (BA) in Social Science
- Bachelor of Science (BS) in Supply Chain Management
- Minor in Esports Administration and Management
- Minor in Global Studies
- Minor in Urban Studies

Last updated July 24, 2025

Academic Policies and Regulations: Registration, Grading and Cumulative Performance

Registration

Registration dates are indicated on the academic calendar each year. During the time allotted for registration, students meet with their advisor and choose courses from those listed in the Course Offerings.

Students register with priority assigned to seniors and student veterans on the first day followed by juniors, then sophomores, and then first-year students. Assigned registration day and times are assigned based on credits earned at the time of the registration. Students with an outstanding financial obligation will not be permitted to register for classes without clearance from the Bursar and/or Financial Aid.

Adding/Dropping a Course

Adding a Course: Students may add a full semester or ADP, 6 or 8-week course through the first week of classes.

Traditonal undergraduate first-year students and transfer students with fewer than 24 transfer credits may not enroll in an online ADP undergraduate course. Exceptions require approval from both the Dean of Academic Affairs and the Registrar.

Dropping a Course: Students may drop a full semester class through the last day of the second week of classes. Students may drop an ADP, 6 or 8-week course through the last day of the first week of classes. Courses dropped by the deadline do not appear on the student's transcript. After this deadline, students should consult the College calendar for withdrawal dates. 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. Students should obtain advisor approval before dropping a course.

Refer to the myAlbertus for the opening and closing dates of add/drop period.

Incompletes

An Incomplete (I) is approved when a student is unable to complete the requirements of a course by the final grade deadline. At the time the (I) grade is requested, the student must have completed at least 60% of the required coursework in the course, have a passing grade and have a valid reason for not being able to complete the remainder of the coursework by the end of the term.
Valid reasons might include: extended illness of self or close family member, death of a loved one, accident, complications of pregnancy, manifestation of a disability, or legal issues, etc.

Invalid reasons include: student attended only a few or no class sessions, student did not complete enough academic activities or actively participate in class, student elected not to complete the course on time, student is busy finishing requirements for other courses, student believes they can get a better grade with additional time, an extension of time to complete required work would be personally more convenient to the student, or student would otherwise fail the course, etc.

Incompletes must be initiated by the student, approved by the instructor of record and submitted to the Office of the Registrar by the last day of the mod./semester. The choice to grant an incomplete is at the instructor's discretion. The student's work must be completed and submitted promptly so that the instructor may resolve the incomplete grade in accordance with the relevant academic calendar and the terms outlined in the "Request for an Incomplete". Incompletes must be cleared within 30 days of the last class meeting.

A student who does not make arrangements with the instructor to complete the coursework, or does not satisfactorily complete the coursework as arranged, will receive a grade of F for the course. Failure to meet deadlines may result in the student's loss of financial aid, campus residence, and/or eligibility for enrollment in future courses or participation in student activities, including athletic practice and competition.

Faculty overseeing incompletes must submit a "Change of Grade" form within 30 days of the last class meeting, or the Incomplete is changed to an F. Once the incomplete is resolved the grade will be included in the student's overall grade point average.

Withdrawal from a Course

Students may withdraw from a course during the withdrawal period. During a 6 or 8- week course, the withdrawal period begins on the Monday of the second week and ends on the last day of classes. Students who wish to withdraw must fill out a Withdrawal Form. A grade of "WA "or "UF" will be recorded for students that must be administratively withdrawn.

Withdrawals will be processed on the following schedule:

Week 1: Add/Drop is in effect.

Weeks 2 – 8: Withdrawal

Students have the option to withdraw by completing a withdrawal form where a "W" will be issued. A grade of "WA" will be issued to all students who are administratively withdrawn in weeks 2-4. A grade of "UF" (unearned F) will be recorded for students who are administratively withdrawn in weeks 5-8. The student can petition an instructor to change the "UF" to a "WF." The "UF" must be cleared by the last day of the mod in which it is recorded.

* Semester-long courses will follow the traditional undergraduate (day) withdrawal policy. See the Traditional Undergraduate Program Catalog.

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 four consecutive sessions of a course and have not officially withdrawn are administratively withdrawn from that course. When students have two consecutive absences, an auto-generated warning email will be sent to them. At three absences, students will receive an email from student services letting them know that if they miss one more class, they will be administratively withdrawn. After four consecutive absences, students will be administratively withdrawn and have no recourse to return to class.
- Students may withdraw from courses during the first seven 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.

Returning Students

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

Grading System

The College uses a system of letter grades and quality points to evaluate undergraduate student performance. Grade point averages are computed on a scale where A = 4.0 (94-100), A- = 3.7 (90- 93), B+ = 3.3 (87-89), B = 3.0 (84-86), B- = 2.7 (80-83), C+ = 2.3 (77-79), C = 2.0 (74-76), C- = 1.7 (70-73), D+ = 1.3 (67-69), D = 1.0 (60-66), F = 0 (failing), UF = 0 (failing - un-earned F).
Grade points earned in a course are determined by multiplying the point value of the letter grade (shown above) by the number of credits of the course. A cumulative average is obtained by dividing the total number of grade points by the total number of credits taken at Albertus and is calculated at the student level.

GRADING SCALE	
Grade	**Meaning**
W	A W (Withdrawal) is recorded for students who withdraw from a semester-based course during weeks 3-15 or a mod-based course during weeks 2-8.The recording of a W grade for a course does not impact a student's overall grade-point-average. W grades do impact a student's pace to completion for purposes of financial aid. All students should contact the necessary office contacts before making the decision to withdraw from a course.

WA	A WA (Administrative Withdrawal) is recorded for students taking traditional undergraduate courses and who are absent from class for 14 calendar days during the first 7 weeks of the semester. Students taking adult undergraduate and graduate courses are issued a WA after being absent for 4 consecutive classes during the first 4 weeks of the module.
WF	Students who receive a UF (Un-Earned F) are permitted to convert the UF to a WF (Withdrawal Fail) by requesting such conversion with the Office of the Registrar by the last day of the term in which it was recorded. The recording of a WF grade for a course does not impact a student's overall grade-point-average. Students who record three or more WF grades in a semester may be placed on academic review or be academically dismissed contingent on the overall semester GPA attained.WF grades do impact a student's pace to completion for purposes of financial aid.
I	An I (Incomplete) is approved when a student is unable to complete the requirements of a course by the final grade deadline. At the time the (I) grade is requested, the student must have completed at least 60% of the required coursework in the course, have a passing grade and have a valid reason for not being able to complete the remainder of the coursework by the end of the term. Faculty overseeing incompletes must submit a "Change of Grade" form within 30 days of the last class meeting, or the Incomplete is changed to an F. Once the incomplete is resolved the grade will be included in the student's overall grade point average. Undergraduate students with the grade of I in a course(s) are not eligible for the dean's or President's lists.
I/P	An I/P (In Progress) provisional grade is issued for students registered in an undergraduate or graduate practicum or internship or graduate thesis or capstone, but who do not complete the work in the term and who formally apply for a non-credit bearing continuation course. The Office of the Register shall change the I/P notation to a letter grade once the instructor submits a "Change of Grade" form. Undergraduate students with a grade of I/P in a course(s) are not eligible for the dean's or President's lists.
P	A P (Pass) grade indicates performance in an undergraduate course for which specific grades are not given. A P is equivalent to a grade of D- or better.

P/O	A P/O (Pass Option) grade is the pass grade for undergraduate courses taken on an optional Pass/Fail basis.
AUD	An AUD (Audit) grade designates registration for a course as an auditor.

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.

Grading Scale

Credits	Grade	Honor Points
3	A	12.0
3	C-	5.1
3	B+	9.9
3	B	9.0
Total = 12		Total = 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:

GOOD STANDING	
Credits Attempted	**Minimum Cumulative Average**
1-34	1.70
35-60	1.80
61-75	1.90

76-over	2.00

Pass/Fail

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

The Pass/Fail option form must be signed and submitted to the Registrar by three weeks from the first day of class for Traditional Undergraduate courses. The Pass/Fail option form must be signed and submitted to the Registrar by two weeks from the first day of class for ADP 6 or 8-week courses. No Pass/Fail option may be added after that time.

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

Grade Reports

Midterm Grade Reports

Faculty are required to submit midterm grades for all traditional undergraduate courses. Midpoint grades are a powerful tool for students to make informed decisions about their courses, holistic advising, connecting students to academic and support resources, as well as various administrative processes in financial aid and academic affairs. Students can access grades through Navigate or Self-Service
Though not required, faculty are encouraged to share midpoint grading information with adult undergraduate and graduate students in ADP.

Final Grade Reports

Traditional undergraduate grades are due no later than 48 hours after the conclusion of the final exam/project period. Adult undergraduate and graduate gradesare due no later than 48 hours after the last scheduled class session for the term. Students can access grades through Navigate or Self-Service.

Changes in Officially Recorded Grades

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

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

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

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

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

Grade Appeals

Students may appeal a final grade if they believe it was calculated inaccurately or does not align with the grading criteria outlined in the course syllabus. It is the student's responsibility to provide evidence supporting the claim.

Grade appeals must be submitted within 30 days of the last day of the class. The process is as follows:

1. **Student Appeal to Instructor**: The student submits a written appeal to the instructor, stating the specific reasons for the appeal.
2. **Instructor Response**: The instructor may either change the grade or provide a written explanation supporting the original grade.
3. **Appeal to Chair or Program Director**: If unsatisfied, the student may submit the appeal and instructor's response to the department chair or program director. If the instructor is also the chair or director, the Dean will serve in their place. The chair/director reviews all materials, may request additional information, and provides a written recommendation.
4. **Final Appeal to Academic Petitions Committee**: Either the student or instructor may appeal the chair/director's decision to the Academic Petitions Committee, which makes the final determination.

In Progress Courses

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

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

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

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

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

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

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

Failure of a Course

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

Course Retake

Students may repeat courses already taken under the following circumstances:

1. A student seeks to repeat the class after passing the course previously. Most often this is requested so the student may improve a previously earned grade or to gain additional knowledge in the content area. Students may repeat a course with a previously earned passing grade one time.
2. A student repeats a class after receiving a failing grade. Undergraduate students are limited to repeating at failed course at Albertus Magnus College an additional two times (for a total of 3 attempts at the course). Graduate students are limited to

repeating a failed course at Albertus Magnus College one additional time (for a total of 2 attempts at the course). Undergraduate students who wish to retake a course for a fourth time must obtain permission from the Dean. Graduate students who wish to retake a course for a third time must obtain permission from the Dean.

3. A student retakes a failed Albertus Magnus College course at another institution. Students must obtain approval of the department chair of their degree program and submit the "Request to Take a Course at Another Institution" form and receive approval from the Office of the Registrar. The final grade for a course taken at another institution is not recorded on the Albertus Magnus College official transcript or is calculated as part of the cumulative grade point average. If the course is successfully completed, it will be recorded as transfer credit (TR) on the Albertus Magnus College transcript and all transfer of credit policies apply to this process.

When a course is repeated, the repetition appears on the transcript but only the most recent grade is included in the cumulative grade point.

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:

- Failure to achieve good standing in the previous two mods
- Failure to maintain a 2.0 cumulative average in their major field
- Failing grades (F, UF) and/or withdrawals (W, WA, WF) in three courses in any two mods
- 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 Dean, 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

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

1. Incurs two Academic Reviews in any three consecutive semesters of enrollment.
2. Incurs a third Academic Review at any time.

3. Cumulative average on all work attempted at Albertus Magnus College falls below the following:

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

Traditional Undergraduate Program First-Semester Academic Dismissal and Appeal Policy

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

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

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

Traditional Undergraduate students who receive below a 1.5 cumulative grade-point average in their first semester of coursework will be academically dismissed from the College. Subsequently, the student will be granted an automatic appeal and be placed on academic review for the following semester. Students who are placed on academic review will be required to meet regularly with a member of the first-year academic advising team to check in on their progress throughout the semester. Students on academic review will not be permitted to take more than 12 credits in the following semester unless laboratory coursework would require a student to take no more than 14 credits.

Students are notified of their automatic appeal in the academic dismissal letter issued by the Dean of Academic Affairs for the Traditional Undergraduate Program following the conclusion of each semester.

Right to Appeal

A student has the right to appeal an academic dismissal in writing to the Vice President for Academic Affairs, or the Dean, within one week of receipt of notification of dismissal.
**If the appeal is denied or the student does not appeal within the required timeframe, the student may make a formal application for readmission to the College, through the Office of Admission, after one year.*

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

Academic Amnesty

Albertus Magnus College recognizes that sometimes students are unsuccessful academically for a variety of reasons and that a low GPA is a barrier to further academic progress. To allow students a second chance, the College has established an Academic Amnesty policy.

Academic Amnesty allows qualifying students the opportunity to remove academically poor coursework (D and/or F grades) from the calculation of their GPA. Amnesty results in the recalculation of GPA and a reassessment of a student's academic progress. Amnesty does not remove courses from the student's academic record (it only excludes them from cumulative GPA calculations at Albertus Magnus College), state/federal regulations concerning course attempts will still apply. Students are eligible for one application of Academic Amnesty at each degree-level.

Students must apply for Academic Amnesty within 90 days from the end of the module/semester in question.

Academic Amnesty does not apply to federal, state and Albertus Magnus College financial aid regulations. The academic record impacted by Academic Amnesty is not excluded from federal, state and Albertus Magnus College Financial Aid policies. Students should consult with the Director of Financial Aid prior to requesting Academic Amnesty.

Academic Amnesty may not be honored by institutions to which the student subsequently transfers.

In order to qualify for Academic Amnesty:

- The student must have never before received Academic Amnesty at the same degree-level.
- Applications must be submitted within 90 days from the end of the module/semester in question and cannot be submitted after their degree has been conferred.
- A listing of the courses for which Amnesty is being requested including the module/semester in which the courses were taken.
- A formal, written statement with an explanation for the cause of the academic difficulty and steps taken to resolve the situation.

Applications should always include relevant documentation to support the claims. Applications submitted without supporting documentation will likely be denied. Once an application has been reviewed, the committee will notify the student via their Albertus Magnus College email of its decision.

Medical Issues

- Attach signed and dated medical documentation.

Military Obligations

- Attach a copy of military order, dated and signed by commanding officer.

Death of Immediate Family Member

- Attach a dated obituary/death certificate/article.
- Attach documentation showing relation to the deceased.

Family Emergency

- Attach a copy of the travel ticket.
- Signed, dated medical documentation (if applicable).

Readmission After Dismissal

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

1. 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.

2. Submit a completed application form.

Readmission will be approved or denied at the discretion of the Dean of Advising and Student Success.

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 a 3.5 or a 3.3 with no grade below a B.

President's List

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

Honor Societies

Alpha Phi Sigma

Alpha Phi Sigma is the national honor society for criminal justice. It recognizes students who demonstrate academic excellence in the field of criminal justice and law. Eligible students must have a minimum 3.0 GPA, hold sophomore status, and rank in the top 10% of their class.

Alpha Sigma Lambda
Alpha Sigma Lambda is the nation's oldest and largest honor society for adult learners, recognizing those who achieve academic excellence while balancing work and family commitments. The Albertus chapter honors graduating seniors in the Adult Degree Program with a minimum cumulative GPA of 3.20. Each year, approximately 30 students, typically the top 10% of the graduating class, are inducted.

Kappa Gamma Pi
Kappa Gamma Pi is the national Catholic college graduate honor society. Founded in 1926, it honors students who have demonstrated both academic excellence and leadership in service. Members commit to continuing their dedication to scholarship, leadership, and service beyond graduation.

Academic Policies and Regulations: Withdrawals

Withdrawal from the College

Official Withdrawal from the College

Students who do not plan to remain enrolled at Albertus Magnus College must complete the Intent to Withdraw Form with the Office of the Registrar. Students should consult the Financial Aid and Bursar's Offices before filing the paperwork with the Office of the Registrar. If the form is filed before the last day of the add/drop period, all courses for the term will be dropped from the student's record at no penalty.

Students who file the Intent to Withdraw Form after the designated add/drop period will be charged for the tuition and fees for courses in which they were registered. Students planning to withdraw immediately will be withdrawn from their courses with a W grade.

When students indicate their plan to withdraw at the end of the semester/term in which they are enrolled no action will be taken until final grades have been recorded. Students should indicate their timeline for withdrawal properly when completing the form.

Students submitting an Intent to Withdraw from the College form for the end of the semester, but change their mind before the semester ends, must email the Office of the Registrar to rescind their withdrawal request in writing.

The date that the student begins the college's withdrawal process, or notifies the school of their intent to leave the program, is the Date of Determination (DOD). The last day of attendance is the last day the student attended class based on attendance records and is considered the withdrawal date. The Office of the Registrar uses this date to report enrollment status to the National Student Clearinghouse (NSC). NSC records this date to National Student Loan Database System (NSLDS). NSLDS is the national database of information about loans and grants awarded to students under Title IV of the Higher Education Act (HEA) of 1965, as amended.

Unofficial Withdrawal from the College

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

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

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

Administrative Withdrawal

Administrative Withdrawal: Failure to Start

- Students who have not attended any semester-long classes for 14 calendar days or mod. classes for 4 consecutive classes, never complete an assignment and do not contact the Office of the Registrar and/or Office of Advising and Student Success will be considered a "no show" and will be administratively withdrawn from the class. The student's financial aid will be adjusted to reflect eligibility only for those classes attended.
- Students who have been administratively withdrawn from a class will have the class and all tuition and fees associated with the class removed from their record. Students will be notified in writing by the Office of the Registrar and/or Office of Advising and Student success that they are being administratively withdrawn and will have an opportunity to respond.

Administrative Withdrawal: From the College

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

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

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

In other cases of administrative withdrawal, the date of the withdrawal and the reason for the withdrawal are used to determine the grade to be recorded and the amount of tuition and fees to be assessed or canceled. In most cases, the regular tuition and fee assessment and refund policies of the college prevail.
If a student is being administratively withdrawn from the college, the student will be notified in writing and have the oppotunity to respond. If the student does not take any action, the student will be administratively withdrawn.

Administrative Withdrawal: From a Course

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

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

Students who are administratively withdrawn from a course may be reinstated into the class with instructor approval. If a student wishes to be reinstated, they must obtain in writing the permission for reinstatement. The reinstatement request and instructor approval should be sent to the Registrar. The Registrar will reinstate the student into the course within 24-hours. The student will be expected to attend the next scheduled class session to remain in the course or they will be administratively withdrawn from the course with no option for additional reinstatement.

Academic Policies and Procedures: Graduation, Transcripts and Student Records

Anticipated Completion Date

A student's anticipated completion date (ACD) is the term in which they are expected to complete all degree requirements. Students can view their ACD in Student Planning. To update your ACD contact the Office of the Registrar.

Degree Audit

A degree audit is a process the Office of the Registrar performs to verify that a student has completed all degree requirements and is ready to graduate. The degree audit form is located on the myAlbertus Registrar's page. Student's should submit forms at least six months prior to their anticipated completion date.

Graduation with Honors

Associate's Degree

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

Bachelor's Degree

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

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

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

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

Master's Degree

Master's degree candidates in the Master of Arts in Art Therapy and Clinical Counseling, Master of Fine Arts, Master of Science in Clinical Counseling and the Master of Science in Education programs who have a cumulative grade point average of at least 3.90 or

above and a grade of "A" in all components of the final project/capstone course/thesis are awarded honors and will have the notation included on their transcript and diploma.
Master's degree candidates in the Master of Science in Human Services program who have a cumulative grade point average of at least 3.90 or above and a grade of "A-" in all components of the final project/capstone course/thesis are awarded honors and will have the notation included on their transcript and diploma.
Master's degree candidates in the Master of Business Administration, Master of Public Administration, Master of Science in Accounting, Master of Science in Criminal Justice, Master of Science in Healthcare Administration, Master of Science in Instructional Design and Learning Technology and the Master of Science in Management and Organizational Leadership programs who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

Degree Conferral

Degrees are conferred five times a year: July, October, December, March and May.

Graduation becomes official on the date the degree is conferred, which occurs only after all degree requirements have been successfully completed. Degrees are posted to transcripts approximately two weeks after conferral. At that time, students may confirm with employers and others that they have officially graduated from Albertus Magnus College.

En-Route Associate to Bachelor Degree Program

Students graduating from an associate degree program may elect to transition directly into their designated bachelor's degree program by declaring their intent during their final semester or module of enrollment. To do so, students must submit the En-Route Declaration Form to the Office of the Registrar.

Eligibility for en-route transition requires the student to be in good financial standing with the College and to declare into an eligible bachelor's program as outlined in the current catalog. Upon successful graduation from the associate degree program and completion of the declaration process, students will be automatically promoted to the corresponding bachelor's program.

Students who do not declare en-route status prior to completing their associate degree will have up to two modules or one semester following graduation to do so. After this period—or if they wish to pursue a bachelor's degree different from the designated en-route program—students must apply for admission through the Office of Admission.

Liberal Studies, Associate of Arts	**En-Route Program**
Art Concentration (Traditional Undergraduate Only)	Art, BA or BFA

English Concentration (Traditional Undergraduate Only)	English, BA
History Concentration (Traditional Undergraduate Only)	History, BA
Mathematics Concentration (Traditional Undergraduate Only)	Mathematics, BA
Political Science Concentration (Traditional Undergraduate Only)	Political Science, BA
Psychology Concentration	Psychology, BA
Sociology Concentration	Sociology, BA
Spanish Concentration (Traditional Undergraduate Only)	Spanish, BA
Philosophy Concentration	Philosophy, BA or Religion, BA
Religion Concentration	Religion, BA or Philosophy, BA
Business Management, Associate of Science	**En-Route Programs**
	Accounting, BS
	Business Management, BS
	Finance, BS
	Healthcare Management, BS
Traditional Undergraduate Only	Sport Management, BS
Criminal Justice, Associate of Science	**En-Route Program**
	Criminal Justice, BS

- *All programs en-route to General Studies, BA (ADP and Traditional Undergraduate)*
- *Select Traditional Undergraduates programs may en-route to the Interdisciplinary Studies, BA/BS.*
- *Select Liberal Studies, AA may en-route to the Humanities, BA.*

Awarding of a Posthumous Degree

Undergraduate

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

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

Graduate

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

Procedure

Inquiries relative to the awarding of a posthumous degree (normally requested by the deceased student's family) should be referred to the appropriate department chair or program director.
The Office of the Registrar will confirm for the department chair or program director the student's academic standing and earned credits. The Vice President for Student Affairs or Dean will confirm for the department chair or program director the disciplinary standing.

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

If approved, the Vice President will request the Registrar to complete the transcription, graduation, and diploma procedures. The transcript will reflect that the degree was awarded posthumously.
If the student does not meet the criteria, or if the decision to award the degree is not approved, the Vice President will have the option to award an In Memoriam Degree.

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

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

Diplomas

Diplomas are mailed to students 6-8 weeks after the degree conferral date. For undergraduate degree recipients, only the degree type (for example, Associate of Science, Bachelor of Arts, etc.) and honors will appear on the diploma. Undergraduate majors,

minors, and concentrations are not notated on a diploma. These will appear on the official transcript.

Students who complete a double-major (same degree type for each major) will only receive one diploma. Students who complete a dual-degree (for example, a Bachelor of Arts and a Bachelor of Science) will receive one diploma for each degree.

Graduate students' complete degree including discipline (for example, Master of Science in Clinical Counseling) and honors will appear on the diploma. Graduate concentrations are not notated on a diploma. These will appear on the official transcript.

Shortly before graduation, students will receive an email from the Office of the Registrar asking them to confirm the name to be printed on the diploma and confirm preferred mailing address. Students who do not update their address will be responsible for any diploma reordering fees.

All financial obligations must be satisfied for a student to receive their diploma, order an official transcript and/or participate in commencement.

Commencement

Commencement is the official ceremony celebrating students' graduation. Graduation/ degree conferral and the Commencement ceremony do not occur on the same day.

Undergraduate and graduate students who have been awarded degrees in the previous August and December, and those who have completed all degree requirements for May graduation, are invited to participate in the May commencement ceremony. The names of these students appear in the official, printed commencement materials of that academic year.

Undergraduate degree seeking students who have not completed all degree requirements by May, but who (a) are within 6 credits of graduating, (b) have a 2.0 cumulative GPA as well as a 2.0 GPA in their majors and minors, (c) are registered for all remaining requirements for the degree, (d) have met all financial obligations, including those that will be incurred for the upcoming coursework and (e) will finish all requirements by August are permitted to walk in the earlier May ceremony.

Students who are completing their degree requirements in May or August of the Commencement year will have their honors read based on cumulative GPA and institutional credits earned at the conclusion of mod. 3 in March of each year. Official degree honors will be determined at the time of graduation from their degree program by the Registrar and recorded on their academic transcript and diploma.

Graduate students who have not completed all degree requirements by May, but who (a) are registered for all remaining requirements for the degree, (b) have a 3.0 cumulative GPA, (c) have met all financial obligations, including those that will be incurred for the upcoming coursework and (d) will finish all requirements by August are permitted to walk in the earlier May ceremony.

Students who are completing their degree requirements in May or August of the Commencement year will have their honors read based on cumulative GPA and institutional credits earned at the conclusion of mod. 3 in March of each year. Official

degree honors will be determined at the time of graduation from their degree program by the Registrar and recorded on their academic transcript and diploma.

Verification of Enrollment or Degrees

Students may request official enrollment verification and/or official verification of attendance and degree(s) by contacting the Office of the Registrar.

Transcripts

Official transcripts are issued by the Office of the Registrar and include a record of courses, grades, credits, and dates of instruction.

Albertus Magnus College partners with Parchment to offer secure online transcript ordering for current students and alumni.

- **eTranscript (PDF):** $7.00 per copy; typically sent to the recipient the same day.
- **Printed Official Transcript (mailed):** $10.00 per copy; processed within 3–5 business days and sent via regular mail.

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

Student Records

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

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

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

- when a student's health or safety is in jeopardy;
- when a student engages in alcohol or drug-related behavior that violates College policies;
- when a student has been placed on academic probation;

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

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

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

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

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

Financial Records	Bursar's Office/Financial Aid Office
(Maintaining financial aid files)	
Medical Records	Health Center
(Medical Records that are submitted to the College are held for 7 years from when a student graduates or leaves the College)	

Access to Education Records

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

The College may refuse access to the following records:

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

Amendment of Education Records

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

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

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

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

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

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

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

Directory Information/Privacy Blocks

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

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

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

College Officials with Legitimate Educational Interests

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

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

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

Reports of Academic Progress, Status and Disciplinary Action to Parents

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

- The student who completes the Permission to Release Educational Information form in the Office of the Registrar requesting reports be sent to parents or legal guardians;
- Parents or guardians who make a written request to the Office of the Registrar indicating that the student is a dependent and providing evidence that the parents or

guardians declared the student as a dependent on their most recent Federal Income Tax form.

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

Record Maintenance

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

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

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

Inspection and Review of Educational Records

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

1. All students who are or have been in attendance at Albertus Magnus College shall have the right to inspect and review their education records, subject to the limitations provided under applicable regulations of FERPA. Students should submit to the Office of the Registrar, Vice President for Academic Affairs, Dean of Students, or other appropriate official, a written request that identifies the records they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. Under FERPA, a student ID number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems cannot be

used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and a student ID number or other unique personal identifier that is displayed on a student ID badge cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

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

parties had in requesting or obtaining the information. Students requesting to review their education record will have access to this record.

Student Consent to Disclose Educational Records

The Family Educational Rights and Privacy Act affords students the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff person (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agency); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing thier tasks. A school official has a legitimate educational interest and the official needs to review an educational record in order to fulfill their professional responsibility.

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

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

- Interested individuals, subject to the requirement of 34 CFR Part 99, the name, violation committed, and sanction imposed by the institution against a student who has committed a violation of the institutions rules or policies in connection with the alleged perpetration of a crime of violence or a non-forcible sex offense;
- Parents regarding the student's violation of any federal, state or local law, or of any institutional policy or rule governing the use of alcohol or a controlled substance, if the institution has determined that the student has committed a disciplinary violation with respect to the use or possession, and the student is under the age of 21 at the time of the disclosure to the parent.
- Interested individuals, when the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 and the information was provided to the College under 42 U.S.C. 14071 and applicable federal guidelines.

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

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

Conflicts with State or Local Law

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

Filing a Complaint

If a student feels that the College has failed to comply with FERPA requirements, they have the right to file a complaint with the U.S. Department of Education's office that administers FERPA at:
Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901
All complaints must be filed within 180 days of the alleged violation.

Directory Information Notice

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

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

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

Student Right-To-Know

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

General Information

The Curriculum: Definition of Terms

- Introductory undergraduate courses are numbered 100 –199, intermediate undergraduate courses, 200 – 299, advanced undergraduate courses, 300 – 499, and graduate courses 500 – 799.
- The number of credits after a course description indicates the semester credit hours assigned to the course.
- The letter “P” following a course description indicates a prerequisite for that course.
- For preliminary planning purposes, when a course is intended to meet a part of the undergraduate General Education Core Program, it will be indicated in this course description. ***However, the official core-program designation of any course is given in the official schedule for the module/semester that the course is being offered.***
- The letter “W” following a course number indicates that it is a designated writing course that can be used to fulfill one of the College writing requirements in the Traditional Undergraduate Program.
- In the Traditional Undergraduate Program, all courses meet three hours a week with sessions held either on-ground, online or in a blended format.
- In the Adult Degree Program and Graduate Program, all courses meet five hours a week with sessions held either online or in a blended format.
- The official schedule of courses is available in the Office of the Registrar. Consult the official schedule for classes offered in a given module/semester.
- ***The College reserves the right to cancel any class for which there is insufficient enrollment.***

Departments

Department of Biology, Chemistry and Mathematics

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

Majors
Biology (Traditional Undergraduate Program)
Chemistry (Traditional Undergraduate Program)
General Health Sciences (Traditional Undergraduate Program)
Mathematics (Traditional Undergraduate Program)
Public Health (Accelerated Degree Program and Traditional Undergraduate Program)

Minors
Biology (Traditional Undergraduate Program)
Chemistry (Traditional Undergraduate Program)
Mathematics (Traditional Undergraduate Program)

Department of English and Communications

The mission of the Department of English and Communications is to develop students' written and oral communication skills.
In the English major and minor, students will think critically about how literary texts from a variety of cultural perspectives create meaning and address urgent questions.

In the Communications majors, students develop technical and broad integrative skills to be able to work with and manage different types of people.

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

- Demonstrate an understanding of major works of literature.
- Demonstrate an understanding of how meaning is created in literary works.
- Demonstrate an aesthetic appreciation of the creative work of others.
- Produce consistently lucid, coherent, thoroughly researched papers, convincingly and creatively presented.
- Possess the writing and research skills, and the literary knowledge, necessary to flourish in the liberal professions and relevant graduate programs.
- Write persuasively in a variety of professional modes and media, including digital media.
- Think critically about literature and other contemporary forms of cultural expression.

- Create original content in written, visual, and digital media.

Majors

Communications (Accelerated Degree Program and Traditional Undergraduate Program)
English (Traditional Undergraduate Program)

Minors
Communications (Accelerated Degree Program and Traditional Undergraduate Program)
English (Traditional Undergraduate Program)
Social Media (Accelerated Degree Program and Traditional Undergraduate Program)

Department of Philosophy and Religion

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

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

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

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

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

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

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

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

Interdisciplinary Programs

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

Upon completing an interdisciplinary program of study, students will:

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

Majors
General Studies (Accelerated Degree Program and Traditional Undergraduate Program)
Humanities (Accelerated Degree Program and Traditional Undergraduate Program)
Interdisciplinary Studies (Traditional Undergraduate Program)

Department of Nursing

In accordance with the mission of Albertus Magnus College, the nursing program is committed to assisting students in the development of ethical values, a spirit of intellectual inquiry, openness to the search for truth, and readiness to serve others.

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

- Integrate nursing knowledge with the liberal arts educational foundation to care for clients across the human lifespan.
- Responsibly apply scientific knowledge to reduce risk and limit disease in individuals and communities.
- Utilize patient care technologies in the healthcare environment by embracing the need to be a lifelong learner.
- Communicate effectively and respectfully with clients, families, and other healthcare providers in a complex healthcare environment.
- Demonstrate nursing leadership skills that exemplify the Dominican Order identity through the four pillars; study, prayer, community, and service.

Majors

Nursing

Department of History, Political Science and Sociology

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

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

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

- Demonstrate inquisitiveness and mastery of the principles of scholarly research.
- Communicate effectively both orally and in writing.
- Demonstrate knowledge and understanding of the values, beliefs, and ideas that constitute the western political tradition.
- Recognize the complex nature of the political community and the role of social, economic, cultural, and environmental factors in political life.
- Demonstrate knowledge and understanding of American political institutions and processes and be able to compare them with those of other political systems.
- Understand the patterns of interaction among members of the world community and the sources of international cooperation and conflict.
- Be able to evaluate conflicting political arguments, assemble empirical evidence, and make reasoned conclusions from available evidence.

Majors
History (Traditional Undergraduate Program)
Political Science (Traditional Undergraduate Program)
Sociology (Accelerated Degree Program and Traditional Undergraduate Program)

Minors
History (Traditional Undergraduate Program)
Political Science (Traditional Undergraduate Program)
Pre-Law (Accelerated Degree Program and Traditional Undergraduate Program)
Sociology (Accelerated Degree Program and Traditional Undergraduate Program)

Department of Psychology

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

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

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

Majors
Human Services (Accelerated Degree Program and Traditional Undergraduate Program)
Psychology (Accelerated Degree Program and Traditional Undergraduate Program)

Minors
Human Services (Accelerated Degree Program and Traditional Undergraduate Program)
Psychology (Accelerated Degree Program and Traditional Undergraduate Program)

Department of Criminal Justice

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

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

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

Majors
Criminal Justice (Accelerated Degree Program and Traditional Undergraduate Program)

Minors
Criminal Justice (Accelerated Degree Program and Traditional Undergraduate Program)

Tagliatela School of Business and Leadership

The mission of the Tagliatela School of Business and Leadership is to provide a superior business education in innovative, accessible and technologically advanced formats to students from diverse academic and socioeconomic backgrounds striving to be ethical, entrepreneurial and successful in a dynamic economy through quality teaching, service and engagement with the business community.

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

Upon completing a program of study in the Tagliatela School of Business and Leadership, students will:

- Explain the major concepts in the functional areas of accounting, law, marketing, finance, and management.
- Evaluate the legal, social, and economic environments of business.
- Describe the global environment of business.
- Describe and explain the ethical obligations and responsibilities of business .
- Apply decision-support tools to business decision making.
- Construct and present effective oral and written forms of professional communication.
- Apply knowledge of business concepts and functions in an integrated manner.

Majors
Accounting (Accelerated Degree Program and Traditional Undergraduate Program)
Business Management (Accelerated Degree Program and Traditional Undergraduate Program)
Computer Information Systems (Accelerated Degree Program and Traditional Undergraduate Program)
Cybersecurity (Accelerated Degree Program and Traditional Undergraduate Program)
Finance (Accelerated Degree Program and Traditional Undergraduate Program)
Healthcare Management (Accelerated Degree Program and Traditional Undergraduate Program)
Sport Management (Traditional Undergraduate Program)

Minors
Accounting (Accelerated Degree Program and Traditional Undergraduate Program)
Arts Entrepreneurship (Traditional Undergraduate Program)
Computer Information Systems (Accelerated Degree Program and Traditional Undergraduate Program)

Finance (Accelerated Degree Program and Traditional Undergraduate Program)
Healthcare Management (Accelerated Degree Program and Traditional Undergraduate Program)
Management (Accelerated Degree Program and Traditional Undergraduate Program)
Project Management (Accelerated Degree Program and Traditional Undergraduate Program)
Supply Chain Management (Accelerated Degree Program and Traditional Undergraduate Program)

Programs

Accounting, B.S.

(54 credits)

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

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

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

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

Accreditation

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

MAJOR REQUIREMENTS

REQUIRED CORE (21 credits)

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

BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing

CONCENTRATION REQUIREMENTS (33 credits)

BE 135	Business Communications
BE 204	Principles of Macroeconomics
AC 261	Intermediate Accounting I
AC 262	Intermediate Accounting II
AC 263	Cost Accounting
AC 361	Federal Income Taxation for Individuals
AC 362	Auditing
AC 380	Accounting Internship
MG 309	Business Ethics
FIN 265	Corporate Financial Management
AC 395	Accounting Capstone

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

WRITING IN THE DISCIPLINE DESIGNATED COURSE

AC 362	Auditing

Accounting Minor

(18 credits)

The Accounting minor is designed for individuals who are seeking to gain an understanding of core accounting principles. The minor offers students foundational accounting knowledge to complement careers in all branches of business and the governmental and nonprofit sectors. Students must complete fifteen credits of required courses and three credits in an upper-level accounting course to earn the accounting minor.
To earn the Accounting minor, students must complete the courses listed below:

AC 161	Financial Accounting
AC 162	Managerial Accounting

AC 261 Intermediate Accounting I

AC 263 Cost Accounting

AC 361 Federal Income Taxation for Individuals

One (AC) Accounting course

Business Management, A.S.

(60 credits)

The Associate of Science in Business Management, under the Tagliatela School of Business and Leadership, is a two-year undergraduate degree that provides students who are in the early stages of their management or professional careers with an introduction to management and business principles while providing a foundational education in liberal arts.

To satisfy the requirements of the Associate of Science in Business Management degree, students need to complete 60 hours of coursework that include 30 credits in general education requirements; 21 credits in business; and 9 elective credits.

Students must complete a minimum of 21 credits as matriculating students at the College. These 21 credits must be the last credits toward the degree.

Students must maintain a minimum grade point average of 2.0 for all work attempted at the College.

Accreditation

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

COLLEGE REQUIREMENTS

REQUIRED CORE (30 credits)

EN 106 Written Expression I

EN 107 Written Expression II

- Fine Arts (designated course)
- History (designated course)
- Literature or Languages and Cultures (designated course)
- Mathematics course (designated course)
- Philosophy course (designated course)
- Religion course (designated course)
- Science course (designated course)

- Social Science course (designated course)

Review the Liberal Arts Core catalog page for a comprehensive list of courses approved for each requirement.

DISCIPLINE SPECIFIC (21 credits)

BE 135	Business Communications
AC 161	Financial Accounting
BE 204	Principles of Macroeconomics
BE 205	Principles of Microeconomics
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 309	Business Ethics

ELECTIVES (9 credits)

Business Management, B.S.

(48 credits)

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

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

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

Accreditation

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for its business programs through the International

Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business management, public administration, accounting and finance programs only. Locations for program offerings are at the sole discretion of the Member.

Business Management, B.S. - Business Management

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

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
AC 161	Financial Accounting
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 309	Business Ethics
MG 391	Business Capstone

CONCENTRATION REQUIREMENTS (24 credits)

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

Select one (3 credits):

BE 202	Statistics for Business and Economics
CIS 115	Computer Essentials
CIS 171	Business Spreadsheet Development

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

Business Management, B.S. - Entrepreneurship (Traditional Undergraduate Program Only)

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
AC 161	Financial Accounting
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 309	Business Ethics
MG 391	Business Capstone

CONCENTRATION REQUIREMENTS (24 credits)

BE 204	Principles of Macroeconomics
BE 248	Business Modeling and Analysis
MG 142	Introduction to Project Management
MG 240	Social Entrepreneurship
MG 320	Product Development
MG 335	Human Resource Law
MG 365	Issues of Small and Family Business
MG 382	Entrepreneurship Internship

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

Business Management, B.S. - Marketing (Traditional Undergraduate Program Only)

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
AC 161	Financial Accounting
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 309	Business Ethics
MG 391	Business Capstone

CONCENTRATION REQUIREMENTS (24 credits)

BE 204	Principles of Macroeconomics
MG 241	Marketing Research and Strategy
MG 320	Product Development
MG 322	Promotional Marketing
MG 335	Human Resource Law
MG 367	Strategic Management
MG 380	Management Internship

Select one (3 credits):

BE 202	Statistics for Business and Economics
CIS 115	Computer Essentials
CIS 171	Business Spreadsheet Development

*****_ADP students may substitute another course for MG 380 in consultation with the advisor_.

WRITING IN THE DISCIPLINE DESIGNATED COURSE

MG 391	Business Capstone

Communications, B.A.

(45 credits)

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

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

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

Communications, B.A.

MAJOR REQUIREMENTS

REQUIRED CORE (27 credits)

CO 121	Introduction to Mass Communication
CO 139	Introduction to Digital Video & Audio
CO 141	Public Speaking
CO 161	Human Communication
CO 229	Introduction to Digital Communications
CO 362	Persuasion
CO 365	Writing for Interactive Media
CO 380	Internship

CO 391 Communications Capstone

FLEXIBLE CORE (18 credits)

Select six (18 credits):

CO 125 Podcast Writing & Development

CO 210 Creative Copywriting

CO 230 Interactive Marketing on Social Media

CO 239 Digital Video & Audio I

CO 261 Public Relations

CO 263 Social Media Storytelling

CO 267 Social Media Journalism

CO 301 Organizational Communications

CO 341 Film Appreciation

CIS 286 Internet and Web Publishing

MG 231 Principles of Marketing

MG 241 Marketing Research and Strategy

WRITING IN THE DISCIPLINE DESIGNATED COURSE

CO 365 Writing for Interactive Media

Computer Information Systems, B.S.

(51 credits)

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

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

- Identify the principal concepts, theories, and practices in the functional areas of technology and information systems.
- Recognize ethical principles in information technology and apply them to organizational decision making.
- Demonstrate competence in interpersonal skills, oral and written communication, leadership and teamwork appropriate for my chosen field.

- Utilize critical thinking and problem solving skills to solve technology and business problems.
- Demonstrate responsible behaviors in a digital world.
- Demonstrate the ability to integrate the various components of information technology into a functional whole.

Computer Information Systems, B.S.

MAJOR REQUIREMENTS

REQUIRED CORE (39 credits)

BE 135	Business Communications
MG 142	Introduction to Project Management
CIS 150	Computer Hardware Fundamentals
CIS 160	Programming with Python
CIS 171	Business Spreadsheet Development
CIS 172	Database Development
CIS 250	Windows Operating System
CIS 270	Linux Operating System
CIS 282	Computer Networks
CIS 286	Internet and Web Publishing
CIS 330	Issues in Computer Ethics
CIS 379	Management of the Information Systems Function

Select one (3 credits):

CIS 380	Internship
CIS 393	Senior Computer Project

FLEXIBLE CORE (12 credits)

Select four (12 credits):

AR 113	Three-Dimensional Design
AR 114	Graphic Design I
AR 201	Introduction to Computer Art
AR 214	Graphic Design II
CIS 110	Contemporary Issues in Computer Information Systems

CIS 112	Introduction to Cybersecurity
CIS 115	Computer Essentials
CIS 210	Data Privacy and Digital Security
CIS 221	Security Auditing and Risk Assessment
CIS 231	Legal Issues in Cybersecurity
CIS 252	Special Topics
CIS 261	The Power and Pitfalls of Artificial Intelligence (A.I.)
CIS 276	Systems Analysis and Design
CIS 301	Technology and the Arts
CIS 315	Healthcare and Information Systems
CIS 320	Computer Forensics I
CIS 321	Computer Forensics II
CIS 331	Incident Management and Response
CIS 385	Information Systems Security
CIS 390	Independent Study

WRITING IN THE DISCIPLINE DESIGNATED COURSE

CIS 330	Issues in Computer Ethics

Computer Information Systems Minor

(18 credits)

The minor in Computer Information Systems (CIS) allows students to diversify their coursework and add career-relevant skills to their resume. The CIS minor is a great partner to many different majors at Albertus, including Business Management, Accounting/Finance, Criminal Justice, Social Science, and many others. To earn the minor in CIS, students must complete the courses listed below:
Six Computer Information Systems (CIS) courses courses
This flexibility allows students to tailor their CIS coursework to best meet their academic and career goals.

Criminal Justice, A.S.

(60 credits)

The Associate of Science in Criminal Justice, under the Department of Criminal Justice, is a two-year undergraduate degree designed to prepare students for employment in those social services and criminal justice sectors which directly support police and government law enforcement efforts while providing a foundational education in liberal arts.

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

Our students receive extensive field experience through participation in at least one guided internship. This experience provides a more broad set of career options, including graduate education in fields such as criminal justice, law, social work or public administration.

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

- Develop and demonstrate a basic understanding of the Criminal Justice system: the police, courts, corrections.
- Develop and demonstrate an understanding of core specialized criminal justice vocabulary.
- Develop and demonstrate a college-level understanding of the foundations of American criminal law.
- Develop and demonstrate a college-level understanding of constitutional law in America.
- Develop and demonstrate a college-level understanding of criminal theory.
- Develop and demonstrate an ability to read analytically and to produce college-level writing.

To satisfy the requirements of the Associate of Science in Criminal Justice degree, students need to complete 60 hours of coursework that include 30 credits in general education requirements; 21 credits in criminal justice; and 9 elective credits.

Students must complete a minimum of 21 credits as matriculating students at the College. These 21 credits must be the last credits toward the degree.

Students must maintain a minimum grade point average of 2.0 for all work attempted at the College.

COLLEGE REQUIREMENTS

REQUIRED CORE (30 credits)

EN 106	Written Expression I
EN 107	Written Expression II

- Fine Arts (designated course)
- History (designated course)
- Literature or Languages and Cultures (designated course)
- Mathematics course (designated course)
- Philosophy course (designated course)
- Religion course (designated course)
- Science course (designated course)
- Social Science course (designated course)

Review the Liberal Arts Core catalog page for a comprehensive list of courses approved for each requirement.

DISCIPLINE-SPECIFIC (21 credits)

CJ 111	Introduction to the Criminal Justice System
CJ 231	Deviance and Criminology
CJ 232	Juvenile Delinquency
CJ 233	Corrections
CJ 234	Contemporary Issues in Criminal Justice
CJ 248	Correctional Administration
SO 242	Race, Ethnicity and Racism

ELECTIVES (9 credits)

Criminal Justice, B.S.

(45 credits)

The Bachelor of Science in Criminal Justice, under the Department of Criminal Justice, is designed to prepare students for employment in those social services and criminal justice sectors which directly support police and government law enforcement efforts. The program will also prepare them for graduate work in these fields. The focus of the major will be to ensure that students understand the criminal justice system in the United States as it is related to class structure, race, ethnicity, and gender so that they will develop a more person-centered understanding of crime and law enforcement. Counseling skills, coupled with an understanding of individuals' behavior within families and groups in society, will ensure that students, as leaders in the community and as professionals, are prepared for respectful and effective interaction with citizens.

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

Our students receive extensive field experience through participation in at least one guided internship. This experience provides a more broad set of career options, including graduate education in fields such as criminal justice, law, social work or public administration.

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

- Develop and demonstrate an understanding of core specialized criminal justice vocabulary.
- Develop and demonstrate a college-level understanding of the foundations of American criminal law.
- Develop and demonstrate a college-level understanding of constitutional law in America.
- Develop and demonstrate a college-level understanding of criminal theory.
- Develop and demonstrate an ability to read analytically and to produce college-level writing.

MAJOR REQUIREMENTS

REQUIRED CORE (39 credits)

CJ 111	Introduction to the Criminal Justice System
SO 218	Statistics for Behavioral Sciences
SO 219	Research Methods
CJ 231	Deviance and Criminology
CJ 232	Juvenile Delinquency
CJ 233	Corrections
CJ 234	Contemporary Issues in Criminal Justice
CJ 248	Correctional Administration
SO 242	Race, Ethnicity and Racism
CJ 338	Criminal Evidence
CJ 345	Criminal Law and Procedure
CJ 380	Internship
CJ 391	Senior Seminar: Ethics

CRIMINAL JUSTICE ELECTIVES (6 credits)

Select two (6 credits):

SO 111	Introduction to Sociology
SO 121	Contemporary Social Problems

SO 241	Urban Sociology
SO 310	Sociology of Law and Social Control
CJ 239	National Security & Civil Liberty
CJ 250	Police & Community Relations
CJ 255	Special Topics
CJ 280	Criminal Justice Practicum
CJ 335	The U.S. Constitution & Bill of Rights

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

WRITING IN THE DISCIPLINE DESIGNATED COURSE

CJ 338	Criminal Evidence

Criminal Justice Minor

(18 credits)

Building on the College's strengths in Criminal Justice, the Criminal Justice minor will prepare students for employment in those criminal justice sectors which directly support police and government law enforcement efforts.

To earn the Criminal Justice minor, students must complete the courses listed below:

CJ 111	Introduction to the Criminal Justice System

Five Criminal Justice (CJ) courses

Cybersecurity, B.S.

(51 credits)

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

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

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

MAJOR REQUIREMENTS

REQUIRED CORE (51 credits)

CIS 112	Introduction to Cybersecurity
CIS 150	Computer Hardware Fundamentals
CIS 160	Programming with Python
CIS 221	Security Auditing and Risk Assessment
CIS 231	Legal Issues in Cybersecurity
CIS 240	Defensive and Offensive Cybersecurity Fundamentals
CIS 250	Windows Operating System
CIS 270	Linux Operating System
CIS 282	Computer Networks
CIS 320	Computer Forensics I
CIS 330	Issues in Computer Ethics
CIS 331	Incident Management and Response
CIS 385	Information Systems Security
CJ 111	Introduction to the Criminal Justice System
CJ 338	Criminal Evidence
CJ 345	Criminal Law and Procedure

Select one (3 credits):

CIS 380	Internship
CIS 393	Senior Computer Project

WRITING IN THE DISCIPLINE DESIGNATED COURSE

CIS 330	Issues in Computer Ethics

Finance, B.S.

(54 credits)

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

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

- Demonstrate an understanding of the valuation effects of each financial decision.
- Demonstrate an understanding of the risk-return relationship and its effect on decision-making.
- Demonstrate the ability to access and use basic tools to calculate and measure financial outcomes.
- Identify the major financial statements of a corporation and indicators of good performance.
- Complete the credit hours and content areas required to meet the educational requirements for CPA certification.
- Demonstrate preparedness to pursue a career in a finance related field.

Accreditation

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

MAJOR REQUIREMENTS

REQUIRED CORE (21 credits)

AC 161	Financial Accounting
AC 162	Managerial Accounting
BE 202	Statistics for Business and Economics
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing

CONCENTRATION REQUIREMENTS (33 credits)

BE 135	Business Communications
BE 204	Principles of Macroeconomics
FIN 227	The Stock Market
FIN 265	Corporate Financial Management
FIN 322	International Finance
FIN 325	Money and Banking
AC 361	Federal Income Taxation for Individuals
FIN 366	Investment Analysis
FIN 380	Finance Internship
MG 309	Business Ethics
MG 391	Business Capstone

**ADP students may substitute AC 261, BE 247 or FIN 220 for FIN 380*

WRITING IN THE DISCIPLINE DESIGNATED COURSE

FIN 366	Investment Analysis

Finance Minor

(18 credits)

The finance minor provides students with a foundational understanding of the financial markets and corporate finance. The knowledge acquired in the finance minor can assist individuals in a business-related career and making personal investment choices. Students must complete fifteen credits of required coursework and enroll in a three credit upper-level finance course.

To earn the Finance minor, students must complete the courses listed below:

AC 161	Financial Accounting
AC 162	Managerial Accounting
FIN 227	The Stock Market
FIN 265	Corporate Financial Management
FIN 325	Money and Banking

One Finance (FIN) course or CIS 171: Business Spreadsheet Development

General Studies, B.A.

(45 credits)

The Bachelor of Arts in General Studies is intended for students who wish to pursue a particular topic that crosses departmental lines based on their professional goals and interests. You will choose from a wide variety of courses in the arts, humanities, social and traditional sciences.The academic program for each student is individually planned with the director.
Upon completing the program of study in General Studies, students will:

- Analyze and synthesize the relationship between multiple disciplines of study.
- Develop and identify the academic preparation, opportunities and potential contributions to careers in their major field.

MAJOR REQUIREMENTS

REQUIRED CORE (45 credits)

Select fourteen (42 credits): Courses in consultation with the advisor.

Select one (3-6 credits): Interdepartmental Coordinating Seminar or Independent Study Project

Healthcare Management, B.S.

(51 credits)

The Bachelor of Science in Healthcare Management, under the Tagliatela School of Business and Leadership, is designed to prepare students for a career in the healthcare sector and provide groundwork for those who are interested in furthering their education. Students receive theoretical classes along with practical experiential opportunities, graduating with an internship in their field of interest. This allows those in the major to experience first hand what their healthcare studies job will entail. This major enables its students to become business leaders in industries that focus on the health and well-being of others; hospitals, clinics, and other facilities that give patient care. Healthcare is the fastest growing job sector in the country. Those who graduate from Albertus with a Healthcare Management degree are leaders who are ready to make an impact on this fundamental field.

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

- Demonstrate achievement of core business skills in the functional areas of accounting, finance, economics, marketing, management, and human resources.
- Be able to critically evaluate the context, quality, and administrative structure of health care delivery within and outside the United States.
- Demonstrate an understanding of contemporary legal and ethical issues in healthcare management.

- Effectively engage in research and data analysis, including statistical analysis, in the field of healthcare management.
- Demonstrate an understanding of the public health system and analyze strategic and tactical factors that impact its effectiveness.
- Demonstrate basic competencies in written communication and oral presentation skills appropriate for a health care management professional.
- Demonstrate culturally appropriate knowledge and leadership advocacy in a changing health care system.
- Demonstrate the ability to collaborate and work effectively in teams.

Accreditation

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

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
AC 161	Financial Accounting
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 309	Business Ethics
MG 392	Healthcare Management Capstone

CONCENTRATION REQUIREMENTS (27 credits)

BE 247	Healthcare Finance
CIS 315	Healthcare and Information Systems
MG 235	Healthcare Management
MG 336	Healthcare Law
MG 308	Ethical Issues in Healthcare
MG 348	
PHS 311	Population Health

PHS 312	Global Health
MG 383	Healthcare Management Internship

**ADP students may substitute MG 335, MG 362 or MG 367 for MG 383*

WRITING IN THE DISCIPLINE DESIGNATED COURSE

MG 308	Ethical Issues in Healthcare

Healthcare Management Minor

(18 credits)

The Healthcare Management minor combines business management courses with healthcare courses that enable the student to learn how these basic management tools and skills are applied in a healthcare setting. Students learn business principles and skills essential to managing a healthcare business in the provider, payer, or insurance aspect of the healthcare industry. It is ideal for students interested in learning more about the U.S. healthcare system, including business, public health, public administration, and management.
To earn the Healthcare Management minor, students must complete the courses listed below:

BE 247	Healthcare Finance
MG 235	Healthcare Management
MG 308	Ethical Issues in Healthcare
MG 336	Healthcare Law
PHS 311	Population Health
PHS 312	Global Health

Human Services, B.S.

(54 credits)

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

Upon completing the program of study in Human Services, students will:

- Demonstrate skills in observation, needs assessment, social intervention, program development and implementation, and evaluation of outcomes.
- Assess the human service needs of individuals, families, and communities.
- Analyze major social issues, social problems, and current socio-political and socio-cultural events which affect human services.
- Understand and apply legal and ethical standards affecting the delivery of human services.

MAJOR REQUIREMENTS

REQUIRED CORE (54 credits)

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

Select two (6 credits):

PY 214	Death and Dying
PY 330	Child Development
PY 341	Adolescent Psychology
PY 350	Adulthood and Aging

Select two (6 credits):

HS 256	Mental Health and the Criminal Justice System
SO 212	Social Work: History and Practice
SO 213	Social Work: Populations and Policies
SO 242	Race, Ethnicity and Racism

Select two (6 credits):

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

Select one (3 credits): Philosophy (PH) and/or Religion (RS) course in consultation with the advisor.

**Courses are offered annually through the Accelerated Degree Program (ADP) for HS 101, PY 213, PY 235, and HS 311*

WRITING IN THE DISCIPLINE DESIGNATED COURSE

HS 311	Issues in Human Services

Humanities, B.A.

(45 credits)

The Bachelor of Arts in Humanities, under the Department of English and Communications, is designed for the student who is self-disciplined, self-motivated, and interested in pursuing a topic, theme, or cross-cultural project that is interdisciplinary in nature. Students pursuing a Bachelor of Arts in Humanities work with an advisor to outline a program focused on the following subjects: Art, Communications, English, History, Humanities, Languages and Culture, Philosophy and Religion.

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

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

- Increase their competence in close analysis of texts across the humanities.
- Cultivate an appreciation for cultural difference and an understanding of other points of view.
- Improve in writing clearly and correctly.
- Engage in professions that require clear, precise, and effective oral and written communication.

MAJOR REQUIREMENTS

REQUIRED CORE (45 credits)

Select fourteen (42 credits) credits focused in five academic disciplines: Art History (AH), Studio Art (AR), Communications (CO), English (EN), History (HI), Humanities

(HU), Languages and Cultures (LC), Music (MU), Philosophy (PH) and/or Religion (RS) courses in consultation with the advisor.

HU 390 Independent Study

WRITING IN THE DISCIPLINE DESIGNATED COURSE

HU 390 Independent Study

Liberal Studies, A.A.

(60 credits)

The Associate of Arts in Liberal Studies is a two-year undergraduate degree that provides students with a foundational education in liberal arts.

To satisfy the requirements of the Associate of Arts degree, students need to complete 60 hours of coursework that include 30 credits in general education requirements; 15 credits in a given discipline; and 15 credits in electives.

Students must complete a minimum of 21 credits as matriculating students at the College. These 21 credits must be the last credits toward the degree.

Students must maintain a minimum grade point average of 2.0 for all work attempted at the College.

COLLEGE REQUIREMENTS

REQUIRED CORE (30 credits)

EN 106 Written Expression I

EN 107 Written Expression II

- Fine Arts (designated course)
- History (designated course)
- Literature or Languages and Cultures (designated course)
- Mathematics course (designated course)
- Philosophy course (designated course)
- Religion course (designated course)
- Science course (designated course)
- Social Science course (designated course)

Review the Liberal Arts Core catalog page for a comprehensive list of courses approved for each requirement.

DISCIPLINE-SPECIFIC (15 credits)

Choose five courses from a designated concentration area.

- **Accelerated Adult Undergraduate Program:** Philosophy, Psychology, Religion, Sociology

- **Traditional Undergraduate Program:** Art, English, History, Mathematics, Philosophy, Political Science, Psychology, Religion, Sociology or Spanish

ELECTIVES (15 credits)

Nursing, B.S.

(66 credits)

The LPN-to-BSN program at Albertus Magnus College enables licensed/vocational nurses to earn a Bachelor of Science in Nursing while considering prior work experience, education, and training. With a critical shortage in caregivers, this program is the first program of its kind in the state of Connecticut.

The Bachelor of Science in Nursing, under the department of Nursing, is designed to provide learners with the foundations of nursing practice and leadership with emphasis on problem-solving and clinical judgment.

Our Bachelor of Science in Nursing consists of 126 credit hours, which includes general education classes, nursing classes and clinical experience.

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

- Integrate nursing knowledge with the liberal arts educational foundation to care for clients across the human lifespan.
- Responsibly apply scientific knowledge to reduce risk and limit disease in individuals and communities.
- Utilize patient care technologies in the healthcare environment by embracing the need to be a lifelong learner.
- Communicate effectively and respectfully with clients, families, and other healthcare providers in a complex healthcare environment.
- Demonstrate nursing leadership skills that exemplify the Dominican Order identity through the four pillars; study, prayer, community, and service.

Admission Requirements

New nursing cohorts begin twice per year in the fall and spring.

To be eligible for admission into the LPN-to-BSN program, students must meet the following criteria:

- Current CT LPN License: Applicants must hold a current Connecticut LPN license in good standing.
- Graduation from an Accredited LPN Program: Applicants must have graduated from an accredited LPN program with a cumulative grade point average (GPA) greater than or equal to 2.75 on a semester hour scale or a 77 on a quarter hour scale*. For more information, review Albertus Magnus College’s definition of a credit hour policy.

- Successful Completion of NACE Exams: Applicants must successfully complete four specified National League for Nursing Nursing Accelerated Challenge Exams (NACE) PN-RN with the following minimum scores:
  - Foundation of Nursing: 71% or higher**
  - Nursing Care of Childbearing: 62% or higher**
  - Nursing Care of Childrearing: 62% or higher**
- The NACE exams may not be taken twice in the same semester but can be taken twice over a two-year period. NACE scores will be valid for two years.
- Cumulative GPA Requirement for College Credits: Applicants with college credits from other colleges or universities must have a cumulative GPA of 3.0 or higher and a cumulative science GPA of 3.0.

*Applicants who received their practical nurse training through the U.S. Armed Forces are exempt from the GPA requirement provided that training is documented on an official Joint-Services Transcript (JST). The JST must be submitted at the time of application for review.

**The National League of Nursing (NLN) sets the minimum scores for the NACE exams. The NLN reserves the right to change the minimum scores at any time.

Transfer Credits

Refer to the Transfer Credits section for specific information on Albertus Magnus College's transfer credit policy. For students entering the Nursing program, courses will be reviewed for transferability to meet general education requirements.

Acceptance of transfer and substitute credits in nursing to meet prerequisite coursework and requirements of the curriculum will be determined by the Director of Nursing. Applicable transfer and substitute credits expire after 5 years. A student who transfers into the nursing program at Albertus Magnus College will be required to repeat any nursing or other required courses which are not considered comparable to the Albertus Magnus College Nursing Program curriculum or in which the grade earned does not meet the minimum requirement. No advanced standing into nursing will be granted. Transfer students must meet the same standards as other students in the program. Questions should be submitted to nursing@albertus.edu.

Accreditation

Albertus Magnus College is fully accredited by the New England Commission of Higher Education (NECHE).

Program Format

Courses are offered in a blended format which enables students to complete their studies through a combination of 16-week in-person evening courses and 8-week online courses. Practical lab sessions will take place in the nursing skills lab and high fidelity simulation scenarios will take place in the simulation lab. Hands-on clinical experience will take place in various healthcare settings, such as hospitals, clinical, nursing homes, and community health centers.

The anticipated time for students to complete the program is 36 months.

Good Standing

To remain a nursing student in good academic standing, all students must earn a grade 77 or above in all required nursing courses and meet the College's Good Standing policy. Nursing students cannot pass/fail any nursing courses. The Registrar notifies the Director of the Nursing Program of the students who earned less than a 77 or who received a grade such as a WA, W, WP, WF, UF or I in any required nursing course. This notification occurs within 24 hours of receipt of the official grade being submitted by faculty.

A nursing student must repeat, at the next available opportunity, any nursing courses with a final failing grade of 76 or less. Nursing students are allowed no more than 2 attempts for any nursing course and a maximum of 2 failing grades in nursing courses. Failure to meet these requirements will lead to dismissal from the nursing program.

Good Professional and Clinical Standing

Clinical hours are reported to our accrediting body and are required of all students. Each nursing clinical course has a prescribed number of contact hours. It is expected that students will complete all nursing clinical course hours. Certification to the Connecticut Department of Public Health for taking the NCLEX requires the verification that students have met the prescribed clinical hours.

PROGRAM OF STUDY

The College will recognize credit for prior learning (CPL) via the award of 22 college credits after the LPN successfully passes the NLN Nursing Acceptance Challenging Exams (NACE). The awarded credit will account for the following courses:

Prerequisite CPL (4 credits)

PY 111	Introduction to Psychology

One credit will be awarded for BLS certification.

Major CPL (18 credits)

NR 223	Foundational Nursing
NR 223C	Foundational Nursing Clinical
NR 226L	Nursing Skills Laboratory
NR 261	Nursing Pathophysiology
NR 327	Maternal Child Nursing Care
NR 327C	Maternal Child Nursing Care Clinical

Prerequisite Requirements (25 credits)

YEAR ONE

Term 1 (14 credits)

BI 206	Human Anatomy & Physiology I
BI 206L	Human Anatomy & Physiology I Laboratory
MA 117	Biostatistics: Math for Healthcare
EN 106	Written Expression I
CC 102	College Success Seminar
SC 114	Nutrition for Health and Fitness: The Science of Wellness

Term 2 (8 credits)

BI 207	Human Anatomy & Physiology II
BI 207L	Human Anatomy & Physiology II Laboratory
CH 231	General Organic Biochemistry
CH 231L	General Organic Biochemistry Laboratory

Term 2 Required Correlatives (4 credits)

BI 215	Microbiology
BI 215L	Microbiology Laboratory

Term 3 Required Correlatives (3 credits)

EN 107	Written Expression II

Major Requirements (48 credits)

YEAR TWO

Term 4 (9 credits)

NR 224T	Transition LPN-to-BSN
NR 213L	Health Assessment Laboratory
NR 282	Nursing Pharmacology

Term 5 (12 credits)

NR 237	Community Nursing
NR 237C	Community Nursing Clinical
NR 256T	Transition Mental Health

NR 256C Mental Health Clinical

YEAR THREE

Term 7 (12 credits)

NR 243 Nursing Informatics

NR 271T Transition Medical-Surgical Nursing I

NR 271C Medical-Surgical Nursing I Clinical

NR 338 Evidenced-Based Practice with Nursing Research

Term 8 (9 credits)

NR 350 Medical-Surgical Nursing II

NR 350C Medical-Surgical Nursing II Clinical

NR 391 Nursing Leadership

Term 10 (6 credits)

NR 375 Professional Nursing Practice

NR 375C Professional Nursing Practice Clinical

WRITING IN THE DISCIPLINE DESIGNATED COURSE

NR 338 Evidenced-Based Practice with Nursing Research

Management Minor

(18 credits)

The Management minor equips students with the foundational knowledge needed to develop essential analytical, interpersonal and applied decision-making skills necessary in complex business environments in a variety of industries.
To earn the Management minor, students must complete the courses listed below:

AC 161 Financial Accounting

MG 131 Principles of Management

MG 231 Principles of Marketing

MG 309 Business Ethics

MG 362 Human Resource Management

MG 367 Strategic Management

Philosophy, B.A.

(36 credits)

The Bachelor of Arts in Philosophy, under the Department of Philosophy and Religion, is largely self-designed in consultation with a faculty member/mentor, and the student is encouraged to be in pursuit of a particular question or subject area. The major consists of ten courses and a six-credit independent study/final project. Students will maintain an ePortfolio of their work in the major so that their progress can be monitored and assessed, as well as for the pedagogical purpose of student self-reflection.

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

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

MAJOR REQUIREMENTS

REQUIRED CORE (12 credits)

PH 211 Ancient Greek Thought

PH 393 Final Project I

PH 394 Final Project II

Select one (3 credits)

PH 224 Modern Philosophy

PH 225 Contemporary Philosophy

FLEXIBLE CORE (24 credits)

Select five (15 credits): Philosophy (PH) courses

Select three (9 credits): Religion (RS) courses

WRITING IN THE DISCIPLINE DESIGNATED COURSE

PH 394 Final Project II

Religion, B.A.

(36 credits)

The Bachelor of Arts in Religion, under the Department of Philosophy and Religion, is largely self-designed in consultation with a faculty member/mentor, and the student is encouraged to be in pursuit of a particular question or subject area. The major consists of ten courses and a six-credit independent study/final project. Students will maintain an ePortfolio of their work in the major so that their progress can be monitored and assessed, as well as for the pedagogical purpose of student self-reflection.

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

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

MAJOR REQUIREMENTS

REQUIRED CORE (12 credits)

RS 275	History of Christianity
RS 283	Religion and Society
RS 393	Final Project I
RS 394	Final Project II

FLEXIBLE CORE (24 credits)

Select five (15 credits): Religion (RS) courses

Select three (9 credits): Philosophy (PH) courses

WRITING IN THE DISCIPLINE DESIGNATED COURSE

RS 394	Final Project II

Philosophy and Religion Minor

(18 credits)

To earn the Philosophy and Religion minor, students must complete the courses listed below:
Select six (18 credits): Philosophy (PH) and Religion (RS) courses selected in consultation with a faculty member from the department.

Pre-Law Minor

(18 credits)

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.

Upon completing the minor, a student will be able to demonstrate competency in the core values, skills, knowledge, and experience that the American Bar Association encourages students to acquire prior to law school and that will provide a sound foundation for a legal
education.

- Critical thinking, logical reasoning, and the ability to utilize the legal analytic in assessing
  legal issues
- Written and Oral communication as well as listening skills
- Research
- Problem solving
- Public service and promotion of justice

To earn the Pre-Law minor, students must complete the courses listed below:

BE 334	Business Law
CJ 345	Criminal Law and Procedure
PH 111	Critical Reasoning
PO 112	American Politics and Government
PO 231	Constitutional Law
PO 331	Jurisprudence

With advisor approval, other law/law related course offerings will be allowed to substitute for the required courses except for PH 111.

Project Management, B.S.

(51 credits)

The Bachelor of Science in Project Management, under the Tagliatela School of Business and Leadership, is designed for students to develop their understanding and expertise in the technical, professional, and strategic expertise necessary to lead projects successfully from inception to completion. The program prepares students for careers using their knowledge in a wide variety of roles and industries.

The Bachelor of Science in Project Management combines a liberal arts core curriculum and an interdisciplinary blend of managerial, computer science, legal, finance, business and communications courses.

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

- Describe a project life cycle and map each stage in the cycle.
- Identify the resources needed for each stage of a project, including involved stakeholders, tools and materials.
- Develop a project scope while considering factors such as customer requirements and internal/external goals.
- Define and communicate “best practices” within the framework of project management.
- Discuss how organizational culture impacts a project.

Accreditation

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

MAJOR REQUIREMENTS

REQUIRED CORE (24 credits)

BE 135	Business Communications
AC 161	Financial Accounting
BE 205	Principles of Microeconomics
BE 334	Business Law
MG 131	Principles of Management
MG 231	Principles of Marketing
MG 309	Business Ethics
MG 385	

CONCENTRATION REQUIREMENTS (27 credits)

AC 162	Managerial Accounting
CIS 160	Programming with Python
FIN 265	Corporate Financial Management
MG 142	Introduction to Project Management
MG 261	Project Planning
MG 367	Strategic Management
MG 370	Project Execution, Monitoring & Control, Implementation & Closure

MG 380	Management Internship

Select one (3 credits):

BE 202	Statistics for Business and Economics
CIS 115	Computer Essentials
CIS 171	Business Spreadsheet Development

Courses offered fully online through LCMC: MG 261, MG 370, MG 385

Project Management Minor

(18 credits)

Businesses of all sizes rely on the expertise of project teams to accomplish their goals. Everyone, at some point in their career, will either be part of a team or lead a team. Project management is about managing people, planning, organizing, and achieving specific goals on-time and on-budget. The Project Management minor will provide students with key skills to lead projects from start to finish.
To earn the Project Management minor, students must complete the courses listed below:

AC 162	Managerial Accounting
CIS 160	Programming with Python
MG 142	Introduction to Project Management
MG 261	Project Planning
MG 367	Strategic Management
MG 370	Project Execution, Monitoring & Control, Implementation & Closure

Psychology, B.A.

(39 - 45 credits)

The Bachelor of Arts in Psychology, under the Department of Psychology, is designed to provide students with a broad background into the theoretical foundations of psychology and its practical applications, with a strong emphasis on research methods. Given our small faculty to class ratio, our programs are tailored to meet the individual needs and interests of students. Students will be prepared for a career in a helping profession, such as counseling or education. They will be able to design, conduct, and analyze research studies and apply their knowledge and critical thinking skills in a professional setting and in personal relationships.

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

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

Psychology, B.A. - General Psychology

This program provides students with a broad background in contemporary psychology and its theoretical foundations, with a strong emphasis on research methods. It is flexible and can be tailored to meet students' interests. This program is strongly recommended for students intending to pursue advanced studies in psychology or related fields. The critical thinking skills fostered by this concentration are useful in many academic and professional settings.

MAJOR REQUIREMENTS

REQUIRED CORE (15 credits)

PY 111 Introduction to Psychology

PY 218 Statistics for Behavioral Sciences

PY 325 Experimental Methods and Research Design

PY 340 Psychological Assessment

Select one (3 credits)

PY 280 Practicum

PY 391 Senior Seminar

CONCENTRATION REQUIREMENTS (24 credits)

PY 311 History and Systems of Psychology

Select two (6 credits):

PY 211 Abnormal Psychology

PY 321 Personality

PY 323 Social Psychology

PY 330 Child Development

Select two (6 credits):

PY 222 Learning

PY 234	Brain and Behavior
PY 236	Motivation
PY 237	Cognitive Psychology

Select three (9 credits): Psychology (PY) courses in consultation with the advisor.

Psychology, B.A. - Art Therapy

This program provides preparation for specialized training in the use of creative arts in psychotherapy. The art therapist, working with other mental health professionals, offers clients an outlet for creative expression and a method for enhancing self-esteem via personal communication using various media. Students may pursue graduate training in art therapy or other mental health fields.

MAJOR REQUIREMENTS

REQUIRED CORE (15 credits)

PY 111	Introduction to Psychology
PY 218	Statistics for Behavioral Sciences
PY 280	Practicum
PY 325	Experimental Methods and Research Design
PY 340	Psychological Assessment

CONCENTRATION REQUIREMENTS (18 credits)

PY 211	Abnormal Psychology
PY 312	Psychotherapy
PY 321	Personality
PY 371	Introduction to Art Therapy
PY 372	Theory and Practice of Art Therapy

Select one (3 credits):

PY 330	Child Development
PY 341	Adolescent Psychology
PY 350	Adulthood and Aging

REQUIRED CORRELATIVES (12 credits)

AR 111	Drawing I
AR 231	Introduction to Ceramics

AR 311 Painting I

Select one (3 credits): Studio Art (AR) course

Psychology, B.A. - Child Development (Traditional Undergraduate Program Only)

This program provides structured preparation for work with typically developing or exceptional children. Students generally pursue employment or graduate studies in education or in clinical fields that emphasize work with children.

MAJOR REQUIREMENTS

REQUIRED CORE (15 credits)

PY 111 Introduction to Psychology

PY 218 Statistics for Behavioral Sciences

PY 280 Practicum

PY 325 Experimental Methods and Research Design

PY 340 Psychological Assessment

CONCENTRATION REQUIREMENTS (27 credits)

PY 210 Behavior Modification

PY 229 Psychology of the Exceptional Child

PY 242 Educational Psychology

PY 330 Child Development

PY 380 Internship

Select (6 credits):

PY 248 Cultural Psychology

PY 255 Risk and Resilience in Children and Families

ED 212 History and Philosophy of Education

** PY 380 is worth 9 credits and PY 133 is worth 1.5 credits.*

RECOMMENDED CORRELATIVES

PY 341 Adolescent Psychology

SO 232

SO 242 Race, Ethnicity and Racism

Psychology, B.A. - Counseling and Mental Health

This program provides structured preparation for work in the prevention and remediation of emotional, behavioral, and educational problems. Students generally pursue employment or graduate studies in counseling or related fields.

MAJOR REQUIREMENTS

REQUIRED CORE (15 credits)

PY 111	Introduction to Psychology
PY 218	Statistics for Behavioral Sciences
PY 280	Practicum
PY 325	Experimental Methods and Research Design
PY 340	Psychological Assessment

CONCENTRATION REQUIREMENTS (27 credits)

PY 210	Behavior Modification
PY 211	Abnormal Psychology
PY 213	Counseling Techniques
PY 222	Learning
PY 312	Psychotherapy
PY 380	Internship

** PY 380 is worth 6 credits.*

Select one (3 credits):

PY 330	Child Development
PY 341	Adolescent Psychology
PY 350	Adulthood and Aging

Select one (3 credits):

PY 229	Psychology of the Exceptional Child
PY 250	Community Psychology

RECOMMENDED CORRELATIVES

BI 111	General Biology I
BI 112	General Biology II
BI 116	The Human Body

PY 235	Drug and Alcohol Abuse
PY 248	Cultural Psychology
SO 212	Social Work: History and Practice
SO 242	Race, Ethnicity and Racism

WRITING IN THE DISCIPLINE DESIGNATED COURSE

PY 325	Experimental Methods and Research Design

Public Health, B.S.

(51 credits)

The Bachelor of Science in Public Health, under the Department of Biology, Chemistry, and Mathematics, is designed to equip students with the analytical skills necessary to build and champion public health policies. In addition to providing students with an understanding of research methods and data analysis, it also provides students with an understanding of the history and present reality of public health systems. Students will learn about the role of both the citizen and the state in public health, understand the importance and implications of economics in healthcare, and master the key approaches and heuristics of public health.

Upon completing the program of study in Public Health, students will:

- **Demonstrate a foundation in the social sciences, including economics, anthropology and sociology.**
- **Assess the historical context of public health policies and use historical data to inform their positions.**
- **Be able to source, analyze and explain epidemiological data to inform policy design.**
- **Be able to assess the strengths and weaknesses of any given healthcare system.**

- **Be able to evaluate the failures and successes of modern public health policies in the context of health trends and their relevance for future policy decisions.**
- **Demonstrate an understanding of the role economics plays within public health.**
- **Be able to implement modern qualitative and quantitative research methods and evaluate the importance of those methods for a given problem.**

MAJOR REQUIREMENTS

REQUIRED CORE (51 credits)

MA 117	**Biostatistics: Math for Healthcare**
PY 111	**Introduction to Psychology**
SC 114	**Nutrition for Health and Fitness: The Science of Wellness**
SO 111	**Introduction to Sociology**
PO 230	**State and Local Government**
PY 235	**Drug and Alcohol Abuse**
MG 235	**Healthcare Management**
MG 308	**Ethical Issues in Healthcare**
PHS 211	**Introduction to Public Health**
PHS 310	**Epidemiology**
PHS 311	**Population Health**
PHS 312	**Global Health**

Select two (4 credits)

BI 111 General Biology I

BI 111L General Biology I Laboratory

BI 206 Human Anatomy & Physiology I

BI 206L Human Anatomy & Physiology I Laboratory

Note: BI 111 and BI 111L or BI 206 and BI 206L must be taken concurrently.

Select two (4 credits)

BI 112 General Biology II

BI 112L General Biology II Laboratory

BI 207 Human Anatomy & Physiology II

BI 207L Human Anatomy & Physiology II Laboratory

Note: BI 112 and BI 112L or BI 207 and BI 207L must be taken concurrently.

Select two (4 credits)

CH 121 General Chemistry I

CH 121L General Chemistry I Laboratory

CH 231 General Organic Biochemistry

CH 231L General Organic Biochemistry Laboratory

Note: CH 121 and CH 121L or CH 231 and CH 231L must be taken concurrently.

Select one (3 credits)

PHS 380 Public Health Internship

PHS 388 Public Health Capstone

WRITING IN THE DISCIPLINE DESIGNATED COURSE

MG 308 Ethical Issues in Healthcare

Psychology Minor

(18 credits)

To earn the Psychology minor, students must complete the courses listed below:

PY 111 Introduction to Psychology

Select three (9 credits): Psychology (PY) courses.

Select one (3 credits):

PY 222 Learning

PY 234 Brain and Behavior

PY 237 Cognitive Psychology

Select one (3 credits):

PY 321 Personality

PY 232 Organizational Psychology

PY 330 Child Development

Social Science, B.A.

(48 credits)

The Bachelor of Arts in Social Science is an interdisciplinary major that is the combination of the four social sciences: Sociology, Psychology, Political Science and Economics or Business.

This major requires 16 courses spread out over the social sciences. Very often courses for the major will also count as Designated General Education Requirements.

The Social Science major will enable students to:

- Develop a solid understanding of two social science disciplines and be exposed to at least two others.
- Demonstrate the ability to use the multiple social science perspectives in analyzing society and human behavior.

- Engage in creating their own curriculum in consultation with their advisor. Depending on their future goals they may choose a sequence of courses meant to prepare them for applied social science work, research oriented social science work, or a broad and interdisciplinary background suited to a number of life pathways.
- Participate in the Internship Program in the various concentrations and thus be evaluated by supervisors on their performance.
- Participate in independent academic research on a topic of their choice.
- Assess a client's long-term and short-term goals in order to design beneficial digital marketing strategies.

MAJOR REQUIREMENTS

REQUIRED CORE (48 credits)

Select seven (21 credits): First chosen social science - Psychology (SO) or Sociology (PY) courses

Select five (15 credits): Second chosen social science - Psychology (SO) or Sociology (PY) courses

Select two (6 credits):

BE 205	Principles of Microeconomics
CJ 111	Introduction to the Criminal Justice System
PO 112	American Politics and Government
PO 115	Introduction to Urban Studies

Select two (6 credits): Business/Economics (BE), Political Science (PO), Psychology (PY), and/or Sociology (SO) courses

Sociology, B.A.

(33 - 42 credits)

The Bachelor of Arts in Sociology, under the Department of History, Political Science and Sociology, is an adaptable discipline that concentrates on all aspects of society for the purpose of making a positive impact in people's lives. A sociological perspective provides an acknowledgement of the importance of diversity, creates informed citizens, and fosters a deep understanding of the many social forces that shape the lives and behaviors of individuals and groups.

Studying sociological theories and methods of inquiry, combined with experiential opportunities, prepares students for rewarding careers in social work, law, government, teaching, public policy, marketing, and more.

Every aspect of the social world is a part of studying Sociology, including topics such as marriage and family, deviation from social norms, roles at work, gender roles, group interaction, social inequality, sexuality, public policy, criminology, aging, attitude development, and more.

Sociology majors are taught to think critically and conduct research about social problems, social phenomena, social dilemmas, and the social world. Using both qualitative research methods and statistical tools, majors gather and analyze data to write reports that will convey research findings and present their perspectives on social issues. By thinking globally about issues and developing strong communication skills, Sociology majors will refine their presentation skills by sharing findings with both their faculty and peers.

As a graduate with a sociology degree, students will have a foundation for cognitive understanding and the ability to better engage with the globalizing world. Albertus strives to equip their sociology students with the tools needed to understand the shifting social world, preparing them to contribute solutions to social problems in society, learn to take a position on issues, and to construct justification to support their perspective with problem-solving skills. We encourage them to exercise their creative abilities to find remedies.

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

- Be able to examine the relationship between the individual and society and recognize how race/ethnicity, gender, age and social class affect an individual's life and life choices.
- Demonstrate an understanding of the fundamentals of quantitative research by designing and carrying out a research project.
- Demonstrate an understanding of course content specific to their concentration by successfully completing an internship.
- Demonstrate an understanding of the relationship between theory and qualitative research methods by successfully completing the Qualitative Methods course.
- Demonstrate the ability to apply sociological theories and research skills to issues and concerns they grapple with as active citizens of a democratic society.

Sociology, B.A. - General Sociology

MAJOR REQUIREMENTS

REQUIRED CORE (18 credits)

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

SO 391 Senior Seminar

CONCENTRATION REQUIREMENTS (15 credits)

Select five (15 credits): Sociology (SO) courses in consultation with the advisor.

RECOMMENDED CORRELATIVES

CIS 115 Computer Essentials

Sociology, B.A. - Social Work and Social Welfare (Traditional Undergraduate Program Only)

MAJOR REQUIREMENTS

REQUIRED CORE (18 credits)

SO 111 Introduction to Sociology

SO 218 Statistics for Behavioral Sciences

SO 219 Research Methods

SO 371 Classical Sociological Theory

SO 372 Contemporary Sociological Theory

SO 391 Senior Seminar

CONCENTRATION REQUIREMENTS (24 credits)

SO 121 Contemporary Social Problems

SO 212 Social Work: History and Practice

SO 213 Social Work: Populations and Policies

SO 242 Race, Ethnicity and Racism

SO 380 Internship

Select three (9 credits):

CJ 231 Deviance and Criminology

CJ 232 Juvenile Delinquency

SO 235 Drug and Alcohol Abuse

SO 241 Urban Sociology

RECOMMENDED CORRELATIVES

PY 250 Community Psychology

WRITING IN THE DISCIPLINE DESIGNATED COURSE

SO 391 Senior Seminar

Sociology Minor

(18 credits)

To earn the Sociology minor, students must complete the courses listed below:

SO 111 Introduction to Sociology

Select five (15 credits): Sociology (SO) courses

Supply Chain Management Minor

(18 credits)

Students completing the Supply Chain Management minor will develop an understanding of logistics, operations, project management, analytics, sourcing, procurement, and negotiation. Today's business environment requires a critical understanding of all aspects of the supply chain. Regardless of whether you go on to work for a traditional retailer or a high-tech online company, it is essential to any industry to maximize the effectiveness and efficiency of the steps that assure a product matches customer demand. Companies that successfully manage their supply chain will achieve higher customer satisfaction and sustained profitability.

To earn the Supply Chain Management minor, students must complete the courses listed below:

AC 162 Managerial Accounting

AC 263 Cost Accounting

MG 142 Introduction to Project Management

MG 255 Sourcing and Operations

MG 350 Forecasting and Logistics

MG 367 Strategic Management

Courses

All Courses

Accounting (AC)

AC-161 Financial Accounting

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

AC-162 Managerial Accounting

An introduction to the use of accounting information by managers. Topics include the use of accounting information for planning and control, performance evaluation, decision-making, and the statement of cash flows, as well as financial statement analysis. P: AC 161. 3 credits

AC-251 Special Topics

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

AC-261 Intermediate Accounting I

Provides an intensive study of accounting theory as it relates to the measurement of assets, liabilities, and capital structure. Students will prepare and analyze detailed financial statements. P: AC 161, AC 162. 3 credits

AC-262 Intermediate Accounting II

Provides an intensive study of accounting theory as it relates to the measurement of assets, liabilities, and capital structure. Students will prepare and analyze detailed financial statements. P: AC 261. 3 credits

AC-263 Cost Accounting

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

AC-361 Federal Income Taxation for Individuals

In this course, we study the theory and procedures of the Federal Income Tax System. Emphasis is placed on individual taxation using a forms-based approach. P: AC 162. 3 credits

AC-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: AC 262. Writing Intensive Designation: Major. 3 credits

AC-363 Advanced Accounting I

This course will cover the following advanced financial accounting topics: consolidated financial statements for corporations, entries for transactions denominated in foreign currencies, adjustments for market value changes in financial instruments, and accounting for partnerships. P: AC 262 and senior status or permission from the Program Director. 3 credits

AC-365 Advanced Cost Accounting

This course will cover the following advanced cost accounting topics: strategic cost management, activity-based management, tactical decision making, absorption and variable costing, responsibility accounting, decentralization, lean accounting, transfer pricing, capital budgeting, and international cost management. P: AC 263. 3 credits

AC-380 Accounting Internship

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

AC-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

AC-394 Accounting Theory in Practice

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

AC-395 Accounting Capstone

This course is designed to provide students the opportunity to utilize software programs currently being used in the industry. The course will be interactive with students working on the computer solving accounting problems. Accounting techniques learned in previous classes will be completed with a variety of software programs, including general ledger, audit, and tax packages, as well as Microsoft Excel. P: Senior status. 3 credits

AC-520 Accounting Concepts

This course is designed to introduce students to the language of business. Students will learn the conceptual foundation of financial accounting and financial reporting of business activities. Assignments will focus on the development of insight about accounting in terms of measuring, recording, reporting, and interpreting economic transactions. Topics will include accrual and cash based measurements of profitability and financing, investing, and operating activities of businesses. This course will emphasize accounting for decision-making and the importance of ethics for business and accounting. 3 credits

AC-550 Special Topics

Selected topic studied in-depth within an Accounting frame of reference. 3 credits

AC-590 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 3 credits

AC-638 Financial Statement Analysis

This course will provide students with an understanding of how firms communicate through financial statements. Students will examine the use of financial statement analysis as an integral part of the strategic analysis of firms. In examining financial planning concepts, students will create pro-forma spreadsheets. The regulatory and ethical issues related to financial statement preparation and presentation will be examined. Case studies will be utilized to demonstrate the practical application of financial statement analysis and projections. 3 credits

AC-650 Advanced Federal Income Taxation

This course will focus on income tax planning techniques for individuals at a more complex level. Students will examine tax planning through a lifecycle approach that will touch on tax planning strategies individuals can utilize during their lifetimes and even

after death. Topics such as tax planning for small business owners, tax planning during retirement, and tax planning for higher education costs will be covered along with many more throughout the course. Students will also expand their tax research skills as they learn how and why certain tax policies have been created and how they affect individual taxpayers. 3 credits

AC-651 Governmental and Nonprofit Accounting

This course is designed to provide a framework for understanding the special accounting and reporting requirements of nonprofit organizations. Students will examine the characteristics of governmental and nonprofit accounting with an emphasis on various fund types and account groups. Topics will include reporting, budgeting, and auditing concepts and practices. The ethical and legal issues faced by nonprofit organizations will be examined. 3 credits

AC-653 Accounting Information Systems

This course analyzes the methods used to gather, process, and communicate accounting information in business firms. Students will examine specific business transaction cycles, and manual and computerized accounting systems. Topics will include internal control, auditing techniques, and system documentation. Case studies will be utilized to demonstrate the practical application of various systems. 3 credits

AC-655 Ethics for Accounting Professionals

In this course, students will examine the ethical issues encountered in the accounting field. They will study the professional responsibilities outlined for accounting professionals and examine the ethical principles and practices of businesses. Students will study the regulations created by the passage of the Sarbanes-Oxley Act and discuss the current and potential impact of these regulations. Students will examine codes of conduct, stakeholder theory and the concepts of independence, objectivity, integrity, and public trust. Case studies will be used to illustrate these principles and students will be expected to demonstrate effective written communication skills. 3 credits

AC-657 Fraud Investigation

In this course, students will look at the proactive and reactive areas of fraud auditing and investigation. Students will examine decision making for the prevention, detection, investigation, and reporting of fraud. Different types of management fraud will be covered as well as discussions on consumer fraud, tax fraud, and identity fraud. 3 credits

AC-658 Taxation of Business Entities

In this course, students will examine the taxation of corporations, partnerships, and sole proprietorships. Students will prepare tax returns for business entities and explore the issues involved in tax planning and preparation. Problems will be worked manually and on the computer using tax preparation software. Topics include an overview of the

different forms of business entities and their income tax classifications, gross income, business deductions, and tax liability. 3 credits

AC-659 Global Financial Reporting

This course provides an overview of international accounting and financial reporting practices used in the United States and foreign countries. Students will compare financial reporting standards used by various jurisdictions. Students will examine International Reporting Financial Reporting Standards (IFRS) on a standard-by-standard basis and compare these standards to U.S. GAAP. Students will develop an understanding of these principles and how they are being applied in today's global business world. 3 credits

AC-661 Accounting Research Project

In this course, students will assess their accounting knowledge by completing practice exams from the Uniform Certified Public Accountants Examination. Based on the results, students will independently develop an accounting project focused on an area that needs further development. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. 3 credits

Applied Data Science (DAT)

DAT-111 Introduction to Applied Data Analytics

This course is an introduction to data science and analytics as well as the application of statistical techniques using R statistics, with a particular focus on problems in the biomedical sciences. The course will use probability models and statistical methods of analyzing data with the object of formulating statistical models and choosing appropriate methods for inference from experimental and observational data and for testing the model's validity. 3 credits

DAT-213 Survey of Bioinformatics: Programming and Prediction

This course will introduce students to bioinformatics analysis and basic programming. Designed for those with little or no prior programming experience, advanced programmers can still learn bioinformatics pipelines and software packages to conduct research. Students will gain hands-on experience working with bioinformatics software, R packages, and functions designed for bioinformatics applications. The course will focus on mass spectrometry-based proteomics, DNA and RNA sequencing, genotyping, protein microarrays and mass spectrometry-based metabolomics. Students will use an open-data science toolchain to develop reproducible data analyses useful for inference, modeling and prediction of the behavior of complex systems. P: DAT 111. 3 credits

DAT-391 Applied Data Science Research Capstone

This is a project-based applied data science (ADS) research class, in which project teams identify a research project under the guidance of a domain expert professor. The research

is structured as a data analysis project including the 6 steps of developing a reproducible data science project, including: (1) define the ADS question, (2) identify, locate, and/or generate the data (3) exploratory data analysis, (4) statistical modeling and prediction, (5) synthesizing the results in the domain context, and (6) creation of reproducible research, including code, datasets, documentation, and reports. P: DAT 111, DAT 213. 3 credits

DAT-500 Applied Data Science

This course will review methods in data acquisition, cleaning, and visualization as well as engage students in the conduct of advanced analyses in R, leading to an exploration of how data and science can be applied to various business contexts, with an emphasis on problem-based learning techniques. DAT 500 is co-listed with DAT 400. Once one course is completed for credit, the other may not be taken for credit at a later time. 3 credits

Art (AR)

AR-111 Drawing I

An introduction to observational drawing. Development of a personal vision and an individual style through an exploration of the expressive means of drawing: form, line, texture, composition. Various tools and techniques. General Education: Fine Arts. 3 credits

AR-113 Three-Dimensional Design

Provides an analytical approach to design elements and principles with an emphasis on spatial organization and three-dimensional forms using a variety of materials and techniques. This course investigates numerous approaches to understanding the visual world. General Education: Fine Arts. 3 credits

AR-114 Graphic Design I

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

AR-122 Two-Dimensional Design

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

AR-201 Introduction to Computer Art
An introduction to imaging using windows based tools. The course explores digital bit mapped and vector systems to create two-dimensional works for paper and the web. General Education: Fine Arts. 3 credits

AR-211 Drawing II
A continuation of AR 111 with an emphasis on development of a personal style and drawing as communication and expression. P: AR 111. 3 credits

AR-212 Figure Drawing
Figure Drawing is an advanced drawing course. Students enrolled should already have developed a competency in the technical aspects of observational drawing. This course is an introduction to the skills and concepts associated with drawing the nude and clothed human form through creative studio and homework projects. P: AR 111. 3 credits

AR-213 Color
This course includes projects analyzing the physical and psychological aspects of color in painting and design with emphasis on theories of color interaction. General Education: Fine Arts. 3 credits

AR-214 Graphic Design II
A continuation of AR 114 with a focus on typography, layout, and design for commercial publication. Type specification, production techniques, and digital design tools will be surveyed. The course culminates with a portfolio of publication-ready design. P: AR 114. 3 credits

AR-216 Arts and Entrepreneurship
This course introduces students to a variety for students in creative fields within their individual practices, providing business skills, tools, and resources to enable future achievement of their creative goals with an emphasis on professional practice. This course will focus on creating new, self-driven opportunities for creative production. General Education: Fine Arts. 3 credits

AR-231 Introduction to Ceramics
Study of the formal elements of shape, volume, color, and texture as they relate to clay and glazes; important historical and contemporary examples; techniques in handling clay, especially hand-building. 3 credits

AR-232 Ceramics II
A continuation of AR 231 with more emphasis on various ways of finishing, glazing, and firing hand built as well as wheel thrown clay. P: AR 231. 3 credits

AR-235 Introduction to Photography I
Introduces students to the fine art and craft of photography and photographic printmaking. Instruction in camera and darkroom techniques leads to a portfolio with emphasis on visual thinking and photographic seeing. 3 credits

AR-236 Photography II
A continuation of AR 235, Photography II develops a personal approach to photography and solving formal and technical problems. P: AR 235. 3 credits

AR-255 Special Topics
Selected topic studied in-depth within an Art frame of reference. 3 credits

AR-311 Painting I
An introduction to various techniques and approaches to painting with acrylic and/or oils. Regular critiques, gallery visits. P: AR 111, AR 213 or permission of Department Chair. 3 credits

AR-312 Painting II
An advanced course in painting. Students will develop their personal style through an in-depth approach toward technical and conceptual problems. P: AR 311. 3 credits

AR-313 Advanced Painting III
This course provides the student with the opportunity to explore advanced technical and conceptual work in painting. It allows the student to create one or two thematically linked bodies of work which will be accompanied by supporting research, a written proposal and an Artist's Statement. Students are mentored in the development of an "interview ready" portfolio/binder and other career preparation materials. P: AR 311, AR 312. 3 credits

AR-314 Advanced Graphic Design I
Introduction to design for the World Wide Web. Students will create a professional portfolio site for themselves and take it live to the web with their own domain name. P: AR 214. 3 credits

AR-315 Advanced Graphic Design II
A semester in company identity and package design. Design to meet the strategic needs of corporate branding and packaging. P: AR 314. 3 credits

AR-331 Advanced Ceramics I
An opportunity for further work at advanced levels in the medium. P: AR 231, AR 232. 3 credits

AR-332 Advanced Ceramics II
An opportunity for further work at advanced levels in the medium. P: AR 231, AR 232, AR 331. 3 credits

AR-335 Digital Photography I
An exploration of photographic color, light, and design using digital tools. Coursework includes scanning into digital image from conventional film. Adobe Photoshop software is utilized to manipulate, edit, collage, and combine digital images. 3 credits

AR-336 Digital Photography II
An opportunity to explore advanced coursework in digital photographic editing. Students will pursue a defined project throughout the semester. P: AR 335. 3 credits

AR-337 Advanced Photography I
An opportunity for motivated students to pursue more advanced work in still photography including color and large format work. P: AR 235, AR 236. 3 credits

AR-338 Advanced Photography II
An opportunity for motivated students to pursue more advanced work in still photography including color and large format work. P: AR 235, AR 236, AR 337. 3 credits

AR-355 Special Topics
Selected topic studied in-depth within an Art frame of reference. 3 credits

AR-380 Art Practicum
Program of supervised practical experience in museum, gallery, art, or advertising studio related to the student's course of study in art. P: Permission of Department Chair. 2-12 credits

AR-381 Internship: Art Management
This is a field based course in which students gain on site experience working in the Art and/or Art Management field for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. A student may repeat this course only once, and the second internship must be at a different location. P: Junior or Senior standing. 3 to 12 credits

AR-390 Special Problems in Art
In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop

the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

AR-391 Senior Project

Includes discussion of current writings on art and art criticism, and a studio project or research paper. Exhibition required of seniors concentrating in studio art; lecture or project required of those concentrating in the history of art. P: Open to Senior Art majors. 3 credits

Art History (AH)

AH-143 Evolution of Art: Ideas and Practice

This is an art history survey course which encourages active learning through creative studio projects, research, collaborative discussion and problem solving. The course will examine a selection of major visual art forms in various cultures and time periods ranging from the ancient to the contemporary. General Education: Fine Arts. 3 credits

AH-217 Creation: Telling the Story, Shaping the World

This course will examine the human impulse to make sense of the world by becoming a creator. This impulse spans from cave painting and other early art, through stories of myths and heroes, and into contemporary art and mural-making. The course not only provides historical context for creative expression but also requires students to create their own visual and narrative art in conversation with that history. General Education Pathway: Creation & Destruction - Humanities. 3 credits

AH-230 Art History Survey I

A survey of painting, sculpture, and architecture of the Western World from prehistory to the Late Gothic. This course investigates aesthetic and technical developments in art and architecture and their relationship to the social, political, and cultural growth of Western civilization. It is designed to introduce students to new perspectives through the visual language of art history (Prehistoric, Ancient Egyptian, Greek, Roman, Medieval, and Islamic influences on the development of Romanesque and Gothic). General Education: Fine Arts. 3 credits

AH-231 Art History Survey II

A continuation of Art History I, the survey of Western painting, sculpture, and architecture from the 14th century Renaissance to 19th century Neo-Classicism (Renaissance, Baroque, Rococo, Romanticism, Neoclassicism). General Education: Fine Arts. 3 credits

AH-331 The Museum Experience

This course provides students with the opportunity to learn art history through the unique lens of travel, exploration, and firsthand experience of original artworks. Through visits to area museums and galleries, students will explore various art movements and styles, and the historical and cultural contexts that shaped them. Throughout the course, students will develop their critical thinking and writing skills, as well as their ability to interpret and analyze works of art. Writing Intensive Designation: Major. 3 credits

Art Management (AM)

AM-111 Introduction to Art Management

Through this course, students will gain an understanding of the theory and practice of art management in nonprofit and for-profit organizations. 3 credits

AM-129 Art Space Management

This course is designed for students to study and to discover how spaces are managed as facilitators of the promotion of art to the community. 3 credits

AM-351 Museum and Curatorial Studies

This course introduces students to the cultural role of museums and galleries, deepening their understanding of the intellectual and practical tasks of curating exhibitions and maintaining collections. Recent scholarship on the origins and functions of the museum will be studied. This course is ideal for students interested in careers in art-related fields, such as studio art, art history, arts management, and art education. 3 credits

AM-380 Art Management Internship

Program of supervised practical experience in arts management in a field related to the student's course of study. P: AM 111 and AM 315W. 3 credits

Art Therapy (AT)

AT-500 Foundations of Art Therapy

This is a survey course covering the origins of art therapy and its growth as a profession. This course also examines the theories and applications of art therapy in a variety of settings through lecture, reflection, presentations, and discussion. Students will learn how art therapy services are used in various treatment settings by gaining knowledge of the allied health professions (psychosocial rehabilitation disciplines, mental health professions, and other creative arts therapies) with whom art therapists work. 3 credits

AT-502 Fieldwork in Art Therapy

Students are placed in "the field" in a therapeutic setting under the supervision of a Registered Art Therapist (ATR) or other licensed professional. This introductory placement experience provides students with an opportunity to understand the duties

and roles of an art therapist through direct observation, and to begin to develop the skills necessary to interact ethically and effectively with individuals, groups, and/or families seeking mental health treatment or support. In addition to a minimum of 100 hours spent at their placement (approx. 7 hours each week), students are required to attend and participate in a weekly seminar class. A minimum of 50 of the total placement hours must be in direct client contact as well as a minimum of 10 supervision hours (approx. 1 hour every other week) during the semester. P: AT 500, AT 504, and AT 508. 2 credits

AT-503 Professional Practices: Ethical Standards and Legal Issues

A seminar designed to promote the development of a professional identity for the art therapist and mental health counselor. Lectures, readings, and discussion will focus on the history and recent developments in ethical and legal responsibility, confidentiality, malpractice, human rights, mental health law, professional organizations, and credentialing and licensing. It is preferable that this course be completed in the first year of the program. 3 credits

AT-504 Techniques in Art Therapy

A didactic and experiential course in the use of art in therapeutic settings. Students will engage in an exploration of art media and specific art therapy processes relating to a variety of populations, assessment, as well as the development of treatment goals and objectives. Students will gain experience in facilitating artistic expression, exploring the form and content of art, while developing skills in the understanding of artwork within various dimensions of personality, psychopathology, and treatment. 2 credits

AT-505 Art Therapy with Children/Adolescents

This course will focus on the theories of cognitive, psychosocial development, and artistic expression in children (ages 2-12). Students will gain an understanding of the role of art materials and effective therapeutic techniques for children; an understanding of the diverse theoretical approaches (e.g., developmental, cognitive, behavioral, psychoanalytic) used for these age groups; and learn to synthesize and apply specific art therapeutic approaches and strategies to age-related problems (e.g., bereavement, abuse, medical disorders, learning disabilities, school adjustment, peer group interactions). 3 credits

AT-507 Theory and Practice of Group Art Therapy

This course provides a theoretical and practical foundation for the integration of sound group therapy practices with a variety of art therapy structural components. Students will utilize both didactic and experiential learning models and be asked to develop skills in recognizing and responding ethically to transference and counter-transference issues that are unique to group therapy process. Emphasis will be on the many aspects of group therapy, including group composition, group process, identifying stages of the group, types of populations, group endings, and their unique applications in the field of art therapy. The class is a group with dynamics of its own, and each student will be asked to

learn by participating in and at the same time observing the unfolding of group dynamics within this class setting. 3 credits

AT-508 Cultural Competence Through a Global Framework

This course provides an exploration of the socio-cultural influences on the creative expressions of major cultural groups in the United States and the student's personal identity as it impacts the therapeutic relationship. Emphasis will be on understanding the mediating role of diversity in the development of the counseling relationship, modes of artistic expression, and the development of multicultural competencies. The instructor will coordinate readings, experiential exercises, and guest lectures to illuminate the importance of multicultural awareness and competency in the practice of art therapy. 3 credits

AT-510 Art Therapy in Substance Abuse and Chemical Dependency Treatment

This course examines the special issues and problems for art therapists and counselors in providing services to clients with alcohol/drug abuse diagnoses and behavioral addictions. Emphasis will be placed on treatment approaches and practices appropriate for psychiatric hospitalization, inpatient rehabilitation programs, day treatment, and outpatient services. 3 credits

AT-512 Clinical Assessment Practices

This course surveys important art therapy assessment tools. Using lecture, discussion and interactive participation, students gain exposure to and will be able to administer at least 6 standard art therapy assessment tools. Students will also be able to synthesize collected material from evaluations into a cohesive and concise written summary. 3 credits

AT-513 Art Therapy with Adults/Seniors

A survey of the developmental and theoretical issues involved in providing counseling and art therapy services to diverse clients across the span of adulthood. Through didactic and experiential means the physical and psychosocial effects of aging will be explored along with a review of various treatment techniques and intervention strategies. 3 credits

AT-514 Art Therapy and the Family

Art Therapy and the Family is designed to provide an overview of the field of family therapy and its various systemic perspectives. It incorporates the hands-on training necessary for gaining the basic professional skills of an art therapist working with diverse family forms. Students will examine their assumptions about what a "family" is, and how it develops within a social/cultural context. Didactic, group, and experiential formats emphasize the importance of the self of the therapist in the family system explored through self-reflection and collaboration. Ethical considerations and multicultural issues will be integrated into the content and process of the course. 3 credits

AT-520 Trauma Informed Art Therapy and Counseling

In this combined theoretical and art experiential course, students will understand the concepts of trauma-informed work in art therapy and counseling. Through the creation of their own response artwork, readings, and discussion, students will learn how art-based interventions support the essential features of trauma-informed care and post-traumatic growth: empathy, agency, safety, resilience, and empowerment. Students are required to demonstrate experimentation with and develop knowledge of a variety of art media and trauma informed counseling techniques. Students will develop increased empathy for the client experience of trauma and an improved understanding of the role of the counselor/therapist in trauma treatment. 3 credits

AT-550 Special Topics

This elective seminar is structured with a focus on intensive immersion into the art-making process over a weekend, with exploration into a variety of topics relevant to the field of art therapy. Course topics vary each semester and include didactic and experiential learning. 1 credit

AT-580 Internship Seminar

The internship placement will provide students with the hands-on training necessary to gain the basic professional skills of an art therapist. Six credits of internship, 625 hours of placement time, are required, and can be completed over three to four semesters. A minimum of 312.5 of the total placement hours needs to be in direct clinical contact using art therapy with individuals, groups, or families. Internship placements will be offered in a variety of settings. A minimum of 63 of the total placement hours needs to be supervision hours. In addition to the supervised hours spent at the placement site, students will meet weekly with an on-campus supervision group to review and process the internship experience. Departmental permission is required. 6 credits over the span of 3 semesters

AT-581 Internship Seminar I

This first level of internship provides students with preparatory hands-on training further developing the beginning competencies initiated in their Fieldwork experience. A minimum of 210 hours (approx. 14 hours each week during the semester) are required with 105 hours in direct clinical contact using art therapy with individuals, groups, and/or families. Of the total placement hours, students are also required to obtain a minimum of 21 supervision hours at the setting (approx. 1.5 hours each week). On-site guidance from the placement supervisor combined with support from the course instructor during weekly class meetings will address the student's experiences and develop their ability to receive and make use of feedback. P: AT 502. 2 credits

AT-582 Internship Seminar II

This course initiates the development of advanced competencies. Students are expected to engage fully in most aspects of client care with placement experiences providing

opportunities to integrate theories learned in the classroom. Students will reinforce their practice in applying art therapy services using sound ethical judgement. A minimum of 210 hours (approx. 14 hours each week during the semester) are required with 105 hours in direct clinical contact. Of the total placement hours, students are also required to obtain a minimum of 21 supervision hours at the setting (approx. 1.5 hours each week). Guidance at the setting will continue to support student learning as well as feedback received during weekly seminar instruction to build upon identified strengths and ongoing opportunities for clinical growth. P: AT 581. 2 credits

AT-583 Internship Seminar III

The final internship will advance clinical competencies in the areas of professional aptitude. The placement will provide students with the hands-on training necessary to obtain employment after graduation. A minimum of 210 hours (approx. 14 hours each week during the semester) are required with 105 hours in direct clinical contact. Of the total placement hours, students are also required to obtain a minimum of 21 supervision hours at the setting (approx. 1.5 hours each week). In addition to the supervised hours spent at the placement site, students will attend a weekly seminar course to review and process the internship experience. P: AT 582. 2 credits

AT-590 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-3 credits

AT-599 Thesis Proposal Seminar

Each student formulates a research question, develops a thesis proposal, and presents their final proposal to faculty and students. 3 credits

AT-600 Thesis

Successful completion of AT 599 is required before registration in this course. During this course the student will work with thesis advisors and the course instructor to complete steps toward a final thesis, which will be publicly presented. The thesis must be completed within two years of the date of the thesis proposal approval. P: AT 599. 2 credits

Biology (BI)

BI-111 General Biology I

The goal of this course is to familiarize the student with fundamental principles which govern all organisms. Topics introduced include biological themes illustrated throughout the semester, cell structure and physiology, Darwinian evolution, and genetics. To be taken in conjunction with BI 111L. General Education: Science. 3 credits

BI-111L General Biology I Laboratory

BI 111L uses a series of laboratory exercises designed to provide hands-on experience in addressing various biological principles and to introduce the scientific method of experimental design. To be taken in conjunction with BI 111. 3 hours. 1 credit

BI-112 General Biology II

This course is a continuation of General Biology I with a comparative approach to various organ systems. What is an animal? What are the various modes of nutrition? What evolutionary steps have organisms made to become more efficient at surviving? What organ systems have they exploited? Their physiology, maintenance of homeostasis and the relationships the organ systems have to each other will be explored. To be taken in conjunction with BI 112L. P: Minimum grade of C- in BI 111. 3 credits

BI-112L General Biology II Laboratory

BI 112L explores the anatomy and physiology of selected organisms through dissection-based activities. To be taken in conjunction with BI 112. P: Minimum grade of C- in BI 111, BI 111L. 3 hours. 1 credit

BI-116 The Human Body

A non-majors course designed to provide a fundamental background in human biology and to serve as a basic introduction to the anatomy and physiology of humans. Emphasis is placed on examining the functions of various systems and their relationships to each other. Hands-on activities may be offered during the course giving the student a chance to experience the wonders of the human body for themselves. General Education: Science. 3 credits

BI-206 Human Anatomy & Physiology I

Part one of a two-course sequence that explores the structure and function of the human body. Topics include a detailed analysis of the components and functions of the primary tissues and the integumentary, skeletal, muscular, and nervous systems. To be taken in conjunction with BI 206L. 3 credits

BI-206L Human Anatomy & Physiology I Laboratory

Laboratory periods involve hands-on coverage and analyses of the structures and functions of the primary tissues and the integumentary, skeletal, muscular, and nervous systems. To be taken in conjunction with BI 206. 3 hours. 1 credit

BI-207 Human Anatomy & Physiology II

Part two of a two-course sequence that explores the structure and function of the human body. Topics include the structures and functions of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, immune, and reproductive systems. To be taken in conjunction with BI 207L. P: Minimum grade of C- in BI 206. 3 credits

BI-207L Human Anatomy & Physiology II Laboratory

Laboratory periods involve hands-on coverage and analyses of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, immune, and reproductive systems. To be taken in conjunction with BI 207. P: Minimum grade of C- in BI 206, BI 206L. 3 hours. 1 credit

BI-215 Microbiology

This introductory-level course concentrates on fundamental functional and structural characteristics of microscopic organisms, bacteria, viruses, and lower eukaryotic species comprising the fungi, protozoa, and algae. Categorical features related to morphology, genetics, and metabolic processes will be studied. The course also highlights the importance of these groups of organisms as causative agents of infectious diseases and as powerful genetic tools in research. To be taken in conjunction with BI 215L. P: Minimum grade of C- in BI 111 and BI 112, or BI 206. 3 credits

BI-215L Microbiology Laboratory

Students gain experience in basic laboratory techniques that demonstrate the isolation and culturing of microbes, morphological traits of select microorganisms, and the exchange of genetic material between microbial cells. Biochemical assays that differentiate metabolic functions and enzymatic activities of bacterial and fungal species are introduced. The course provides training in the formatting and detailing of laboratory reports that review the experimental exercises. To be taken in conjunction with BI 215. P: Minimum grade of C- in BI 111, BI 111L, BI 112, and BI 112L, or BI-206 and BI 206L. 3 hours. 1 credit

BI-216 Cell Biology

This course addresses life at the cellular level. Topics include the composition and physiology of major organelles, signal transduction, cancer, cell migration, and adhesion. To be taken in conjunction with BI 216L. P: Minimum grade of C- in BI 111, BI 112. 3 credits

BI-216L Cell Biology Laboratory

This course includes exercises employing methods commonly used in studying areas in cell biology. Laboratory techniques include DNA/protein electrophoresis, bacterial transformation, protein expression, and purification. To be taken in conjunction with BI 216. P: Minimum grade of C- in BI 111, BI 111L, BI 112, BI 112L. 3 hours. 1 credit

BI-310 Genetics

This course is designed to introduce the student to DNA and its roles in the forming of genes, heredity, and the variation of organisms. Mendelian genetics, fundamental molecular genetics, and the genetic basis of evolution are included as well. To be taken in conjunction with BI 310L. P: Miminum grade of C- in BI 111, BI 112. 3 credits

BI-310L Genetics Laboratory

Laboratory exercises include DNA/protein electrophoresis, polymerase chain reaction (PCR), restriction enzyme analysis and computer-based image analysis. To be taken in conjunction with BI 310. P: Miminum grade of C- in BI 111, BI 111L, BI 112, BI 112L. 3 hours. 1 credit

Business & Economics (BE)

BE-135 Business Communications

This course will equip students with essential written and verbal communication skills needed for a successful career in business. Students will learn how to effectively tackle common communication challenges, including clearly conveying messages in both written and oral forms, persuading hesitant audiences, maintaining audience engagement, delivering unfavorable news, and promoting themselves through resumes. Additionally, the course will explore how technology can support and enhance both internal and external business communications. 3 credits

BE-202 Statistics for Business and Economics

Students will be introduced to the basic principles of statistical analysis that are useful in effective business decision-making. Some topics covered include descriptive statistics, probability and random events, sampling, and estimation. P: MA 111, MA 116, MA 120 or MA 121. 3 credits

BE-204 Principles of Macroeconomics

Survey of introductory macroeconomics with a focus on economic growth, unemployment, and inflation. Topics covered include national income, fiscal policy, money, the banking system, and monetary policy. Balance of payments and currency exchange rate issues are analyzed. General Education Pathway: Politics, Philosophy, Economics - Experiential Learning. 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: Social Science. 3 credits

BE-247 Healthcare Finance

This course will provide an introduction to healthcare finance and the current financial environment in which healthcare organizations function. The course will expand on basic financial accounting concepts, explore financial concepts unique to healthcare, and examine techniques that lead to improved cost-effectiveness in a variety of healthcare organizations. The perspectives of various interest groups will be discussed: providers, insurers, policy makers, patients and the general public. P: AC 161. 3 credits

BE-248 Business Modeling and Analysis

This course introduces the modern theory of entrepreneurship as a scientific method. Students learn formal business modeling and analysis methods, focused on the development of a financial and/or social impact model, and on the practice of business model validation. Each student builds and validates their own business idea in this course. P: AC 161, MG 131, MG 231. 3 credits

BE-251 Special Topics

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

BE-334 Business Law

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

Chemistry (CH)

CH-121 General Chemistry I

A study of matter and atomic structure, measurements, mass-mole relationships, chemical nomenclature and composition, reaction stoichiometry, solution chemistry including acid-base, redox and precipitation reactions, the theory of gas laws, electronic structure and the Periodic table of elements, covalent bonding and related topics. To be taken in conjunction with CH 121L. P: Background in Mathematics equivalent to Algebra II. General Education: Science. 3 credits

CH-121L General Chemistry I Laboratory

General laboratory incorporating qualitative and quantitative techniques such as titrations, filtrations, basic statistics and graphing, mass-mole relationships, and chromatography will be included. To be taken in conjunction with CH 121. 3 hours. 1 credit

CH-122 General Chemistry II

A study of liquids, solids and intermolecular bonding, concentration units and colligative properties, thermochemistry, chemical kinetics, equilibrium in chemical systems, acid and bases, acid-base theory and equilibria studies (including buffers and titrations), precipitation equilibria, coordination compounds, spontaneity of reactions, electrochemistry, and nuclear reactions (time permitting). To be taken in conjunction with CH 122L. P: Mimimum grade of C- in CH 121. 3 credits

CH-122L General Chemistry II Laboratory

Laboratory experiments include those related to empirical formulas and reaction stoichiometry. Others will be experiments utilizing basic analytical techniques: titrations, gravimetry, spectroscopy and electrochemistry. To be taken in conjunction with CH 122. P: Minimum grade of C- in CH 121, CH 121L. 3 hours. 1 credit

CH-207 Chemistry of Nutrition

The chemical basis of nutrition, grounded in basic chemical and biochemical concepts such as the structure and function of biomolecules important for nutrition and metabolic energy transformations. Fundamental related biological concepts such as digestion, photosynthesis, metabolism of carbohydrates, lipids and proteins, cellular respiration and fermentation are discussed. Current social and health issues such the relation of nutrition to diabetes and other diseases, food technology and fad dieting will be incorporated throughout the course. P: Mimimum grade of C- in CH 121, CH 122. Writing Intensive Designation: Major. 3 credits

CH-221 Organic Chemistry I

This course focuses on fundamentals of structure and bonding in organic compounds. Study of the structure, properties, preparation, reactions, and reaction mechanisms of organic compounds including alkanes, alkenes, alkynes, alcohols, and alkyl halides. Includes stereochemistry of organic compounds; plus detailed examination of the mechanisms of free radicals and nucleophilic substitution reactions. To be taken in conjunction with CH 221L. P: Mimimum grade of C- in CH 121, CH 121L, CH 122, CH 122L. Writing Intensive Designation: Major. 3 credits

CH-221L Organic Chemistry I Laboratory

Introduction to various organic laboratory techniques including distillation, reflux, extractions, recrystallization, chromatography, qualitative analysis, and laboratory safety (and related matters). Experiments include paper and thin-layer chromatography,

elimination, nucleophilic substitution, and addition reactions. To be taken in conjunction with CH 221W. P: Minimum grade of C- in CH 121, CH 121L, CH 122, CH 122L. 3 hours. 1 credit

CH-222 Organic Chemistry II

Study of the structure, properties, preparation, and reactions of organic compounds including alkadienes, arenes, organometallics, alcohols, ethers, aldehydes, ketones, carboxylic acids, amines, and various other derivative groups. Electrophilic aromatic substitution, Grignard, Fischer Esterification and other major organic reactions. Application of organic reactions using principles of retrosynthesis. Basic theory of spectroscopic methods NMR, UV-Vis, IR, and MS will be introduced and spectral interpretation of organic compounds emphasized. To be taken in conjunction with CH 222L. P: Mimimum grade of C- in CH 221W, CH 221L. 3 credits

CH-222L Organic Chemistry II Laboratory

Experiments will incorporate spectroscopic analysis (NMR, UV, IR and MS) with synthesis and organic reaction experiments such as oxidation-reduction, esterification, saponification, and nucleophilic substitution reactions. To be taken in conjunction with CH 222. P: Minimium grade of C- in CH 221W, CH 221L. 3 hours. 1 credit

CH-231 General Organic Biochemistry

This course focuses on measurements, atomic and molecular structure, energy, gases, solutions, chemical quantities and reactions, acid and base chemistry, nuclear chemistry, an introduction to the different classes of organic compounds applicable to biochemistry and their reactions, the structure and function of biological molecules, and the metabolic pathways involved in energy production. To be taken in conjunction with CH 231L. 3 credits

CH-231L General Organic Biochemistry Laboratory

This course will be experimental work providing hands-on experience with concepts in fundamental chemistry. To be taken in conjunction with CH 231. 3 hours. 1 credit

CH-241 Introduction to Analytical Chemistry I

This course includes the analysis of data in analytical chemistry, basic statistics, stoichiometry, titrations, chemical equilibrium, acids, bases and buffers, gravimetry, complexometry, redox, and principles of spectrophotometry. Some experiments may be mini-projects. To be taken in conjunction with CH 241L. P: Minimum grade of C- in CH 222, CH 222L. 3 credits

CH-241L Introduction to Analytical Chemistry I Laboratory

Laboratory experiments will incorporate lecture material emphasizing data collection (and statistical analysis)and analytical techniques including titrations, gravimetry and

spectrophotometry. To be taken in conjunction with CH 241. Some experiments may be mini-projects. P: Minimum grade of C- in CH 222, 222L. 3 hours. 1 credit

CH-242 Introduction to Analytical Chemistry II

Introduction to theory and use of modern chemical instrumentation techniques including titrations (acid-base, complexometric), spectroscopy (UV, IR, AAS), electrochemistry, chromatography (GC, HPLC), and other techniques. To be taken in conjunction with CH 242L. Some experiments may be mini-projects. P: Minimum grade of C- in CH 241, CH 241L. 3 credits

CH-242L Introduction to Analytical Chemistry II Laboratory

Laboratory experiments will incorporate lecture material including titrations, spectrophotometry, electrochemistry and chromatography. To be taken in conjunction with CH 242. P: Minimum grade of C- in CH 241, CH 241L. 3 hours. 1 credit

CH-321 Physical Chemistry I

A study of the theoretical principles underlying the areas of thermodynamics, statistical mechanics, chemical equilibrium, and properties of gases. To be taken in conjunction with CH 321L. Some experiments may be mini-projects. P: Minimum grade of C- in CH 241, CH 241L, CH 242, CH 242L, MA 122. SC 131, SC 132 are strongly recommended. 3 credits

CH-321L Physical Chemistry I Laboratory

Laboratory experiments will incorporate lecture material relating to equilibrium, gas laws, acid-base chemistry, thermochemistry and kinetics. To be taken in conjunction with CH 321. P:Minimum grade of C- in CH 241, CH 241L, CH 242, CH 242L, MA 122. SC 131, SC 132 are strongly recommended. 1 credit

CH-322 Physical Chemistry II

A study of the theoretical principles underlying the areas of phase equilibria, properties of mixtures, electrochemistry, kinetics, quantum chemistry, basic spectroscopy, macroscopic and microscopic structures. To be taken in conjunction with CH 322L. Some experiments may be mini-projects. P: Minimum grade of C- in CH 321, CH 321L. SC 131, SC 132 are strongly recommended. 3 credits

CH-322L Physical Chemistry II Laboratory

Laboratory experiments will incorporate lecture material relating to viscosity, equilibrium, kinetics, and electrochemistry. To be taken in conjunction with CH 322. P: CH 321, CH 321L. 1 credit

CH-324 Biochemistry

Study of the structure and function of complex macromolecules such as proteins, nucleic acids, lipids, and carbohydrates. Intermolecular interactions and regulatory mechanisms that control these interactions will be examined. Cellular metabolism and a quantitative analysis of certain biochemical reactions will also be covered. To be taken in conjunction with CH 324L. P: BI 112, BI 112L, CH 222, CH 222L. BI 216 is strongly recommended. 3 credits

CH-324L Biochemistry Laboratory

Laboratory experimental techniques in this laboratory course are aimed at developing skills in characterization of proteins. Techniques will include protein extraction, quantification proteins, purification and analysis using a combination of chromatographic, electrophoretic, and immunobiological methods. Students gain proficiency in operating equipment and instruments commonly found in a biochemical laboratory. To be taken in conjunction with CH 324. P: BI 112, BI 112L, CH 222, CH 222L. BI 216 is strongly recommended. 1 credit

College Course (CC)

CC-101 Preparation for College Study

This course is recommended for any Accelerated Degree Program student who has not taken a college level course or any student who would like to enhance their skills in the areas of self-management, learning techniques, time management, using eLearning and MyAlbertus. An emphasis will be placed on methods for managing the unique challenges experienced by adult learners. 3 credits

CC-102 College Success Seminar

A course designed to introduce incoming traditional undergraduate students to the concept of a Liberal Arts education and to assist students in making a successful transition into the Albertus Magnus College community. Through discussion and reflection, this course will identify campus resources and strategies for success that will help students develop their academic and personal goals. Students will participate in activities both in and out of the classroom that will help prepare them to become lifelong learners and vibrant members of the Albertus Magnus community. Required for incoming traditional undergraduate, first-year students. 1 credit

CC-113 Transfer Professional Development Seminar

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

CC-213 Professional Development Seminar

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

CC-255 Special Topics

Selected topic studied. 1.5-3 credits

Communications (CO)

CO-121 Introduction to Mass Communication

Survey of basic content and structural elements of mass media and their functions and influences on society. Examines social, economic, political, and cultural changes from the perspective of mass communication theory and practice. General Education: Fine Arts. 3 credits

CO-125 Podcast Writing & Development

This course introduces students to the digital audio production process. The course will provide students the opportunity to plan, script, and produce short audio programs. Topics include: surveying the proper equipment for the production, arranging recording sessions, techniques for mixing, and editing sessions. 3 credits

CO-139 Introduction to Digital Video & Audio

This course focuses on concepts and techniques associated with digital video production with a focus on internet distribution. Topics include introductory video production and post-production principles, introductory animation principles, documentary best-practices, pre-production planning, and both on-location and studio production. Through a combination of planned location shoots, group projects, and individual creative production students will be exposed to principles and practices associated with both field and studio production. General Education: Fine Arts. 3 credits

CO-141 Public Speaking

A skills-based course focusing on the theory and practice of public speaking with emphasis on content, audience analysis, organization, language, delivery, critical evaluation of messages and listening skills. Emphasis is on student performance emphasizing original thinking, effective organization and direct communication of ideas. General Education: Fine Arts. 3 credits

CO-161 Human Communication
A study of communication principles and processes as they relate to interpersonal communication, intrapersonal communication, small group and team communication, culture and communication, communication in organizations, and mediated communication. Students engage in practical and ethical application of concepts to their professional and personal lives. 3 credits

CO-210 Creative Copywriting
This course will study core strategies for the commercial application of creative writing. Students will develop original copywriting skills, study their implementation, and analyze their effectiveness. 3 credits

CO-229 Introduction to Digital Communications
This course will provide students with a detailed critical introduction to the field of digital communications. Topics will include practical applications of digital communication across disciplines: communications studies, journalism, public relations, advertising, media and cinema studies, and communication technology. The class will offer students a glimpse of these disciplines and allow them to integrate them all together. Additionally, this course will provide an entry point for students who have had little experience with either digital technology or communication courses. 3 credits

CO-230 Interactive Marketing on Social Media
In this course, students will learn about key concepts, and strategies that make advertising on social media lucrative. From understanding the theories of digital media and advertising to creating a campaign from scratch while learning about strategic planning, audience analysis to content management/creation, this course will explore how modern marketing revolves around social media. Students will get the opportunity to apply course concepts, utilize the skills, and expand their professional portfolios by participating in a service learning project that will cover all the steps as that of an industry grade project, collaborating with and working on a local business. 3 credits

CO-239 Digital Video & Audio I
A continuation of AR/CO 139, this course provides support for students to develop and complete an intermediate project using digital video and audio tools. Students will carry individual projects through pre-production, production, post-production and distribution. Students will further be required to assist with the productions of their peers. P: AR 139 or CO 139. 3 credits

CO-255 Special Topics
Selected topic studied in-depth within a Communications frame of reference. 3 credits

CO-261 Public Relations

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

CO-263 Social Media Storytelling

How do you tell a story in 280 characters or a series of pictures? This course will teach storyboarding for social media platforms, how to use text, pictures, and hashtags to create a story on social media. 3 credits

CO-267 Social Media Journalism

This course explicitly studies journalistic practice in a social media environment. Students will study contemporaneous new media works of journalism while developing, writing, disseminating and analyzing their own original factual content. 3 credits

CO-301 Organizational Communications

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

CO-339 Digital Video & Audio II

A continuation of AR/CO 239, this course provides support for students to develop and complete an advanced project using digital video and/or audio tools. Students will carry individual projects through pre-production, production, post-production and distribution. Students will further be required to assist with the productions of their peers. P: AR 239 or CO 239. 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. 3 credits

CO-362 Persuasion

In this interactive course, students will learn the key theories, concepts, and strategies that define persuasive communication. Students will start from the basic theories of audience analysis and measuring attitudes and use them to craft and evaluate persuasive messages, especially for social media. Students will also get the opportunity to apply course concepts, utilize persuasive skills, and expand their professional portfolios by participating in a community-based campaign and experiential-learning project. General Education Pathway: Trauma Studies - Experiential Learning. 3 credits

CO-365 Writing for Interactive Media

Despite the changing media landscape, good writing skills are a necessity for professional communication. Students in this class use written modalities to create, develop, and hone a distinct, searchable written voice within varied media environments. Much of professional media work involves creating a consistent voice or presence for a person, organization, or company. In this course, participants focus on how to accomplish (or enhance) this process using effective compositional techniques. Writing Intensive Designation: Major. 3 credits

CO-375 Core Concepts in Critical Theory

This course introduces students to critical theoretical lens that they could apply to other courses in the pathway and in their major. Students start with essential critical theories including Marxist criticism, Feminist criticism, Queer theory, Standpoint theory, which leads them into culture industries of Adorno and Horkheimer, theories of ideology by Althusser, and Hall and Foucault's theories on language and power. This course will emphasize accessible readings and active learning components to help students engage with these works comprehensively. At the end of this course, students will be able to recognize how to apply the critical lens to their study and work in whatever field it may be. General Education Pathway: Power, Equity, Justice - Humanities. 3 credits

CO-380 Internship

Communications internships offer the opportunity for students to be placed at professional, media related sites in either the profit or not-for-profit sectors. These on-the-job experiences allow students to gain "real world" experience and skills while earning college credit. Internships require that the student complete 40 hours of site service for every credit received for the experience. 1-12 credits

CO-390 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage

new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-3 credits

CO-391 Communications Capstone

In the Communications Capstone students develop a specialized project and portfolio focused on learning from their Communications courses in a comprehensive manner. The National Communication Association (NCA) standards of communication competence provide the grounding for the course. As part of the course, students are asked to demonstrate mastery or excellence in following NCA communication competencies: (1) communication theory and practice (ability to explain, synthesize, apply, and critique theories and concepts), (2) communication inquiry (ability to apply appropriate analytical tools to answer a question or solve a problem), (3) audience adaptation (ability to adapt messages, oral and written, to the diverse needs of an audience), and (4) critical thinking (ability to listen to messages actively, evaluate messages thoughtfully, and respond to messages mindfully). P: Senior status. 3 credits

CO-394 Social Media Capstone

The capstone project will have the student culminate the coursework they have completed in the major. They will run a real-time project based on the theories they have learned and test their skills on social media platforms. 3 credits

Computer Information Systems (CIS)

CIS-110 Contemporary Issues in Computer Information Systems

This course will introduce students to a range of current issues experienced by technology and information systems leaders in a variety of industry sectors. By taking advantage of guest speakers and research into emerging technology challenges, students will gain an appreciation of the scope of the technology industry and the potential opportunities they will encounter through the CIS program and in their future careers. This course will offer potential CIS majors an introduction to the field and offer existing CIS students a broad perspective on the ways in which technology affects businesses. 3 credits

CIS-112 Introduction to Cybersecurity

This course provides an essential introduction to current cybersecurity topics. Topics include high-level discussions concerning cyber hygiene, common security pitfalls, and security solutions for individuals and businesses. Career opportunities and certification programs will be addressed as well as case studies of actual criminal hacking attacks, cyber warfare, and similar events. Students will also be introduced to Hypervisor technology and Open-Source Intelligence (OSINT) tools and techniques which will

provide useful computing and research skills that may apply in many settings. This course is beneficial for anyone curious about digital security, planning for Cyber/CIS careers, or criminal justice majors interested in the cyber aspects of law enforcement. 3 credits

CIS-115 Computer Essentials

A general description of the use of computers in business and an introduction to solving practical business problems using the microcomputer. Topics include basic computer architecture, input/output devices, and storage devices. Microcomputer topics concentrate on five areas: word processing, spreadsheets, databases, graphics, and communications. Microsoft Office is used. This course is designed for those who feel they need an introductory computer course. 3 credits

CIS-150 Computer Hardware Fundamentals

This course will provide a hands-on exploration of the various hardware components that make up modern computers. It is essential that CIS and Cyber students have a firm foundation of the internal workings of computers, as well as confidence with regards to replacement and upgrading of key physical components. This course will provide students with both the background knowledge of computer hardware functions as well as hands-on experiences with computer equipment. Hardware architecture of peripheral equipment such as printers, modem/router, external storage, and pointing devices are also discussed. Students will also be exposed to basic troubleshooting and recovery tools and techniques. 3 credits

CIS-160 Programming with Python

As one of the most popular scripting languages, this course presents an opportunity for students to explore the fundamentals of programming with Python. As a stand-alone language, Python is powerful - but when integrated with other software tools such as Microsoft Excel, or as part of A.I. software development, its impact can rapidly scale up. Python is useful in both I.T. fields and Cybersecurity, providing users a variety of functions to automate processes and increase efficiency. This course would also be useful for students majoring in finance, accounting, data analytics, supply chain management, or other related fields since Python is such a widely used language. 3 credits

CIS-171 Business Spreadsheet Development

A detailed description of the use, design, and development of complex spreadsheets to solve business problems. Topics include graphing, macro development, and other advanced spreadsheet features and techniques. Principles of good spreadsheet design are emphasized throughout the course. Special emphasis will be placed on accounting software applications. Microsoft Excel is one of the packages used in this course. 3 credits

CIS-172 Database Development
A detailed description of the use of databases in business and practical instruction in the development of databases on the microcomputer. Topics include table creation, sorting, indexing, and reporting. Students develop an understanding of the uses of databases in business and the management of a database on a microcomputer. Microsoft Access is used. 3 credits

CIS-210 Data Privacy and Digital Security
This course will explore a variety of topics relating to online privacy, digital safety, digital citizenship, and the protection of personal information in the increasingly digital world. Students will engage with topics such as data brokering, facial recognition technology, personally identifiable information, government regulation, industry oversight, and the responsibility of organizations and individuals to act in an ethical manner across a range of disciplines and contexts. 3 credits

CIS-221 Security Auditing and Risk Assessment
This course covers the foundational methods of security auditing and presents the key elements of security risk assessment for organizations. Students will get a practical view of the primary risk assessment methods and exposure to tools commonly used in the process of conducting security audits. Topics to be covered will include risk mapping, security risk remediation and ongoing audit methods to ensure the integrity of organizational data. 3 credits

CIS-231 Legal Issues in Cybersecurity
This course will focus on practical and legal issues affecting organizational leadership within the IT sector. The topics covered in this class will include compliance with federal and industry-specific protocols, protecting the rights of stakeholders, employee oversight and privacy laws, establishment of business policies, and analysis of the changing legal frameworks for Cybersecurity professionals. 3 credits

CIS-240 Defensive and Offensive Cybersecurity Fundamentals
This course introduces students to the building blocks of information security. Key concepts and definitions are explained through lecture and hands on lab exercises as well as critique of real-world hacking incidents. The first half of the course focuses on Cybersecurity best practices for home and office which are taught in the classroom and reinforced in the lab setting. In the second half of the course, students are afforded an opportunity to work with offensive security tools and tactics based on Kali Linux. Training will cover the basic sequence of penetration testing including reconnaissance, enumeration, gaining access, maintaining access, and covering tracks. 3 credits

CIS-250 Windows Operating System
This course is an introduction to the Windows computer operating system. This course teaches techniques for setting up files and directories, backing up files, managing Active

Directory, and organizing programs on a computer using Windows. This course will also explain the essential security concepts involved with these operating systems and set the stage for later course work in the program which involves use of Windows. Students will need access to a Windows computer with administrator permissions. 3 credits

CIS-252 Special Topics

Selected topic studied in-depth within a Computer Information Systems frame of reference. 3 credits

CIS-261 The Power and Pitfalls of Artificial Intelligence (A.I.)

This interactive, interdisciplinary course will allow students to explore a range of topics related to the role of Artificial Intelligence (A.I.) in our lives. By learning the foundations of how A.I. actually works, examining its growing influence and impact on business, medical fields, the arts, social structures, and legal and ethical frameworks, students will learn about the immense power of A.I. - and also recognize the dangers and pitfalls that it presents. Through a combination of hands-on experiences, active inquiry, and weekly topics, students will learn to produce, evaluate, critique, and assess the impact of A.I. tools on their current and future lives. General Education Pathway: Creation & Destruction - Experiential Learning. 3 credits

CIS-270 Linux Operating System

This course is an introduction to the Linux computer operating system. This course teaches techniques for setting up files and directories, backing up files, and organizing programs on a computer using Linux/UNIX. This course will also explain the essential concepts involved with these operating systems. 3 credits

CIS-276 Systems Analysis and Design

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

CIS-282 Computer Networks

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

CIS-286 Internet and Web Publishing

This course covers the basics of web design, including search engine optimization, website layout, navigation, calls to action and other essentials of effective design for the World Wide Web. Students create their own websites with multiple related pages, links to other sites, and complex graphics and photographs. 3 credits

CIS-301 Technology and the Arts

This course includes all forms of creative expression, and their evolution through digital technology. It demonstrates the connection between the arts, humanities, and technology that continue to influence today's digital society. 3 credits

CIS-315 Healthcare and Information Systems

Information technology is transforming the delivery, management, and economics of healthcare. This course will explore the technologies that support healthcare information systems, such as software applications; system analysis and design; data management; networks and data communication; and system standards and security. Particular attention will be paid to the benefits and challenges of information technologies in medical record keeping; remote diagnosis and treatment; and improving efficiency and quality of care. 3 credits

CIS-320 Computer Forensics I

This course is designed as an introduction to computer forensics. It will cover the basic concepts of cybercrime and information systems forensics, and provide a solid foundation for more advanced computer forensic concepts. It will include the processes involved in searching hardware, computer programs and data for evidence. 3 credits

CIS-321 Computer Forensics II

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

CIS-325 Data Communications

This course is designed to provide students with an understanding of the technologies and products related to communications systems. It will include management issues related to network planning, implementation, and administration. Among the topics covered are: distributed data processing, communication techniques, network design, and security. 3 credits

CIS-330 Issues in Computer Ethics

An introduction to ethical decision-making as it relates to computer technology. This course includes the investigation of Internet-related and on-the-job issues. Items addressed include privacy and freedom of speech issues, intellectual property rights, the creation and maintenance of computer databases, and computer-related criminal activities. Writing Intensive Designation: Major. 3 credits

CIS-331 Incident Management and Response

This course addresses the methods by which an IT professional can manage cybersecurity incidents and follow up procedures to be conducted immediately after an event. Topics

to be covered include analysis of the extent of the infiltration, incident containment, root cause analysis, evaluation of the scope of the data breach, and strategies to engage in constructive dialogue with stakeholders. 3 credits

CIS-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. 3 credits

CIS-380 Internship

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

CIS-385 Information Systems Security

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

CIS-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

CIS-393 Senior Computer Project

The graduating senior undertakes a major research project in the field of CIS, which includes on-site inquiry and the writing of a senior thesis on the basis of research. P: Senior standing. 3 credits

Criminal Justice (CJ)

CJ-111 Introduction to the Criminal Justice System

Students will review the origins and foundations of our American system of policing, the relationship between the individual citizen and the state/federal governments' police powers. Included in this section of the course will be an overview of the Fourth Amendment, the Fifth Amendment, and the Sixth Amendment. Students will also review the judicial system, and become familiar with the procedures followed in a criminal trial. Finally, the students will examine sentencing issues and the sanctions available against a criminal convict, including incarceration in jail or prison, probation, and parole. General Education: Social Science. 3 credits

CJ-231 Deviance and Criminology

An examination of the social construction of the categories of "crime" and "deviance" with a focus on data and theories used in Sociology and Criminal Justice Studies. P: CJ 111 or SO 111. 3 credits

CJ-232 Juvenile Delinquency

Investigation of delinquency as a social category, including theories of construction and causation, patterns of delinquency, and the working of the juvenile justice system. P: CJ 111 or SO 111. 3 credits

CJ-233 Corrections

Examination of philosophy, theory, and practice of criminal punishment and of the processes which characterize arrest, prosecution, trial, and sentencing. Formal and informal operation of law enforcement agencies are studied, with special attention to patterns of differential treatment accorded different social and economic groups. P: CJ 111 or SO 111. 3 credits

CJ-234 Contemporary Issues in Criminal Justice

This course is designed to challenge students' ability to discern the complexities of some of the fundamental issues faced by criminal justice professionals today, including the consequences of our nation's "war" on drugs; the possible consequences of the legalization of drugs; gun control; the insanity defense; the development of the victim's rights movement; predicting juvenile delinquency; and probation and parole. P: CJ 111. 3 credits

CJ-238 Criminal Evidence

This course is designed to introduce students to the rules of evidence which govern the conduct of criminal trials. Starting out with an explanation of direct and circumstantial evidence, students will then examine the hearsay rule and its many exception, privileges, and the standards which govern expert and lay testimony. Finally, students will finish the

course with an examination of how the courtroom rules affect police officers in the field as they investigate criminal behavior. P: CJ 111. 3 credits

CJ-239 National Security & Civil Liberty

In this course, students will explore the complex problems faced by our nation as we attempt to balance the conflicting need to maintain our national security with the need to ensure individual civil liberty. Topics covered include: subjecting civilians to military justice, martial law declaration, suspending habeas corpus, designating persons as unlawful combatants, and law enforcement scrutiny of lawful political protest. In addition, students will review how the events taking place during various time periods in our history, such as the Civil War, the Cold War era, and the 1960s shaped our government's policies toward balancing security needs with the guarantee of civil liberties we enjoy. 3 credits

CJ-248 Correctional Administration

This course is designed to familiarize the student with issues currently being faced in the correctional field. We will address such areas as: correctional history, prisoner reentry, managing sex offenders, mass incarceration, the death penalty, and gender issues. 3 credits

CJ-250 Police & Community Relations

This course will familiarize students with the role of the police in a democratic society. The curriculum will discuss police discretion, community policing, and other contemporary issues. 3 credits

CJ-255 Special Topics

Selected topic studied in-depth within a Criminal Justice frame of reference. 3 credits

CJ-280 Criminal Justice Practicum

Fieldwork experience with approval of Program Director. P: CJ 111 plus 15 hours in Criminal Justice. 3 credits

CJ-335 The U.S. Constitution & Bill of Rights

In this course students will examine the founding documents of the American republic: the Declaration of Independence, the Articles of Confederation, the Constitution, and the Bill of Rights. Students will first review the promises of individual freedom contained within the Declaration of independence. This will be followed by reviewing the Articles of Confederation before moving onto the Constitution's structure wherein our national government was divided among three branches: legislative, executive, and judicial. Students will become familiar with the concepts of 'natural rights,' 'separation of powers,' limited' government, 'states' rights,' and the 'amendment' process. 3 credits

CJ-338 Criminal Evidence

This course is designed to introduce students to the rules of evidence which govern the conduct of criminal trials. Starting out with an explanation of direct and circumstantial evidence, students will then examine the hearsay rule and its many exception, privileges, and the standards which govern expert and lay testimony. Finally, students will finish the course with an examination of how the courtroom rules affect police officers in the field as they investigate criminal behavior. P: CJ 111. Writing Intensive Designation: Major. 3 credits

CJ-345 Criminal Law and Procedure

This course is designed to introduce students to the development of substantive and procedural due process, focusing on the ancient roots of criminal law from Medieval England up to the present day. Various topics such as criminal responsibility, causation, attempts, crimes and criminal procedure will be analyzed. P: CJ 111. 3 credits

CJ-380 Internship

Fieldwork experience approved by the Program Director. P: Junior or senior status. 3 credits

CJ-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

CJ-391 Senior Seminar: Ethics

In this seminar-based course, students in Criminal Justice will study the difficult ethical issues faced by criminal justice practitioners on a daily basis and how the ethical challenges faced by police, prosecutors, judges, and corrections officers can be effectively addressed. 3 credits

CJ-510 Criminology

This course examines the development and application of theories of crime causation and social deviance. The course includes an assessment of the issues and problems involved in controlling crime and deviance in society. Students learn about the reason why some behavior is considered deviant and criminalized while other behaviors are not. 3 credits

CJ-512 Contemporary Issues in the Criminal Justice System

This course examines current issues facing the American criminal justice system. The course explores controversial topics such as the police use of force and discretion, as well as access to the justice system, organizational and legal issues related to decision-making within the criminal justice system, the role of the courts and the correctional system. 3 credits

CJ-514 Research Methods and Statistics

This course examines the research process and is designed to provide students with an understanding of the principles and practices of criminal justice empirical research. More specifically, methods of research and data analysis, as applied to the field of criminal justice, are presented. The application of these methods to criminal justice practice is demonstrated through various exercises. To better prepare capable professionals, students are taught both the language of scientific discourse and the ability to critically appraise empirical studies. To better prepare practitioners who are fair and respectful toward individuals from diverse backgrounds, research ethics and sensitivity to populations-at-risk are promoted. 3 credits

CJ-516 Criminal Justice Ethics

This course focuses upon constitutional and ethical issues as they affect the operation of the criminal justice system. Topics examined include: legal issues related to punishment, and the ethical responsibilities of criminal justice agents. 3 credits

CJ-521 Probation, Parole and Community-Based Corrections

More than 8 million adults in America (1 in 30) are under some form of correctional supervision, be it probation, jail, prison, or parole. Even those who are confined to high security prisons will eventually be paroled and supervised by professionals in the field of community-based corrections. This course examines the issues faced by correctional administrators seeking to punish and rehabilitate offenders, while trying to keep the communities in which they reside safe. 3 credits

CJ-530 Issues in Correctional Supervision

There are many issues facing correctional officers, including inmate mental health issues, use of force, sexual conduct, rape, narcotic abuse, inmate violence and gangs. Corrections supervisors, responsible for the conduct of their officers, need to understand the legal issues involved in supervising officers and inmates in the correctional setting. Students will confront the issues by examining real cases that led to allegations of federal civil rights abuses against officers and supervisors in the correctional environment. 3 credits

CJ-536 History and Future of American Corrections

This class will address the history and future of American correctional systems. The first half of the class will discuss the history of corrections in America beginning as soon as the first English settlers arrived in 1607. From the Jamestown settlement to

today, correctional efforts have been marked by the best of intentions and the worst of abuses. The second half of the class will cover how America enters the twenty-first century and how the prison industry, which had been a growing industry for decades, is shrinking alongside state budgets. The issue presented by this problem is how well corrections professionals can respond to the growing demand to tighten budgets while improving ways to supervise and control released inmates in the community, many of whom continue their criminal careers. 3 credits

CJ-661 Criminal Justice Thesis

This is the program's capstone course. Student works with a faculty mentor to develop a research project that culminates in a thesis, which includes the following: 1) original research on a specific topic, 2) a critical review of relevant literature, 3) development and testing of a hypothesis (if applicable), 4) selection of the methodology (if applicable), 5) results of research, and 6) summary of the research findings and conclusions. 3 credits

Drama (DR)

DR-245 History of the American Musical Theatre

This course explores musical theatre in America and its relation to the continually changing social milieu. We briefly examine the precursors of the American musical - minstrel shows, vaudeville, and operetta - to arrive at the "birth" of a new concept, integrating multiple disciplines (script, dance, music, themes, social/cultural contexts) into a genre whose appeal has spanned decades. Through chronological organization of presented materials, the student will be able to follow the evolutions of musical theatre from its beginnings through its heyday to its current iterations. General Education Pathway: Creation & Destruction - Experiential Learning. 3 credits

Education (ED)

ED-170 Health Education for Teachers

This course familiarizes students with the topics of nutrition, first aid, disease, community health, mental health, youth suicide, child abuse, and alcohol and drug abuse, as well as other health considerations, as they may impact school success. The course includes discussion and practice of methods for instructing young people about these health-related topics. 2 credits

ED-190 Orientation to the Schools

A weekly seminar including an overview of major events and court decisions that have affected public schools during the nation's history, and a consideration of social, political, and legal issues on individual schools and school districts, as well as various challenges teachers experience as part of their daily routine. Students are expected to write brief weekly papers and keep reflective journals, as well as to participate in electronic discussion forums. Attention is given to the process of developing a professional

Teaching Portfolio. This course includes a field experience requirement consisting of forty hours spent in a school environment under the supervision of a site supervisor. 2 credits

ED-212 History and Philosophy of Education

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

ED-222 Learning

Whenever experience changes our behavior in a lasting way, learning has taken place. Learning includes acquisition of knowledge, mastery of concepts, cultivation of skills, and development of habits. This course surveys what is known about key forms of learning, emphasizing classical conditioning, operant conditioning, observational learning, verbal learning, and information processing models of memory. Major theories that attempt to explain these processes and how these theories are applied to real world concepts, such as education, will be covered. P: PY 111. 3 credits

ED-227 Special Education for the Classroom Teacher I

Teacher candidates in the undergraduate teacher preparation program will understand the diverse needs of all students, especially those likely to be enrolled in inclusion classes, and will gain skills to differentiate instruction in all classes. They also will have understanding of CT and Federal legislation pertaining to exceptionalities (such as IDEA, 504 Plans, RtI/SRBI, Pupil Planning and Placement Team process, Individualized Educational Plan (IEP) development, and accommodations/modifications) to ensure their compliance with current regulations and policies. This course requires a 15 hour field experience in a school. 3 credits

ED-228 Special Education for the Classroom Teacher II

Teacher candidates in the undergraduate teacher preparation program will acquire an understanding of the diverse needs of all students, especially those likely to be enrolled in inclusion classes. They will acquire skills and strategies to meet special needs of students by devising various activities and assignments within the classroom. Specifically, those enrolled in this course will acquire special education knowledge and skills related to instruction in reading comprehension and content-specific literacy needed for success in classes across the curriculum. The course also includes instruction in the detection and recognition of dyslexia, and develops candidates' skills in providing structured literacy interventions for students with dyslexia. Also, as they learn to differentiate instruction, teacher candidates will acquire skill in the use of assistive technology to meet the learning needs of students with a variety of special needs. Additionally, students will become knowledgeable in strategies for addressing social and emotional needs of students in the general classroom. An important component of this course focuses on

teacher candidates' reflection on their own cultural competencies, and the strengthening of these competencies in preparation for the diverse population who will be part of the school community in which they will teach. P: ED 227. 1 credit

ED-229 Psychology of the Exceptional Child

Not all children develop along 'typical' lines. For some, cognitive and/or social-emotional development differs sharply from what is considered normative. This course concerns the psychology of such children, especially insofar as their differences may produce problems in living (e.g., academic failure or social stigmatization). Assessment and diagnostic procedures (e.g., psychological tests) as well as intervention strategies (e.g., behavior modification) will be covered. Specific language and academic skills disorders, autistic-spectrum disorders, mental retardation, selected medical conditions, disruptive behavior disorders, 'internalizing' disorders (e.g., separation anxiety), and the consequences of neglect and abuse will be considered. Some attention also will be paid to the issues raised by giftedness and special talents. In addition to describing the various disorders clinically and phenomenologically, we will try to understand their origins, nature, and developmental implications, and how they can be recognized and effectively addressed in specialized settings (e.g., clinics), in regular classrooms, and in the home. This course includes a fifteen-hour field experience. This course does not fulfill the required special education courses for teacher candidates seeking initial teacher certification in Connecticut. Teacher candidates should consult with the Certification Officer for information about the required special education courses. P: PY 111 and PY 211 or PY 330. 3 credits

ED-242 Educational Psychology

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

ED-251 Special Topics

Selected topic studied in-depth within an Education frame of reference. 1-8 credits

ED-320 Teaching Reading and Writing Across the Curriculum

Emphasis in this course is on the essential importance of including instruction in reading and writing in every class as a means of enabling students to understand and articulate concepts and vocabulary related to content area studies. By becoming familiar with current ILA Standards, as well as with the RTI (SRBI) approach to effective instruction of all students, those enrolled in the course research, observe, and practice techniques and strategies for effective instruction of verbal literacy as an integral part of content

instruction at both the middle and high school levels. Effective differentiated instruction, including instruction for English language learners, is an important component of this course. Also, part of the course is a fifteen-hour field experience, spread over the entire semester. This field experience, that takes place at a local school, enables the teacher candidate to assist with classroom reading and writing instruction, and affords familiarization with working with English language learners. 3 credits

ED-321 Curriculum and Methods of Teaching

This course addresses both curriculum and methods of instruction at both the middle and secondary levels. Attention is given to planning and organization of lessons and study units, effective strategies for classroom teaching, including classroom management techniques, differentiated instruction, and use of appropriate means of assessment. A field experience of at least 20 hours, spread over the entire semester, is a component of this course. Teacher candidates are placed with teachers at the level and in the content area in which they anticipate seeking endorsement. Taken during the same semester as ED 322. 3 credits

ED-322 Technological Applications in Classroom

This course introduces students to educational technology currently available for classroom use and considers various ways in which teachers employ such technology as effective teaching tools. Student projects and class presentations are central to activities in this course. Taken during the same semester as ED 321. 2 credits

ED-330 Child Development

An examination of the major theories, issues, and research related to the developing child from conception to puberty, with emphasis on emotional, cognitive, and social development. Current issues, such as the effects of drugs on the fetus, child abuse, and day care centers will be discussed. This course is not required for those who seek initial teacher certification at the middle or secondary level. P: PY 111. 3 credits

ED-341 Adolescent Psychology

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

ED-390 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating

investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

ED-391 Teaching Practicum

This course consists of a weekly seminar that introduces teacher candidates to edTPA, the student teacher assessment used in Connecticut. In addition, a field experience of at least twenty-four hours spread over the entire semester enables the teacher candidate to prepare for the student teaching experience by observing a highly qualified teacher in a classroom setting at the middle or secondary school level. The teacher candidate will write journals reflecting on the relationship between effective instructional strategies and student learning. As part of the field experience, opportunity is provided for the candidate to engage in limited teaching experiences under the supervision of the classroom teacher. P: Minimum grade of C in ED 321. 3 credits

ED-392 Student Teaching

Concentrated and full-time classroom teaching, under the supervision of a cooperating teacher and a supervisor from the college's Education Programs Department. This experience enables teacher candidates to experience how theory is applied to practice for the purpose of successful teaching and learning. To be taken in conjunction with ED 393. P: Minimum grade of C in ED 391. 9 credits

ED-393 Student Teaching Seminar

This course consists of a weekly seminar that teacher candidates take in conjunction with ED 392 Student Teaching. The course focuses on discussing issues and current practices in education as well as providing support for completing the Student Teaching Performance Assessment, a summative program requirement. Through readings and class discussions, teacher candidates will understand best practices for planning, instructing, and assessing student learning, as well as understand educational policies and issues that impact the teaching profession. Through a series of focused in-class workshops, teacher candidates will be supported as they complete all required elements of the Student Teacher Performance Assessment. To be taken in conjunction with ED 392. P: Minimum grade of C in ED 391. 2 credits

ED-436 Teaching Literacy in the Primary Grades

This course provides knowledge of diagnosis, assessment and instructional strategies for the development of early literacy in Grades K-3 and knowledge of the Common Core State Standards for early language arts instruction. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers. Offered as part of the Albertus Magnus College/ Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 3 credits

ED-436L English Language Arts Integration Field Lab IV

This language arts field lab is taken in conjunction with ED 436 and ED 466. It provides opportunities to observe and apply literacy skills while teaching social studies content. Participants are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 466 and ED 436, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills. Offered as part of the Albertus Magnus College/Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 1 credit

ED-458 Teaching Science in the Primary Grades

This course focuses on the methods and materials of teaching elementary-level science. The course covers scientific concepts, scientific inquiry, active investigation methods and a deep understanding of the influence of the Next Generation Science Standards on contemporary science education. Offered as part of the Albertus Magnus College/ Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 3 credits

ED-466 Teaching Social Studies in the Primary Grades

This course provides elementary teacher candidates with the information, strategies and knowledge of the pedagogy of teaching social studies. The course focuses on the integration of the social studies curriculum with other disciplines to create a multidisciplinary understanding of history, economics, civics and society. Offered as part of the Albertus Magnus College/Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 2 credits

ED-468 Teaching Mathematics in the Primary Grades

This course introduces teacher candidates to the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades and knowledge of the Common Core State Standards for primary-level mathematics instruction. Pre-service teachers learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades. Offered as part of the Albertus Magnus College/Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 3 credits

ED-468L Primary Math and Science STEM Field Lab III

This STEM field lab is taken in conjunction with ED 458 and ED 468. It provides opportunities to observe and apply the integrated teaching of STEM (science, technology, engineering and math) into the elementary-level curriculum. Teacher candidates are

required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 458/ED 468. Offered as part of the Albertus Magnus College/Quinnipiac University 4 + 1 Master of Arts in Teaching Combined Degree Program. The course is offered through Acadeum at Quinnipiac's North Haven campus. 1 credit

ED-503 Capstone Research Practicum I

This course begins by addressing the problem students identified in ED 501. Students will research literature on STEM pedagogy, curriculum, and educational technology that will help them work toward resolving the problem. The course focuses on guiding students through a rigorous review of the literature on their educational problem and potential solution. Students will leave the course with an annotated bibliography and literature review, which will become the first part of their capstone. 3 credits

ED-504 Japanese Lesson Study I

The Japanese Lesson Study process is a tool that teachers can use to develop/improve lessons and units in any academic discipline. One cycle of the process involves teams of teachers collaboratively planning a lesson, implementing the lesson while other team members observe, and then engaging in a post-lesson discussion to garner feedback about how the lesson can be improved. This course will focus on providing the history, rationale, and documented effectiveness of lesson study as a teaching/professional development tool, as well as providing detailed instruction on how to engage in lesson study most effectively. As part of the course, candidates will form lesson study teams and collaboratively develop a lesson (ideally an interdisciplinary one) to be taught, observed, and discussed during the academic year. Candidates will share these lessons and their lesson study experiences in Japanese Lesson Study II, the second course in this sequence. 3 credits

ED-505 STEM: Beyond the Acronym

This course examines the acronym of STEM with an integrated lens. Candidates will learn pedagogical tools for STEM teaching and learning with an interdisciplinary approach across subject areas. They will engage in individual and collaborative work to develop interdisciplinary STEM lessons as part of a unit that could be used in their classrooms. Candidates will observe diverse lessons and reflect on learner outcomes and apply the engineering design process to improve teaching. 3 credits

ED-510 Curriculum and Methods of STEM

This course seeks to answer two main questions-What is STEM, and what is its purpose? Topics that will be considered include what the different STEM disciplines are, how the disciplines fit together, what engineering by design is and why it is important, strategies that support inquiry and problem-solving skills, and student-centered instructional methods used in STEM. Another focus of the course will include an emphasis on STEM jobs and careers, as well as why students should be choosing and preparing themselves for STEM-related fields, particularly those with underrepresented populations. 3 credits

ED-512 Foundations of Blended, Remote & Online Learning

This course will give students the opportunity to explore a range of course delivery modalities and online learning platforms. With a specific focus on current learning management systems and software, students will learn principles of course administration and development in a variety of learning environments. 3 credits

ED-530 Curriculum and Methods of STEM - Certificate Track

This course seeks to answer two main questions-What is STEM, and what is its purpose? Topics that will be considered include what the different STEM disciplines are, how the disciplines fit together, what engineering by design is and why it is important, strategies that support inquiry and problem-solving skills, and student-centered instructional methods used in STEM. Another focus of the course will include an emphasis on STEM jobs and careers, as well as why students should be choosing and preparing themselves for STEM-related fields, particularly those with underrepresented populations. 3 credits

ED-551 Special Topics

Selected topic studied in-depth within an Education frame of reference. 3 credits

ED-604 Engaging Diverse Audiences

Given the increasingly multicultural student population in American schools of the twenty- first century, it is important for all educators to become sensitive to diverse cultural contexts, and to establish classroom climates in which all students will feel they are welcome and that they have the ability to succeed. This course addresses a wide range of issues facing teachers in a multicultural society, and leads those enrolled in the course to draw parallels and contrasts between their own culture and a variety of other cultures. 3 credits

ED-607 Principles of Technology/STEM and Assessment

This course focuses on the various technological tools that can be used to enhance instruction and better evaluate student learning in STEM courses. Candidates will be introduced to various free and commercially available software as well as internet sources. These technological tools will bolster teachers' curricula (e.g., scientific modeling/simulations, lesson plans at NASA-for Educators), professional development, and ability to adaptively select formative and summative assessments to gauge student learning and inform subsequent instruction. 3 credits

ED-610 Engaging Diverse Audiences - Certificate Track

Given the increasingly multicultural student population in American schools of the twenty- first century, it is important for all educators to become sensitive to diverse cultural contexts, and to establish classroom climates in which all students will feel they are welcome and that they have the ability to succeed. This course addresses a wide range of issues facing teachers in a multicultural society, and leads those enrolled in the course

to draw parallels and contrasts between their own culture and a variety of other cultures. 3 credits

ED-611 Techniques for Accessibility and Inclusion - Certificate Track

This course is based on the truth that all students can be successful. Participants will learn about types of disabilities as well as research based-strategies to assist the development of all students. Differentiation in instructional design and implementation will be explored. Students will use Universal Design for Learning to plan STEM lessons and design units of study with inclusivity at the forefront. 3 credits

ED-612 Principles of Technology/STEM and Assessment - Certificate Track

This course focuses on the various technological tools that can be used to enhance instruction and better evaluate student learning in STEM courses. Candidates will be introduced to various free and commercially available software as well as internet sources. These technological tools will bolster teachers' curricula (e.g., scientific modeling/simulations, lesson plans at NASA-for Educators), professional development, and ability to adaptively select formative and summative assessments to gauge student learning and inform subsequent instruction. 3 credits

ED-623 Gamification and Learner Motivation

Engaging and motivating learners is an important aspect of success in virtual and in-person learning environments. With a focus on learner retention and encouragement of learning, this course will highlight various theories of human motivation, principles of gamification of learning, and address the underlying elements of learner engagement. 3 credits

ED-628 Techniques for Accessibility and Inclusion

This course is based on the truth that all students can be successful. Participants will learn about types of disabilities as well as research based-strategies to assist the development of all students. Differentiation in instructional design and implementation will be explored. Students will use Universal Design for Learning to plan STEM lessons and design units of study with inclusivity at the forefront. 3 credits

ED-675 Japanese Lesson Study II

Students in this course and those incoming students in Lesson Study I will be combined, and candidates in Lesson Study II will take on a leadership role. First, students in this course will share their lessons/lesson study experiences that took place during the academic year following their Lesson Study I course. That will be used as a springboard for these students and the instructors of this course to co-teach those in Lesson Study I about the lesson study process and how to conduct it. Lesson Study II students will split time between revising the lesson that they developed during the academic year and providing Lesson Study I support and leadership as the new cohort engages in the lesson study process for the first time. P: ED 504. 3 credits

ED-677 Leadership in STEM

This course occurs close to the end of the program and will help graduates to become agents of change in communities of which they are members (school, district, state, etc.). Some of the topics that will be examined include a review of local and non-local STEM programs as well as how to initiate a school/district STEM program (shaping policy and providing advocacy); provide professional learning for colleagues (mentor beginning STEM teachers, becoming a STEM instructional coach, help to form teacher learning teams); network (with other programs and leaders); disseminate/publish ideas, observations, and materials; and how to search for/apply for funding, to name a few. 3 credits

ED-680 Capstone Research Practicum II

Each student enrolled in this course will work with an advisor and will select a project related to STEM instruction in the general education classroom. They will use the problem and research they did in previous courses to write a grant proposal to bring a STEM-related project/ curriculum into their classroom. 3 credits

English (EN)

EN-106 Written Expression I

Through the study of the basic strategies of the composing process, students employ written expression as a vehicle of critical thinking as they are trained in the craft of expository writing and coached in skills necessary for producing clear, concise, and coherent essays. General Education: Writing Intensive. 3 credits

EN-106E Written Expression I: Extended Practice

This course introduces students to the principles and practices of college-level expository writing. Through extended instruction and guided practice, students develop their skills in reading analytically, thinking critically, and writing clearly and effectively. Emphasis is placed on generating and organizing ideas, crafting coherent paragraphs and essays, and refining grammar and mechanics. With additional time for workshops, feedback, and revision, students gain the confidence and competence needed for academic writing across the curriculum. General Education: Writing Intensive. 4 credits

EN-107 Written Expression II

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

EN-109 Elements of Effective Writing

This course is designed for the student who needs intensive practice in the techniques of effective writing. Through a focus on the writing process, this course aims to further

develop students' abilities to express themselves in persuasion, argument, and some research writing. 3 credits

EN-143 Introduction to Creative Writing

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

EN-151 Special Topics

Selected topic studied in-depth within an English frame of reference. 3 credits

EN-170 Foundations of Literary Study

This course introduces students to essential concepts and skills in the discipline of English. Students will develop their skills as readers and writers through the practice of close reading and making literary arguments. They will also learn to work with secondary sources to enrich their understanding of literature in its historical and cultural contexts. General Education Pathway: Power, Equity, Justice - Writing Intensive. 3 credits

EN-220 The Short Story

A study of the thematic and stylistic range of the short story, with a concentration on the work of several English-language masters of the genre, such as Hawthorne, Poe, James, Crane, Joyce, Hemingway, O'Connor, and Oates. General Education: Literature. 3 credits

EN-227 Masterworks of British Literature I

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

EN-228 Masterworks of British Literature II

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

EN-235 Voices of Freedom, Equality and Justice

On July 5, 1852, Frederick Douglass gave a speech in Rochester, New York, demanding an answer to the meaning of the 4th of July to the American Negro. He insisted any celebration of American freedom was a sham unless it also included African Americans,

most of whom at the time were legal slaves. Exactly 20 years later, Susan B. Anthony, in a famous speech, reminded her listeners that the Preamble to the United States Constitution began, "We the People," but "People" did not include women. Cesar Chavez, also in New York, in 1968, railed about the exploitation of farmworkers who labored under brutal working conditions in America, for less than minimum wage. These are but a few of the individuals whom we will study and whose voices and ideas we will explore in this course. Designed to introduce the student to individuals from a broad range of backgrounds, Voices of Freedom, Equality, and Justice, offers an in-depth look at activists whose messages of urgency raised issues of basic human rights, equality, and social justice. Their example, their refusal to look away, their insistence on speaking out and taking action, resulted in reforms that have improved the lives of millions of Americans. The format of the course will include reading primary sources ranging from speeches, to excerpts from autobiographies, to essays and historical documents. There will be discussion, student-centered problem-based learning (PBL), group work, research, and writing. This course seeks to develop students' knowledge of how culture informs one's understanding of self, society, and the world. Furthermore, this course offers the student an opportunity to engage in different and, at times, opposing viewpoints and to explore ethical dimensions while considering the nature of self and self's relation to the world. General Education Pathway: Power, Equity, and Justice - Humanities. 3 credits

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

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

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

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

EN-245 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. General Education Pathway:Creation and Destruction - Humanities. 3 credits

EN-250 Special Studies in Literature

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

EN-251 Young Adult Literature
This course centers on different kinds of literature read by young adults. It is particularly useful to future teachers. General Education: Literature. 3 credits

EN-255 Special Topics in British and American Literature
These courses focus on specific themes, periods, genres, or groups of writers in British and/or American literature. 3 credits

EN-268 Nature and American Literature
This course is an historic and contemporary look at the interplay between wilderness, nature, and civilization in American culture. The course represents a study of how writers imagine and represent nature and wilderness in American literature, and which genres are most effective. Readings are drawn from writers ranging from Henry Thoreau, John Muir, Sarah Orne Jewett, and Willa Cather to Theodore Roethke, Gary Snyder, Stephanie Mills, Barry Lopez, Wendell Berry and Leslie Marmon Silko. The class may also consider artistic themes of nature and wilderness, such as paintings from the Hudson River School and American Impressionism to more contemporary visions of the American landscape. General Education Pathway: Mission Earth - Writing Intensive. 3 credits

EN-283 Shakespeare I
This course explores the literary and theatrical genius of one of the world's greatest and most controversial artists. We will read, discuss, and watch performances (both film and live) of Shakespeare's major plays. This course focuses on the turbulent history plays (Richard II, Henry IV Part I and Part II, Henry V); sparkling romantic comedies (A Midsummer Night's Dream, As You Like It); and two of the most popular and poignant tragedies (Romeo and Juliet, Hamlet). General Education: Literature. 3 credits

EN-284 Shakespeare II
This course explores the literary and theatrical genius of one of the world's greatest and most controversial artists. We will read, discuss, and watch performances (both film and live) of Shakespeare's major plays. This course focuses on three great tragedies (Macbeth, Othello, King Lear); two mind-bending, problematic plays (Antony and Cleopatra, Measure for Measure); and the fascinating and beautiful final plays (The Winter's Tale, The Tempest). General Education: Literature. 3 credits

EN-293 From Adultery to Apocalypse: Five Amazing Plays
This course focuses on such crucial issues as Heroism; Love in a Violent World: War and Anti-Capitalism; Apocalypse. We explore plays of different countries, cultures, centuries, and languages. We develop the skills to understand, inhabit, and carefully analyze selected plays both as literary texts and as theatrical events. This course offers students an opportunity to engage in creative and critical dialogue with the plays, their

characters, and their authors as well as with each other, and to articulate that experience both orally and in writing. General Education: Literature. 3 credits.

EN-321 The Athlete and Sport Across Popular Media and Culture

This course will explore the athlete in sport by examining various representations of sports, the mind/body connection for the athlete, and socio-cultural factors and implications of sports, across a variety of media, including film, television, and the memoir. This inter- and multi- disciplinary course will draw upon literature from media studies, psychology, sociology, and philosophy to examine various narratives and theories of the athlete's journey, and sport in general. We will cover a variety of topics including narratives of greatness, injury, race, gender, ability, class, embodiment, setbacks, and institutions. General Education Pathway: Trauma Studies - Experiential Learning. 3 credits

EN-345A Seminar in Composing Autobiography

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

EN-345B Seminar in Composing Autobiography

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

EN-356 Studies in American Literature

This course will introduce students to major themes in American literature with an emphasis on the diversity of America's literary traditions, including African-American and Indigenous American writing. General Education: Literature. 3 credits

EN-360 Literature of Love

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

EN-361 Literature of the Immigrant

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

EN-380 Internship

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

EN-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

EN-391 Senior Seminar in British and American Literature

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

EN-500 Writing Portfolio

This course serves as the central mentoring experience for M.F.A. students, in which the student develops a body of work from classes and in preparation for the Master Project. An individual advisor guides the writer in the process of honing the craft and developing the writing portfolio. Through guided revision, students will emerge from the program with a portfolio of work reflecting their strengths as writers. Students will also benefit from responses from other students in the program through periodic workshop meetings that will build a community of writers. 1 credit. Students are required to complete 4 credits throughout the program.

EN-521 Readings in Fiction

In this course, students will take measure of the contemporary literary scene by extensive and intensive reading of recently published short stories, novellas, and novels. In addition to knowing their literary history, M.F.A. students must be prepared to enter into the conversation currently happening in their chosen field. This course will foreground the debates raging in academia and on the bookshelf, for example, the controversy over "cultural appropriation" sparked by Lionel Shriver's 2016 speech and the #ownvoices

movement. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). 4 credits

EN-522 Readings in Poetry

In this course, students will take measure of the contemporary poetry scene by extensive and intensive reading of recently published poetry, including major prize-winning collections (Pulitzer, National Book Award, etc.) and anthologies like the Best American Poetry series. In addition to knowing their literary history, M.F.A. students must be prepared to enter into the conversation currently happening in their chosen field. This course will foreground the ongoing debates in the poetry world- for example, the question of accessibility and whether rhymed and metered verse is still relevant. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). 4 credits

EN-523 Readings in Nonfiction

In this course, students will take measure of the contemporary literary scene by extensive and intensive reading of recently published essays, memoirs, and journalism. In addition to knowing their literary history, M.F.A. students must be prepared to enter into the conversation currently happening in their chosen field. This course will foreground the debates raging in academia and on the bookshelf, for example, questions of ethical representation in nonfiction. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). 4 credits

EN-541 The Creative Process

An examination of the creative process including the stages, elements, and the products. Students learn ways to explore levels of creative unconsciousness and how and why the creative process works. Topics include: inspiration, authenticity, vision, voice, "performicity." How do creative individuals achieve their ends? Students will develop a critical understanding of their own deepest level of imaginative experience. Also in this course, they will begin to consider an original and artistic approach that will culminate in a directed writing (Master) project in EN 692. 4 credits

EN-543 Seminar in Poetry I

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in poetic form and technique. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different poetic forms. These courses seek to foster an appreciation for poetry as a genre and provide an occasion for crafting original work. 4 credits

EN-544 Seminar in Fiction I

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of creative fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different fictional forms. These courses seek to foster an appreciation for fiction as a genre and provide an occasion for crafting original work. 4 credits

EN-545 Seminar in Nonfiction I

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of nonfiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different literary forms. These courses seek to foster an appreciation for nonfiction as a genre and provide an occasion for crafting original work. 4 credits

EN-551 The Literary Marketplace

This is a course that centers on the methodology of publicity and promotion and commonly used tools and techniques that can be employed by writers to attract readers. Students will engage in an analysis of the contemporary writer's market, from major publishers, to independent presses, to the Internet. By researching trends and developing an understanding of how their writing fits into market categories and compares with similar works, students will develop an understanding of how to frame writing projects for agents and publishers. A strong focus is placed on website and social media techniques for self-promotion. This course may include visits from guest publishers and authors. 4 credits

EN-643 Seminar in Poetry II

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in poetic form and technique. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different poetic forms. These courses seek to foster an appreciation for poetry as a genre and provide an occasion for crafting original work. 4 credits

EN-644 Seminar in Fiction II

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of creative fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different fictional forms. These courses seek to foster an appreciation for fiction as a genre and provide an occasion for crafting original work. 4 credits

EN-645 Seminar in Nonfiction II

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of nonfiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different literary forms. These courses seek to foster an appreciation for nonfiction as a genre and provide an occasion for crafting original work. 4 credits

EN-692 Master Project

The Master Project is the culminating product of the M.F.A. in Writing. Students will begin in the fall of the first year, and continue throughout the program, to create, revisit, develop, and refine a body of substantial work in their chosen genre. Drawing on extensive background reading of relevant literary works, each student will prepare a manuscript that meets program standards for professional work in one of the following forms: a book-length manuscript of collected poems; a book-length collection of short stories; a completed novel; a book-length manuscript of non-fiction (autobiography, memoir, a sequence of personal essays). Master Projects will be housed in the Albertus Magnus College Library upon completion and final approval. 8 credits

Finance (FIN)

FIN-220 Personal Finance

This course is an examination of personal finance and the many tools available in the preparation of a personal financial plan. Areas of discussion include the following: banking, products and services offered by typical banks and credit unions, credit and credit repair, home finance and understanding various mortgages, financial planning including IRA and retirement planning, annuities, life insurance, long term care, making a will, estate planning and trusts, taxes, and an understanding of the role of stocks, bonds and mutual funds. 3 credits

FIN-227 The Stock Market

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

FIN-251 Special Topics

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

FIN-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: AC 162. 3 credits

FIN-322 International Finance
This course will cover topics applicable to global financial markets. Students will learn concepts pertaining to exchange rates, international currency flows, transaction exposure for multinational firms, interest rate differentials, country risk, and the international debt and equity markets. P: AC 161, BE 204. 3 credits

FIN-325 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

FIN-366 Investment Analysis
This course will focus on advanced investment issues. Students will learn concepts pertaining to behavioral finance, technical and fundamental analysis, equity and bond valuation, portfolio management, professional money management, derivative securities, alternative investments, and portfolio analysis. P: FIN 227, FIN 265. Writing Intensive Designation: Major. 3 credits

FIN-380 Finance Internship
This is a field-based course in which students gain on-site employment experience in a local finance firm or finance department of a business establishment for 120 contact hours per 3 credits. The student is responsible for maintaining an integrative journal and completing other academic requirements. P: 12 credits in finance. 3-12 credits

FIN-390 Independent Study
In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

FIN-550 Special Topics
Selected topic studied in-depth within a Finance frame of reference. 3 credits

FIN-590 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 3 credits

FIN-612 Financial Theory

In this course, students will study the tools and methodologies utilized by financial managers. Students will analyze financial information with emphasis on utilizing this information to make effective and ethical managerial decisions. Topics will include forecasting and planning, investment and financing decisions, cash flows, and financial markets. Students will demonstrate advanced understanding of these topics by analyzing case studies based on real world situations. P: AC 520. 3 credits

FIN-629 Advanced Corporate Financial Management

This course will cover advanced topics in corporate finance. Topics will focus on financial projections and modeling, capital structure optimization, equity and debt financing, capital budgeting, cash flow analysis, dividend policy, valuation, and corporate governance issues. P: FIN 612. 3 credits

FIN-631 Banking & Financial Markets

This course will cover topics relevant to the financial markets and the banking system in the U.S. Topics will include an assessment of monetary policy, fiscal policy, regulatory policy, the money markets, currency markets, debt markets, and the capital markets. There will be an emphasis on the relationship between government policies and the behavior of financial markets. P: FIN 612. 3 credits.

FIN-633 Derivatives Markets & Risk Management

The course will provide an in-depth understanding of the markets for derivatives. Topics will include the following: stock option pricing and strategies, valuation of forward and futures contracts, credit default swaps, arbitrage, Value at Risk (VAR), and advanced forms of risk management. P: FIN 612. 3 credits

FIN-649 Essentials of Personal Financial Planning

This course will introduce all the primary financial planning topics that will be tested on the Personal Financial Specialist examination. Students will learn about the fundamentals of financial planning, insurance planning, income tax planning, investment planning, retirement planning, and estate planning throughout this course. Students will also work

on practical case studies in order to fully grasp the financial planning concepts discussed and see how each area of planning is connected to one another. 3 credits

Global Studies (GL)

GL-111 Introduction to Global Studies

Globalization refers to the processes which are pulling everyone on the planet together. In Introduction to Global Studies, we will look at politics, history, economics, and ecology to understand both the compression of the world and the rise of consciousness of the globality of human experience. Topics will include terrorism; migration from poor to rich countries; human rights; the flow of jobs and money around the world; human trafficking; transnational smuggling of drugs, weapons, and art; and the impact of human beings on the biosphere. General Education Pathway: Mission Earth - Writing Intensive. 3 credits

Healthcare Administration (MH)

MH-512 Ethical Issues in Healthcare

In this course, students explore a wide variety of ethical issues presented in a healthcare setting through the use of case studies. The course will challenge students to refine their own values and moral principles in relation to healthcare issues, consider the impact of various professional codes of ethics, and apply the four principles of healthcare ethics to resolve ethical conflicts. 3 credits

MH-514 Statistics for Healthcare Managers

In this course, students will learn how to apply advanced statistical methods to assist in making business decisions in a healthcare setting, including one-, two- and k-sample problems, regression, elementary factorial and repeated measures designs, and covariance. Students will also be introduced to the application of statistical methods used in behavioral science, including multiple regression and related multivariate techniques. 3 credits

MH-536 Strategic Management of Healthcare Organizations

This course examines how healthcare organizations can achieve a competitive advantage in an environment disrupted by unpredictable legislative and regulatory shifts, technological change, competition from rivals, and other economic, social, and political challenges. 3 credits

MH-660 Healthcare Administration Capstone

This course will be a faculty-supervised project that is team-based. Students will prepare a project report based on a real-world healthcare problem that demonstrates competence in all five HLA domains of healthcare administration and make an oral presentation of their recommendations for addressing the problem. 3 credits

History (HI)

HI-111 Western Civilization I

A survey of European cultures since the Renaissance designed to give an understanding of the major forces and events which have shaped the modern world. This course covers the period from the Renaissance to the French Revolution, including the Reformation, the age of religious wars, the rise of absolutism, and the Enlightenment. General Education: History. 3 credits

HI-112 Western Civilization II

A survey of European cultures since the Renaissance designed to give an understanding of the major forces and events that have shaped the modern world. This course covers from the era of the French Revolution to the present, including romanticism, nationalism, industrialization, imperialism, fascism, and the two world wars. General Education: History. 3 credits

HI-121 United States History I

This course covers United States history through Reconstruction, including the colonial era, the age of the American Revolution, the early republic, and the sectional conflict. General Education: History. 3 credits

HI-122 United States History II

This course covers United States history from Reconstruction to the present, including social and economic development in the late nineteenth century, populism, progressivism, the two world wars and the interwar period, as well as developments in American life since 1945. General Education: History. 3 credits

HI-125 Power, Politics, and History

This course uses an historical approach to introduce students to concepts that are fundamental to Political Science: power, ideology, and politics. Through an intensive exploration of various historical periods and events, students will come to understand the various ways that power operates on individuals and groups; the ways that ideologies impact how we think, see, and act; and how different understandings of politics have come to define our world. Through extensive use of simulations and experiential learning, students will immerse themselves in the unfolding of politics, and the deployment of power throughout history. General Education: History. 3 credits

HI-150 Rights, Slavery and Revolution

This course will analyze the period in world history where calls for human rights and freedom existed alongside a social and economic system of racial slavery. After situating European slavery in the context of the global economy, the course analyzes the French Revolution as a moment when the issue of human rights emerges in the West. The tension between slavery and human rights culminates with the Haitian Revolution, the

first full-scale revolution for independence. The course concludes by asking questions about the place of that revolution in contemporary historical narratives. How does minimizing the Haitian revolution impact our understanding of that period, ideas of freedom and rights, and the idea of revolution itself? General Education: History. 3 credits

HI-252 Topics in Historical Study

A course in European, American, or World History which will focus on a single topic or theme. 3 credits

HI-253 Topics in Historical Study

A course in European, American, or World History which will focus on a single topic or theme. 3 credits

HI-304 History through Biography

This course will focus on biography as a form of historical inquiry, presenting examples of biography from diverse eras and with various approaches as well as subjects with distinctive problems. Additional readings from historians and writers will also help each student clarify a position on the nature of biography. General Education Pathway: Trauma Studies - Humanities. 3 credits

HI-320 History of Colonial America

A survey of early America from the late fifteenth century to the mid-eighteenth century. The course looks at Native American peoples and their initial contact with explorers and settlers and the continuing interactions of Americans, Europeans, and Africans throughout the era. Particular attention is given to comparative analysis of selected colonies and the types of social, economic, political, and cultural institutions that emerged. 3 credits

HI-330 History of Immigration

Why do Americans often view new cohorts of immigrants with fear and suspicion despite our being a nation of immigrants? This course will trace the experiences of various groups of immigrants to North America from the Colonial period to the present. The course will examine the push factors that compel immigrants to emigrate and the pull factors present in the United States that encourages them to immigrate. This course will also examine the reception of, struggles of, and pressures facing new groups of immigrants. 3 credits

HI-334 The Sixties: From Kennedy to Vietnam

A study of the domestic and foreign policies of the Kennedy, Johnson, and Nixon administrations with attention to the social, economic and cultural changes of the decade. Major emphasis is given to the question of economic prosperity and its impact upon society, the rights revolutions, youth culture, and Great Society programs. The

course concludes with a study of American withdrawal from Vietnam, Watergate, and stagflation.3 credits

HI-335 Genocide in the Modern World

This course will analyze why and how genocides occur. We will examine how existing prejudice and intolerance connected to nation and nationalism can go from small acts of injustice to wholescale violence against a specific group. From Armenia to Rwanda, we will analyze various instances of modern genocide which involved the systematic attempt to exterminate an ethnic group or people, through direct (concentration camps, starvation, torture and medical experiments) or delayed (sterilization, deportation, marriage obstruction) action. We will also look at forced deportation, economic and political subjugation of one group by another and efforts to obliterate the religious traditions and/or cultural heritage of a group as forms of genocide. Our comparative approach will analyze patterns of inclusion, exclusion, citizenship and community. The aim of this course is to raise awareness regarding the dangers of stigmatization, 'othering' and discrimination and to foster respect for human rights. General Education Pathway: Trauma Studies - Humanities. 3 credits

HI-341 World Revolution in the Twentieth Century

A study of the major revolutions of the twentieth century with special attention to the theoretical approaches to the nature of revolution. Primary attention will be given to the Mexican Revolution of l9l0, the Russian Revolution of 1917, the Chinese Revolutions of 1911 and 1949, and the Great Proletarian Cultural Revolution. 3 credits

HI-344 African Slavery in the Atlantic World

The development of slavery in the Atlantic basin from its fifteenth-century beginnings through the nineteenth-century era of abolition with particular emphasis on the development of the slave trade, the evolution of slave cultures, economies, and societies in the New World and the impact of these on the Old World. The course will also explore the development of anti-slavery movements and demise of slavery. General Education: History. 3 credits

HI-355 Special Topics

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

HI-380 Practicum

Fieldwork experience initiated with permission of the Department Chair. 2-12 credits

HI-385 Historiography

An examination of the nature of the historical enterprise and historical methodology as well as prominent interpreters and interpretations of the past. Much of this seminar style course is devoted to critical analysis of the writings of historians and the preparation

of a historiographic essay. P: Senior status. History majors only. Writing Intensive Designation: Major. 3 credits

HI-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

HI-391 Senior Research Seminar

Required of all senior majors, students will research and write a significant essay based upon primary source material to the degree possible, in which they will demonstrate their mastery of the craft of History. P: HI 385. 3 credits

Human Services (HS)

HS-101 Introduction to Human Services

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

HS-255 Special Topics

Selected topic studied in-depth within a Human Services frame of reference. 3 credits

HS-256 Mental Health and the Criminal Justice System

The course focuses on central topics that exist within the intersection of mental health and the criminal justice system. This includes the rates and types of mental illness experienced by those involved in the criminal justice system, civil commitment (inpatient and outpatient), competency to stand trial, criminal responsibility, diversion programs, mental health court, and the provision of mental health treatment in correctional settings. Finally, we will discuss how the criminal justice system might better address the needs of people with mental health illnesses. 3 credits

HS-280 Human Services Practicum I

A field experience with a Human Services agency. Students who intend to take Practicum I must see their academic advisor at the beginning of the semester. Practicum must be arranged through the Office of Career & Professional Development. This should be done

no later than the middle of the semester prior to beginning the practicum placement. In addition, students must complete a preparatory workshop offered by the Office of Career & Professional Development during the semester before beginning their on-site work. 3 credits

HS-281 Human Services Practicum II

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

HS-311 Issues in Human Services

An in-depth examination of professional and personal issues relative to the human services professional. Consideration will be given to the position of human services organizations in government policy and the place of human services professionals in both public and private education, health care, and social welfare systems. Attention will also be given to the personal challenges faced by human services professionals, including typical occupational stressors and their impact, the importance of professionally ethical behavior, and ethical dilemmas that may be encountered. P: HS 101, HS 280, HS 281. Writing Intensive Designation: Major. 3 credits

HS-504 Writing in the Social Sciences

This is a required course in the program, which assists students to improve their professional writing skills in the field. It is a foundational course, training students in human services professional writing. The course includes reading, summarizing, and evaluating several professionally published articles in the field of Human Services. Appropriate sentence construction, grammar, critical thinking and proficiency with APA format and proper citation are expected. In addition, students are required to write a major paper, demonstrating the skills acquired throughout the mod. 3 credits

HS-530 Ethical and Legal Issues in Human Services

This course focuses on ethical and legal issues relevant to the delivery of human services. Topics include ethical principles and ethical issues in human services; professional codes of ethics related to human service managers and human service delivery systems; the U.S. legal system and its role in human service delivery systems; and the legal and ethical issues related to vulnerable populations, behavioral interventions, self-determination and self-advocacy, confidentiality, and professional boundaries. 3 credits

HS-531 Theory, Practice, Trends and Multicultural Issues in Human Services

This course focuses on the range of populations served and needs addressed by human services. Topics include diversity issues related to clarifying expectations, dealing effectively with conflict, societal context, ethical behavior, techniques for building rapport in diverse groups, problem-solving, decision-making, and predicting outcomes. 3 credits

HS-550 Special Topics

Selected topic studied in-depth within a Human Services frame of reference. 3 credits

HS-580 Field Experience

This course will provide students with a field-based experience in a private or public human service agency under the supervision of agency staff as well as a college faculty member. Students who have a minimum of five years' direct client or supervisory experience in an accredited human service agency within the last eight years may waive part or all of the field experience. If the field experience is waived, the student must choose an action research project (PY 581) or one to two additional three credit courses. related to human services. Either course is an onsite course and runs for a full semester. 3-6 credits.

HS-660 Capstone Project

Students choose a relevant human services issue (substance abuse, homelessness, domestic violence etc.) to research. Students will extensively review the professional literature and describe four programs or agencies in Connecticut that serve this specific population. In addition, students will perform a thorough and in-depth evaluation of a separate program related to this issue, including recommendations for improvement in services. 3 credits

Humanities (HU)

HU-108 The Examined Life I

In the first semester, students begin to develop critical habits and thinking skills. Inspired, in part, by the "see, judge, act" method of analysis central to the tradition of Catholic Social Teaching, the course is composed of three major units 1) Who am I? 2) How should I think?; and 3) What should I do? In Unit 1.1 ("Who am I?") the endeavor begins with giving an account of oneself-historicizing one's experience, location, identity, aspirations, and convictions. Unit 1.2 ("How should I think?") has the goal of examining oneself by learning how to question assumptions and presuppositions. This involves both attitude and skill-a "courage to think for oneself" coupled with methods for doing so in a well-reasoned way. Unit 1.3 ("What can I do?") rounds out a "pursuit of truth that is practical in its application" and responsive to today's "ethical challenges" by arriving at the goal of justice-seeking. Here, students will learn how the critical dispositions and

skills infused in the Liberal Arts tradition can and have been applied to address urgent contemporary problems. 3 credits

HU-109 The Examined Life II

In the second semester, students apply the critical habits and skills developed in the first semester. In unit 1, students will identify the knowledge and skills from the first semester that are central to engaging with complex real world issues. After this brief introduction, individual instructors select two real-world "problems" that students in their section will familiarize themselves with and address in a collaborative and partially self-guided way. Mirroring the development of critical habits and skills in the first semester, students are invited to formulate crucial questions, identify and conduct necessary lines of research, schematize past, existing, and imaginable responses, critically evaluate possible courses of action, engage in experiences inside and outside of the classroom, produce events and artifacts that demonstrate the fruition of their work and conclusions drawn, and reflect on the learning experience and the merits of what has been accomplished. 3 credits

HU-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. Writing Intensive Designation: Major. 1-12 credits

HU-399 Senior Humanities Seminar

A course of intensive writing and reading from a variety of sources, designed to provide a forum for reflection and conversation regarding what it means to live life well. This required course is part of the general education curriculum. General Education: Writing Intensive. 3 credits

Instructional Design/Technolog (IDT)

IDT-500 Introduction to Curriculum Design

The Introduction to Curriculum Design course will equip students with the foundational skills and knowledge required of instructional designers. With a focus on principles of curricular alignment, design of learning outcomes, and various curriculum formats, this course offers students the opportunity to engage with the core aspects of instructional design. 3 credits

IDT-512 Foundations of Blended, Remote & Online Learning

This course will give students the opportunity to explore a range of course delivery modalities and online learning platforms. With a specific focus on current learning management systems and software, students will learn principles of course administration and development in a variety of learning environments. 3 credits

IDT-523 Principles of Curriculum Assessment

The inclusion of both formative and summative assessments in learning environments is an essential component of effective course and training delivery, helping to gauge learner progress and competency with the materials. Principles of Curriculum Assessment will provide students with the skills and knowledge to develop, design, and administer assessment instruments and methods in learning environments. Topics will include assessment methods, promoting integrity of learner assessment, reliability, validity, and alignment with course objectives. 3 credits

IDT-534 Collaborative Project Management

Collaboration and management of projects are essential skills required of instructional design teams. This course will give students the opportunity to develop skills of collaboration, management of project scope, and adherence to deadlines, while using current project management technology to create deliverables for clients. Emphasis will be placed on effective communication and collaboration using common project management software and techniques. 3 credits

IDT-542 Developing Multimedia Content

Developing rich, interactive content for courses and training environments is an essential skill of instructional designers. Working with subject matter experts, and utilizing a variety of advanced multimedia software, students will design and develop a range of engaging multimedia content for learning environments and online courses. In addition, this course will focus on best practices for creating multimedia content, including issues of accessibility and content formats. 3 credits

IDT-550 Special Topics

Selected topic studied in-depth within an Instructional Design and Learning Technology frame of reference. 3 credits

IDT-611 Designing for Accessibility and Inclusion

It is imperative that training and course content be designed in a way which enables learners of all backgrounds and abilities to access it. This course will introduce students to best practices around accessibility, reaching audiences with diverse needs, and promoting equity within course design. Concepts such as universal design for learning, differentiated instruction, and course accommodations will be covered. 3 credits

IDT-623 Gamification and Learner Motivation

Engaging and motivating learners is an important aspect of success in virtual and in-person learning environments. With a focus on learner retention and encouragement of learning, this course will highlight various theories of human motivation, principles of gamification of learning, and address the underlying elements of learner engagement. 3 credits

IDT-637 Engaging Diverse Audiences

The role of instructional designers often includes the design and delivery of professional development and learning activities. This course will focus on methods to engage and connect with learners from diverse backgrounds and areas of expertise. In addition to developing skills of public speaking and designing effective training materials, students will learn how to foster an environment of inclusion and equity in their instructional design work. 3 credits

IDT-650 Future Directions of Learning Design

Adaptive learning platforms, augmented reality, artificial intelligence, learning analytics, and other progressive concepts are the future of educational design and delivery. This course will expose students to a broad range of tools and techniques that are being developed to progress learning design and delivery in new and novel directions. Students will be encouraged to think critically and creatively about the effectiveness, ethical issues, and potential societal impacts of the tools that will drive learning in the future. 3 credits

IDT-660 Capstone Portfolio

As a culminating course in the Instructional Design program, the Capstone course serves as an opportunity for students to demonstrate their cumulative learning, skills, and knowledge regarding effective design. Working with faculty and subject matter experts, students will design and develop an interactive, multimedia project to serve as their capstone. Student work and projects will incorporate aspects of the program curriculum, including elements of accessibility, multimedia, project management, and learning assessment. P: Students must have completed 21 credits or more in the program to enroll in the Capstone course. 3 credits

Languages & Cultures (LC)

LC-111I Elementary Italian I

Introduction to basic language skills: listening, reading, practice in speaking and writing simple Italian. Includes study of contemporary Italian culture and civilization. General Education: Languages & Cultures. 3 credits

LC-111S Elementary Spanish I

Introduction to the basic language skills: listening, speaking, reading, and writing. Classes are structured to provide extensive oral practice in Spanish. General Education: Languages & Cultures. 3 credits

LC-112I Elementary Italian II

Introduction to basic language skills: listening, reading, practice in speaking and writing simple Italian. Includes study of contemporary Italian culture and civilization. P: LC 111I. General Education: Languages & Cultures. 3 credits

LC-112S Elementary Spanish II

Introduction to the basic language skills: listening, speaking, reading, and writing. Classes are structured to provide extensive oral practice in Spanish. P: LC 111S. General Education: Languages & Cultures. 3 credits

LC-211S Intermediate Spanish I

A continuation of the study of the essentials of grammar and pronunciation, with continued emphasis on oral performance. Includes increased practice in composition and reading. P: LC 111S, LC 112S. 3 credits

LC-212S Intermediate Spanish II

A continuation of the study of the essentials of grammar and pronunciation, with continued emphasis on oral performance. Includes increased practice in composition and reading. P: LC 211S. 3 credits

LC-217S Human Rights and Religious Witness in Latin America: a Film Course

The Americas - North, Central, and South - are the product of European colonial conquest of the Western Hemisphere five hundred years ago. This film course explores the consequences of this colonial origin and examines the cycle of oppression and resistance to oppression in Latin America, more specifically, in Mexico and Central America, from the conquest to the contemporary period. Eight films will dramatize the tragic, beautiful, and epic story of Latin America yesterday and today. Students will report on the films and their relationship to the context of globalizing forces of the Spanish conquest, colonialism, Christianity, trade, American hegemony in the western hemisphere, the Cold War, immigration, and human rights. For each of these globalizing forces, we will employ a twofold approach: (a) identify the actions of the colonial or governmental power and (b) describe the reactions of the Church and of the people. Associated with this approach, we will ask two sets of questions: (a) What justification did the colonial powers use to conquer, dominate, and enslave people? Likewise, in the postcolonial era, what justification did the independent governments use to suppress the people? (b) On the other side of the conflicts, what motivated the champions of human rights, who rose up in every age of this history to defend the indigenous peoples and the

peasants? Their examples will lead us to a consideration of Liberation Theology. One benefit of this course is the ability to see a continuity of history: the actions of rulers and the reactions of the ruled follow recurring patterns through time. Students will be asked to describe this continuity. The past isn't dead; it isn't even past. (William Faulkner). A question for students to contemplate is this: How is the past living on in the present? 3 credits

LC-230S Advanced Spanish Conversation and Composition

Intensive review of Spanish language structure with emphasis on composition and conversation. The course prepares students for more advanced study of Spanish and Latin American cultures through extensive readings and in-class analysis. P: LC 211S, LC 212S. 3 credits

LC-231S Conversational Spanish

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

LC-244I Italian Culture & Civilization

This course offers a review of basic elements of Italian culture. Students develop an appreciation and awareness of contrasts and comparisons with their own heritage. General Education: Languages & Cultures. 3 credits

LC-244S The Cultures and Civilizations of the Spanish Speaking World

This course explores the various civilizations and cultures that contribute to the Spanish-speaking world. Students will gain knowledge of the Spanish/Latino/a/x individual through dialogue, readings, course assignments, and student-directed research. This course is designed to help the student gain a true global perspective and to realize the beauty in the diversity of Spain and Latin America, which is one of the underlying missions of Albertus Magnus College. Offered by the Department of Languages and Cultures, this course fulfills one semester of the College's language requirement and/or a minor in Global Studies or Spanish & Latin American Studies. This course fulfills one semester of the Spanish major or minor as well. The course will be taught in English with frequent references and proper names in Spanish. The course integrates the four basic skills of foreign language acquisition-reading, writing, speaking, and listening-in addition to cultural awareness of the Spanish-speaking world. General Education: Languages & Cultures. 3 credits

LC-261S 20th & 21st Century Spanish and Latin American Film

Students will view and critically analyze several important Latin American and Spanish films from the early 1980s - 2011. Emphasis will be placed on our on-line discussions

and essay writing. The learning objectives for this course include developing a precise vocabulary for cultural studies; developing a deeper understanding of the diverse history, art, and cultures of Central America, Latin America, and Spain; and developing speaking, listening, and writing abilities at an advanced level. Because of its fast pace and intense writing demands, preparation in advance is essential. Offered in English or Spanish. General Education: Literature. 3 credits

LC-290S Independent Study in Spanish or Latin American Literature

An individualized program of study at the advanced intermediate level. A variety of student-oriented projects is possible including directed readings or individual research. P: Spanish proficiency and permission of Department Chair. 3 credits

LC-341S Major Writers of Latin American Literature

A study of the major works of Latin American literature from modernismo, through the "Boom" and the contemporary period. Students learn of the rise of independent forms of cultural expression from the diverse genres of poetry, prose, and theater. Writers studied include Rubén Darío, José Martí, Jorge Luis Borges, Alfonsina Storni, Juan Rulfo, Gabriel García Márquez, Julio Cortázar, Carlos Fuentes, and Antonio Skármeta. General Education: Literature. 3 credits

LC-343S The Short Stories of Borges, Kafka and Poe

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

LC-354S Special Topics in Latin American Literature

A study of significant areas of Hispanic culture through the exploration of a particular theme rather than genre or period. Topics ranging from year to year may include Women Writers of Latin America, Poetry and Politics, Social Drama, Creolization and Literature in the Caribbean. May be taken more than once for credit if topics differ. 3 credits.

LC-360S Issues of Anxiety & Assimilation in Puerto Rican and Nuyorican Literature

Students will read and critically analyze several important Puerto Rican novels, short stories, essays, films and music from the 20th century to see how they influence (or are influenced by) national identity or history. Julia de Burgos, Willie Perdomo, Pedro Pietri, Tato laviera, Lin Manuel Miranda, Antonio Pedreira, Rosario Ferré, Piri Thomas, Ana Lydia Vega, Esmeralda Santiago, and Jack Agüeros figure among the influential writers

that we will read this semester. Emphasis will be placed on digital literacy, written and oral communication. General Education: Languages & Cultures. 3 credits

LC-390S Independent Study in Spanish or Latin American Literature

An individualized program of study at the advanced level. A variety of student-oriented projects is possible including directed readings or individual research. P: Spanish proficiency and permission of Department Chair. 3 credits

LC-391S Practicum

Supervised practical experience. With the approval of the Department Chair, a limited number of students may be placed in a variety of positions where the student's principal activity centers on communication in Spanish. Suggested practica may include teaching practice at area schools or business internships with a focus on Spanish language usage. Student's minoring in Spanish and Spanish and Latin American Studies are strongly encouraged to do a practicum. P: 18 credit-hours in Spanish and permission of the Department Chair. 3-12 credits

LC-395S Departmental Seminar

An integrated study of a particular theme, topic, or genre. Possible topics include the Renaissance in Spain, Existentialism in the Contemporary Novel, Cervantes and the Rise of the Novel, among others. P: Spanish proficiency and permission of the Department Chair. Writing Intensive Designation:Major. 3 credits

Liberal Studies (LS)

LS-210 Aquinas Program Project I

This course focuses on identifying and refining a research topic that will culminate into a final research paper to be completed the following semester. This course aims to instill foundational knowledge on scholarship and research. Students will complete an annotated bibliography to gain a deep understanding of the subject matter and its relevance/application to today's society. Additionally, through participation in cultural events and activities students will be given the opportunity to reflect on the value of a liberal arts education. 4 credits

LS-211 Aquinas Program Project II

This course aims to instill foundational knowledge on scholarship and research. It is the second part of the Aquinas Scholars program. This semester will culminate in a final research paper and presentation to the college. Additionally, through participation in cultural events and activities students will be given the opportunity to reflect on the value of a liberal arts education. 4 credits

LS-380 Internship

Students undertake a significant experiential learning opportunity, typically with a company, non-profit, governmental, or community-based organization. The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Through direct observation, reflection and evaluation, students gain an understanding of the internship site's work, mission, and audience, how these potentially relate to their academic study, as well as the organization's position in the broader industry or field. 3 credits

LS-390 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. Writing Intensive Designation: Major. 3 credits

Management (MG)

MG-131 Principles of Management

Students are introduced to the basic functions of planning, organizing, leading, and controlling the organization effectively and efficiently. Additional topics include social responsibility of the organization, decision-making, interpersonal skills, and organizational change. 3 credits

MG-142 Introduction to Project Management

This course will introduce students to the principles, practices, and techniques of project management. Students will be provided with entry-level information on each knowledge area of the Project Management Book of Knowledge. Topics covered include project planning, scheduling, budgeting, risk analysis, stakeholder engagement, quality control, procurement, managing project work, and project termination. This course will also introduce students to a variety of project management software frameworks. 3 credits

MG-217 Shakespeare for Business Managers

In this course, students will close read several Shakespeare plays in tandem with Harvard Business School case studies focusing on the characters who tell us something about how to manage people, organizations, risk, and strategy. Shakespeare's characters, from Claudius to Portia; from Richard II to Henry V are great storytellers. Their stories will help us explore the art of persuasion, abuse of power, ethics, the role of mavericks, negotiation, crisis management, risk analysis, and how leaders truly build and motivate teams. 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 Healthcare Management
Students are introduced to the various types of healthcare facilities and the vital role of utilizing people effectively to meet the organizational objectives. The course emphasizes the managerial functions of planning, organizing, leading, and controlling in the healthcare environment. 3 credits

MG-240 Social Entrepreneurship
This course focuses on social entrepreneurship, including for benefit business formation and the idea of a b-corp, grant-writing, and the values-based pitch. Students develop an idea for a nonprofit or mission-based enterprise, and learn to use social impact as a success metric. 3 credits

MG-241 Marketing Research and Strategy
This course will utilize marketing research tools, processes, and results to assist managers, particularly marketing managers, in the decision-making process as it relates to developing a cohesive marketing strategy for a particular market and/or business. It will also examine the critical relationship between research and the function of market planning and overall business strategy. A strong Internet focus allows students to gather market research data efficiently and effectively. Topics include research design, sampling methods, collecting both primary data (via questionnaires, interviews, and focus groups) and secondary data, interpreting data, and presenting results. P: MG 231. 3 credits

MG-251 Special Topics
Selected topic studied in-depth within a Management frame of reference. 3 credits

MG-255 Sourcing and Operations
This course provides an overview of sourcing and operations. It is divided into two parts. In the first part, students will learn the key components of sourcing: supplier selection, supplier segmentation, make vs buy decisions and supplier relationships. In the second part, students will learn both the Lean Inventory methodology and the Six Sigma

methodology. This will allow them to improve supply chain operations. Students will have the opportunity to apply this knowledge to a product of their choosing. Lastly the course will be supplemented by guest lecturers who have significant experience in supply chain management. 3 credits

MG-261 Project Planning

This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time. Students will learn how to balance them in order to create a plan which is realistic and achievable. Students will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. P: MG 142. 3 credits

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

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

MG-308 Ethical Issues in Healthcare

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

MG-309 Business Ethics

This course will examine ethical issues in the business world from both theoretical and applied points of view. Students will learn to use ethical theories to analyze and explain contemporary business conditions and current events. Students will be asked to define their responsibilities as an individual and as part of a group in a variety of domestic and global business settings. The focus will be on developing informed responses to the needs of a variety of stakeholders in making ethically-sound business decisions. Throughout the course, students will be required to demonstrate effective communication skills, both oral and written. 3 credits

MG-315 Nonprofit Fundraising and Introduction to Foundation Grant Writing

Through this course, students will gain insight into best practices in nonprofit fundraising, including an introduction into the world of foundation grant writing. Topics covered include: history of charitable giving, rationale for donor giving, legal and organizational aspects of a nonprofit corporation, Internal Revenue Code requirements

related to charitable giving, creating a plan of development, creating as case statement, the donor cycle, and an introduction to private foundation grant research, writing, and submission. The course generally includes an experiential component in which students prepare and submit a grant application to a local foundation. 3 credits

MG-320 Product Development

In this course, students will experience a "hands-on" practical application of researching and developing a product from idea generation through the various stages to commercial introduction. Management and control of the product through the product cycle will be discussed as well as an examination of product successes and failures. P: MG 231. 3 credits

MG-322 Promotional Marketing

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

MG-328 International Marketing

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

MG-329 Global Issues

This course introduces students to the concept of culture and allows them to discover how aspects of culture have formed who they are and how cultural value orientations drive assumptions and behaviors in ourselves and in others. Globalization, one of the most debated topics in social sciences, will be discussed and analyzed. Current and critical global business issues will be analyzed from a variety of viewpoints. General Education: Languages & Cultures. 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 section. 3 credits

MG-336 Healthcare Law

An examination of the laws and regulations which protect and govern healthcare facilities and programs. Special attention is paid to the rights and protection afforded to users of healthcare facilities. 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-350 Forecasting and Logistics

This course provides a broad overview of the planning and execution of customer demand. It is divided into two parts: forecasting and logistics. In the first segment, we cover the three major building blocks of logistics networks: transportation, warehousing, and inventory. After completing this section, you will be able to differentiate the advantages and disadvantages of different modes of transportation and understand what goes into designing and setting up a warehousing facility. In the second segment, we cover planning and forecasting. You will master different forecasting techniques essential for building a sales forecast and build the tools and techniques to analyze demand data and construct different forecasting techniques. 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: MG 131, MG 231, AC 161. 3 credits

MG-367 Strategic Management

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

MG-370 Project Execution, Monitoring & Control, Implementation & Closure

This course will prepare students for the unforeseen challenges and changing priorities that accompany any project. Students will be exposed to the various ways a manager can promote trust and conviction in processes and personnel. Students will also learn project execution, monitoring / control, implementation / handover, DevOps, and project closure techniques. P: MG 142, MG 261. 3 credits

MG-380 Management Internship

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

MG-382 Entrepreneurship Internship

In this supervised internship, students work to develop their business idea into an actual business operation or business plan, using the college's co-working space or an outside co-working space as their base of operations. P: 12 credits in management. 3-12 credits

MG-383 Healthcare Management Internship

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

MG-389 Directed Readings in Management and Leadership

This course will be a common, but directed read and discussion of a selected texts that offer management and leadership lessons for contemporary business operations. Each week, students will be introduced to moral,political, even metaphysical ideas that can help guide the management of organizations that consist of human beings who come together to achieve a shared set of objectives. Through a close reading of original texts---and not books about or excerpts of---those texts, students will become (hopefully) more careful readers, more effective communicators, and more leaders with a genuine sense of self awareness. P: Junior or senior status. Instructor approval. 3 credits

MG-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

MG-391 Business Capstone

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

MG-392 Healthcare Management Capstone

This capstone course is designed to integrate knowledge and skills from previous coursework and field experiences. Focus will be on key issues impacting the management of today's healthcare organizations and students will develop an individual research project that explores how those issues impact the delivery of care. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. P: MG 348. 3 credits

Management/Organization Lead. (MOL)

MOL-501 Leadership in Theory and Practice

Leadership in Theory and Practice introduces students to the study of leadership and management and differentiates between the two disciplines. The course examines seminal and contemporary theories with a focus on the need for and application of both in an organizational setting. Research skills for graduate school are also introduced and explored with students beginning to formulate research ideas which can be developed throughout this graduate program. 3 credits

MOL-505 Moral Leadership: Defining the Character of Individuals in Organizations

In this course we will explore two important and related topics: leadership and ethics in organizations. Questions that will be explored include: What is leadership? How does it differ from management? Does it have an impact on organizational mission and performance? Where are leaders in organizations, and what are their roles? What roles do leaders play in shaping the culture and in shaping what is considered right and

wrong within the organization? Can ethical reasoning be taught, and if so, how can one learn the needed skills? How can one learn to make right vs. right decisions and explain their decisions to others? Since all organizational decisions are ultimately made and implemented by individuals, we will focus primarily on practical aspects of leadership and ethical decision-making as they impact the individual, rather than looking at more broad issues such as the social responsibility of businesses or organizations. 3 credits

MOL-506 Organizational Behavior

This course examines the theoretical assumptions of organizational behavior and the issues and challenges that arise when managing and leading. Students will investigate the interrelationships between the individual, the group, and the organization. The course will emphasize managerial practices needed in a variety of settings and the application of these methods to realistic situations. Students will be required to demonstrate effective communication skills throughout the course. 3 credits

MOL-507 Critical Thinking and Decision Making

Developing leadership competencies to manage quality processes for organizations today is essential for sustaining longterm growth and competitiveness in all industries. To do this effectively, solid critical thinking skills must be utilized. Course participants will evaluate their personal and team decision-making skills that will assist in making effective decisions that link to the overarching quality management philosophies of the organization. The psychology of decision making will also be explored emphasizing the biases and motivations which may prejudice decision-making abilities. Participants will critically analyze contemporary decisions in society and apply the course material to a positive organizational context. 3 credits

MOL-508 Servant Leadership

This course is designed as a study of the theory and practice of Servant Leadership. It is also an exploration of how students can apply Servant Leadership in their own lives. Students will explore the gulf between those who lead in order to serve others, and those who lead in order to serve self. This exploration will be undertaken from a variety of angles. Students will trace the origins of the Servant Leader concept and will explore modern-day examples of Servant Leadership in action through the writings of top management thinkers. Students will tie it all together by constructing practical applications of the Servant Leader theory to be used at work, school, and/or in their personal lives. 3 credits

MOL-512 Leading an Inclusive Workplace

This course will enable students to understand the importance of valuing and managing the diversity of people. Students will be asked to challenge themselves and their ideas as they work through different workplace issues related to diversity and leadership, looking at issues from the viewpoint of a leader. Critical thinking will be essential when it comes

to examining ideas, feelings, and plans related to diversity and leadership issues. Patience and tolerance of ideas and each other will be key. 3 credits

MOL-514 Conflict Resolution

The meaning of conflict resolution adopted in this course is focused on peaceful, nonviolent mechanisms, spanning formal and informal interactions and bargaining between disputants to reach procedural and substantive solutions. Levels of conflicts and resolution settings are often differentiated by identifying the adversaries, whether they are nation-states, ethnic groups, business or political organizations, community groups, neighbors, or individuals. We will examine these perspectives in order to understand various layers where conflicts arise, and to make comparisons across issues and participants noting similarities and contrasts in resolution manner, effort, and achievement. 3 credits

MOL-601 Coaching and Talent Management

In an era where organizational success hinges on effective talent management and transformative coaching, this course offers a deep dive into cutting-edge strategies and practices. This course is designed for talent leaders or individual contributors who aspire to excel in talent development and organizational growth. MOL 601 combines theoretical foundations with real-world applications, fostering a dynamic learning environment where students will explore strategic talent management, the psychology of coaching, coaching techniques, and the use of data driven decision making in assessing and designing talent management initiatives 3 credits

MOL-630 The Capstone: Practical Leadership

In the Capstone Course for the Master of Science in Management and Organizational Leadership students will apply what they have learned throughout their program to practice. Utilizing the FLIGBY Leadership Simulation students will take on the persona of the new General Manager of an organization and will lead their team to high levels of performance and job satisfaction. Through various assignments and discussions students will reflect on their master's program and will also look ahead towards their future by developing a Personal Development Plan that will guide them in further cultivating and practicing their leadership. 3 credits

MOL-632 Organizational Development and Change

This course will focus on issues of business strategy and planning, with an emphasis on organizational structures and processes. Topics will include change management, team development, and continuous improvement practices and experiences. Case studies will be utilized to demonstrate the transformation of business policies and procedures to effectively achieve strategic goals. 3 credits

Master Business Administration (MB)

MB-507 Business Analytics

This course introduces students to the science of business analytics while casting a keen eye toward the artful use of numbers found in the digital space. The goal is to provide businesses and managers with the foundation needed to apply data analytics to real-world challenges they confront daily in their professional lives. Students will learn to identify the ideal analytic tool for their specific needs; understand valid and reliable ways to collect, analyze, and visualize data; and utilize data in decision-making for their agencies, organizations, or clients. 3 credits

MB-512 Ethical Issues in Business

This course examines business ethics from both theoretical and applied points of view. Students will utilize fundamental ethical theory to analyze and explain contemporary business conditions and current events. Students will be asked to define their responsibilities as an individual and as part of a group, an organization, and society as a whole. Ethical issues in a variety of business areas will be considered; such as finance, marketing, human resources, and international. The focus will be on developing informed responses to the needs of a variety of stakeholders in making ethically-sound business decisions. Throughout the course, students will be required to demonstrate effective communication skills, both oral and written. 3 credits

MB-515 Managerial Economic Analysis

This course explores the basic concepts of macroeconomics and microeconomics with an emphasis on applying these theories to management decision making. Students will examine issues involved in operating effectively in a market-oriented economy and the measurement of economic performance. Topics include: national income and aggregates, fiscal and monetary policy formation, and price and output determination under various competitive situations. Through course assignments, students will demonstrate analytical skills as well as effective communication skills. 3 credits

MB-518 Marketing Concepts and Strategies

This course introduces students to the techniques and processes of planning, creation, valuation, distribution, and sale of products and services. Students will learn how to segment markets and to identify target markets, survey markets, and interpret data. Students will explore the challenges and ethical issues facing marketing managers. During this course, students will analyze strategic marketing cases that will allow students to exhibit the ability to describe and integrate the key activities of marketing and demonstrate effective analytical, oral presentation, and written communication skills. 3 credits

MB-550 Special Topics
Selected topic studied in-depth within a Management and Business frame of reference. 3 credits

MB-580 Internship
The MBA Internship provides an opportunity for MBA students to complete an internship with a community nonprofit or for-profit organization under the supervision of a faculty member. The MBA Internship requires completion of MB 660 and the approval of a business plan developed to address a management-related issue or opportunity in which students apply principles and frameworks from the MBA curriculum. The MBA Internship serves as a transition for students from education to professional career. Internship is not eligible to students who hold an F-1 Student Visa. P: MB 512, MB 515, MB 516, MB 518, MB 611, MB 614, MB 636, MB 638, MB 660. 3 credits

MB-611 Quantitative Research for Managers
This course focuses on the application of quantitative analysis in the business environment. The concepts covered include probability distributions, decision analysis, regression analysis, forecasting techniques, linear programming, sensitivity analysis, project management, and simulation models. These concepts provide quantitative skills for research used in completing the capstone project. 3 credits

MB-614 Information Systems Issues for Managers
This course examines the principles and issues of managing an information systems service function in a business. Current technologies available for computing and communicating will be explored from the viewpoint of a manager. Students will develop an understanding of how to select the most appropriate technology to meet a particular information need. Topics to be considered include training, evaluation, security, and ethical issues. Case studies will be used to provide examples. 3 credits

MB-636 Legal Issues in Business
In this course, students examine the legal and ethical aspects of business decision making. The current business environment will be examined in relation to domestic and international law, federal and state regulations, as well as local statutes and ordinances. The social and moral aspects of decision making will also be discussed. Students will be required to analyze realistic problems from these perspectives. 3 credits

MB-646 Healthcare: Law, Policy and Systems
This course will examine the history and structure of the U.S. healthcare system as well as current trends and issues. The course will assess the impact on stakeholders within the healthcare system of legal, regulatory and health policy developments. Legal oversight, government regulation and health policy will be viewed from within the provider, payer and patient system perspectives, with case studies utilized to allow students the

opportunity to assess the changing relationships among these stakeholders within the changing and dynamic health care industry. 3 credits

MB-647 Financial Management of Healthcare Organizations

In this course, students will be taught and asked to apply a variety of financial tools and techniques that they will commonly encounter in the healthcare field. These analytical exercises will be the foundation for teaching students how to make financial decisions within a healthcare setting as a provider organization, payer source or managed care entity. Case studies will be used to give students the opportunity to apply their learning in the areas of company valuation, pricing and risk-sharing arrangements. 3 credits

MB-648 Healthcare Informatics

This course will focus on the role of information technologies and systems in the healthcare field. Students will explore the history and development of I.T. applications in a healthcare setting and the impact of those applications on the quality of patient care. Topics will include telemedicine, electronic medical records, and Big Data applications. Students will also focus on information systems more broadly and their relationship to healthcare industry trends. 3 credits

MB-660 Management and Business Strategy Capstone

In this course, students will integrate the skills and knowledge learned in previous courses and apply these to developing effective and ethical business strategies and to integrate it with data-driven decision-making. The course will involve a major team-based analytics project with an organizational sponsor. The project will involve both technical analytical skills and strategic thinking for formulating and implementing effective business strategies. P: DAT-500, MB-507 MB-512, MB-515, MOL-516, MB-611, MB-614, MB-636, AC-638. 3 credits

Mathematics (MA)

MA-100 Introduction to College Math

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

MA-111 Mathematical Ideas

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

MA-116 College Mathematics
A course in college mathematics including mathematical applications of solving equations and inequalities, linear programming, probability and combinatorics, as well as exponents. P: MA 100 or its equivalent. General Education: Mathematics. 3 credits

MA-117 Biostatistics: Math for Healthcare
This course introduces the application of statistical techniques to the biological and health sciences. Topics include data collection and presentation, numerical descriptive measures, probability rules, random variables, probability distributions, the central limit theorem, sampling distributions, confidence interval estimation, hypothesis testing, and regression. P: MA 100 or its equivalent. 3 credits

MA-120 Pre-Calculus
For students who require review and extension of mathematical background before undertaking the more advanced calculus courses. Topics include numbers, functions, graphing, exponential functions, logarithmic functions, and trigonometry. P: MA 100 or its equivalent. General Education: Mathematics. 3 credits

MA-121 Calculus I
Presentation of the fundamental concepts of functions, limits, and differential calculus with an introduction to integral calculus. Techniques and applications of differentiation and calculating areas as limits are explored. Serves as a first course for mathematics and science majors. P: MA 120, its equivalent or permission of the instructor. General Education: Mathematics. 4 credits

MA-122 Calculus II
Further extensive study of the fundamental concepts of differential and integral calculus. Topics include logarithmic, exponential and trigonometric functions, integration techniques, applications of the definite integral, and infinite series. P: Minimum grade of C- in MA 121 or its equivalent. General Education: Mathematics. 4 credits

MA-215 Differential Equations
An intermediate follow-on course to the calculus sequence building on much of that subject matter and hence highlighting the use and importance of calculus. The course is designed to develop a tool kit of solution techniques which can be used to solve ordinary differential equations including first order equations and higher order linear equations. Topics include first order equations, higher order linear equations, Laplace transforms, systems of equations, power series solutions, numerical methods, and practical applications to science. P: Minimum grade of C- in MA 122. 3 credits

MA-230 History of Mathematics

A study of dominant trends in the historical development of mathematics. Study of the growth of various branches of mathematics will be supplemented by historical background material, biographies of mathematicians, and translations of original sources. P: Minimum grade of C- in MA 111, MA 116, MA 120 or MA 121. Writing Intensive Designation: Major. 3 credits

MA-232 Advanced Calculus

Continuation of MA 121 and MA 122 leading to an introduction to differential and integral calculus for functions of several variables. Topics include infinite series, vectors, vector functions, surfaces in three-dimensional space, partial differentiation, multiple integration, and vector calculus, implicit function theorem, and Green's and Stokes' Theorems. P: Minimum grade of C- in MA 121, MA 122. 4 credits

MA-233 Linear Algebra

The study of mathematical systems with emphasis on vector spaces, linear transformations, and matrices including geometric interpretations and applications. Topics include systems of linear equations, vector spaces, linear mappings, determinants, and eigenvalue problems. P: Minimum grade of C- in MA 121. 3 credits

MA-242 Linear Optimization

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

MA-315 Geometry

The study of Euclidean and non-Euclidean geometry. The history of geometry, structure of geometry, relationships between various parts of geometry, relationships between theorems, styles, and techniques of proofs will be studied. P: Minimum grade of C- in MA 233. 3 credits

MA-345 Probability

The basic concepts of probability will be covered to form the foundation for statistical methods and applications. Topics include data collection and presentation, numerical descriptive measures, probability rules, discrete and continuous random variables, probability distributions, the central limit theorem, sampling distributions, and confidence interval estimation. P: Minimum grade of C- in MA 120 or MA 121. 3 credits

MA-351 Statistical Methods

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

MA-391 Senior Seminar

Topics may vary. Typically, a topic will be chosen that pulls together previous courses, e.g., Differential equations (calculus & linear algebra). P: Minimum grade of C- in MA 122, MA 233. 3 credits

Music (MU)

MU-111 Introduction to Music

Discussion and demonstration of music as a means of emotional expression and communication throughout various historical eras. The course deals first with musical basics such as instruments of the orchestra, elementary theory, musical structure, and syntax. These skills will then be applied to a deepened understanding of the evolution of musical styles from the Renaissance to the present with class and outside-of-class listening to recordings of representative masterworks. General Education: Fine Arts. 3 credits

MU-112 Fundamentals of Music

This beginning course in music theory will focus on understanding and applying fundamental concepts of music. Pitch and rhythm notation, scales and key signatures, intervals, and triads will all be covered as the basic knowledge needed to understand music. General Education: Fine Arts. 3 credits

MU-122 Chorus I

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

MU-123 Chorus II

Albertus Magnus' primary vocal ensemble; Chorus performs for campus liturgies, ceremonies, and concerts, in musical styles from classical to pop. 1 credit

MU-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: Fine Arts. 3 credits

MU-255 Special Topics
Selected topic studied in-depth within a musical frame of reference. 3 credits

Nursing (NR)

NR-170 Certified Nursing Assistant (CNA) Hybrid Course
This course provides students with the foundational knowledge and practical skills necessary to become a Certified Nursing Assistant (CNA). Through a combination of online modules and clinical rotations at our partner clinical site, students will learn essential patient care techniques, including assisting with daily living activities, monitoring vital signs, and providing mobility support. The course emphasizes hands-on experience in a healthcare setting, preparing students for certification and immediate employment in a variety of clinical environments. Upon successful completion, students will be eligible to take the CNA certification exam. To promote the professional image of nursing, a dress code is in place for the safety, comfort, and asepsis needs of the client and student. Therefore, each student is required to purchase and wear scrubs. Space is limited to 8 students. 3 credits

NR-213L Health Assessment Laboratory
This hands-on course focuses on nursing health assessment skills that include obtaining a client health history, vital signs, documentation, and a full head-to-toe assessment for the purpose of reducing the likelihood that clients will develop or exacerbate health problems. P: Acceptance into the Nursing Program. 2 credits

NR-223 Foundational Nursing
Didactic instruction about the importance of comfort, basic nursing care, and the performance of activities of daily living is linked with direct nursing care and simulation experiences. To be taken in conjunction with NR 223C. P: Acceptance into the Nursing Program. 3 credits

NR-223C Foundational Nursing Clinical
Didactic instruction about the importance of comfort, basic nursing care, and the performance of activities of daily living is linked with direct nursing care and simulation experiences. To be taken in conjunction with NR 223. P: Acceptance into the Nursing Program. Pass/No Pass only. 3 credits

NR-224T Transition LPN-to-BSN
The Transition to Professional Nursing Practice course is designed for Licensed Practical Nurses (LPNs) transitioning to a Bachelor of Science in Nursing (BSN) degree program. This intensive and comprehensive course provides a robust foundation in fundamental nursing concepts, skills, and professional responsibilities necessary for successful integration into the BSN program. Emphasizing critical thinking, evidence-based practice, and ethical decision-making, this course equips LPNs with the knowledge and

skills required to excel in complex healthcare environments. P: Acceptance into the Nursing Program. 3 credits.

NR-226L Nursing Skills Laboratory

This hands-on course focuses on essential nursing skills with an emphasis on protecting clients and health care personnel from health and environmental hazards by employing established and emerging principles of safety, enhanced quality care, and minimizing risk of infection. P: NR 213L, NR 223. 2 credits

NR-237 Community Nursing

Didactic instruction about community health is linked with direct nursing care experiences within the outpatient, clinic, public health sectors, or local government entities for the improvement of equitable population health outcomes by responding to a complex system of health care. To be taken in conjunction with NR 237C. P: NR 213L, NR 223, NR 223C. 3 credits

NR-237C Community Nursing Clinical

Didactic instruction about community health is linked with direct nursing care experiences within the outpatient, clinic, public health sectors, or local government entities for the improvement of equitable population health outcomes by responding to a complex system of health care. To be taken in conjunction with NR 237. P: NR 213L, NR 223, NR 223C. Pass/No Pass only. 3 credits

NR-243 Nursing Informatics

Information and communication technologies are the focus of this didactic course as they are utilized to provide care, gather data, drive decision making, and support health professionals with a focus on the delivery of safe, high-quality, and efficient health care services in accordance with best practice, professional, and regulatory standards. P: NR 213L, NR 223. 3 credits

NR-251 Special Topics in Nursing

Selected topic studied in-depth within a Nursing frame of reference. P: Permission of Nursing Program Director. 3 credits

NR-256 Mental Health

Didactic instruction regarding acute and chronic mental illness is linked with direct mental health nursing care that promotes and supports the emotional, spiritual, mental, and social well-being of the client. To be taken in conjunction with NR 256C. P: NR 226L, NR 237, NR 237C, NR 243. 3 credits

NR-256C Mental Health Clinical

Didactic instruction regarding acute and chronic mental illness is linked with direct mental health nursing care that promotes and supports the emotional, spiritual, mental, and social well-being of the client. To be taken in conjunction with NR 256 or NR 256T. P: NR 226L, NR 237, NR 237C, NR 243. Pass/No Pass only. 3 credits

NR-256T Transition Mental Health

This comprehensive course is designed for Licensed Practical Nurses (LPNs) transitioning towards a Bachelor of Science in Nursing (BSN) degree, with a special focus on the complexities of mental health care. The course emphasizes the integration of theoretical principles with clinical practice, underscoring the importance of evidence-based interventions, critical thinking, and pharmacological understanding in addressing the unique challenges of mental health care. Learners will gain hands-on experience, applying theoretical knowledge in real-world scenarios to improve patient outcomes in mental health settings. To be taken in conjuction with NR 256C. P: NR 224T. 3 credits

NR-261 Nursing Pathophysiology

This course explores the pathophysiology behind unexpected responses, health emergencies, and metabolic imbalances to manage and provide care for clients with acute and chronic physical health conditions. P: NR 226L, NR 237, NR 243. 3 credits

NR-271 Medical-Surgical Nursing I

Didactic instruction about disease prevention and management is linked with direct nursing care and simulated experiences of adult clients with chronic diseases for the prevention of negative sequelae; regenerative or restorative care, which includes complex acute care, exacerbations of chronic conditions, and treatment of physiologically unstable clients. To be taken in conjunction with NR 271C. P: NR 256, NR 256C, NR 261. 3 credits

NR-271C Medical-Surgical Nursing I Clinical

Didactic instruction about disease prevention and management is linked with direct nursing care and simulated experiences of adult clients with chronic diseases for the prevention of negative sequelae; regenerative or restorative care, which includes complex acute care, exacerbations of chronic conditions, and treatment of physiologically unstable clients. To be taken in conjuction with NR 271 or NR 271T. P: NR 256 or NR 256T, NR 256C, NR 261. Pass/No Pass only. 3 credits

NR-271T Transition Medical-Surgical Nursing I

This course is specifically tailored for Licensed Practical Nurses (LPNs) transitioning to a Bachelor of Science in Nursing (BSN) degree, focusing on advanced knowledge and skills required for managing adult patients in acute and chronic care settings. The course integrates theoretical foundations with practical applications, emphasizing evidence-

based practices, critical thinking, pharmacology, and leadership skills in complex healthcare scenarios. To be taken in conjunction with NR 271C. P: NR 256T. 3 credits

NR-282 Nursing Pharmacology

The focus is safe administration of medications and parenteral therapies across the lifespan. This didactic course also offers practical application of medication mathematics. P: NR 256, NR 261. 4 credits

NR-327 Maternal Child Nursing Care

Didactic instruction about reproduction across the lifespan and pediatric health is linked with direct nursing care and/or simulated experiences focusing on childbearing and pediatric development and nursing care. To be taken in conjuction with NR-327C. P: NR 271, NR 271C, NR 282. 3 credits

NR-327C Maternal Child Nursing Care Clinical

Didactic instruction about reproduction across the lifespan and pediatric health is linked with direct nursing care and/or simulated experiences focusing on childbearing and pediatric development and nursing care. To be taken in conjuction with NR 327. P: NR 271, NR 271C, NR 282. Pass/No Pass only. 3 credits

NR-338 Evidenced-Based Practice with Nursing Research

This research class introduces synthesis, translation, application, and value of dissemination of nursing knowledge to improve health and transform health care. Students discover evidenced-based research and plan for a practical application. P: NR 271, NR 282. Writing Intensive Designation: Major. 3 credits

NR-350 Medical-Surgical Nursing II

Adult Medical Surgical Nursing II builds upon the foundational knowledge from Adult Medical Surgical Nursing I and focuses on complex medical-surgical nursing care concepts. Emphasis is placed on critical thinking, clinical reasoning and clinical judgement, and evidence-based practice in the management of adults with acute and chronic health conditions. P: NR 271 or NR 271T, NR 271C, NR 282. 3 credits

NR-350C Medical-Surgical Nursing II Clinical

Adult Medical Surgical Nursing II builds upon the foundational knowledge from Adult Medical Surgical Nursing I and focuses on complex medical-surgical nursing care concepts. Emphasis is placed on critical thinking, clinical reasoning and clinical judgement, and evidence-based practice in the management of adults with acute and chronic health conditions. P: NR 271 or NR 271T, NR 271C, NR 282. Pass/No Pass only. 3 credits

NR-375 Professional Nursing Practice

Didactic instruction about cultivation of a sustainable professional nursing identity, accountability, leadership, collaborative disposition, and comportment that reflects nursing values is linked with direct nursing care experiences in a variety of health care settings. To be taken in conjunction with NR 375C. P: NR 327, NR 327C, NR 338, NR 350. 3 credits

NR-375C Professional Nursing Practice Clinical

Didactic instruction about cultivation of a sustainable professional nursing identity, accountability, leadership, collaborative disposition, and comportment that reflects nursing values is linked with direct nursing care experiences in a variety of health care settings. To be taken in conjuction with NR 375. P: NR 327, NR 327C, NR 338, NR 350. Pass/No Pass only. 3 credits

NR-391 Nursing Leadership

This didactic course prioritizes nursing student self-reflection to foster personal health, resilience, and well-being, lifelong learning, and supports the acquisition of nursing expertise. Students obtain the skills of delegation, conflict resolution, and prioritization in this course as well. P: NR 327, NR 338, NR 350. 4 credits

Philosophy (PH)

PH-111 Critical Reasoning

Today perhaps more than ever, we need to be able to assess the claims and arguments we encounter on our media landscape. What makes an argument strong, or weak? How can rhetoric make an argument more compelling, or be used to hide flaws in an argument? In this course, students acquire the tools to assess the claims and arguments of others and build strong arguments for their own views. We skirt the complexities of formal, symbolic logic and dive into the "art" of critical reasoning. General Education: Philosophy. 3 credits.

PH-211 Ancient Greek Thought

A survey of ancient Greek thought, especially as represented by Socrates, Plato, and Aristotle. We begin from the pre-Socratics: Thales, Anaximander, Anaximenes, Pythagorus, Heraclitus, and Parmenides. We then turn to Socrates, as portrayed in Plato's Apology and other dialogue, and look at how Plato, a student of Socrates, developed his teacher's way of thinking. On this basis we turn to the work of Aristotle, a student of Plato, including readings from his Nicomachean Ethics and Politics. General Education: Philosophy. 3 credits

PH-224 Modern Philosophy

This course explores the impact that the development of the modern world, including the scientific revolution, the building of nation states, and the exploration of the natural

world, has had on shaping our understanding of ourselves and our capacity to know and appreciate the world(s) in which we live. By drawing on the work of prominent modern philosophers, students will endeavor to understand and critically evaluate the modern understanding of the self and its place in the world. General Education: Philosophy. 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. General Education: Philosophy. 3 credits

PH-235 Black Radical Thought

How has philosophy shaped struggles for black liberation? This course surveys several currents of intellectual and political activity aimed at forms of the black struggle for liberation that lie outside of the political mainstream. Students are first introduced to the philosophies of G.W.F. Hegel and Karl Marx. Then, they trace the way this tradition's themes have served as both an important influence and a point of contestation in the writings of 20th- and 21st-century black writers, activists, and movements. Examples include W.E.B Dubois, Aime Cesaire, C. L. R. James, Martin Luther King, Jr., Frantz Fanon, Angela Y. Davis, black and Third World feminisms, black nationalism, the black power movement, pan-Africanism, the Women of Color movement, black labor movements, black socialism, Black Lives Matter, and the prison abolition movement. General Education Pathway: Politics, Philosophy, and Economics - Humanities. 3 credits

PH-237 Capitalism and Society

How does capitalism promote the principles of freedom and equal dignity that define a democratic society? How does it organize relations between labor, capital, and governments? In this course, students learn about the origins of the capitalist system in Europe and its global diffusion through the system of European colonialism. Through primary texts, they become familiar with historical debates among political philosophers from the 17th-century to today about the advantages and disadvantages of capitalism (John Locke, Adam Smith, Thomas Malthus, Karl Marx, Friedrich Hayek, John Maynard Keynes, Milton Friedman, Joseph Stiglitz, David Harvey, and others). Then, they trace the influence of these debates on approaches to contemporary social, political, and economic issues such as inequality, poverty, global economic development, race, the women's movement, housing, economic migration, indigenous sovereignty struggles, neoliberalism, neoimperialism, climate change, and labor trends. General Education Pathway: Politics, Philosophy, Economics - Humanities. 3 credits

PH-251 Special Topics
Selected topic studied in-depth within a philosophical frame of reference. 3 credits

PH-276 Housing and the Right to the City
"Housing and the Right to the City" examines the complexities of housing in urban environments. This course offers a dynamic exploration of the critical issues surrounding housing, shedding light on why it matters for diverse populations and delving into the complex web of challenges and solutions. From the nuanced examination of homelessness, including LGBTQ homelessness, to dissecting racial discrimination in housing, students will engage with timely and essential topics for understanding social justice. The course navigates the landscape of US affordable housing policies, critically assessing their impact and exploring potential avenues for reform. By investigating the proactive role of cities in shaping housing outcomes through zoning, transportation, and planning and by studying grassroots initiatives championed by communities, students will develop a comprehensive understanding of the multifaceted nature of housing in urban spaces. The purpose of the course is to empower students to actively contribute to creating inclusive, equitable, and thriving urban environments. General Education: Philosophy. 3 credits

PH-315 Environmental Ethics
How do we best understand humanity's relationship to the environment, and what actions and policies should follow from that understanding? This course will focus on the responses of various ethical traditions and will consider ways that traditional anthropology and cosmology and even theology are being transformed in response to perceived environmental degradation. General Education: Philosophy. 3 credits

PH-321 Modern Art and Architecture
This course introduces students to the Modernist movement in art and architecture and the currents that came after it. Capitalizing on our proximity to fine examples of Modern art and architecture in New Haven, students are given opportunities to learn beyond the classroom. Visual art movements covered include impressionism, expressionism, Dada, surrealism, abstract expressionism, pop art, conceptual art, minimalism, Earthwork, site-specific art, and video art. In architecture, students become acquainted with Le Corbusier, Frank Lloyd Wright, the Bauhaus, the International Style, Postmodern innovators from Phillip Johnson and Frank Gehry, and recent artists who cross boundaries between art and architecture, such as Olalekan Jeyifous and Patricia Johanson. Aesthetic tropes are examined and evaluated, including realism, disorder, fragmentation, the sublime, irony, pastiche, surface, depth, ruins, and everydayness. As an interdisciplinary course bridging Art History and Philosophy students are also introduced to theorists of art, culture, and architecture who have not only observed these movements but in some cases shaped them. They range from Charles Baudelaire and Freidrich Nietzsche to Theodor Adorno, Walter Benjamin, Roland Barthes, Susan Sontag, Frederic Jameson, Jean Baudrillard,

Jean Francois Lyotard, Robert Venturi, Charles Jencks, and others. General Education: Philosophy. 3 credits

PH-351 Special Topics
Selected topic studied in-depth within a philosophical frame of reference. 3 credits

PH-352 Approaches to Global Justice
In this course, students become familiar with theories of global justice inspired by John Stuart Mill, Immanuel Kant, John Rawls, and others. In addition to classic texts, they read contemporary scholarship in political philosophy, ethics, and economics that engages such issues as global poverty, immigration, inequality, climate change, war, refugees, religious conflict, and nation-state conflict. Students learn to evaluate and apply different approaches to these issues. General Education: Philosophy. 3 credits

PH-390 Independent Study
In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

PH-393 Final Project I
A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. 3 credits

PH-394 Final Project II
A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. Writing Intensive Designation: Major. 3 credits

Physical Science (SC)

SC-105 Science Topics
This is a non-majors course designed to study and discuss areas of current scientific interest. Topics will vary and may include the environment, health & disease issues, human genetics, biotechnology, and the chemistry or physics of everyday phenomena.

Students will gain an understanding of the scientific method along with techniques in data analysis and presentation. General Education: Science. 3 credits

SC-108 Frontiers of Science

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

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

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

SC-118 Ecology of Long Island Sound

This is a non-majors course that introduces students to the Biology and Ecology of Long Island Sound (LIS). Topics may include the different habitats found throughout LIS, the organisms found in those habitats, current environmental issues and fundamental marine research approaches. The course may involve field trips to various LIS locations. General Education: Science. 3 credits

SC-131 General Physics I

The study of selected topics, e.g., motion, force, work, energy and thermodynamics, using algebra and trigonometry. Laboratory exercises will illustrate these principles. This course is a requirement for students preparing for teaching certification in Biology or Chemistry. To be taken in conjunction with SC 131L. P: High school physics, algebra or departmental permission. 3 credits

SC-131L General Physics I Laboratory

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

SC-132 General Physics II

The study of the fundamental principles of sound, electricity, magnetism, optics and atomic physics. Laboratory exercises will illustrate these principles. To be taken in conjunction with SC 132L. P: Minimum grade of C- in SC 131, SC 131L. 3 credits

SC-132L General Physics II Laboratory

This course illustrates selected topics including sound, electricity, magnetism, optics and atomic physics through hands-on work. To be taken in conjunction with SC 132. P: Minimum grade of C- in SC 131, SC-131L. 3 hours. 1 credit

SC-302 Practicum/Internship

Supervised practical experience in an external setting related to students' interest. P: Permission of Department Chair. 1-6 credits.

SC-351 Senior Science Seminar I

This is a capstone course designed to help Biology and Chemistry seniors integrate the knowledge they have obtained throughout their undergraduate studies and prepare for advancement either to employment or graduate school. Students will analyze primary scientific literature and communicate research findings from the literature. P: Senior status. 1 credit

Political Science (PO)

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: Social Science. 3 credits

PO-115 Introduction to Urban Studies

Urban Studies examines urban social issues, urban planning strategies, and urban cultural movements. This course introduces to practical, historical, and theoretical approaches to the field of Urban Studies as an interdisciplinary program of study that addresses the way cities shape and are shaped by race and class, inequality, built environments and infrastructures, housing, community services, entrepreneurship, economic development, local governance, and urban art and culture. Applying knowledge of classic and contemporary texts in Urban Studies, students participate in experiential learning activities, including a class project that engages a current problem or project underway in the City of New Haven. Toward completion of the project, students visit sites in the city and meet with government officials, local non-profit directors, and community organizers. General Education: Social Science. 3 credits

PO-203 Urban Gardens Studio

In this course, students will learn how forces such as public policy, market imperatives, and global logistics affect food production and distribution. What specific challenges to food production, circulation, and consumption, emerge from urbanization and what

kind of initiatives and organizations have arisen to address these issues, and ensure adequate food for all. Service learning projects will give students first-hand exposure to the specific ways the New Haven community has worked to address these issues. Paying specific attention to urban agriculture, students will see how many urban farms make use of complex multifunctional urban spaces, forcing us to rethink the urban environment in novel ways. Lastly, the course will examine the connections between cultivated urban spaces and cultural expression and meaning, with specific attention paid to the connection between urban gardening and various diaspora communities that are found in urban environments. General Education Pathway: Mission Earth - Experiential Learning. 3 credits

PO-230 State and Local Government

This course looks at the practical workings of government at the local and state level in the United States. Particular attention will be paid to the ways in which Federalism and separation of powers has shaped politics in these areas, as well as the ways in which democracy, social movements, and political parties shape the process and outcomes of state and local government. General Education Pathway: Politics, Philosophy, Economics - Writing Intensive. 3 credits

PO-231 Constitutional Law

An introduction to the constitutional doctrines and political role of the U.S. Supreme Court, focusing on its evolving constitutional priorities and its response to basic governmental and political problems. The course examines the nature of the Constitution and various theoretical approaches to interpreting it. Special emphasis is given to close textual analysis of various Supreme Court decisions. 3 credits

PO-252 Topics in Political Science

Selected topic studied in-depth within a Political Science frame of reference. 3 credits

PO-257 International Relations

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

PO-274 Modern Political Theory

An examination of Western political thought through the writings of important modern political theorists: Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx. A central focus of the course is the nature of liberalism, and the meaning of concepts such as rights, justice, freedom, equality, and democracy. 3 credits

PO-322 Politics Through Film
This course focuses on film as a medium for the presentation of political events and ideas and as a means of shaping political opinion. 3 credits

PO-325 Democracy and Its Critics
This course examines the theoretical and practical development of democracy from ancient Athens to the present by reading key thinkers and critics of democracy. Concepts to be addressed include majority rule, representation, participation, democratic citizenship, among others. Authors may include Rousseau, Marx, Dewey, Schmitt, Schumpeter, Dahl, Held, among others. General Education Pathway: Politics, Philosophy, Economics - Writing Intensive. 3 credits

PO-329 Global Social Movements
This course examines various social movements from around the world in order to better understand the underlying dynamics of these powerful driving forces in the contemporary world. The course will investigate central questions such as: Why do social movements emerge? What sustains social movements? Why do some movements succeed where others fail? General Education Pathway: Power, Equity, and Justice - Experiential Learning. 3 credits.

PO-331 Jurisprudence
This course will introduce students to competing answers to the question, "What is law?" This question may very well be the essential question we can ask ourselves as human beings. As such, searching for the best answer to that question will require us to think carefully about the relationship of law, morality, and politics. We will search for answers primarily through a close read of Plato's Laws, a text that poses the very question that concerns us in this course and which will enable students to assess competing theories of law. 3 credits

PO-333 Theory and Practice of Public Administration
This course offers a foundational understanding of the theory and practice of public administration, examines the roles of public administrators in all three sectors (public, non-profit, and private), and explores the various public service options beyond the public sector, such as volunteerism and advocacy. Students should think of this course as an opportunity to familiarize themselves with the principles, contemporary issues, and methods of public administration and public service. 3 credits

PO-380 Internship
Fieldwork experience initiated with permission of the Department Chair. 3-12 credits

PO-390 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

PO-391 Political Science Seminar

This course provides the political science major an opportunity for creative research. The goal is to expose students to the various ways of acquiring knowledge of politics and to philosophical problems involved in social inquiry, as well as to train them in the use of the scientific method. This course is required of political science majors and is to be taken either in the junior or senior year. It is open to any junior or senior social science major. Writing Intensive Designation: Major. 3 credits

Psychology (PY)

PY-111 Introduction to Psychology

Introduction to the major areas, theories, concepts, and methods of contemporary psychology. Topics may include ways of perceiving, learning, and thinking about the world; emotions; motivation; the relationship between brain events and inner experience; child development and adult personality; self-concept; attitudes toward others and behavior in social situations; stress, coping, and the diagnosis and treatment of mental disorders. Special attention will be paid to the application of scientific methods to the study of human cognition and behavior. General Education: Social Science. 3 credits

PY-205 Ethnic and Gender Issues in Mental Health

This course will explore the perception and interaction of cultural relevance and gender sensitivity as a necessity in case management and clinical work. Students will explore the mental health needs and norms of several ethnic groups in the United States including European, Native-American, African American, Latino/Latina, Asian American, Jewish and Arab American clients. Students will also gain an understanding of the role ethnicity and gender has in mental health and substance abuse treatment. In addition, they will examine the impact of oppression on women and other minority groups. Students will design a cultural collage and research their own ethnic, cultural and gender norms to gain a better understanding of themselves in relation to others. 3 credits

PY-210 Behavior Modification

Application of learning principles to human behavior and its modification in clinical settings, business environments, the classroom, and everyday life. Examines methods

of determining the triggers for problem behaviors and the role of rewards. A number of approaches to changing old behaviors and establishing new behaviors will be discussed, such as token economies, self-monitoring, contracts, cognitive-behavioral techniques, shaping, differential reinforcement, and extinction. P: PY 111. 3 credits

PY-211 Abnormal Psychology

Psychological functioning is said to be abnormal when it is atypical and causes distress to the individual or to other members of that person's community. Viewed through a medical lens, these behaviors are regarded as signs of psychopathology (mental illness). This course provides a thorough grounding in the psychiatric diagnostic classification system, covering most of the major categories of mental disorder: anxiety, depression, schizophrenia, and more. Theories explaining the various forms of mental disorder, research findings on their social, psychological, and biological correlates, and treatment options are also considered. P: PY 111. 3 credits

PY-213 Counseling Techniques

A didactic-experiential course addressing contemporary procedures for counseling clients with emphasis on acquiring interviewing skills and understanding the counselor-client dyad as an effective working relationship. P: PY 111, PY 211. 3 credits

PY-214 Death and Dying

The study of the theories relating to the process of dying and bereavement. Topics include: factors that influence the needs of patients and survivors; theories of attachment; stages of grief; suicides; and living wills. P: PY 111. 3 credits

PY-218 Statistics for Behavioral Sciences

Addresses basic concepts and methods of statistical data analysis as applied in psychology and other social/behavioral sciences, including organizing, analyzing, and interpreting data. This course will provide students with a foundation in descriptive and inferential statistics, touching on frequency distributions, probability sampling, and hypothesis testing. Analyses conducted by hand and using SPSS. 3 credits

PY-222 Learning

Whenever experience changes our behavior in a lasting way, learning has taken place. Learning includes acquisition of knowledge, mastery of concepts, cultivation of skills, and development of habits. This course surveys what is known about key forms of learning, emphasizing classical conditioning, operant conditioning, observational learning, verbal learning, and information processing models of memory. Major theories that attempt to explain these processes and how these theories are applied to real world concepts, such as education, will be covered. P: PY 111. 3 credits

PY-229 Psychology of the Exceptional Child

Not all children develop along 'typical' lines. For some, cognitive and/or social-emotional development differs sharply from what is considered normative. This course concerns the psychology of such children, especially insofar as their differences may produce problems in living (e.g., academic failure or social stigmatization). Assessment and diagnostic procedures (e.g., psychological tests) as well as intervention strategies (e.g., behavior modification) will be covered. Specific language and academic skills disorders, autistic-spectrum disorders, mental retardation, selected medical conditions, disruptive behavior disorders, 'internalizing' disorders (e.g., separation anxiety), and the consequences of neglect and abuse will be considered. Some attention also will be paid to the issues raised by giftedness and special talents. In addition to describing the various disorders clinically and phenomenologically, we will try to understand their origins, nature, and developmental implications, and how they can be recognized and effectively addressed in specialized settings (e.g., clinics), in regular classrooms, and in the home. This course includes a fifteen-hour field experience. This course does not fulfill the required special education courses for teacher candidates seeking initial teacher certification in Connecticut. Teacher candidates should consult with the Certification Officer for information about the required special education courses. P: PY 111 and PY 211 or PY 330. 3 credits

PY-232 Organizational Psychology

Concerns the application of psychological principles in organizational settings. Some topics which will be explored include: decision making, group and team dynamics, leadership, motivation, and stress in the workplace. Students will learn what makes for an effective workforce and how to best encourage it. P: PY 111 or MG 131. 3 credits

PY-234 Brain and Behavior

The study of the anatomy and physiology of the brain and peripheral nervous system and their relation to behavior. Topics will include the neural basis of sensation, motivation, and learning, and the effects of traumatic brain injury and neurological disorders. P: PY 111 or BI 111. 3 credits

PY-235 Drug and Alcohol Abuse

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

PY-236 Motivation

An exploration of human and animal motivation and factors influencing the direction and magnitude of behavioral responses. The course considers the roles played by instincts, drives, arousal modulation, and incentives, while emphasizing behavioral and social learning approaches to reinforcement. Both lower-level biological motives (e.g., hunger) and higher-level acquired motives (e.g., achievement) will be covered. The distinction

between intrinsic and extrinsic motives and the applied topic of work motivation will receive special attention. P: PY 111. 3 credits

PY-237 Cognitive Psychology

This course is the study of how humans think, how we represent and process information in the mind/brain. Topics that may be covered include sensation and perception, attention, the representation of knowledge, memory, the nature and development of expertise, mental imagery, problem solving, creativity, language and reading, and individual differences. The course will have an applied focus where theories of how we represent and process information will be used to help solve real world problems in diverse areas such as education, medicine, sports, and law. Another focus will be to have students develop their understanding of the types of questions that cognitive psychologists ask and how they answer those questions; this will be developed through reading primary literature, in class demonstrations, and individual and/or group experiments and/or presentations. P: PY 111. 3 credits

PY-239 Close Relationships

This course examines intimacy and how relationships (romantic, familial, platonic) develop. The theories and research findings reviewed are based on the empirical study of behavior and cognition as they relate to our interpersonal relationships. Topics such as what is love, attraction, communication in relationships, satisfaction, jealousy, and relationship dissolution, will be addressed. Upon completion of this course you should have a better understanding of how relationships work, and how to succeed in them. 3 credits

PY-242 Educational Psychology

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

PY-248 Cultural Psychology

This course examines the importance of cultural factors in explaining and understanding human behavior, providing students with a cross-cultural framework to evaluate the relevance of traditionally held beliefs and theories to different cultural groups. Students will explore the role of culture in development, cognition, gender, emotion, language and communication, personality, abnormal psychology, development of self and identity, and interpersonal and intergroup relations. To develop a better understanding of self in relation to the world, students will research their own cultural background and norms in comparison to mainstream society in the United States. Finally, students will develop

a deeper, more complex understanding of the nature of culture, its relationship to the psychological processes, and the differences and similarities between cultures in our increasingly globalized world. 3 credits

PY-250 Community Psychology

A multidisciplinary approach emphasizing the prevention and treatment of psychological problems in a community setting. P: PY 111. 3 credits

PY-251 Special Topics

Selected topic studied in-depth within a psychological frame of reference. 1-3 credits

PY-253 Trauma Studies: A Holistic Approach to Understanding Stress and Trauma

This interdisciplinary course explores trauma impact on individuals across the lifespan. Through integrating perspectives from psychology, sociology, neuroscience, and public health, students will gain a comprehensive understanding of trauma's definition, prevalence, and diverse manifestations. Students will learn about historic and novel treatment approaches, with a particular focus on holistic interventions that address the intrinsic mind-body connection and trauma-informed practices that can be used to foster inclusive environments across diverse disciplines.#General Education Pathway: Trauma Studies - Writing Intensive. 3 credits

PY-255 Risk and Resilience in Children and Families

When individuals and families are faced with adversity, what factors predict how well they will cope with the disturbance? Why do some individuals and families overcome challenges while others become overwhelmed leading to dysfunction? This provides a comprehensive exploration of risk and resilience factors that help us understand how individuals and families respond to adverse events. Guided by an ecological systems framework, students in this course will examine the dynamic interplay between individual, family, community, and societal influences on adaptive and maladaptive outcomes. Students will also critique extant interventions and recommendations for increasing individual and family resilience. Particular emphasis will be given to contemporary and recent issues faced by families such as adjusting to life after the COVID-19 pandemic, divorce, domestic violence, and mass violence. P: PY 111 recommended. General Education Pathway: Trauma Studies - Writing Intensive. 3 credits

PY-260 Self-Empowerment and Social Change

This course will conduct an in-depth analysis of implicit biases to enhance students' awareness of the profound influence of these biases on human behaviors, decisions, and relationships, often without their knowledge. It explains how many actions that appear deliberate can originate from unconscious cognitive processes, possibly resulting in decisions contrary to self-interests and inadvertently perpetuating injustices within the community. Throughout the course, the students will be empowered to actively practice

identifying biases, acknowledging their existence, and refraining from acting upon them. While recognizing that biases are inherent to human nature, students will also understand that this recognition does not justify excusing systemic cognitive errors. Failing to address these errors can devastate the community and the world we shape. The course concludes by inspiring students to engage in critical self-reflection to take tangible steps toward becoming proactive advocates for justice. General Education Pathway: Power, Equity, Justice - Experiential Learning. 3 credits

PY-263 Creativity and Genius

Creativity may broadly be defined as the discovery and elaboration of novel, appropriate solutions to problems. These may involve any of the arts and sciences, social or legal issues, engineering, manufacturing, or agricultural innovations, or everyday activities like cooking and cleaning. Creativity has been vital to the success of the human species. Contemporary society places especially high value upon the ability to adapt and innovate to changing circumstances. Much of what is written about creativity is based on little more than guesswork, but there is a body of empirical research on the subject. We will study these theories and investigations into creativity and conduct some of our own. General Education Pathway: Creation & Destruction - Writing Intensive. 3 credits

PY-280 Practicum

A field-based experiential practicum involving approximately 8-10 hours per week on site. Sites may include schools, clinics, community agencies, corporations, or laboratories depending on the student's interest and area of concentration. P: Second semester Junior status, senior status or permission of Department Chair. 3 credits

PY-290 Independent Study

In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-3 credits

PY-311 History and Systems of Psychology

A study of the philosophical and scientific antecedents of contemporary psychology, the major theorists and research methods in the early years of psychological science, and their influence on current developments and controversies in the field. P: PY 111. 3 credits

PY-312 Psychotherapy

Psychotherapy involves the treatment of mental illness and/or the facilitation of people's coping with life problems using psychological (as opposed to biomedical) methods. Evidence indicates that a variety of psychotherapeutic approaches can be effective, depending in part on the nature of the presenting problems. This course surveys the principal schools of thought in psychotherapy, including psychodynamic, humanistic, behavioral, and cognitive therapies. P: PY 111, PY 211. 3 credits

PY-321 Personality

Personality involves the study of the consistent patterning underlying the day-to-day variability in human thoughts, feelings, and behaviors. Influential personality theories will be critically evaluated and applied, testing their abilities to cast light on individual differences in self-concept and relational style. P: PY 111. 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. 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. Writing Intensive Designation: Major. 3 credits

PY-330 Child Development

An examination of the major theories, issues, and research related to the developing child from conception to puberty, with emphasis on emotional, cognitive, and social development. Current issues, such as the effects of drugs on the fetus, child abuse, and day care centers will be discussed. This course is not required for those who seek initial teacher certification at the middle or secondary level. P: PY 111. 3 credits

PY-340 Psychological Assessment

Psychological assessment involves the systematic appraisal of cognitive abilities, personality traits, social attitudes, interests, values, and other characteristics. Methods include interviews, self-report measures, projective techniques, and performance appraisals. This course covers the basic principles of test construction and validation used by psychologists and educational measurement specialists. It also covers the administration, scoring, and interpretation of selected psychological tests along with a critical evaluation of their qualities. P: PY 218 and open only to psychology majors with Senior status. 3 credits

PY-341 Adolescent Psychology
This course examines the development of the individual during the period of transition from childhood to adulthood, including physical changes, personality development, and the influence of family, school, and culture on adolescents. P: PY 111. 3 credits

PY-350 Adulthood and Aging
An overview of adulthood, maturity, and old age from both physical and psychological perspectives. Personal adjustment and psychological changes over the chronology of adult experience will be emphasized. Topics will include family, career, personality continuity and change, sexuality, and the processes of aging, death, and bereavement. P: PY 111. 3 credits

PY-371 Introduction to Art Therapy
The role of art therapy in the psychotherapeutic process as a diagnostic, developmental, and remedial tool, including the theoretical bases of this modality. P: PY 111 and either PY 211 or PY 321. 3 credits

PY-372 Theory and Practice of Art Therapy
Continued study of various psychological theories, concepts, and methods of psychotherapeutic art. Focus on actual case materials and workshop experiences. P: PY 111, PY 211, PY 371 and either PY 312 or PY 321. 3 credits

PY-380 Internship
A field-based experiential internship in the Child Development and Counseling, and Mental Health concentrations requiring a commitment of 16 -24 hours per week to the placement site. P: PY 280 and departmental permission. May, with special permission of the Department Chair, be taken over the course of two semesters. Upon registering for PY 380, students should immediately meet with the Office of Career & Professional Development and Experiential Learning (Rosary Hall). This should be done by the middle of the semester prior to actually beginning the placement. 6-9 credits

PY-391 Senior Seminar
In-depth study of selected topics in psychology. P: Open only to psychology majors with senior status. 3 credits

PY-528 Life-Span Human Development
In this course, the development of the individual is examined from birth through the final stages of life in old age. The major developmental and psychological tasks for each stage of development are explored, as well as the family/psychosocial challenges that may present during those critical periods. An emphasis will be placed on the role of cultural context throughout development and prominent theoretical perspectives in the field. 3 credits

PY-530 Theories of Counseling

This course provides a survey of major theories of counseling, including the principal psychodynamic, humanistic, and cognitive-behavioral approaches. In addition to covering traditional schools of thought, emphasis is placed on contemporary developments in the area of time-limited treatment and the special difficulties inherent in this change in standard and clinical practice. 3 credits

PY-533 Psychopathology

This course provides an overview of abnormal psychology, including cognitive-behavioral, psychodynamic, and neuropsychiatric, and socio-cultural perspectives as well as descriptive psychopathology. The course also entails a thorough grounding in the official psychiatric diagnostic classification system (currently DSM-IV) that is used by all hospitals, clinics, and rehabilitation facilities as per requirements of third-party payers and treatment review boards. 3 credits

PY-534 Research Methods and Quantitative Analysis

This course includes an examination and explanation of basic research strategies and statistical procedures. Students are required to read and interpret current research in art therapy, plan an empirical study, analyze and explain data, and write in APA style. Ethical standards for research as stated by the American Psychological Association will also be reviewed. 3 credits

PY-535 Career Counseling

Through an examination of career development theories and decision-making models, the student will gain an understanding of career development planning, organization, implementation, and evaluation. The interrelationships among work and other life roles will also be explored. 3 credits

PY-536 Case Management

This course examines concepts and principles of case management practice with special populations such as older adults, children and families, persons with serious and persistent mental illness, substance abuse, and persons with chronic disease and those facing end of life decisions, The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity, vulnerability, and empowerment. 3 credits

PY-537 Counseling Techniques

This course is an intensive practical experience in counseling techniques to help students attain competency in the application of theory in the counseling relationship. 3 credits

PY-538 Social and Cultural Issues in Counseling

Social position (including socioeconomic status and gender identity) and cultural identity affect one's understanding of psychological disturbances and response to treatment. In an increasingly multicultural, multiethnic, multigendered society, counselors need to develop the cultural literacy necessary to work effectively with clients from varied backgrounds. This course strives to develop awareness and competence in these areas. 3 credits

PY-539 Program Evaluation

This course provides knowledge, theory, and skills needed for the systematic assessment of the effectiveness of psychosocial intervention programs: evaluation of outcomes of treatments provided by human services agencies. Emphasis will also be placed on program planning and evaluation models that are widely used in human services. 3 credits

PY-540 Organizational Behavior and Group Dynamics

This course examines the theoretical assumptions of organizational behavior and the issues and challenges which arise when managing and leading. Students investigate the relationships between the individual, the group, and the organization. Students also explore the various stages of groups, including pre-group assessment and screening of group members, group development, the initial stage, the transition stage, the working stage, and the ending stage of groups. Ethical and multicultural issues as they apply to groups are examined. 3 credits

PY-541 Addictions Counseling

This course provides an examination of the major approaches to understanding and treating substance-related disorders. It also examines the classifications of drugs, their pharmacological action, the process of addiction and recovery, treatment resources, and the legal and ethical guidelines for working with substance abusers. 3 credits

PY-542 Career Counseling and Vocational Rehabilitation

Through an examination of career development theories and decision-making models, the student gains an understanding of career development planning, organization, implementation, and evaluation. The interrelationships among work and other life roles are also explored. Students are also introduced to counseling theories related to vocational rehabilitation. 3 credits

PY-544 Group Dynamics and Counseling

This didactic-experiential course will both familiarize students with major theories of group dynamics (e.g., how groups form and evolve over time, different types of groups, etc.) and the methods of leading or facilitating counseling groups (e.g., psychoeducational sessions, encounter-style groups). 3 credits

PY-545 Professional, Ethical, and Legal Issues Seminar I

This course is an orientation to the profession of counseling. This includes its historical development and the evolving professional identity of the counselor. Most class time and outside assignments, however, will focus on the legal and ethical issues affecting mental health care providers generally and counselors in particular. 1.5 credits

PY-546 Professional, Ethical, and Legal Issues Seminar II

This course is an orientation to the profession of counseling. This includes its historical development and the evolving professional identity of the counselor. Most class time and outside assignments, however, will focus on the legal and ethical issues affecting mental health care providers generally and counselors in particular. 1.5 credits

PY-547 Spiritual Issues and Religious Identity in Counseling

Both religious identification (a social-cultural phenomenon) and personal spirituality influence how we lead our lives, how we respond to conflict and stress, and how we construct meaning in life. Counselors should develop competence in appreciating and working with their clients' various approaches to spirituality. This course introduces theories and methods for integrating spirituality (e.g., meditational practices, prayer, and faith-based healing traditions) into the counseling process. 1.5-3 credits

PY-548 Trauma and Crisis Intervention

Stress can be a source of learning and growth, but also of anxiety and turmoil; most mental disorders result, at least in part, from unmanageable levels of life stress. Extreme stress can produce traumatization and result in lasting changes to mental and neurobiological functioning. This course addresses the nature of stress and trauma as well as methods of counseling people who are confronted with acute crisis or the aftermath of traumatic experiences. 1.5 credits.

PY-549 Addiction and Recovery

This course provides an overview of addictive behaviors (emphasizing substance use disorders) and methods of counseling individuals who are abusing or dependent on psychoactive drugs or other forms of addiction. It is geared toward counselors who do not intend to specialize in this area, but who recognize the need to be prepared to work with the large numbers of potential clients whose clinical presentation includes substance abuse. 1.5 credits.

PY-550 Special Topics

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

PY-551 Clinical Assessment I: Understanding and Utilizing Appropriate Instruments

This course will familiarize students with the general theory of testing (psychometrics) and with various standardized and unstandardized assessment methods. Clinical and structured interviews, commonly used self-report measures (such as the 16PF), and some simpler performance-based tests (such as sentence completions) will be covered. Students will develop interviewing skills and master the basic scoring and interpretation of selected tests. Ethical standards governing the development and use of tests and measures will be covered. The course will contribute to the development of clinical skills and critical acumen, enabling students to evaluate clients, tests, and test reports effectively. 3 credits

PY-553 Clinical Assessment II: Personality Dynamics

Theory and practice of assessing affective functioning. Students will learn to administer, score, and interpret the results of several widely used instruments. These will include self-report inventories (such as the MMPI-2) and performance-based (or "projective") tests (such as the Thematic Apperception Test). Also included will be observer-rated instruments (such as the CBCL-R or BASC) and clinical rating scales based on structured interviews (such as the Hamilton Rating Scale for Depression). Students will also learn to integrate personality theories with test results. Report writing, application of test findings to intervention plans, and the therapeutic use of assessment will also be discussed. 3 credits

PY-554 Advanced Counseling and Psychotherapy I: Cognitive-Behavioral Methods

Cognitive-Behavioral Therapy (CBT) has become the most widely practiced group of psychotherapies. These are empirically supported treatments; extensive clinical research demonstrates their efficacy. Students will learn to apply several of these approaches, such as Ellis' Rational-Emotive Behavior Therapy (REBT), Aaron T. Beck's approach, Dialectical Behavior Therapy (DBT), stress inoculation training, and/or mindfulness-based techniques. The emphasis will be on mastery of theory and technique in a few approaches, rather than on broad (but necessarily superficial) coverage. 3 credits

PY-555 Advanced Counseling and Psychotherapy II: Couples and Family Therapy

Using a learning-centered educational approach, students will be introduced to systemic models of couple and family therapy including both foundational theories and integrative, common factors approaches. A significant focus of this course will be on the practical counseling skills and techniques that have emerged from these theories. Students will be introduced to course concepts and demonstrate their grasp of course material through a combination of lecture, videos, class discussions, role plays, reflection, and writing activities. Additionally, students will be asked to apply concepts to their own lives and

experiences to enhance their self-awareness as developing mental health counselors. 3 credits

PY-556 Advanced Counseling and Psychotherapy III: Integrative Techniques

In this course, one specific theoretical approach is selected for semester-long immersion as the common basis for all students. Each student will then select a theory of his/her own choice to work on integrative skills throughout a series of experiential labs, role-play exercises, case analyses, and presentations. Throughout the semester, each student will benefit from integrating two theoretical approaches in the application of counseling skills and case conceptualization. 3 credits

PY-570 Counseling Practicum

This initial field experience will enable students to observe and participate in assessment and treatment of cases in a community-based clinic or other agency. A minimum of 120 hours on site is required (equivalent to 8-10 hours per week). In addition to on-site professional supervision, students will meet regularly with a faculty member. All practicum sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week. Students may register for practicum only with the permission of the program director. 3 credits

PY-577 Advanced Seminar in Case Conceptualization

In this course, students will develop increased skill in the process of integrating data from multiple sources (such as interviews, tests, and experiences in therapy) with theoretical concepts (such as cognitive distortions, defense mechanisms, and relational styles) to form deeper understanding of the individuals with whom they engage in treatment. The class will draw on case material (both cases prepared by the instructor and cases being seen by student interns) to practice these skills, which enable therapists to move beyond mechanistic modes of treatment in favor of a richer, more personalized approach. 3 credits

PY-579 Counseling Internship I

The internship is one of the culminating experiences of the program. Interns will work at a community-based clinic or other agency for a total of at least 600 hours (300 per semester), equivalent to about 20 hours per week. This work will include assessment and treatment of individual clients and/or counseling groups of clients. Interns will assume increasingly independent roles over the course of the year. In addition to on-site professional supervision, students will meet regularly with a faculty member. Case material also may be discussed in concurrent seminars. All internship sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week; it will be difficult or impossible to maintain full-time regular employment during the internship. Students may register for internship only with the permission of the program director. 3 credits

PY-580 Counseling Internship II

The internship is one of the culminating experiences of the program. Interns will work at a community-based clinic or other agency for a total of at least 600 hours (300 per semester), equivalent to about 20 hours per week. This work will include assessment and treatment of individual clients and/or counseling groups of clients. Interns will assume increasingly independent roles over the course of the year. In addition to on-site professional supervision, students will meet regularly with a faculty member. Case material also may be discussed in concurrent seminars. All internship sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week; it will be difficult or impossible to maintain full-time regular employment during the internship. Students may register for internship only with the permission of the program director. 3 credits

PY-581 Action Research Project

Students conduct original empirical research, typically evaluating the effectiveness of a specific human services program. This program may be designed by the student or be part of the usual psychosocial interventions provided by an agency. This course may be taken in lieu of 6 credits of field experience by students who have a minimum of five years' direct client or supervisory experience in an accredited human service agency within the last eight years may waive the field experience. who have extensive experience in a human services agency. 6 credits

PY-583 Drugs and Behavior I: Basic Science

This course addresses the nature of psychoactive drugs and their modes of action on the functions of the human brain. Anatomy and localization of function in the brain will be reviewed. Major topics will include neurochemistry (e.g. neurotransmitters and receptor mechanisms), psychopharmacology (e.g. pharmacokinetics and pharmacodynamics), the therapeutic uses of psychotropic medications, and basic psychological processes involved in drug self-administration or abuse (e.g. opponent process theory, reinforcement, and classical conditioning). 3 credits

PY-584 Ethical and Professional Issues in Addiction Counseling

This course concerns ethical, legal, and administrative issues that confront substance abuse counselors. The use of values to inform ethical decision-making in ambiguous situations will be practiced. General principles (e.g., beneficence, professionalism in relationships, confidentiality and its limits, and recognition of the boundaries of one's expertise) as well as specific regulatory guidelines (e.g., rules governing credentials, reimbursement, appropriate documentation, and liability) will be discussed. Case material will be used extensively to promote reflection and discussion. 1.5 credits

PY-585 Drugs and Behavior II: Applications

This course concerns the roles played by psychoactive drugs in human lives, both individually and in society. Topics include the epidemiology of substance use and

misuse, diagnostic criteria for substance-related disorders, signs and symptoms of intoxication and withdrawal for different classes of drug, interactions of substance use with other disorders (medical or psychiatric), and the effects of substance use on the adaptive functioning and well-being of users, family members, and the wider community. Substances covered include alcohol, nicotine, caffeine, opiates, stimulants, sedatives, cannabinoids, hallucinogens, inhalants, and less common varieties. 3 credits

PY-586 Culture, Gender, and Special Populations in Addictions

This course concerns the many ways in which the background or identity of a client affects behavior, thinking, and emotion relative to substance use and its disorders. Cultural and religious norms and attitudes toward alcohol and other drugs, gender differences, sexual orientation issues, the presence of co-occurring disorders (e.g., MICA), and medical problems (e.g., HIV) will be considered. In addition to their impact on substance use, attention will be paid to the ways in which these factors may affect the process of counseling and the relationship between counselor and client. 1.5 credits

PY-587 Addiction Counseling I: Core Concepts and Competencies

This course begins the process of combining general counseling competence with specific knowledge and expertise in the domain of substance abuse. Different models of substance abuse or addiction as well as associated treatment approaches will be studied, compared, and evaluated. These will include broadly medical, psychological, and quasi-spiritual modalities. Counseling goals and strategies will be understood in terms of stages of change and client readiness. Standard interviewing techniques, psychoeducational interventions, and group dynamics will be considered. Attention also will be paid to practical issues such as record keeping, case management, and consultation with members of other helping professions. 3 credits

PY-588 Clinical Assessment of Substance Use Disorders

This course concerns routine and specialized procedures for assessment of substance use and co-occurring disorders, beginning with the elicitation of informed cooperation from clients and selection of appropriate measures. Instruments covered will include clinical and structured interviews, behavioral observation, clinician rating scales, mental status examinations, and standardized self-report and observer-rated measures of symptoms and personality traits. The use of assessment data in case formulation, the synthesis of clinical findings into clear, useful written reports, and the therapeutic presentation of assessment feedback to clients also will be emphasized. 1.5 credits

PY-589 Addiction Counseling II: Advanced Techniques

This course will introduce students to specific techniques used by substance use counselors, with primary emphasis on evidence-based treatments. Didactic and theoretical presentations will be interspersed with practical demonstrations and supervised practice of skills. The approaches taught may vary, but will include some of the following: motivational interviewing, the community reinforcement approach (with

family involvement), relapse prevention training, cue exposure methods, and standard psychoeducational interventions (e.g., BASICS and/or values clarification). 3 credits

PY-591 Treatment Planning and Evaluation in Addictions Counseling

This course concerns the integration of diagnostic and other assessment findings into individualized treatment plans, the sensitive presentation of recommendations to clients, the collaborative development of treatment goals with clients, the translation of broad goals into a sequence of potentially attainable, measurable objectives, and the selection of appropriate interventions. Methods of monitoring client progress toward objectives, modifying objectives based on results or new findings, and evaluating the success of individual cases or treatment programs also will receive attention. 1.5 credits

PY-597 Thesis Research Project I

The master's thesis is another of the culminating experiences of the program. Students will conceptualize and carry out an original empirical study related to clinical mental health counseling. This may involve evaluating a treatment program, validating an assessment technique, using assessment data better to understand groups of clients, or other projects. Students will meet regularly with a faculty sponsor throughout the process. It is strongly advised that students develop thesis projects that can be conducted at their internship sites. In this way, the two capstone experiences will be mutually reinforcing. 1.5 credits

PY-598 Thesis Research Project II

The master's thesis is another of the culminating experiences of the program. Students will conceptualize and carry out an original empirical study related to clinical mental health counseling. This may involve evaluating a treatment program, validating an assessment technique, using assessment data better to understand groups of clients, or other projects. Students will meet regularly with a faculty sponsor throughout the process. It is strongly advised that students develop thesis projects that can be conducted at their internship sites. In this way, the two capstone experiences will be mutually reinforcing. 1.5 credits

Public Administration (MP)

MP-355 Special Topics

Selected topic studied in-depth within a public administration frame of reference. 3 credits

MP-500 Introduction to Public Administration

This course is a basic introduction to public administration. The course will introduce students to the theory and practice of the administration and management of nonprofit and public sector organizations and operations as well as politics, policy, and the bureaucracy. Topics include the role of bureaucracy in the political process, theories of

public organizations, bureaucratic discretion and accountability, policy implementation, and the changing nature of public administration. 3 credits

MP-504 Labor-Management Relations

In this course students will be introduced to the basic issues that arise in the public sector collective bargaining process. Students will explore the evolution of labor-management relations and learn the importance of establishing and maintaining a strong, productive relationship between labor and management. 3 credits

MP-507 Urban Policy

In this course students will examine unique policy challenges in cities. Students will analyze how public policies have helped address, compounded or been adapted to those challenges. Students will learn how to evaluate policy outcomes through the utilization of such concepts as sustainability, resilience and environmental justice. 3 credits

MP-511 Politics and Public Policy

This course will enable students to examine the political processes that influence the formation of public policies. Students will explore current issues in the public policymaking process and how partisan politics play a role in the formulation and implementation of policies at all levels of government. 3 credits

MP-512 Ethical Issues in Public Administration

This course explores how ethical considerations are integrated in public policy choices. The social and moral aspects of decision making will also be discussed. Students will be required to analyze realistic problems from these perspectives. The course will also treat the legal, regulatory and political obstacles to ethical policy choices. The impact of technology on ethical decision-making will be addressed as will achieving an "ethical consensus" in the policy-making process when society is divided by differing values and polarized political opinions. 3 credits

MP-521 Performance Measurement and Management

The course focuses on how performance is becoming increasingly important in public and non-profit settings and explores performance-based management approaches. Students will learn how to identify appropriate measures and how implement a performance measurement system and manage for performance in the public sector. Emphasis will be placed on establishing performance measurement systems, identifying, collecting, and analyzing performance information, presenting performance analysis results, and utilizing performance information. Management tools covered will include benchmarking, performance dashboards, and balanced scorecards. 3 credits

MP-550 Special Topics in Public Administration

Students will explore contemporary topics in public administration, the public policymaking process, and leadership. The focus will be placed on the development of

practical skills that can be adapted to any public service setting. Examples of special topics include Performance Measurement and Management in public administration. 3 credits

MP-581 Implementing Public Policy

This course will investigate how domestic policy, especially social welfare policy, is implemented, tracing policy from federal laws to administrative agency regulations and the local implementation of the program. This course is intended to expose the student to practical problems of implementing policy and the solutions required at a grassroots level to assure success. Students will be required to apply concepts by analyzing policy implementation in a public or non-profit setting of their choice. 3 credits

MP-611 Research Methods in Public Administration

This course examines various methods for designing and conducting empirical research in the field of Public Administration. Students will follow a straightforward step-by-step procedure for starting a social science research project within the field of public administration with topics ranging from formatting a viable research question to creating practical plans for sampling, data collection, data analysis, and dissemination of results. At the end of the course, students will have a complete research proposal that they will implement in their final MPA course, MP 630- Applied Research Project. 3 credits

MP-630 Applied Research Project

The culminating project for the Master of Public Administration allows MPA students to integrate the knowledge and skills acquired throughout the curriculum by engaging in a practical project or case study. This project will demonstrate their mastery of core competencies in public administration. The course is structured as a project-based seminar where students work individually with guidance from the professor while also providing feedback and support to one another. By completing and presenting their capstone projects, students will demonstrate their skills in six key areas of public service that align with the core competencies of the MPA program: 1) Strategic problem-solving; 2) Effective communication; 3) Analysis and implementation of public policies and programs; 4) Having a results-driven mindset; 5) Fostering public-private partnerships, and 6) Upholding ethical principles in public management and leadership. Specifically, students may use their projects to identify solutions to a public policy problem, recommend improvements to public or non-profit programs, or develop potential legislation and determine the coalition needed to support its passage. Students are encouraged to use their current workplaces or build upon research conducted in other classes or internships for their projects, if applicable. 3 credits

MP-630 Capstone Seminar in Public Administration

The culminating project for the Master of Public Administration allows MPA students to integrate the knowledge and skills acquired throughout the curriculum by engaging in a practical project or case study. This project will demonstrate their mastery of core

competencies in public administration. The course is structured as a project-based seminar where students work individually with guidance from the professor while also providing feedback and support to one another. By completing and presenting their capstone projects, students will demonstrate their skills in six key areas of public service that align with the core competencies of the MPA program:1) Strategic problem-solving; 2) Effective communication; 3) Analysis and implementation of public policies and programs; 4) Having a results-driven mindset; 5) Fostering public-private partnerships, and 6) Upholding ethical principles in public management and leadership. Specifically, students may use their projects to identify solutions to a public policy problem, recommend improvements to public or non-profit programs, or develop potential legislation and determine the coalition needed to support its passage. Students are encouraged to use their current workplaces or build upon research conducted in other classes or internships for their projects, if applicable. 3 credits

Public Health (PHS)

PHS-211 Introduction to Public Health

This course introduces the traditional public health system, its evolution, and the basic responsibility of assessing and promoting the health of groups and communities within a diverse population. Students explore historical and contemporary public health approaches to promoting health behaviors, responding to emerging diseases, identifying environmental risk factors, preparing for and managing disasters, and alleviating health disparities across populations. This course discusses the core public health disciplines of epidemiology, biostatistics, environmental health, and social and behavioral health. It gives a brief description of health policy, system, and management. 3 credits

PHS-310 Epidemiology

This course discusses epidemiology, a basic science of public health, and applies its basic principles to address current serious public health issues. It discusses all stages of the scientific method, used in identifying and describing a health issue, formulating a hypothesis about the etiology, selecting the research study design, analyzing and interpreting results, and applying the latter in preventing and controlling the public health issue. It describes the challenges that affect research validity, such as chance, information bias, and confounding. It provides ways to minimize the impact of these challenges. This course also presents social epidemiology and discusses the impact of socio-economic factors on health outcomes within communities and populations. P: MA 117. 3 credits

PHS-311 Population Health

This course discusses the modern concept of population health, as reflected in "Healthy People 2030" initiatives, which address health issues through a broad range of interventions, from traditional public health activities, community mobilization, healthcare delivery systems, and up to public policies. Population health takes a life-cycle approach and considers the effects of an aging and changing population. It uses an evidence-based method focused on defining problems, determining causes, making

recommendations, implementing interventions, and evaluating outcomes. The course employs case studies that help illustrate real-world population health challenges and solutions. 3 credits

PHS-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 well-being. Students explore their possible roles in solving global health crises, such as promoting human rights; applying new technologies, and financing and managing international agencies, NGOs, philanthropy, and emerging public and private healthcare systems. 3 credits

PHS-380 Public Health Internship

Fieldwork experience initiated with permission of the Department Chair. 3-12 credits

PHS-388 Public Health Capstone

This capstone course is designed to integrate knowledge and skills from previous coursework, case studies, and field experience. A Research Project will focus on one or more public health issues. The student will develop an individual research project that will explore the impact on the community and/or the population, evaluate current interventions, and may suggest alternative ones. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. 3 credits

Reading & Language Arts (RLA)

RLA-501 Theory and Practice in the Fundamentals of Language and Literacy

This course, one of the three core courses in the initial summer of the AAP Program for Literacy Specialists in Reading/Language Arts, focuses on the interplay between oral language and print-based language development that reading specialists need to understand and apply in everyday practice. More specifically, the course focuses on the study of evidence-based theory about the major evidence-based components of reading and their development that include: phonological awareness, phonics, word recognition, fluency, vocabulary, syntax, comprehension processes, and morphology. As a major part of the course, students are asked to read, understand, and critically evaluate empirical research that focuses on how the aforementioned components contribute to reading success and the impact that learner differences (e.g., students with reading disabilities) have on the development of those component skills.

RLA-502 Assessment, Test Interpretation, and Program Planning in Reading and Language Arts

Candidates learn basic psychometric concepts; administration, scoring, and interpretation of evidence-based components of reading development; the selection of appropriate literacy assessments for specific purposes such as monitoring student progress and program efficacy; and how to articulately present assessment findings to various constituencies.

RLA-503 Literacy Coaching

In this course, candidates will increase their self-knowledge about their motivation, problem-solving skills, and responses to conflict; learn how to adapt their behavioral and communication style to work more effectively with others; and explore and discuss facilitation and presentation skills and the use of protocols.

RLA-550 Fall Seminar Series

Participants in the Fall Seminar Series engage in four separate five-hour Saturday seminars. Fall seminar topics include diversity & equity, digital literacy, intervention & tutorial, and K-5 elementary literacy best practices. Students engage in a deep exploration of each topic, growing their content knowledge, and reflecting on their application of new learning.

RLA-551 Spring Seminar Series

Participants in the Spring Seminar Series engage in five separate five-hour Saturday seminars. Spring seminar topics include dyslexia, English Language Learners, Writing instruction, new initiatives in reading, and Grade 6-12 Secondary best practices. Students engage in a deep exploration of each topic, growing their content knowledge, and reflecting on their application of new learning.

RLA-554 Clinical Dyslexia Tutorial

Participants in the Clinical Dyslexia Tutorial use the Japanese Lesson Study and Diagnostic Tutorial models to co-plan literacy tutorial lessons based on prior student behavior, engagement, learning, and process. All tutorial lessons are based on cognitive and achievement strengths and weaknesses, prior knowledge, learning profiles and passions and employ research-based methods and materials to teach phonological processing, phonic decoding and encoding, syntactic structures, morphology and other semantic markers. Each group debriefs as soon as possible after the research lesson ends and uses the data to plan the next lesson. The roles of teacher, facilitator, recorder, and final commentator rotate through the small groups.

RLA-555 Clinical Dyslexia Tutorial II

Participants in the Clinical Dyslexia Tutorial use the Japanese Lesson Study and Diagnostic Tutorial models to co-plan literacy tutorial lessons based on prior student behavior, engagement, learning, and process. All tutorial lessons are based on cognitive

and achievement strengths and weaknesses, prior knowledge, learning profiles and passions and employ research-based methods and materials to teach phonological processing, phonic decoding and encoding, syntactic structures, morphology and other semantic markers. Each group debriefs as soon as possible after the research lesson ends and uses the data to plan the next lesson. The roles of teacher, facilitator, recorder, and final commentator rotate through the small groups.

RLA-580 Collegial Coaching

Candidates collaboratively develop and coach a colleague's literacy project with supervision by clinical faculty. At the end of the practicum, candidates submit a descriptive and reflective final paper.

RLA-581 Comprehensive Tutorial

Building on the experience from the dyslexic tutorial, candidates tutor a student with reading challenges from their home district with supervision by clinical faculty. As with the dyslexic tutorial, candidates begin with a review of previous testing and teacher reports and plan a tutorial program; however, this tutoring program is much longer and therefore involving more progress monitoring with appropriate data analysis and a comprehensive written tutorial report.

RLA-582 Professional Project

During the final, culminating Capstone Project the candidates consolidate their foundational knowledge with their teaching, assessment, and coaching knowledge and practice by researching, planning and presenting full-day professional development workshops with daily supervision from the AAP Instructional Coordinator. The educators who attend these seminars are members of the beginning cohort, former AAP completers, and invited guests of the presenters.

Religion (RS)

RS-210 Spirit and Nature

This course provides an introduction to religious practice and belief in relation to the natural world. We will consider how religious traditions have understood creation, humanity's relationship to nature, and environmental justice. Although these themes will be framed by Catholic Social Teaching on the environment, we will consider examples from a variety of religious traditions, including Christianity, Judaism, Islam, Buddhism, Shinto, and indigenous religion. To do so, we will examine accounts of religious life in theology, anthropology, journalism, and the arts. Through site visits and assignments that invite students to engage with their surroundings, students will also reflect upon their own experiences of the natural world. General Education Pathway: Mission Earth. 3 credits

RS-223 Religion and Popular Culture

This course examines the many ways that religion and popular culture intersect today. It begins by examining the origins of the concept of popular culture, its historical developments in the eras of mass media and digital culture, and the rise of Cultural Studies as an intellectual approach to the study of working-class culture, race and racism, gender and sexuality, and the politics of representation. Students then learn about foundational texts and issues in Religious Studies before applying their learning across these two disciplines to such things as sports, hip hop, yoga, graphic novels, film and television, music videos, video games, and social media. General Education: Religion. 3 credits

RS-226 Catholic Intellectual Tradition

This course invites students to engage and debate the Catholic intellectual tradition from Augustine to the present. Focus is placed on the relationships between faith and reason and between the Church and the world. The course consists of two units. Unit 1 surveys the work of authors from early Christianity to the start of the modern period, including Augustine of Hippo, Thomas Aquinas, Dante Alighieri, Meister Eckhart, Teresa of Avila, and John of the Cross. Unit 2 is concerned with recent materials, exploring the tension between the Church and "the modern world" from the French Revolution up to the Second Vatican Council in the 1960s and the new spirit of "dialogue" in subsequent years. A wide range of authors is studied, including Jacques Maritain, Dorothy Day, Elizabeth Johnson, Pope Francis, and others. General Education: Religion. 3 credits

RS-235 Religion and the City

This course examines the relationship between religious practice and the city. We will consider how the urban context shapes religious communities and in turn how religious communities influence the built environment, civic life, and activism. To do so, we will engage accounts of urban religious life in ethnography, oral history, urban design, and geography theory. We will focus in particular on religious responses to pressing issues in the contemporary city, such as housing, gentrification, racism, immigration, and environmental justice. Students will have the opportunity to research local faith-based approaches to issues of justice and peace in New Haven. General Education: Religion. 3 credits

RS-236 Women in the Bible

A survey of named and unnamed female figures in the TANAK/Old Testament and New Testament through primary and secondary readings, writing, and discussion. Students will explore the place of women in the biblical world, both the world of history and the world of the text. We will also discuss the contemporary implications of the portrayal of women in the Bible. This will include issues of power and authority, sexuality, motherhood, reproduction, violence, and the understanding of the divine. General Education: Religion. 3 credits

RS-237 Theology of the Civil Rights Movement

This course explores the role of religion in the civil rights movement, both at the movement's height in the 1950s and 1960s and in the continued struggle for civil rights in the US from the 1960s to today. The course surveys the work of a series of luminary contributors to the movement and its legacy: Howard Thurman, Martin Luther King, Jr., Malcolm X, James Baldwin, James Cone, Ta-Nehisi Coates, and others. We also study key events in the history of the civil rights movement, including in Montgomery, Birmingham, and Washington, DC. The course is designed to offer a thorough "history of the present" of debates in the US around issues of race and the role of religion in the ongoing struggle for racial justice. General Education: Religion. 3 credits

RS-242 The Spiritual Life

What is the spiritual life? How do practitioners of various spiritual and religious traditions live out and develop their spiritual life? The course addresses these questions through two units of study, the latter including a focus on practice and experiential learning. Unit 1 surveys the history of spirituality, including in both Western and Eastern traditions and the work of significant authors, including Ralph Waldo Emerson, Vivekananda, William James, Thomas Merton, and others. Unit 2 considers more recent texts and movements concerned with the spiritual life and students experience spiritual practices first-hand, including mindfulness practice, meditation, and yoga. Where possible local practitioners are invited to share their expertise. General Education: Religion. 3 credits

RS-244 Religions of Asia

This course explores the major religious and ethical traditions of Asia. It consists of five units. After being introduced to some basic theory and method in the study of religion, students survey of Hinduism, including a reading of the Bhagavad Gita, and consider the major traditions of China: Confucianism and Taoism, including readings of Confucius' Analects and the Tao Te Ching. Finally, they focus on Buddhism, surveying some of the tradition's major teachings and features, focused especially on the practice of meditation and the Zen and Tibetan traditions. The course concludes with a reading of the Dhammapada. The course includes elements of experiential learning where possible and focuses especially on the ethical significance of the teachings and practices of these traditions. General Education: Religion. 3 credits

RS-252 The Gospels

Reading and discussion, informed by contemporary criticism, of one of the four gospels of the canonical Christian scriptures. General Education: Religion. 3 credits

RS-253 Selected Topics

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

RS-275 History of Christianity

This course surveys the history of Christianity from its origins to the present day. Unit 1 focuses on the early Church up through the Council of Chalcedon in 451, including a reading of the Gospel of Mark. Unit 2 looks at the Middle Ages and the Renaissance, considering the development of the Church in various areas of Europe and the Middle East, the influence of scholasticism, the split between Eastern and Western churches, and the emergence of Christian humanism. Unit 3 turns to the Protestant Reformation and Catholic Counter-Reformation, up to the wars of religion in the seventeenth century. Unit 4 starts from the Enlightenment period, considering the significance for Christian history of the revolutions of that period and the decades following as well as the missionary movements that flourished at the end of the nineteenth century. Unit 5 presents the period from 1914 to the present, considering the impact on Christianity of the World Wars and counterculture movements of the 1960s and concluding by considering the shift of energy in the Church from the West to other parts of the world. Students engage with primary source readings throughout the course. General Education: Religion. 3 credits

RS-277 Bible and Culture

An introductory survey of select literature in the Christian Bible, and of various methods and approaches used when studying the Bible academically. The course (i) surveys the history underlying the Bible's content, composition, canonization, transmission, translation, and reception; (ii) explores the various theologies (i.e., religious ideologies) reflected throughout the first and second Testaments; and (iii) considers the implications for understanding both the literature of the Bible and the response of various readers and communities to that literature. General Education: Religion. 3 credits

RS-283 Religion and Society

This course introduces students to the methods and approaches used by scholars and students of Religious Studies as an academic discipline. Students learn how to think critically about religion by examining it historically, anthropologically, and sociologically. Beginning with 19th-century anthropologists such E. B. Tyler and J. G. Frazer, the course uses primary and secondary readings to chart the development of the discipline through works by Karl Marx, Sigmund Freud, Emile Durkheim, Max Weber, William James, Mircea Eliade, Claude Levi-Strauss, Clifford Geertz, and others. Students are introduced to texts by important contemporary authors and to key debates in the field today regarding relationships between religion and such things as global conflict, the rise of fundamentalism, contemporary US culture and politics, and issues of race, class, gender, and sexuality. General Education: Religion. 3 credits

RS-323 Islam and the West

Is the West, especially America, under siege from Islam? Is conflict between America and Islam inevitable? Or is there common ground? What has Islam contributed to the world and to the West? This course provides an overview of the relationship between Islam and the West, including the basics of the religion and civilization of Islam, the

relationship of Islam to the West, and considerations concerning Muslims in Western countries, including America. The course takes an interdisciplinary approach, combining elements of history, religion, and culture. 3 credits

RS-351 Special Topics
Selected topic studied in-depth within a religious frame of reference. 3 credits

RS-352 Special Topics
Selected topic studied in-depth within a religious frame of reference. 3 credits

RS-373 The Question of God in Modern World
A historical study of the impact of the "Modern Revolution" on Christian belief in the West, and an examination of the pluralistic landscape of belief in contemporary Postmodern culture. P: Sophomore standing or permission of the instructor. General Education: Religion. 3 credits

RS-390 Independent Study
In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

RS-393 Final Project I
A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. 3 credits

RS-394 Final Project II
A project-based capstone project consisting of one semester/module of research (PH/RS 393) and one semester/module consisting of writing (PH/RS 394). Both stages of the project must be conducted under the supervision of a faculty member in the department. Writing Intensive Designation: Major. 3 credits

Social Work (SW)

SW-504 Social Welfare and Social Policy

This course provides students with a foundation understanding and appraisal of social welfare policies and programs in the United States, and the historical and contemporary forces that have shaped their development. It covers the formation of the social work profession and its role in the creation and implementation of social policy and its tradition of advocacy, social action, and reform. Students take steps to engage in policy practice to advance social and economic justice. P: Approved for participation in the Albertus Magnus College/Quinnipiac University MSW Pathway Agreement. Albertus Magnus College awards undergraduate credit for this course. The course is only transferable for graduate credit to Quinnipiac University's MSW Program. 3 credits

SW-511 Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families

Using a person-in-environment framework, this course provides an understanding of the relationship between the major theories of individual and family functioning among biological, social, psychological and spiritual dimensions as they affect and are affected by human behavior and family life. Students examine the role that culture and intersectionality play in human development, within the context of biological and social systems, psychodynamic, ecological, social constructionist, humanistic, cognitive and behavioral theories. P: Approved for participation in the Albertus Magnus College/ Quinnipiac University MSW Pathway Agreement. Albertus Magnus College awards undergraduate credit for this course. The course is only transferable for graduate credit to Quinnipiac University's MSW Program. 3 credits

SW-512 Human Behavior in the Social Environment II: Thoeirs for Groups, Organizations and Communities

Using an ecosystems framework, this course provides an understanding of the major theories that explain the structures, functions, and dynamics of groups, organizations and communities. Students master core ideas of theories that provide the conceptual base for engaging in interventions that occur in the macro social environment. The course focuses on utilizing theories that promote empowerment of key stakeholders within groups, organizations and communities and that address social and economic injustice. P: Approved for participation in the Albertus Magnus College/Quinnipiac University MSW Pathway Agreement. Albertus Magnus College awards undergraduate credit for this course. The course is only transferable for graduate credit to Quinnipiac University's MSW Program. 3 credits

Sociology (SO)

SO-111 Introduction to Sociology

This course invites you to see the world through the sociological imagination. We will examine culture, social structure, race, class and gender inequality, social institutions and socialization from a sociological perspective. General Education: Social Science. 3 credits

SO-121 Contemporary Social Problems

This course focuses on how social institutions and social organization generate problems for people and for society. Particular attention will be paid to political and economic inequalities, health and illness, education, the environment, and the criminal justice system. 3 credits

SO-211 Introduction to Cultural Anthropology

This class will introduce students to the practice of ethnography, the craft of writing about other cultures, and will provide a concrete introduction to cultural anthropology, which is the comparative study of human societies. General Education: Languages & Cultures. 3 credits

SO-212 Social Work: History and Practice

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

SO-213 Social Work: Populations and Policies

An examination of the populations and policies that are the current focus of Social Work in the United States. We will further explore the special needs of specific populations such as families, youth, the elderly, and the poor, with a focus on how social inequalities create challenges for people that Social Workers must mitigate through social welfare policy and practice. Establishing a knowledge base as well as effective communication techniques will be stressed. 3 credits

SO-218 Statistics for Behavioral Sciences

Addresses basic concepts and methods of statistical data analysis as applied in psychology and other social/behavioral sciences, including organizing, analyzing, and interpreting data. This course will provide students with a foundation in descriptive and inferential statistics, touching on frequency distributions, probability sampling, and hypothesis testing. Analyses conducted by hand and using SPSS. 3 credits

SO-219 Research Methods
This course is a "hands on" approach to research in which the student will learn to design and carry out field observations, experiments, content analyses, or surveys. 3 credits

SO-225 Sociology of Sport
This course will provide a systematic analysis of sport in North America, with special attention devoted to the interrelationships between sport, social institutions, social processes, and the critical analysis of sport in contemporary society. 3 credits

SO-230 Technology, Society & the Individual
A consideration of 20th century technological change with particular interest in its impact on individuals, families, work and social organizations. 3 credits

SO-235 Drug and Alcohol Abuse
An introductory survey covering a variety of issues in the addiction arena, including the social construction of addiction, social psychological and biological issues, the impact of addiction on families, identification of addictions, and methods of intervention. P: SO 111 or PY 111. 3 credits

SO-241 Urban Sociology
This course examines the effects of the urban environment on social institutions and populations and explores the modern crises of urban living with an eye towards understanding how to make cities livable, sustainable, and equitable. P: SO 111. 3 credits

SO-242 Race, Ethnicity and Racism
This course examines the positions of race and ethnic groups in the status hierarchy of the United States, and teaches a critical perspective on the economic, political, and social oppression of subordinate groups in unequal social systems. 3 credits

SO-245 Sociology of Gender and Intersectionality
This course explores the social and cultural meanings of gender in society and familiarizes students with key issues, questions and debates in the field. General Education Pathway: Power, Equity, Justice - Writing Intensive. 3 credits.

SO-246 Introduction to African American Studies
This course is an introduction to the study of people of African descent in the United States. We will explore why people of African descent have occupied an oppressed position in the US and globally, and how they have resisted this oppression through culture and the creation of social change. We will examine key historical periods in African American history, with a concern for how race, gender, and class shape the lives of people of African descent, and how Black struggles for citizenship shape the ongoing development of democracy in the US and globally. 3 credits

SO-255 Special Topics
Selected topic studied in-depth within a sociological frame of reference. 3 credits

SO-310 Sociology of Law and Social Control
This course explores the social processes of law and social control in the social context of the United States. Discusses major theories of law and considers the role of law as both a cause and effect of social change. P: CJ 111 or SO 111. 3 credits

SO-371 Classical Sociological Theory
We will examine the theories of Marx, Weber, Durkheim, DuBois, Addams and other important founders of the sociological discipline and perspective. P: Junior or Senior status. 3 credits

SO-372 Contemporary Sociological Theory
This course familiarizes students with contemporary developments in social thought that influence sociological research in the current period. Draws connections to classical theory and offers an overview of the main outlines of recent sociological theorizing. P: Junior or Senior status. 3 credits

SO-373 Sociological Theory
An exploration of social theory as a set of organizing logics for asking and answering questions about social interaction and institutions. The course will explore the underlying conceptual framework of sociology past and present in order to understand that what sociologists know is shaped by how they know it. Focus on theories of social structure and inequality, micro and macro theories, and the socio-historical context of theory production. P: Junior or Senior status. 3 credits

SO-374 Qualitative Methods
This course will examine strategies for gathering and analyzing qualitative data using approaches such as participant observation, content analysis, focus groups, and interviews. The focus of the course will be on understanding what types of questions are best answered through qualitative research methods, and will highlight how social theory is tested and applied through social research. P: SO 373. 3 credits

SO-380 Internship
Fieldwork experience. P: SO 111 plus a minimum of 15 hours in Sociology and Senior status. 3-9 credits

SO-390 Independent Study
In this course, the student will, under the supervision of the department chair/program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student

not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 1-12 credits

SO-391 Senior Seminar

Consideration of a social problem with an eye to utilizing the "sociological imagination" and skills gained through the prior major courses, both required and elected. This course should be a culminating experience for those who have chosen this major, resulting in a heightened awareness of the sociological perspective. P: Senior status and Sociology or Social Science major. Writing Intensive Designation: Major. 3 credits

Sport Management (SM)

SM-140 Introduction to Sport Management

This course explores the global nature, historical aspects, trends as well as the role of the sports industry in society. Topics include, but are not limited to, organizational structure, management, public relations, marketing, financial/economic, intercollegiate athletics, legal and ethical principles of sport administration and management. 3 credits

SM-143 Introduction to Esports Management

This course will introduce students to the history of competitive gaming and will explore its ecosystem. Since esports is one of the fastest growing industries, attracting 450 million viewers and generating over $1 billion in revenue in 2020, students will get firsthand experience in analyzing it. Students will also navigate esports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. This course is offered through the Lower Cost Models for Independent College Consortium (LCMC). 3 credits

SM-202 Sports Marketing & Promotion

The business of sport is experiencing rapid growth all over the world, especially in America. Sports marketing and sports media are intrinsically linked in American culture. Sports Marketing and Promotion will explore a variety of topics including: Why are sports more popular today than ever before? Why have sports on a professional and collegiate level become "big business"? How does one construct a marketing plan for a professional or collegiate team? How can solid promotion of athletes, organizations, and events leverage the success of sports around the world? This course will focus on advertising and promotion as well as other marketing functions involved in the multi-billion-dollar sports industry. In addition to readings, case studies, and regular assignments, students will prepare a marketing plan for a professional or collegiate athletic team or program. 3 credits

SM-203 Sports Information & Media

Modern sports and mass media are intrinsically linked. Whether it is a major or minor league team, a collegiate athletic program, or even high school athletics, sports media and the ability to communicate with fans and sponsors can be an integral part of the success of teams and programs. Increasingly, media outlets are presenting amateur, professional, and collegiate sports contests live, or reporting on the results of the contests on a regular basis. Sports Information and Media prepares students to work in different aspects of the sports communications industry, giving students an introduction to sports information and media relations as well as sports broadcasting. In this course, there will be an emphasis on developing skills essential for sports communication professionals, including writing and interviewing, handling media interactions across platforms, social media and other technology, and the introduction of new media into the sports industry. 3 credits

SM-301 Ethics in Sport Management

This course examines major ethical theories and their relation to the development of personal and professional ethics in sport and recreational management. The course is designed to develop a theoretical framework that will lead to a moral course of action and personal philosophy needed to meet the challenges and issues of modern athletics. The application of ethical decision making and problem solving in sport and recreation will be explored. An integrative study of current industry and ethical issues facing sport leaders. P: MG 131 or SM 140. 3 credits

SM-302 Legal Aspects of Sport Management

This course explores the legal principles of the sport industry and provides a basic knowledge of the legal statutes that relate to various dimensions of sport business. It includes legal principles that affect the prudent performance of all those involved in sporting events and will look at federal legal legislation as it affects program development. Major focus is on a review of judicial opinions in the areas of tort liability (risk management), agency and contract law, labor and employment law and antitrust issues. Topics to be addressed include right to participate, liability for injuries, legal status of sports organizations, risk management, assertion of legal rights, and crisis management. Other areas of sport industry law to be covered are contracts, negligence, gender equity, sport labor relations, and selected current issues. P: MG 131 or SM 140. 3 credits

SM-303 Sport Venue and Event Management

This course examines the principles and fundamentals of managing and financing sport, recreational, and entertainment venues. Course content focuses on knowledge and skills necessary to develop, design and manage sports, recreation and health/fitness facilities. Students will gain an understanding of planning, implementation, and evaluation of sport events in addition to the design, maintenance, and full utilization of athletic facilities.

Principles for effective management of sport events and facilities in both human and physical resources are stressed. P: MG 131 or SM 140. 3 credits

SM-304 Sport Finance

This course examines the financial management and analysis of the sports industry as it pertains to different aspects of sports, including player compensation, labor relations, facility development, broadcast rights, and competitive structure employed in managerial decision making in amateur and professional sports. Focus is on understanding the developing and management of budgets and financial strategies, including debt service, ticket and concession sales, corporate sponsorship and licensed sport merchandise. Examines financial challenges related to current and future sources of revenue for the sport enterprise. P: AC 161, MG 131, SM 140. 3 credits.

SM-381 Sport Management Internship

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

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Heather M. Wotton, MA, Assistant Dean of Advising and Student Success

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The Faculty

(*denotes full-time faculty)

* **William Aniskovich, J.D.,** Associate Professor; Dean, Tagliatela School of Business and Leadership, Director of the Master of Business Administration; Director of the Master of Science in Healthcare Administration; Tagliatela School of Business and Leadership (The Catholic University of America - BA | University of Virginia - MA | University of Virginia - JD)

* **Rebecca Arnold, Ph.D., ATR-BC,** Professor; Director of the Master of Arts in Art Therapy and Counseling; Accreditation Coordinator; Department of Psychology (Lebanon Valley College - BA | Marywood University - MA | Lesley University - PHD)

* **Christine Atkins, Ph.D.,** Professor; Chair, Department of Languages and Cultures; Department of Languages and Cultures (University of Chicago - BA | University of Chicago - MA | Yale University - MA | Yale University - PHD)

* **Mark Barreuther, Ph.D.,** Professor; Department of Biology, Chemistry and Mathematics (Southern Connecticut State University - BS | Southern Connecticut State University - MS | Wesleyan University - PHD)

* **Patricia Birungi, Ph.D.,** Associate Professor; Director of the Master of Public Administration; Tagliatela School of Business and Leadership (Makerere University - BS | Eastern Virginia Medical School - MPH | Old Dominion University - PHD)

* **Robert A. Bourgeois, Ph.D.,** Professor; Department of Philosophy and Religion (Yale University - BA | University of Chicago - MA | University of Chicago - PHD)

* **Rebecca Brogan, Ph.D.,** Professor; First Year STEM Advisor; Coordinator of STEM Research; Department of Biology, Chemistry and Mathematics (Ripon College - AB | University of Wisconsin-Milwaukee – PHD)

* **James Bulosan, MAAT, ATR-BC,** Assistant Professor; Clinical Coordinator of the Master of Arts in Art Therapy and Counseling; Department of Psychology (University of South Alabama - BA | The School of the Art Institute of Chicago - MA)

* **Mikyle Byrd-Vaughn, NMD,** Assistant Professor; Department of Biology, Chemistry and Mathematics (Johns Hopkins - BA | University of Bridgeport – MS | Southern Connecticut State University - MBA | University of Illinois - EDM | University of Bridgeport - ND)

* **Susan Cole, Ph.D.,** Professor; Department of English and Communications (Duke University - BA | Harvard University - MA | Harvard University - PHD)

* **Eric Davis, Ph.D.,** Assistant Professor; Department of Biology, Chemistry and Mathematics (Worcester State University - BS | University of New Hampshire - PHD)

* **Kristen DeCarli, DBA,** Associate Professor; Director of the Honors Program; Director of the Sport Management Program; Tagliatela School of Business and Leadership (Endicott College - BA | Albertus Magnus College - MBA | California Southern University - DBA)

* **Alan DelFavero, DBA,** Associate Professor; Director of the Master of Science in Accounting Program; Director of Undergraduate Accounting and Finance Programs; Tagliatela School of Business and Leadership (Sacred Heart University - BS | Sacred Heart University - MBA | Sacred Heart University - DBA)

* **Salvatore Diaz, DNP, MSN, RN,** Assistant Professor; Department of Nursing (Western Connecticut State University - BSN | University of Hartford - MSN| University of Connecticut - DNP)

Edward D. Dunar, Ph.D., Assistant Professor; Department of Philosophy and Religion (Yale University - BA | Harvard Divinity School - MDIV | Fordham University - PHD)

* **Ross Edwards, Ph.D.,** Associate Professor; Dean of Academic Affairs; Chair, Department of History, Political Science and Sociology; Department of History, Political Science and Sociology (University of Massachusetts, Amherst - BA | University of Massachusetts, Amherst - MA | University of Minnesota - PHD)

* **Nabil Elias, MD,** Professor; Tagliatela School of Business and Leadership (Cairo University - Professional Post-Graduate in Executive Management | Southern Connecticut State University - MBA | Ain Shams University, Faculty of Medicine - MD)

* **Siobhan Evarts, Ph.D.,** Professor; Director of the Master of Science in Clinical Counseling; Accreditation Coordinator; Department of Psychology (College of the Holy Cross - BA | Hofstra University - MA | Hofstra University - PHD)

* **Howard Fero, Ph.D.,** Professor; Director of the Master of Science in Management and Organizational Leadership; Tagliatela School of Business and Leadership (Hofstra University - BA | Baruch College CUNY - MS | Claremont Graduate University - PHD)

* **Sandra Fomenko, MSN, APRN, CPNP-PC, AGPCNP-BC,** Assistant Professor; Course Lead; Department of Nursing (Southern Connecticut State University - BSN | Southern Connecticut State University - BS | Quinnipiac University - MS | Ysle University - MSN)

* **Deborah Frattini, MFA,** Associate Professor; Department of English and Communications (Albertus Magnus College - BA | Southern Connecticut State University - MS | Albertus Magnus College - MFA)

* **David Garaventa, Ed.D.,** Associate Professor; Director of the Master of Science in Instructional Design and Learning Technology; Director of the Computer Information Systems and Cybersecurity Programs; Tagliatela School of Business and Leadership (St. Michael's College - BA | Albertus Magnus College - MS | Champlain College - MBA | Southern New Hampshire University - EDD)

* **Michael Geary, J.D.,** Professor; Department of Criminal Justice (Mercy College - BS | Long Island University - MS | Pace University - JD)

* **Tammy Hanna, Ed.D.,** Associate Professor; Interim Chair; Department of Psychology; Undergraduate Human Services Coordinator; Department of Psychology (Albertus Magnus College - BA | Albertus Magnus College - MS | American International College - EDD)

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Driving Directions/Maps

Directions to New Haven Campus:

Albertus Magnus College, located at 700 Prospect Street in New Haven, Connecticut, is easily reached by major highways from anywhere in the Northeast, and is convenient to Greater New Haven and the shoreline via I-91, I-95 and the Wilbur Cross Parkway.

Rosary Hall
The College's main building and home to the Library, Information Technology, Career & Professional Development, and the Academic Success Center.

McAuliffe Hall
One of four mansion-style housing options for upperclassmen.

Dominican Hall
Traditional-style residence hall for first-year students. Location of Public Safety.

Tab's On Deck
An outdoor patio, complete with firepit and adirondack chairs, where students can relax with friends, watch a softball game, or host activities.

Cosgrove Marcus Messer Athletic Center
60,000 square feet of athletic and recreational facilities.

Hubert Campus Center
Renovated in 2020, a large multi-purpose building which houses the Falcon Campus Store, Dominican Ministries, Student Affairs, Dining Hall, Tab's Pub, an exercise room, a game room, mailroom, and Behan Community Room.

St. Catherine of Siena Chapel
Located in Walsh Hall and connected to the Tagliatela Academic Center via courtyard.

Tagliatela Academic Center (T.A.C.)
Academic building which includes science classrooms/labs, Management Informations suite, and video editing studio.

Aquinas Hall
Main academic building. Also home to several administrative offices, seminar rooms, faculty offices, Bree Common, and Starbucks Cafe.

Mohun Hall
Nestled in the prestigious Mohun Hall, Admissions is the central hub for prospective students.

700 Prospect Street, New Haven, CT 06511

COMMONLY REQUESTED PHONE NUMBERS

Admissions (800) 578-9160 or (203) 773-8501

Athletics (203) 773-8596

Business Office (203) 773-8504 or (203) 773-8532

Career Services (203) 773-6989

Falcon Campus Store (203) 672-5325

Financial Aid (203) 773-8508

Health Services (203) 773-8149

ITS Help Desk (203) 773-0205

Library (203) 773-8511

Mailroom (203) 773-8550

Registrar (203) 773-8514

Residential Life (203) 773-8577

Public Safety (203) 773-6923

Student Affairs (203) 672-6691

Keyword Index

A

Anticipated Completion Date.....114
academic calendar..... 7
academic credential translation..... 31
academic programs....24, 25
accommodations for students with disabilities..88
accounting..... 137, 138
accreditation..... 15, 31
add-drop.....98
administration.....317
admission.....29, 29 29, 30, 31, 32, 34, 34, 34, 35, 39
admission notification.... 33, 34
admission requirements... 29
advising.....88
amnesty.....108
apply.....29, 29 29, 30, 34, 34, 34, 35
art therapy concentration..... 170
arts and humanities collaborative..... 84
attendance.....99

B

B.S..... 161
biology chemistry mathematics.....130
board of trustees..... 314
buildings..... 21
business.....135
business management... 139, 140

C

Contact Us.....56
campus.....20, 21 22
career and professional development..... 69, 69 69, 70, 70, 70, 70, 71
career counseling.....69
career workshops.....70
child development concentration..... 170
cis..... 145, 147
commencement.....118
communications.....143
community.....14
community standards.....64
complaint resolution..... 17
computer information systems..... 145, 147
computer labs..... 89
concentrations.....82
core courses.....77
counseling and mental health..... 170
course audit..... 38
course recording..... 95
course retake.....105
course substitutions..... 96
credit.....94
credits..... 91, 92
criminal justice..... 134, 147 149, 151
ctle..... 87
curriculum..... 72, 72
cybersecurity.....151

D

dean's list..... 109
degree audit..... 114
degree conferral.....115
degree requirements...80, 81 82, 82
diplomas..... 117
directory information notice..... 128
disclosure.....60
discontinued programs.....96
discounts.....62
dominican ministries..... 14

E

English and Communications.....130
emergency alert system... 24
employment opportunities.....70
english language requirements..... 31

F

F-1 visa.....32
faculty.....320
federal student aid ombudsman.....60
finance..... 153, 154
financial aid.....40, 40 41, 41, 41, 42, 42, 43, 43, 44, 44, 47, 50, 56, 56, 57, 59, 60, 60, 60
full-time status.....92

G

general..... 170
general sociology.....179
general studies..... 155
goals.....11
gpa..... 102
grade appeals..... 104

grade reports.....103
grading.....100
graduation with honors..114
grants..... 42

H

health services..... 65
healthcare management 155, 157
history.....11, 133
honor societies.....109
human services..... 157
humanities.....159

I

I-20..... 32
immigration status..... 32
incompletes.....98
insight program.....72
institutional review board 89
intellectual honesty.....12
interdisciplinary programs..... 132
international students. 30, 64
internships.....71

L

leadership.....135
liberal arts.....77
liberal studies.....160
library and information technology services..... 89
loans.....43
location..... 15

M

majors..... 82
management Minor.....165
meister eckhart center.....14
memberships.....18
military..... 57
mission..... 10, 10 14

N

nursing.....132, 161

O

Other Fees..... 61

P

Pre-Law Minor..... 167
Project Management Minor..... 170
parking.....22
pass/fail.....103
philosophy..... 166
philosophy and religion 131, 167
plagiarism..... 13
political science..... 133
preferred name.....93
president's list..... 109
presidents.....12
prevention of Power Based violence.....67
project management.....168
psychology.....134, 170
psychology minor..... 178
public health..... 175
public safety..... 23

R

readmission.....39
readmission after dismissal..... 109
reapplication..... 30
refunds.....60, 63
registration.....98
religion.....166
residency requirements....95
right to appeal.....108

S

scholarships..... 40, 40 41, 41, 41, 42
social gerontology..... 179
social science.....178
social work and social welfare..... 179
sociology..... 133, 179
sociology minor.....182
student affairs..... 14, 64 64, 64
student code of conduct... 13
student records.....119
student right-to-know.... 128
student services.....65, 67 67
supply chain management minor.....182

T

tagliatela school.....135
title IV..... 50
tradition of honor.....12
traditional undergraduate courses..... 63
transcripts..... 119
transfer.....34, 35
transfer credits..... 95
tuition..... 61, 61 62, 63, 63
tuition assistance.....57, 59
tutoring..... 87

U

urban studies.....179

V

verification of enrollment or degrees.....119
veterans.....67
veterans benefits.....56

veterans scholarships.....57

W

waivers.....96
weather..... 24
withdraw.....99
withdrawal.....111, 112
work-study.....43
writing program.....80

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