

Albertus Magnus College

DIVISION OF PROFESSIONAL AND GRADUATE STUDIES



2014–2015 COURSE CATALOGUE

Graduate Programs

A Catholic College in the Dominican Tradition

ALBERTUS MAGNUS COLLEGE



Graduate Programs Catalogue Division of Professional and Graduate Studies 2014–2015

Main Campus

700 Prospect Street
New Haven, Connecticut 06511

East Hartford Learning Center

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East Hartford, CT 06108

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www.albertus.edu

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

ALBERTUS MAGNUS COLLEGE



Graduate Programs

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

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

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

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Accelerated Degree Program Calendar 2014–2015

FALL 2014 MOD 1

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

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

FALL 2014 MOD 2

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

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

SPRING 2015 MOD 3

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

Inter Mod Recess **March 8–March 15**

SPRING 2015 MOD 4

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

Inter Mod Recess **May 10–May 25**

SUMMER 2015 MOD 5

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

SUMMER 2015 SIX-WEEK ONLINE

Monday/Wednesday	June 8 (M)–July 15 (W)
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Semester Calendar 2014–2015

FALL 2014

Sun–Tues	Aug 24–26	Orientation, Admit Cards Distributed
Wed	Aug 27	Classes Begin
Mon	Sept 1	Labor Day—College Closed
Fri	Sept 5	Last Day to Enter Classes
Mon	Oct 13	Columbus Day—No Classes
Tues	Oct 14	Midterm Grades Due
Thurs–Sun	Nov 27–30	Thanksgiving Break—No Classes
Sat	Dec 6	Reading Day
Mon	Dec 8	Last Day of Classes
Tues	Dec 9	Final Exams Begin
Mon	Dec 15	Final Exams End

12/16/2014– 01/12/2015 Christmas Recess

SPRING 2015

Tues	Jan 13	Orientation, Admit Cards Distributed
Wed	Jan 14	Classes Begin
Mon	Jan 19	Martin Luther King Day—College Closed
Fri	Jan 23	Last Day to Enter Classes
Mon	Feb 16	Presidents' Day—College Closed
Sat–Mon	Mar 7–15	Spring Break
Mon	Mar 9	Midterm Grades Due
Thurs–Sun	Apr 2–5	Easter Break
Fri	Apr 3	Good Friday—College Closed
Mon	Apr 6	Classes Resume
Sat	May 2	Reading Day
Mon	May 4	Last Day of Classes
Tues	May 5	Final Exams Begin
Mon	May 11	Final Exams End
Sun	May 17	Commencement

The College

Statement of Mission of Albertus Magnus College

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

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

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

Goals

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

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

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

History

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

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

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

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

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

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

The Presidents of Albertus Magnus College

Sister Dolorita Carton, O.P. 1925–1929

Sister Isabel Oger, O.P. 1929–1935

Sister Anacletus Oger, O.P. 1935–1938

Sister Isabel Oger, O.P. 1938–1941

Sister Uriel Conlon, O.P. 1941–1944

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

Sister Irmina Longstreth, O.P. 1947–1949

Sister Coralita Cullinan, O.P. 1949–1953

Sister Lucia Deku, O.P. 1953–1956

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

Dr. Francis Horn 1971–1974

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

Dr. Julia M. McNamara 1982–Present

The Albertus Community

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

The Division of Professional and Graduate Studies provides undergraduate and graduate degrees for adults who are balancing higher education with work and family responsibilities. Master's degrees are offered through the Accelerated Degree Program, the New Dimensions Program, and in traditional semester-based schedules.

The Accelerated Degree Program

Adult learners may enroll full-time or part-time in the Accelerated Degree Program, which offers a wide array of liberal arts and professional degrees on our main campus in New Haven. Students consult with their department chair or program director in selecting courses and planning an individualized program of study. Full-time students who take two courses per eight-week session are able to earn 30 credits in approximately one calendar year.

Graduate degrees delivered in the Accelerated Degree Program include: Master of Science in Accounting; Master of Business Administration; Master of Science in Education; Master of Science in Human Services; Master of Arts in Leadership; Master of Arts in Liberal Studies; and Master of Science in Management and Organizational Leadership; and the Post-graduate Certificate in Addiction Counseling.

The New Dimensions Program

The New Dimensions Program schedules six-week and eight-week graduate courses in a continuous sequence. Full-time students advance through a pre-planned program of study. By taking just one course at a time during evenings, Saturdays and online, students are able to earn 30 credits in approximately one calendar year.

The New Dimensions Program offers the Master of Business Administration (M.B.A.) and the Master of Science in Management and Organizational Leadership (M.S.M.O.L.), at our main campus in New Haven and at our East Hartford Learning Center. The accelerated online M.B.A. is also available.

Semester-Based Programs

Graduate programs that are delivered in traditional fall and spring semesters include the Master of Arts in Art Therapy (M.A.A.T.) and the Master of Fine Arts in Writing (M.F.A.). Both programs are held our main campus in New Haven. The M.A.A.T. program offers daytime and evening classes on a traditional fall and spring semester basis, plus an eight-week summer session. The Master of Fine Arts in Writing offers online classes with additional on-ground Saturday sessions that are held three times per semester. In addition, the Post-Graduate Certificate in Advanced Alternative Preparation (AAP) for Literacy Specialist (non-credit) is held during an intensive summer term, followed by Saturday classes through the fall and spring semesters.

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.

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

Plagiarism

Plagiarism is a serious offense against academic integrity and intellectual honesty. The appropriation of another's writing or work as one's own, including the use of specific words, phrases, or ideas, is dishonest and constitutes plagiarism. Use of any quotation, paraphrase, or summary from another author must be acknowledged and individually cited. All incidents of plagiarism will result in a penalty and be promptly reported to the Director of Student Services. Penalties for first-time plagiarism are at the discretion of the instructor and may include failure of the assignment or failure of the course. An academic committee designated by the Vice President for Academic Affairs decides upon penalties for any incidents of plagiarism, after the first. If students have any questions about plagiarism, they are strongly encouraged to ask their instructor.

Student Code of Conduct

It is expected that all students will treat each other, their instructors, and administrative staff with courtesy and respect at all times in 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 the general policies of Albertus Magnus College such as the policy on drugs and alcohol, the policy on sexual harassment, and the policy on racism and acts of intolerance. The Division of Professional and Graduate Studies will review each violation of the Code of Conduct on an individual basis. Failure to comply with the Code of Conduct may result in administrative withdrawal from the College.

Accreditation

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

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

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

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the College administration or to:

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

In addition to NEASC accreditation, Albertus Magnus College degree programs have specialized accreditation. The Master of Science in Accounting and the Master of Business Administration are accredited by the International Assembly for Collegiate Business Education (IACBE). The Master of Arts in Art Therapy Program is accredited by the American Art Therapy Association.

Complaint Resolution

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

and on the College website. In addition, complaints against the College may be directed to the regional or specialized accrediting agency or to:

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

Memberships

Albertus Magnus College holds institutional memberships including the following:

Alpha Sigma Lambda Honor Society
 American Alumni Association
 American Art Therapy Association
 American Association of College Admissions Counselors
 American Association of Collegiate Registrars and Admissions Officers
 American Council on Education
 Association of American Colleges and Universities
 Association of Catholic Colleges and Universities
 Association of Liberal Graduate Studies Programs
 College Entrance Examination Board
 Conference of Small Private Colleges
 Connecticut Association for Continuing Education
 Connecticut Conference of Independent Colleges
 Connecticut Distance Learning Consortium
 Connecticut United for Research Excellence
 Consortium of Servicemember Opportunity Colleges
 Council on Undergraduate Research
 Council for Adult and Experiential Learning
 Council for the Advancement and Support of Education
 Council for the Advancement and Support of Education Affiliated
 Student Advancement Programs
 Council of Independent Colleges
 International Assembly for Collegiate Business Education
 National Association of Academic Advisors
 National Association of Foreign Student Advisors
 National Association of Independent Colleges and Universities
 National Catholic Educational Association
 National Collegiate Honors Council
 National Commission on Accrediting
 New England Association for Cooperative Education and Field Experience
 New England Faculty Development Consortium

Northeastern Association of Graduate Schools
 Sigma Delta Pi National Hispanic Honors Society
 Student Veterans of America
 United States Association for Small Business and Entrepreneurship

Student Services and Facilities

Aquinas Hall

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

Mary A. and Louis F. Tagliatela Academic Center

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

Cosgrove, Marcus, Messer Athletic Center

Graduate students are welcome to join the Athletic Center, which offers a swimming pool, basketball and racquetball courts, a fitness center and a dance/yoga studio. Membership is available on an individual or family basis. For further information, please visit <http://athletics.albertus.edu/fitness/Memberships> or call 203.773.8579.

Bookstore

The College Bookstore, located in the Hubert Campus Center, posts evening and weekend hours to accommodate students in the Division of Professional and Graduate Studies. Books also may be purchased on-line from the Bookstore. For more information, www.albertus.edu/student-resources/bookstore or call 203.777.2478

Hubert Campus Center

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

Center for Teaching and Learning Excellence

Located in Rosary Hall, the Center for Teaching and Learning Excellence contains resources to assist students in realizing their full academic potential, including writing and math tutoring. For further information, please visit: <http://www.albertus.edu/academicservices>.

Career Services

Located in Rosary Hall, the Career Services Center supports students in developing realistic and flexible professional goals and in building skills for ongoing career planning. Services include career counseling, résumé consultations, daily updates on Facebook and

Twitter, and a job posting service. Alumni of Albertus Magnus College have lifelong access to Career Services. For further information, please visit: www.albertus.edu/student-resources/career-services/

St. Catherine of Siena Chapel

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

Accommodations for Students with Disabilities

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

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 email, text messaging and phone calls in an emergency situation. The Emergency Alert System may be used to provide instructions in the event of a disaster, health or safety risk, or class cancellations due to inclement weather.

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

eTutoring

Albertus Magnus College provides synchronous and asynchronous eTutoring for writing, math and other fields. Students may meet with a tutor in real time for a one-on-one online tutoring session. They also may submit draft papers to an online tutor and receive feedback within 48 hours. Access to eTutoring is available to all students through the “Services” bar on the MyAlbertus portal. For further information, please visit www.albertus.edu/academicservices/etutoring.

Information Technology Services

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

Library Services

The Library at Rosary Hall is located in the most historic building on the New Haven campus. In this inspiring atmosphere, students, faculty and staff are assisted by a team of

library professionals dedicated to high standards of information literacy. Students are guided to the most appropriate resources for their research needs, whether they be in the traditional print or digital resources such as e-books and online databases. The Library's facilities provide wireless access as well as several computer stations throughout the building. The Library is also the home of the Center for Teaching and Learning Excellence and the Career Services Center. For further information, please visit: <http://www.albertus.edu/student-resources/library/> or call 203-773-8511.

Parking

Student parking is available free of charge at the main campus in New Haven and at the East Hartford Learning Center. Parking is at the vehicle owner's risk.

Public Safety

It is the mission of the Department of Public Safety to provide campus security services which foster a safe and welcoming learning environment conducive to the mission of Albertus Magnus College. The Department of Public Safety provides the following services 24 hours a day, seven days per week:

- Security within all Albertus Magnus buildings and Albertus Magnus grounds surveillance by car and foot patrol
- Walking Companion service—a security officer who accompanies individuals as they walk on the campus grounds
- Response to all requests for assistance. To request assistance, please call 203-507-5204.

Veterans Services

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

Graduate Programs Overview

Master of Science in Accounting

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

Master of Arts in Art Therapy

The Master of Arts in Art Therapy (M.A.A.T.) 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. requires 60 credit hours of coursework in art therapy and psychology, including 725 hours of supervised field experience. The M.A.A.T. is offered on a traditional semester calendar, including fall and spring semesters and a shorter summer term, with courses scheduled during the daytime and the evening. Students may enroll on a fulltime or part-time basis. Fulltime students are able to complete the degree within two and a half years. Admission to the M.A.A.T. Program is selective and competitive.

Master of Business Administration

The Master of Business Administration (M.B.A.) prepares business leaders with highly developed analytical and communication skills, a mastery of vital tools and concepts used in the business environment, and a preparation for ethical leadership in their chosen fields. Whether offered through the Accelerated Degree Program or the New Dimensions Program, the M.B.A. is designed for working professionals who seek to advance their educations while pursuing their career. Classes are held on evenings, Saturdays, or online, and students may attend on a fulltime or part-time basis. The M.B.A. requires a total of 48 credit hours, which may include advanced specializations in Accounting, Human Resources, Leadership, Management, Marketing, or Project Management.

Master of Science in Criminal Justice

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

Master of Science in Education

The Master of Science in Education (M.S. Ed.) strengthens the ability of provisionally certified teachers to promote literacy and academic achievement in culturally and ethnically diverse environments. The program stresses the ability to seek out, understand, and apply insights from current educational research, with the fundamental goal of improving literacy levels of all students. Graduates are prepared to assume leadership roles among their colleagues and within their school districts, particularly in initiatives related to differentiating instruction and improving student literacy levels. The M.S. Ed is offered through the Accelerated Degree Program.

Master of Science in Human Services

The Master of Science in Human Services (M.S.H.S.) prepares graduates for professional positions in psychosocial health and human services in a variety of public and private agencies. Graduates are empowered with advanced skills for serving clients within the context of their communities and environments. The 39-credit degree is offered in the Accelerated Degree Program.

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.

Master of Arts in Leadership

The Master of Arts in Leadership (M.A.L.) integrates concepts from the humanities and social sciences to provide participants with a strong basis for effective leadership in a diverse and pluralistic society. The 33-credit curriculum explores leadership as a relational process that is inclusive of people and diverse points of view, is purposeful and builds commitment towards a shared vision, empowers those involved, and is rooted in ethical reasoning and cultural and self-awareness. Participants develop as visionary leaders who are prepared to strengthen their organizations and communities by creating and nurturing cultures of reciprocal trust, ethical behavior, empowerment of colleagues, and service. The M.A.L. is offered through the Accelerated Degree Program.

Master of Arts in Liberal Studies

The Master of Arts in Liberal Studies (M.A.L.S.) is a 33-credit liberal arts degree for those who seek a broad, interdisciplinary approach to knowledge. M.A.L.S. students explore themes and issues from a global perspective that embraces disparate cultures and disciplines. Science may inform the study of art; Eastern philosophies may shed light on those of the West. By emphasizing comparative analysis and international concerns, the M.A.L.S. serves as an invaluable resource for understanding the emerging shape of this century. The M.A.L.S. is offered in the Accelerated Degree Program. Students may enroll on a fulltime or part-time basis.

Master of Science in Management and Organizational Leadership

The Master of Science in Management and Organizational Leadership (M.S.M.O.L.) supports the advancement of working professionals in corporate, non-profit, and public organizations. Participants gain knowledge and skills for managing organizational change in the context of dynamic technological and global environments. The 36-credit degree is offered through the New Dimensions Program and the Accelerated Degree Program, with eight-week classes held for 2.5 hours per week on campus and an additional weekly class session that is held asynchronously online.

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. Combining the best aspects of face-to-face learning with the power of the Internet, the program provides maximum flexibility for students needing to balance the often conflicting demands of work and family responsibilities with their aspirations as writers.

Admission

Who May Apply

Albertus Magnus College welcomes applications from women and men of all ages, nationalities, and ethnic, racial, and religious backgrounds. Prospective students may apply throughout the calendar year.

How to Apply

Applicants to master degree programs may apply online at www.albertus.edu/graduate-degrees or in person at our main campus in New Haven or our East Hartford Learning Center. Admissions counselors are available to support applicants through the admissions process. To schedule an individual appointment, please call 203-773-8505; 1-800-394-9982; or e-mail adults@albertus.edu.

Applicants to the M.A.A.T. may apply online or contact Abbe Miller at 203-773-8543 or amiller@albertus.edu.

Admission Requirements

Applicants to master's degree programs must submit the following:

- A completed application and a \$50 non-refundable application fee
- Official transcripts from all universities or colleges attended
- For non-native English speakers, proficiency in English as demonstrated by at least three years of successful academic work at a college or university using English as the primary language of instruction and evaluation, or by 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
- Additional admissions requirements for particular degree programs as specified below.

Financial Matters

Tuition and Fees

Costs vary by graduate program; please consult the individual program sections for details.

Refund Policy

Payment of all fees is required at registration. To drop a course, students must come in person to the Division of Professional and Graduate Studies office to fill out an “Add/Drop” form and pay the \$10 fee at the time of dropping the course. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course.

Financial aid recipients may drop classes by paying the Add/Drop fee (this fee is not covered by financial aid). To add classes, students must meet with their financial aid officers in order to determine if they have sufficient aid available to cover the additional cost.

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

Financial aid recipients must meet with their financial aid officers before adding or dropping a course (especially if there will be a change in enrollment). Students will not be allowed to add a traditional, blended, or online course after the second class meeting.

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

Students who are unable to successfully complete a course due to a medical or family emergency must send a letter to the Director of Student Services along with medical documentation to be considered for a refund. The request and all documentation must be submitted no later than 30 days after the course is completed.

Tuition Charges Refund Schedule

For students who withdraw, drop out, are dismissed, or take a leave of absence from the College, a refund schedule will be applied towards institutional charges, exclusive of non-refundable fees. Based on the refund calculations applied, students are responsible for any outstanding charges owed to Albertus Magnus College.

Students who receive financial aid should refer to the Financial Aid Refund Policy below.

Financial Aid

Financial Aid Office

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

How to Apply for Financial Aid

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

- The FAFSA form can be completed online at: www.fafsa.ed.gov
- Students will need to include the Albertus Magnus College school code: 001374
- Students must then also complete the institutional Financial Aid Application. Applications are available on the Albertus Magnus College website, myAlbertus Portal, or by contacting the Financial Aid Office.
- Students may need to complete additional financial aid documents as necessary.

In order to receive financial aid in subsequent years, the FAFSA must be completed annually, at least 6 weeks prior to the start of the module. It is the responsibility of the student to complete this process annually.

Financial Aid Awarding Process

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

To qualify for most forms of financial aid, the student must be matriculated and enrolled for a minimum of 4.5 credits total during Module 1 and 2, or, Module 3 and 4. Please note that for Module 5 student must be enrolled for a minimum of 4.5 credits total. Financial aid is not available for one-week intersession courses.

Types of Financial Aid Available

Federal Direct Unsubsidized Stafford Loan

This is a non-need based federal loan. The borrower is responsible for paying all interest accrued from the time that the loan is disbursed. Students eligibility may vary based on dependency status, COA, and federal annual and aggregate loan limits. For a schedule of maximum loan eligibility, please visit the myAlbertus Portal, or contact the Financial Aid Office. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The interest rate is currently fixed at 5.41% but is subject to change annually on 7/1. This loan may be subject to a loan origination fee.

Federal Perkins Loan

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

Graduate PLUS Loan

Graduate and professional students may apply for this additional federal student loan. Applicants must meet minimum credit requirements and must have exhausted all Federal Stafford Loan eligibility. Loan amounts may not exceed student's COA. The interest rate is currently fixed at 6.41% but is subject to change annually on 7/1. This loan may be subject to a loan origination fee.

Need-Based Employment***Federal Work-Study Program***

Students with financial need may be eligible to participate in the Federal Work-Study Program. This program provides the opportunity for students to be employed on campus. Students work an average of 8 hours each week during the academic year. Students must maintain a 2.0 G.P.A. in order to be eligible. Students are paid at least the federal minimum wage that is in effect at time of employment and payment is made biweekly.

Federal Community Service Work-Study Program

Students with financial need may be eligible to participate in the Federal Work-Study Program. This program provides the opportunity for students to work off-campus at non-profit organizations, primarily to benefit the community. Priority is given to placing students in positions that meet the educational, environmental, and public safety needs of low-income individuals. To participate in this program, students must have their own means of transportation. Students work an average of 8 –10 hours per week during the academic year. Students must maintain a 2.0 G.P.A. in order to be eligible, Students are paid at least the federal minimum wage that is in effect at time of employment, and payment is made biweekly.

Federal Work-Study Waitlist

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

Scholarships

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

Private Loan Options

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

Satisfactory Academic 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. *Qualitative measures* are herein defined as a minimum cumulative grade point average (CGPA) at the end of the student's academic year. *Quantitative measures* are herein defined as the student earning a minimum of 67% of credit hours attempted at the College as well as credits/hours transferred from other colleges, and completion of coursework in designated timeframe. A student's CGPA is calculated using grades earned at the College and only G.P.A.s transferred from other colleges that were earned prior to the beginning of the 2011/2012 academic year.

To be in good academic standing, graduate students must achieve a minimum cumulative grade point average of 3.0 at the end of the academic year.

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

The Financial Aid Office reviews SAP annually at the end of each academic year. Graduate students have seven years from the date of first enrollment to complete all required coursework, regardless of enrollment level.

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

Appeal Process

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

- Loss of Eligibility Due to Unsatisfactory Academic Progress
- Selective Service

How to Apply for an Appeal

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

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

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

Return of Title IV Funds Policy

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

Official Withdrawals

Graduate students who wish to officially withdraw must contact the Director of Student Services and submit a Statement of Withdrawal Form to the Office of the Registrar. The date that the student begins the school's withdrawal process, or notifies the school of an intent to leave the program, is the Date of Determination (DOD). Upon a student's withdrawal, notification is provided to the Financial Aid Office in writing. The last day of attendance is the last day the student attended class based on attendance records and is considered the withdrawal date. The Registrar's Office uses this date to report enrollment status to the National Clearinghouse.

If the student returns to the same program at the same school within 180 days of the withdrawal, the student is considered to be in the same payment period, and the student's eligibility for Title IV aid should be the same as if the student had not left. For a

student who withdraws and returns within 180 days, a school may extend the original loan period and schedule new disbursement dates for second or subsequent disbursements.

Unofficial Withdrawals

In unforeseen circumstances, when official notification is not received from the student, the DOD will be the date that the institution becomes aware the student has ceased attendance. For students who withdraw without written notification, the DOD is no later than 30 days after the end of the payment period or the end of the academic year, whichever comes first. When a student fails to return from a scheduled break or LOA, the DOD will be the date the student was expected to return. The last date of attendance will be determined from attendance records as the last day the student was present; an excused absence is not an acceptable last date of attendance.

Leave of Absence

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

F Grades

If a student receives unearned F grades in all courses that he/she was enrolled in during the term, an R2T4 calculation is required. An R2T4 calculation is not required if a student successfully completed any of the registered courses in the term, earned an F grade during the specified term, or gave written intent to return within 45 days of the end of the term in a modular program. The intent must be provided after the date of withdrawal.

Title IV Aid Disbursed

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

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

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

Future Attendance: Programs Offered in Cohorts/Modules

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

Timeframe

Returns

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

Post-Withdrawal Disbursements

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

Repayment of Student Loan Funds

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

Perkins Overpayments

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

Grant Overpayments

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

Institutional Charges

Institutional charges used in the R2T4 calculation are charges that were assessed during the payment period from which the student withdrew; these charges are generally paid directly to the College. In the event of a rate change, charges will be adjusted to reflect the change as of the date the Financial Aid Office was notified. The following is a list of applicable charges included in a return calculation: Tuition, Fees (Information Technology Fee, Activity Fee, and Registration Fee), and Book Vouchers.

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

Institutional Refund Policy

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

Tuition Charges Refund Schedule:

Accelerated Degree Program Schedule (Eight Week Sessions)	Accelerated Degree Program Schedule (Session-Long Masters Programs MAAT and MFA)
100% refund – Prior to the second class meeting	100% refund – Prior to the first class meeting
50% refund – Prior to the third class meeting	60% refund – Prior to the third class meeting
0% refund – After the third class meeting	50% refund – Prior to the fourth class meeting
	0% refund – After the third class meeting

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

Student Veterans

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

Student Financial Aid Ombudsman

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

Disclosure

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

Academic Policies

Registration

Graduate students may register for courses online or in person, with approval of their department chair or faculty advisor. Students who do not have financial arrangements in place will be considered pre-registered until they have paid their tuition and fees, provided a direct bill contract with their employer, or had their financial aid certified. Students must have their financial arrangements in place no later than two weeks prior to the start of the module or semester, or their pre-registration will be voided.

For continuing students, a late fee of \$20 will be charged on all registrations that are received one week or less prior to the beginning of the module or semester. The late fee will not apply to the first-time registrations of new students.

Transfer Credits

Albertus Magnus College will accept a limited number of graduate credits in transfer from regionally accredited colleges and universities. Students must request transfer credits prior to starting their Albertus graduate degree, and they must submit official transcripts to the registrar documenting that the transfer credits were completed with a minimum grade of 3.0 within five years prior to entrance into the Albertus graduate degree.

Course Loads

Students in master's degrees offered through the Accelerated Degree Program ordinarily may enroll for no more than 6 credits per module. Students in the New Dimensions Program ordinarily may enroll for no more than one 3-credit course at a time. Students in the Master of Arts in Art Therapy Program may register for no more than 13 credits per semester, subject to advisor approval. Students in the Master of Fine Arts in Writing may register for no more than 9 credits per semester, subject to advisor approval.

Late Fee

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

Add/Drop a Course

By paying the \$10 fee and filling out the "Add/Drop" form, students may choose to add or drop a course after they have registered. Students wishing to add a course may do so before the second class meeting with approval of their advisor, providing that the tuition is paid in full.

Students wishing to drop a course may do so before the third class meeting and not have the course appear on their transcript. Students who drop a course are eligible to receive a tuition refund, provided that the course is officially dropped during the time-frame specified by the tuition refund policy above.

Attendance Policy

Albertus Magnus College has attendance policies that support the academic success of its students and the integrity of its programs. All graduate degrees require class attendance. Particular policies apply to those degrees offered through the Accelerated Degree Program and the New Dimensions Program. Expectations related to attendance and class participation are further specified by faculty on the syllabus for each course.

Accelerated Degree Program

- Courses in the Accelerated Degree Program are treated as having two sessions per week. Class attendance is taken twice per week, regardless of whether the course is taught on ground, in a blended format, or online.
- Students who are absent for the first four sessions of a course and have not officially withdrawn are administratively withdrawn from that course. Students who are administratively withdrawn pay a \$250 Administrative Withdrawal Fee when they next register for courses.
- Students who are absent for two consecutive sessions after having attended a course are sent email notifications recommending that they officially withdraw from the course. If students are absent for four consecutive sections and never return to class, they are administratively withdrawn.
- Students may withdraw from courses during the first six weeks of a session. They may not withdraw thereafter.
- Instructors monitor attendance and may reduce a grade or issue a failing grade based upon a student's attendance and participation in the course.

New Dimensions Program

Class participation is an integral part of the New Dimensions educational experience and class attendance is therefore mandatory. Attendance in on-campus and online class sessions is recorded and maintained for administrative, grading, and financial aid purposes. Students are expected to arrive to class on time.

The faculty supplemental syllabus for each course explains how absenteeism and tardiness will affect students' grades in the course. Ordinarily, students who expect to miss two or more class sessions should arrange for a temporary leave of absence as detailed below. Students who miss two or more class sessions without contacting their academic advisor may be administratively withdrawn from the program.

Administrative Withdrawal Policy

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

New Dimensions Program students may be administratively withdrawn for missing more than two classes in a given course. Reentry into the program is reviewed on a case-by-case basis.

Withdrawal from a Course

Students in the Accelerated Degree Program may withdraw from a course during the withdrawal period. During an eight-week course, the withdrawal period begins the second week of the module and ends on the Friday of the sixth week. During a semester-long course, the withdrawal period begins during the third week of the class and ends two weeks prior to the last day of class.

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

Grading System

Coursework in the graduate programs at Albertus Magnus College will be evaluated as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), F (0)

Students receiving a final grade below a C (2.0) in any course will be required to repeat that course.

Transcripts

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

Good Standing

Students are in good standing who maintain at least a 3.0 cumulative grade point average and receive no more than two course grades of 2.0 or lower. Students whose cumulative grade point average falls below 3.0 or who earn three or more course grades of 2.0 or below will be dismissed from the program.

The continued candidacy of a student who is not in good standing will come under review by the department chair or program director. Students must be in good standing to register for the final capstone course.

Incompletes

Students who have failed to fulfill course requirements because of serious illness or other extraordinary cause may petition the instructor to grant an Incomplete for the course. The “Request for Incomplete Grade” form must be approved by the instructor and submitted to the Office of the Registrar by the last Friday before the final week of class. Students must be doing passing work in the course at the time they request an incomplete.

Students must clear an Incomplete by the end of the first month of the following module or semester of enrollment, depending on the specific program schedule; otherwise, the Incomplete becomes an F and is indicated on the transcript as (I)F. If the student clears the Incomplete satisfactorily, the transcript records the Incomplete (I) followed by the grade received. In either case, the Incomplete becomes a permanent part of the student’s record.

Academic Review Policy

Students who have been academically dismissed have the right to appeal the dismissal in writing to the department chair or program director. If the appeal is granted, then the student is placed on academic review for one term. At the conclusion of the term, the student must have achieved a minimum cumulative grade point average of 3.0 average to remain in the program.

Grade Reports

Final course grades are posted on the MyAlbertus portal at the end of each module or semester.

Grade Appeals

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

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

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

The grade appeal process must be initiated within 15 days of the first day of classes in the module, semester or New Dimensions class immediately following the assignment of the grade and must be completed by the end of the module, semester or New Dimensions class.

Academic Integrity in Graduate Programs

In accordance with the Tradition of Honor, students are expected to understand and conform to College expectations for honesty and integrity in academic work and to understand what constitutes plagiarism.

Faculty allegations of academic dishonesty by a student will proceed as follows:

1. The parties involved will first attempt to reach a solution on their own, and the resolution will be recorded in an Intellectual Honesty Form filed with the Vice President of Academic Affairs.
2. If the parties cannot reach a solution, then the faculty member will file a written Intellectual Honesty Form with the Vice President of Academic Affairs. This form will specify the complaint, provide the basis for a proposed sanction, and be reviewed by the department chair or program director.
3. The Vice President of Academic Affairs will review all relevant information, confer with the faculty member and department chair or program director, and make a final recommendation to the faculty member within ten business days of the formal receipt of the written complaint.
4. The student will be informed of the result of the process within five business days after the Vice President for Academic Affairs has made the final recommendation.
5. Sanctions for academic dishonesty are ordinarily as follows:
 - a. First offense: determined according to the process described above.
 - b. Second offense: dismissal from the graduate program and the College.

Leave of Absence

Students may apply for a leave of absence by contacting their department chair the Director of Student Services at least ten days prior to the start date of the leave. In addition, students who receive financial aid should confer with the Financial Aid Office to learn whether their leave of absence will lead to a change in their financial aid or result in an outstanding balance on their account.

Students who return to a graduate program after five years or more must follow the curriculum of the current catalogue. Students who return in fewer than five years may choose to follow either the curriculum that was in place when they first entered the degree or the current curriculum. Students should consult with their department chair or program director in selecting the curricular requirements that best meet their needs.

Withdrawal from a Program

Students who withdraw from a program must provide written notification to the department chair or program director. Students failing to enroll for four consecutive modules or two consecutive semesters will be administratively withdrawn from the program.

Readmission to the College

Students who withdraw from the College of their own volition may apply for readmission through the specific graduate program.

Degree Completion

In order to qualify for graduation, students must complete all master's degree requirements within seven years from the time that they began the graduate degree. For specific graduation requirements, please refer to the relevant degree below.

Commencement

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

Although the Commencement ceremony is held annually in May, degrees are also conferred in August and December. In order to graduate, students must have met all financial obligations to the College.

Transcripts

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

Student Records

NOTIFICATION of RIGHTS under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they would like changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an

attorney, auditor, or collection agent); the National Student Loan Clearinghouse; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

Directory Information Notice

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

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

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

Student Right-To-Know

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

Master of Science in Accounting (M.S.A.)

The Master of Science in Accounting is a graduate professional degree designed to provide students with a strong knowledge of accounting principles and to prepare them for a variety of careers in the accounting field. The MSA is a 30-credit program and provides students with the 150 credit hours required by most states for C.P.A. certification.

Objectives

M.S.A. graduates will:

- Demonstrate advanced critical thinking and communication skills
- Demonstrate advanced understanding of accounting concepts
- Be able to apply accounting principles and theory to real world situations
- Demonstrate the capacity for informed moral decision making in the accounting field
- Complete the credit hours and content areas required to meet the educational requirements for CPA certification
- Demonstrate preparedness to pursue a career in the accounting field.

Accelerated Degree Program

M.S.A. classes are offered in an accelerated degree format, which consists of five eight-week modules during the calendar year. Students have the flexibility of enrolling full-time or part-time and may choose between blended (on-ground and online) or online options on a course-by-course basis.

Accreditation

The M. S. A. is accredited by the State of Connecticut Board of Higher Education and the International Assembly for Collegiate Business Education.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Bachelor's degree from a regionally accredited college or university with a minimum cumulative G.P.A. of 3.0 on a 4.0 system*
- Official transcripts from all universities or colleges attended
- For non-native English speakers, minimum TOEFL score of 575 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- 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

- Completion of at least 24 undergraduate credits in accounting and 22 undergraduate credits in business
- Two letters of recommendation from former professors or professional associates
- A written essay of 500–600 words, double-spaced, detailing the applicant’s professional interests, reasons for applying to the program, and educational expectations.

* Students who do not meet the above G.P.A. requirement may be admitted to the program on a provisional basis. Students may be required to complete prerequisite courses or to earn a 3.0 cumulative grade point average before being fully admitted to the program.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying M.S.A. program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

Tuition and Fees

Tuition and Fees for the 2014–2015 Academic Year

Tuition per 3 credit course	\$ 2,406.00
Tutorial Surcharge	\$ 500.00 (for student requested tutorial)
Change of Course fee	\$ 10.00 (ADD/DROP)
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late Registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

Academic Advisement

Academic advisement in the program is accomplished by appointment with the program director, who assists individual students with course planning, registration, and regular academic reviews.

Course Load

Students in the M.S.A. program may register for no more than 6 credits per mod.

Registration

Students are notified of the dates for registration and provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$10 registration fee payable at the time of registration. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period.

Graduation Requirements

- Completion of all required coursework.
- Minimum cumulative grade point average of 3.0 on a 4.0 system. Students receiving a final grade of C– or lower in any course will be required to repeat that course.
- Completion of all requirements within seven years of matriculation.
- Payment of all tuition and fees.
- MB 661: Accounting Research Project must be taken in the last mod of enrollment. All program requirements must be completed satisfactorily before registration for this course will be accepted.

Graduation with Honors

M.S.A. students may be eligible to graduate with honors who:

- Have a minimum cumulative grade point average of 3.90.
- Have received a grade of A in MB 661: Accounting Research Project.

Program of Study

MB 516	Organizational Behavior	3 credits
MB 634	Survey of Operations Management	3 credits
	OR	
MB 643	Principles of Project Management	
MB 638	Financial Statement Analysis	3 credits
MB 651	Governmental and Nonprofit Accounting	3 credits
MB 653	Accounting Information Systems	3 credits
MB 655	Ethics for Accounting Professionals	3 credits
MB 657	Fraud Investigation	3 credits
MB 658	Taxation of Business Entities	3 credits
MB 659	Global Financial Reporting	3 credits
MB 661	Accounting Research Project	3 credits

TOTAL CREDITS 30

COURSE DESCRIPTIONS

MB 516 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*

MB 634 Survey of Operations Management

This course addresses the issues of plan implementation and the management of operations in a variety of organizations. The course will focus on diverse activities; such as determining the size and type of production process, purchasing, planning and scheduling the flow of materials, and the nature and content of inventories. Emphasis will be placed on the strategic and tactical skills needed to manage effectively and to assure product quality. *3 credits*

MB 638 Financial Statement Analysis

This course will provide students with an understanding of how firms communicate through financial statements. Students will prepare financial statements and examine a variety of analysis methods. The concept of durable competitive advantage will be explored and applied to real world corporations. Students will examine the use of financial statement analysis as an integral part of the overall analysis of firms. Case studies will be utilized to demonstrate the practical application of financial statement preparation and analysis. *3 credits*

MB 643 Principles of Project Management

This course covers organizational issues, the project lifecycle, project management process groups (initiating, planning, executing, controlling, closing), knowledge areas (integration, cost, quality, scope, time, risk, communications, resource management, procurement), the role of the project manager, and the importance of documentation management. *3 credits*

MB 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*

MB 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*

MB 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*

MB 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*

MB 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*

MB 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*

MB 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*

FACULTY

(* denotes full-time faculty)

Claude Chereau, B.A., Otterbein College; M.B.A., Pace University; D.P.S., Pace University.

Sokchan Choun, B.S. Quinnipiac University; M.B.A., Quinnipiac University.

* **Nancy C. Fallon**, B.A., Albertus Magnus College; M.B.A., University of New Haven; Ph.D., Capella University.

* **Howard Fero**, B.A., Hofstra University; M.S., Baruch College; Ph.D. Claremont Graduate University.

* **James Patsalides**, B.S., Canterbury Christ Church University; M.A., Sacred Heart University; M.S. Rensselaer Polytechnic Institute.

* **Brigid A. Schaffer**, B.S., Fredonia State University of New York; M.B.A., St. John's University; D.B.A., University of Phoenix.

Master of Arts in Art Therapy (M.A.A.T.)

The Art Therapy Profession

Art therapy is a human service profession that blends the disciplines of art and psychology in therapy. Art therapy emerged during the early 1950s and has since become an established profession. Facilitated by the art therapist, clients use art media and the creative process to explore their inner feelings, reconcile emotional conflicts, foster self-awareness, reduce anxiety, promote personal development, enhance self-esteem, and increase coping and problem-solving skills. Client and therapist work collaboratively to explore the process and content of the client's art experience. Art created in sessions allows expression that is unique to the client's personal symbolic imagery in a way that often cannot be conveyed in words alone. Communication with and through art as a universal language also allows the therapeutic process to explore multiple levels of connection between one's self and others.

Art Therapy Services

Art therapy services are provided in psychiatric facilities, a variety of medical settings, community centers, shelters, veterans' hospitals, residential and out-patient treatment facilities, as well as in private practice. It is a modality that is adaptable with diverse client populations. Art therapy is provided to individuals, couples, families, and groups for short-term or crisis intervention, long-term treatment, or on an exploratory basis. A master's degree in art therapy with specified course content and supervised field experience is considered necessary for employment in the profession. Standards for the education and training of art therapists are set by the American Art Therapy Association (AATA). The designation of registered art therapist (ATR) and board certification (BC) are regulated by the Art Therapy Credentials Board (ATCB).

The Program Mission

The Master of Arts in Art Therapy is committed to providing a high quality educational experience. We promote professional growth within a cohesive and passionate community of students who are able to be sensitive to an ethical, reflective and socially aware practice of art therapy. The hallmark of the program is the intensive, rigorous and rewarding student-centered preparation that fosters reflective thinking, respect for diversity of the human experience, recognition of the value of creative exploration blended with sound psychological theory and scientific research, as well as resiliency through compassion.

Program Overview

The Master of Arts in Art Therapy degree was established at Albertus Magnus College in 1997. It is a 60-credit master's program designed to meet or exceed educational standards set by the American Art Therapy Association (AATA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The plan of study for full-time students has been designed such that students can complete the program in eight semesters, plus the time it takes to complete a formal written thesis. Students graduate with a master's degree that allows them to be licensure-eligible for the LPC in the State of Connecticut.

Admission Requirements

- A bachelor's degree from a regionally accredited college or university.
- A minimum cumulative grade point average of 2.8 on a 4.0 system.
- A minimum of 18 credits in Studio Art. Credits must include courses in Drawing, Painting, and Ceramic, with a minimum cumulative grade point average of 2.8.
- A minimum of 15 credits in Psychology. Credits must include Developmental Psychology, Abnormal Psychology, and a course in Statistics for the Social Sciences, with a minimum cumulative grade point average of 2.8.
- For non-native English-speakers, proficiency in English as demonstrated by at least three years of successful academic work at a college or university using English as the primary language of instruction and evaluation, or by a minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based.

Students who lack some of the above requirements may be admitted to the Program on a conditional basis. Students will not be permitted to take graduate courses without having successfully completed a minimum of 12 undergraduate credits in Psychology and 15 undergraduate credits in Studio Art. Outstanding prerequisites must be completed within the first year of the program.

Admission to the M.A.A.T. is selective and competitive, and not every applicant who meets the above criteria may be accepted. The Art Therapy Admissions Committee will make admission decisions after reviewing all application materials and conducting a personal interview with the applicant.

Application Process

The following must be submitted in order to have an application for admission evaluated:

- A completed application and a \$50 non-refundable application fee
- Official transcripts from all universities or colleges attended
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- 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
- Two letters of recommendation; one from a clinical supervisor, and a second from either a former professor or a professional supervisor.
- A personal essay of at least two pages (typed in 12 point font) indicating one's reasons for applying to the program.

- A portfolio of original artwork demonstrating competence with a variety of art media including examples of drawing, painting and three-dimensional works. A minimum of 10 images must be submitted. The portfolio may consist of photographs, or be formatted on a disk or hard drive. Please note that the portfolio materials will not be returned; do not send your only copies.

All application materials should be sent to:

The Master of Arts in Art Therapy (MAAT) Admission Committee
 Albertus Magnus College
 700 Prospect Street
 New Haven, CT 06511-1189

Notification of Admission

Albertus Magnus College utilizes a “rolling admission” system; therefore, students may apply throughout the year. New students typically begin in late August or mid-January. An application is reviewed when all relevant materials have arrived. If the applicant is invited for an interview, decisions by the Admissions Committee are made within one month post-interview.

Transfer Credits

The M.A.A.T. program will accept a maximum of 12 graduate credits in transfer from a regionally accredited college or university toward satisfying degree requirements. Such credits must be in keeping with the degree requirements of the Albertus Magnus College Master of Arts in Art Therapy Program and must have been completed with a grade of 3.0 or better. Transfer credits will be considered on an individual basis. Students requesting the transfer of credits must do so in writing to the program director. The request to transfer credits must be sent to the program director no later than one year prior to the student’s final semester in the program.

Tuition and Fees

Tuition and Fees for the 2014–2015 Academic Year

Tuition:	\$ 626 per credit
Fee for auditing a course:	\$ 939 per course
Administrative Fees	
Application fee:	\$ 50
Program deposit fee:	\$ 100 (applied to tuition)
Registration fee:	\$ 25 per semester
Late Registration fee:	\$ 20 per semester
Studio Art fee:	\$ 50
Information Technology fee:	\$ 35 per session
Graduation fee:	\$ 150

Thesis Continuation fee:	\$ 300 per registration period until completion of thesis
Maintenance of Matriculation fee:	\$ 50 per semester
Thesis Binding fee	\$ 35

Fees and rates are subject to change

Refund Policy

A student who officially withdraws from the Program or from a course within three weeks of the first day of class is entitled to a proportional refund of tuition. Fees are not refundable. The schedule of tuition refunds is as follows:

- Prior to the first class meeting: 100%
- Withdrawal within first two weeks (before 3rd class): 80%
- Refund Withdrawal within third week of class (before 4th class): 50%
- Refund Withdrawal after fourth class: No Refund

Academic Advisement

A faculty advisor is assigned to each student to assist in the planning of the student's individual course of study. The advisor assists the student in selecting courses during the registration time period for each semester. Together, the faculty advisor and student regularly review student progress in consultation with program faculty and administration, culminating in a written Professional Performance Review (PPR) that is placed in the student's file after review. The academic advisor is available to meet with the student by appointment throughout the semester.

Registration

Registration dates are determined each semester for the following semester. Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to register with their academic advisor during the registration period. There is a \$25 registration fee payable at the time of registration as well as a \$35 IT fee. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period. New students are advised of the registration procedure in their acceptance letter.

Course Load

Students may take no more than 13 graduate credits per semester, and no fewer than two courses (5–6 credits) per semester, unless approved by a faculty advisor and the program director.

Withdrawal from a Course

Students who withdraw from a course after the sixth week of a fall or spring semester will have a Withdraw Pass (WP) or Withdraw Fail (WF) recorded on their transcript. No credits will be awarded for a WP. Students are responsible for securing appropriate signatures for all paperwork involved in the withdrawal from a course.

Incompletes

Students who have performed satisfactorily but who are unable to complete required assignments before final grades are due must apply through the Registrar's Office, with the approval of the course instructor and academic advisor, for an Incomplete grade.

Application for an Incomplete grade must be finalized prior to the last class meeting. The student must make arrangements with the instructor to complete all course work within four weeks of the start of the next semester. Any Incomplete grades not satisfied by that time will automatically become a grade of Fail.

Grade Reports

Grades are posted on the College portal at the end of each semester.

Good Standing

Students who maintain a cumulative grade point average of at least 3.0 and students who receive fewer than three course grades of 2.0 are considered in good standing. The continued candidacy of a student who is not in good standing will come under review. Students must be in good standing to register for Internship AT 580.

Students have a yearly Professional Performance Review (PPR) that assesses areas of strength and areas that need improvement. Students must address the areas of “need for improvement” in order to remain in good standing. Student and faculty agree upon documented Plan of Action for areas of substantial need for improvement.

As a clinical training program, the M.A.A.T. requires that students demonstrate their readiness for clinical practice through the Fieldwork and Internship components of the program. Students must receive a grade of 3.0 or better in AT 502—Fieldwork in Art Therapy and AT 580—Internship. A grade of 2.7 or below in these courses will result in the student being required to complete additional credits of Fieldwork or Internship.

Academic Review Policy

The continued candidacy of a student not in good standing will come under review. The review, conducted by the M.A.A.T. Program Committee, may result in, but is not limited to:

- Repeating a course
- Academic remediation
- Academic counseling.

Students not meeting the minimum professional standards required for Fieldwork and Internship may be dismissed from the program.

Temporary Suspension of Enrollment

Students who must temporarily suspend their enrollment in the M.A.A.T. for personal or professional reasons must provide written notification to the program director prior to the beginning of each semester. Temporary suspension of enrollment is subject to a fee of \$50 per semester.

Withdrawal from the Program

Students who decide to withdraw from the program must provide written notification to the program director. Students failing to maintain matriculated status for two consecutive semesters will automatically be withdrawn from the program.

Those students who desire to be reinstated must send a letter to the program director explaining their situation and requesting reinstatement. There is a fee of \$50 charged for the reinstatement process.

Graduation Requirements

In order to qualify for graduation with the M.A.A.T., the student must:

- Complete all credits applied towards the master's degree within seven years from the time of beginning the program
- Complete all required graduate course work (minimum of 60 credits) and supervised clinical experience (minimum 725 hours) with minimum cumulative grade point average of 3.0
- Complete a master's thesis approved by the Thesis Advisory Committee, the program director, and the chair of the Psychology Department
- Receive a program faculty recommendation
- Pay all tuition and fees

Graduation with Honors

M.A.A.T. students may graduate with honors who:

- Have a minimum cumulative grade point average of 3.90
- Receive a grade of A in AT/PY600—Thesis

Program of Study

*Generalized Program of Study and Courses Offered for Full-Time Students**

YEAR ONE

Fall #1	Spring #1	Summer #1
AT500 Foundations	AT507 Group Art Therapy	AT580 Internship
AT504 Techniques	AT502 Fieldwork	PY530 Theories of Counseling
PY533 Psychopathology	PY534 Research Methods	AT505 Child
AT550 Special Topics**		AT 550 Special Topics**
<i>9–10 Credits</i>	<i>9–12 Credits</i>	<i>9–10 Credits</i>

YEAR TWO

Fall #2	Spring #2	Summer #2
AT580 Internship	AT520 Art in Counseling	AT580 Internship
AT503 Professional Practice	AT510 Substance Abuse**	AT513 Adult**
PY532 Personality	AT508 Multicultural	PY535 Career Counseling
AT550 Special Topics**	PY531 Assessment	
ATP600 Thesis***	AT512 Art Therapy Assessment	
<i>9–12 Credits</i>	<i>9–12 Credits</i>	<i>6–9 Credits</i>

YEAR THREE

Fall #3	Spring #3
ATP599–2 Thesis Proposal	ATP600 Thesis***

*All students will have an individualized plan of study. Prerequisites must be met before taking upper level courses. Full-time is generally 9 credits per semester. A minimum of 6 credits per semester is required to stay in the program.

**Students are required to take two electives.

***Once students register for ATP600 Thesis, they must register for ATP600–2 Thesis Continuation each semester until they complete their thesis.

Actual course offerings and schedules may vary from year to year, but all courses required for graduation will be offered within every two-year cycle.

COURSE DESCRIPTIONS**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 will be placed in “the field” in a therapeutic setting under the supervision of a Registered Art Therapist or other licensed professional. Students begin to get an overview of the duties and roles of the art therapist through direct observation, and begin to learn the skills of interacting with clients directly as well as utilizing clinical supervision on site. In addition to a minimum of 100 hours spent on site, students are required to attend and participate in a once weekly on-campus seminar. A minimum of 50 of the total placement hours needs to be in direct clinical contact with individuals, groups, or families; a minimum of 10 supervision hours are also required. Prerequisites for this course are AT 500 and AT 504. *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. *3 credits*

AT 505 Art Therapy with Children

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 & 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 Art Therapy in a Multicultural World

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 509 Art Therapy with Adolescents (elective)

This course surveys the theory and practice of adolescent art therapy in mental health settings and other clinical contexts. Attention will be paid to the developmental tasks of typical adolescence and the effects of trauma and other psychological and social influences on this process. Themes critical to working with the adolescent population will be covered, including the process of client/art therapist engagement; the role and interplay of therapeutic stance, art therapy environment, and responsive art-making in building the therapeutic relationship; the typical phases of treatment in adolescent art therapy; specific adolescent issues and populations; and the importance of self-care in working with this exciting and very challenging population. *3 credits*

AT 510 Art Therapy in Substance Abuse and Chemical Dependency Treatment (elective)

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 Art Therapy Assessment

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 3 standard art therapy assessment tools. Students will also be able to synthesize collected material from evaluations into a cohesive and concise written summary. *1 credit*

AT 513 Art Therapy with Adults/Seniors (elective)

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 (elective)

Art Therapy and the Family is an elective course 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 Art in Counseling and Therapy

An experiential course in which students work independently in the studio, under the guidance of a faculty member, on their own art productions and art processes. Students are required to demonstrate experimentation with and develop knowledge of a variety of art media. Through this personal exploration of media and technique, students will demonstrate an increased awareness of the psychological, cognitive, and emotional responses to their own creative process. Students will develop increased empathy for the client experience and an improved understanding of the role of the counselor/therapist. *3 credits*

AT 550 Special Topics

This elective 1 credit 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. Seven 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 also required. *7 credits*

PH 565 The Origin of Art (elective)

What is art? What are some of its origins and aims? Is art to be understood in terms of the artist, or that which is portrayed, or in terms of some “inspiration?” Does art, or should art, have a social significance? Are we to equate art and beauty? Are the good, the true, and the beautiful synonymous? What is the relation of art and truth? What makes a work of art? How are we to understand and interpret works of art? What sort of a judgment is an aesthetic judgment? Are aesthetic judgments subjective? Can they be justified? In this course, we will reflect upon the ontological and epistemological status of works of art and the nature of artistic judgment in order to gain insight into the unique character of artistic creation, art works, and aesthetic consciousness. *3 credits*

PY 530 Theories of Counseling

A survey of major theories of counseling, including the principal psychodynamic, humanistic, and cognitive-behavioral approaches, that constitute the foundation of all mental health professions. In addition to covering traditional schools of thought, emphasis will be placed on contemporary developments in the area of brief or time-limited treatment and the special difficulties inherent in this change in standard clinical practice. *3 credits*

PY 531 Psychological Assessment

This course will familiarize students with the general theory of testing and with various methods of personality and cognitive assessment. Commonly used clinical measures, clinical interviews, standardized tests, and projective drawing tests receive the most attention. Basic scoring and interpretation of selected tests will be covered. In addition, an overview of psychological assessment practice in other areas will be provided. The course will also cover ethical standards governing the development and use of tests and measures. 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 532 Personality Structure and Dynamics

Exploration of major theories of personality, with emphasis on the psychodynamic approaches most influential among mental health professionals generally and art therapists in particular. The classical psychoanalytic drive/conflict model, the ego analytic defense/adaptation model, relational approaches (e.g., interpersonal and object relations schools), Jungian, humanistic/existential, and cognitive/behavioral approaches will be considered. Students are required to read primary sources and evaluate the influence of those theories on clinical thinking. In addition, there will be a brief review of each theorist's biography in its historical context and how the prevailing intellectual climate of that era shaped the formulation of each theory. *3 credits*

PY 533 Psychopathology

An overview of abnormal psychology, including cognitive-behavioral, psychodynamic, 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 Statistical 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*

ATP 599 Thesis Proposal Seminar

Each student works to formulate a research idea and develop a thesis proposal by the end of the semester. *2 credits*

ATP 600 Thesis

Completion of AT/PY 599 is required before registration for this course. During this course the student will work with thesis advisors, the M.A.A.T. Director, and the Psychology Chairperson while completing an approved thesis proposal, collecting and analyzing data, and completing the final thesis. The thesis must be completed within two years of the date of the thesis proposal approval. *3 credits*

ATP 600–2 Thesis Continuation

For students who have previously registered for AT/PY600, but who have not yet completed their thesis. Once students begin their thesis, they must register for Thesis Continuation each semester until the thesis has been completed.

FACULTY

(* denotes full-time faculty)

Yasmine Awais, B.F.A., New York State College of Ceramics at Alfred University; M.A.A.T., The School of the Art Institute of Chicago; ATR-BC, LCAT.

Annette Bonomo, B.F.A., College of New Rochelle; M.S., College of New Rochelle; ATR-BC.

Jennifer Chase, B.A., Albertus Magnus College; M.S., College of New Rochelle; ATR-BC.

Angel Duncan, B.A., M.A.-M.F.T., A.T.R., Texas Lutheran University; M.A., Counseling Psychology and Art Therapy, Notre Dame de Namur University.

Siobhan Evarts, B.A., College of the Holy Cross, Ph.D., Hofstra University.

***Lisa Furman**, B.F.A., Rhode Island School of Design; M.A.A.T., New York University; M.A., ATR-BC, LCAT.

***Stephen Joy**, B.A., Bowdoin College; M.S. Southern Connecticut State University; Ph.D., University of Connecticut.

David Lefkowitz, B.A., M.A., Alfred University; Ph.D., Kansas University.

***Evie Lindemann**, B.A., University of California at Berkeley; M.A., John F. Kennedy University; M.A.A.T., Albertus Magnus College; ATR-BC, LMFT.

Louise Lumen, B.S., Webster College; M.F.A., Mills College; M.A., The George Washington University; ATR.

Ragaa Mazen, B.A., Ein-Shams University, Cairo; M.S., Ph.D., Yale University; NCC.

***Abbe Miller**, B.A. Wesleyan University; M.S. University of Bridgeport; ATR-BC, LPC.

Rebecca Beers Miller, B.A. Macalester College; MAT, New York University; ATR-BC, LCAT, CCLS.

William More, B.A., Beloit College; M.A., The George Washington University; ATR-BC.

***Sean P. O'Connell**, B.S., M.S., The Catholic University of America; Ph.D., Fordham University.

Robin Rittinger, M.S., Springfield College; ATR, LPC.

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

***Loel Tronsky**, B.A., Dartmouth College; M.S., Ph.D., University of Massachusetts.

Jessica Trzaska, B.A., SUNY at New Paltz; M.A.A.T., Albertus Magnus College; LPC, ATR-BC.

Master of Business Administration (M.B.A.)

The Master of Business Administration (M.B.A.) is a 48-credit accelerated graduate degree designed for the working professional. The M.B.A. provides a strong conceptual foundation for the successful management of business, with emphasis on the skills needed for creating new value for customers and maximizing competitiveness in increasingly dynamic and global environment. The M.B.A. provides the opportunity to profit from practical work-related experiences through collaborative learning and student interaction.

During the final eight courses, students prepare a comprehensive Capstone project, which consists of the development of working business plan for an entrepreneurial endeavor or business consulting activity.

Objectives

Students who successfully complete the M.B.A. should be able to demonstrate:

- Advanced critical thinking and communication skills
- Advanced understanding of concepts in the functional areas of business
- An ability to apply formal concepts to real world situations
- A capacity for informed moral decision making in the business environment.

Accreditation

The M.B.A. is accredited by the State of Connecticut Board of Higher Education and the International Assembly for Collegiate Business Education.

Formats

The M.B.A. is offered through the Accelerated Degree Program and the New Dimensions Program in on-ground and blended courses. The New Dimensions Program also offers a fully-online M.B.A.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Bachelor's degree from a regionally accredited college or university with a minimum cumulative G.P.A. of 2.8 on a 4.0 system*
- Official transcripts from all universities or colleges attended
- For non-native English speakers, 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
- Two letters of recommendation from former professors or professional associates
- A written essay of 500–600 words, double spaced, detailing the applicant's professional interests, reasons for applying to the program, and educational expectations.

* Students who do not meet the above G.P.A. requirement may be admitted on a provisional basis. Provisionally admitted students may be required to complete prerequisite courses or to earn a 3.0 cumulative grade point average in 12 credits before being fully admitted to the program.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university. Such credits must have been completed within five years prior to entrance into the program, must have earned a minimum grade of "B" (3.0) or better, and must satisfy M.B.A. degree requirements. Transfer credits will be evaluated on an individual basis. All requests to transfer credits must be completed prior to starting the program.

Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (24 credits) in the M.B.A. Program. The total of graduate credits and undergraduate waivers transferred into the program is limited to a maximum of 18 credits.

Waivers

Advanced-standing placement is possible for students with undergraduate business degrees. Students may receive a maximum of 12 credits waived based on undergraduate work completed within the last seven years. To receive a waiver, a minimum grade of 3.3 must be earned in the undergraduate courses being considered. Courses waivers are granted by the program director, who will notify the student of these waivers at the time of admission to the program. The program director will complete a "Waiver" form and submit it to the Office of the Registrar. This form will provide reference when an official audit is being conducted before graduation.

* Waivers must be granted upon initial admission to an Albertus graduate program. Students who are already enrolled in another Albertus graduate program will not be eligible for waivers.

Tuition and Fees

Tuition and Fees for the 2014–2015 Academic Year

Tuition per 3 credit course	
Accelerated Degree Program	\$ 2,406.00
New Dimensions Program	\$ 2,587.00
Tutorial Surcharge	\$ 500.00 (student-requested tutorial)
Change of Course fee	\$ 10.00 (ADD/DROP)
Withdrawal fee	\$ 10.00

Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late Registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

Academic Advisement

Academic advisement in the program is accomplished via appointment with the program director, who assists individual students with course planning, registration and regular academic reviews.

Course Load

Accelerated Degree Program students may register for no more than 6 credits per module. New Dimensions students may register for no more than 3 credits at a time.

Graduation Requirements

- Complete all required coursework
- Satisfactorily complete the Business Plan
- Earn a minimum cumulative grade point average of 3.0. Students receiving a final grade of C– or lower in any course will be required to repeat that course
- Complete all requirements within seven years of matriculation
- Pay all tuition and fees

Graduation with Honors

M.B.A. students may qualify to graduate with honors who:

- Have a cumulative grade point average of 3.90 and above.
- Earn a grade of “A” in MB 660 Strategic Management Capstone.

Program of Study, Accelerated Degree Program

MB 512	Ethical Issues in Business
MB 614	Information Systems for Managers (W)
MB 516	Organizational Behavior (W)
MB 521	Managing Human Resources (W)
MB 515	Economic Theory and Application
MB 615	Global Management (W)
MB 520	Accounting Concepts
MB 612	Financial Theory (W)
MB 611	Research Methods for Business
MB 518	Marketing Concepts and Strategies (W)
MB 636	Legal Issues in Business (W)

MB 638	Financial Statement Analysis
MB 660	Strategic Management Capstone *
MB 632	Organizational Development (E)
MB 630	Entrepreneurial Development (E)
MB 634	Operations Management (E)

The above courses are three credits each.

TOTAL CREDITS 48

*MB 660: Strategic Management Capstone must be taken after all core course requirements have been fulfilled.

(W) May be waived with permission of the Program Director. A maximum of 12 credits may be waived.

(E) Elective course. Students may elect 9 credits of concentration or specialization courses. The elective courses listed above are offered in the General Management concentration. Those who select another concentration would substitute the appropriate courses.

Advanced Specializations

In addition to the thirteen core courses (39 credits), students will take three additional courses (9 credits) in an advanced specialization. Students may select an area of specialization from any of the following options: Accounting, General Management, Human Resources, Leadership, Marketing, or Project Management. Courses in each of the concentrations are listed below. Students may have a dual specialization or up to two specializations, if desired.

Program of Study, New Dimensions Program

MB 512M	Ethical Issues in Business	(3)
MB 614M	Information Systems for Managers (W)	(3)
MB 516M	Organizational Behavior (W)	(3)
MB 521M	Managing Human Resources (W)	(3)
MB 515M	Economic Theory and Application	(3)
MB 615M	Global Management (W)	(3)
MB 520M	Accounting Concepts	(3)
MB 612M	Financial Theory (W)	(3)
MB 611M	Research Methods for Business	(3)
MB 518M	Marketing Concepts and Strategies (W)	(3)
MB 636M	Legal Issues in Business (W)	(3)
MB 638M	Financial Statement Analysis	(3)
MB 660M	Strategic Management Capstone	(3)
MB 632M	Organizational Development (E)	(3)
MB 630M	Entrepreneurial Development (E)	(3)
MB 634M	Operations Management (E)	(3)

TOTAL CREDITS 48

(W) May be waived with permission of the Program Director. A maximum of 12 credits may be waived.

(E) Elective course. Students may elect 9 credits of concentration or specialization courses. The elective courses listed above are offered in the General Management concentration. Those who select another concentration substitute the appropriate courses.

Advanced Specializations

In addition to the thirteen core courses (39 credits), students take three additional courses (9 credits) in an advanced specialization. Students may select an advanced specialization in General Management and/or in Accounting, Human Resources, Leadership, Marketing, or Project Management. Students may select up to two specializations. The New Dimensions Program offers specializations as enrollments permit. In consultation with the program director, students may choose to complete their core courses in the New Dimensions Program and then to transfer into the Accelerated Degree Program for their Advanced Specialization courses.

COURSE DESCRIPTIONS

Core Courses*

* Course codes are followed by “M” when are offered in the New Dimensions Program.

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 Economic Theory and Application

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 516 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*

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 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*

MB 521 Managing Human Resources

This course examines the design of formal systems and the functions performed in organizations to ensure the most effective use of human resources. Emphasis will be on strategies used by managers for the recruitment, retention, and development of human resources to produce a positive workplace environment. Consideration will be given to the legal and ethical issues encountered by managers. *3 credits*

MB 611 Quantitative Research Methods for Quality Improvement

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 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. Prerequisite: MB 520. *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 615 Global Management

This course addresses practical skills for global managers. It examines common issues and best practices for managing a global workforce as well as relationships with important partners and customers. Students will examine the changing international business environment and assess the challenges involved in establishing and managing international operations and the problems inherent in these transactions. During this course, case studies will be utilized and students will be required to demonstrate effective critical thinking skills. *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 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. Prerequisite: MB 612. *3 credits*

MB 660 Strategic Management Capstone

This course examines issues and problems that managers face in today's competitive and global business environment. Through the case study approach, students will integrate the skills and knowledge learned in previous courses and apply these to developing effective and ethical strategies to solve business problems. Students will be expected to demonstrate advanced written and oral communication skills. *3 credits*

Advanced Specialization Courses**Accounting****MB 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. Prerequisite: MB 520. *3 credits*

MB 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. Prerequisite: MB 520. *3 credits*

MB 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*

MB 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*

MB 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*

General Management

MB 513 Management and Leadership

This course studies the essential managerial functions; such as planning, organizing, leading, and controlling resources effectively to achieve organizational goals. Throughout the course, case studies will be utilized to provide students with the opportunity to apply fundamental management concepts to a variety of real-world situations. Students will explore topics critical to developing effective leadership skills such as performance management, motivation, team development, interpersonal communication skills, and conflict resolution. *3 credits*

MB 628 Developing Strategic Capabilities

This course explores issues related to competition in today's business environment and the strategic actions managers can take to maximize organizational performance. Students will analyze organizational systems, the evaluation of organizational activity, and the ways managers can integrate research, theory, and practice to foster and create value in business. Prerequisite: MB 513. *3 credits*

MB 630 Entrepreneurial Development

In this course, students will examine the fundamental management and business practices essential to successful entrepreneurial development. Students will complete a comprehensive study of managing entrepreneurial small businesses from conceptualization through start-up. Students will identify venture opportunities, select an appropriate organizational form, and develop marketing, financial, operational, and managerial programs for these firms. Prerequisite: MB 513. *3 credits*

MB 632 Organizational Development

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*

MB 634 Survey of Operations Management

This course addresses the issues of plan implementation and the management of operations in a variety of organizations. The course will focus on diverse activities; such as determining the size and type of production process, purchasing, planning and scheduling the flow of materials, and the nature and content of inventories. Emphasis will be placed on the strategic and tactical skills needed to manage effectively and to assure product quality. Prerequisite: MB 513. *3 credits*

Human Resources**MB 652 Human Resource Training & Development**

This course provides a clear understanding through lecture, readings, and case studies that effective training and development is essential to business success. Students will examine, evaluate, and demonstrate how human resource managers align the training and development functions with the vision, strategy, and values of the organization. Students will consider the selection of appropriate activities to assure the right people are in the right place at the right time. Prerequisite: MB 521. *3 credits*

MB 654 Compensation Strategies

Students are provided an opportunity in this course to learn, research, and then design a compensation structure for an organization while taking into consideration key components such as compensation legislation, wage rates, government mandated benefits, and company retention strategies. Communicating the compensation plan to employees and international compensation issues will also be explored. Prerequisite: MB 521. *3 credits*

MB 656 Employment Law

This course is designed as an opportunity for students to consider state and federal legal issues governing employment relationships and affecting employment policies. Topics such as EEO, OSHA, Workers' Compensation, discipline procedures, ethical human resource activity, conflict resolution, and employee rights will be examined. Prerequisite: MB 521. *3 credits*

Leadership

Students selecting this option may take courses from the Master of Arts in Leadership Program with the approval of the M.B.A. and Leadership Program Directors. Three courses (9 credits) from the Master of Arts in Leadership are required to complete this concentration.

Marketing**MB 630 Entrepreneurial Development**

In this course, students will examine the fundamental management and business practices essential to successful entrepreneurial development. Students will complete a comprehensive study of managing entrepreneurial small businesses from conceptualization through start-up. Students will identify venture opportunities, select an appropriate organizational form, and develop marketing, financial, operational, and managerial programs for these firms. Prerequisite: MB 513. *3 credits*

MB 640 Advertising Management

In this course, students will gain knowledge of the latest techniques for developing strategic advertising campaigns. Through a hands-on approach, students will examine the management of advertising, sales promotion and public relations activities from a corporate perspective. Through the use of case studies and real-world examples, students will determine promotional objectives, select campaign themes, choose media, examine cost control, design sales promotions and evaluate results. Prerequisite: MB 518. *3 credits*

MB 642 Emerging Marketing Techniques

In this course, students will examine emerging advertising and marketing techniques. They will research social media, digital marketing, and other new low cost, highly effective evolving marketing techniques. Through case studies, interactive sessions and class exercises, participants will learn about the latest research and best practices in the industry. Prerequisite: MB 518. *3 credits*

Project Management**MB 643 Principles of Project Management**

Covers organizational issues, the project lifecycle, project management process groups (initiating, planning, executing, controlling, closing), knowledge areas (integration, cost, quality, scope, time, risk, communications, resource management, procurement), the role of the project manager, and the importance of documentation management. *3 credits*

MB 644 Management of Projects

Advanced course on technical aspects of project management. Covers cost, quality, time, scope management, project plan development using critical path and critical chain analysis tools, change control, management reporting, and use of project management software to support project execution. Prerequisite: MB 643. *3 credits*

MB 645 Leadership of Projects

Advanced course on human aspects of project management. Covers team building and teamwork, communications, stakeholder management, influence without authority, resource management, procurement and negotiations. Prerequisite: MB 643. *3 credits*

FACULTY

(*denotes full-time faculty)

Susan Castaldi, B.S., Stonehill College; M.B.A., Quinnipiac University.

Claude Chereau, B.A., Otterbein College; M.B.A., Pace University; D.P.S., Pace University.

Sokchan Choun, B.S., Quinnipiac University; M.B.A., Quinnipiac University.

***Nancy C. Fallon**, B.A., Albertus Magnus College; M.B.A., University of New Haven; Ph.D., Capella University.

***Howard Fero**, B.A., Hofstra University; M.S., Baruch College; Ph.D., Claremont Graduate University.

***Wayne Gineo**, B.S., University of New Hampshire; M.S., University of Connecticut; Ph.D., University of Minnesota.

Edward Lisi, B.S., Rider College; M.B.A., University of Connecticut; D.B.A., Northcentral University.

***James Patsalides**, B.S., Canterbury Christ Church University; M.S., Rensselaer Polytechnic Institute; M.A., Sacred Heart University.

Timothy Raynor, B.A., Albertus Magnus College; M.B.A., Sacred Heart University.

***John Wasserman**, B.A., Wesleyan University; M.A., Columbia University; M.B.A., University of Hartford.

Master of Science in Criminal Justice (M.S.C.J.)

The Master of Science in Criminal Justice is a graduate degree designed to prepare students to assume the growing number of professional and leadership positions within the criminal justice system. The M.S.C.J. is a 33-credit program that allows students to pursue a concentration in one of two unique disciplines: correctional studies or juvenile justice. Students in the program may opt to gain experience by completing an internship in a criminal justice agency, and all students are required to complete a three credit thesis project applicable to their concentration.

Objectives

M.S.C.J graduates will:

- Demonstrate advanced critical thinking, reading, and communication skills
- Demonstrate advanced understanding of legal concepts
- Demonstrate ability to apply criminological theory to real life situations
- Demonstrate the capacity to make informed ethical decisions in their chosen profession
- Demonstrate the preparedness to pursue a career in the juvenile justice or correctional field

Accelerated Degree Program

M.S.C.J. classes are offered in an accelerated degree format, which consists of five eight week modules during the calendar year. Students have the flexibility of enrolling full-time or part-time and may choose between blended (on-ground and online) or online options on a course-by-course basis.

Accreditation

The M.S.C.J. is accredited by the State of Connecticut Board of Higher Education.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Bachelor's degree from a regionally accredited college or university with a minimum cumulative GPA of 3.0 in Criminal Justice and a 2.8 GPA in all other coursework on a 4.0 system*
- Official transcripts from all universities or colleges attended
- For non-native English speakers, minimum TOEFL score of 575 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- 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

- Completion of at least 18 undergraduate credits in criminal justice
- Two letters of recommendation from former professors or professional associates
- A written essay of 500–600 words, double-spaced, detailing the applicant’s professional interests, reasons for applying to the program, and educational expectations.

*Students who do not meet the above G.P.A. requirement may be admitted to the program on a provisional basis. Students may be required to complete prerequisite courses or to earn a 3.0 cumulative grade point average before being fully admitted to the program.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying M.S.C.J. program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

Tuition and Fees

Tuition and Fees for the 2014–2015 Academic Year

Tuition per 3 credit course	\$2,406.00
Tutorial Surcharge	\$ 500.00 (for student requested tutorial)
Change of Course fee	\$ 10.00 (ADD/DROP)
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late Registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

Academic Advisement

Academic advisement in the program is accomplished by appointment with the program director, who assists individual students with course planning, registration, and regular academic reviews.

Course Load

Students in the M.S.C.J. program may register for no more than 6 credits per mod.

Registration

Students are notified of the dates for registration and provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$10 registration fee payable at the time of registration. An

additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period.

Graduation Requirements

- Completion of all required coursework.
- Minimum cumulative grade point average of 3.0 on a 4.0 system. Students receiving a final grade of C- or lower in any course will be required to repeat that course.
- Completion of all requirements within seven years of matriculation.
- Payment of all tuition and fees.
- CJ 661: Criminal Justice Thesis Project must be taken in the last mod of enrollment. All program requirements must be completed satisfactorily before registration for this course will be accepted.

Graduation with Honors

M.S.C.J. students may be eligible to graduate with honors who:

- Have a minimum cumulative grade point average of 3.90.
- Have received a grade of A in CJ 661: Criminal Justice Thesis Project.

Program of Study

Core Requirements

CJ 510	Criminology	3 credits
CJ 512	Contemporary Issues in the Criminal Justice System	3 credits
CJ 514	Research Methods and Statistics	3 credits
CJ 516	Criminal Justice Ethics	3 credits
CJ 561	Thesis Project	3 credits

Correction Concentration Courses (12 credits)

CJ 521	Probation, Parole, and Community-based Corrections	3 credits
CJ 530	Issues in Correctional Supervision	3 credits
CJ 535	The History of Corrections in America	3 credits
CJ 537	The Future of American Corrections	3 credits

Juvenile Justice Concentration Courses (12 credits)

CJ 538	Youth, Culture, and Crime	3 credits
CJ 539	The Juvenile Justice Process	3 credits
CJ 541	Child & Family Intervention Strategies and Issues	3 credits
CJ 543	Issues in Juvenile Probation and Incarceration	3 credits

Electives

CJ 660	Criminal Justice Internship	3 credits
CJ 545	Victimology	3 credits

TOTAL CREDITS 33

COURSE DESCRIPTIONS

CJ 510 Criminology 3 credits

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 why some behaviors are considered to be deviant and are criminalized while other behaviors are not.

CJ 512 Contemporary Issues in the Criminal Justice System 3 credits

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.

CJ 514 Research Methods and Statistics 3 credits

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.

CJ 516 Criminal Justice Ethics 3 credits

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.

CJ 5521 Probation, Parole, and Community-based Corrections 3 credits

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. *(this course is also part of the corrections concentration)*

CJ 5530 Issues in Correctional Supervision 3 credits

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. *(this course is also part of the corrections concentration)*

CJ 535 The History of Corrections in America 3 credits

The history of corrections in America began 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. Many different correctional techniques and facilities—shaming, whipping, branding, jails, prisons, and halfway houses—have been created in part, to punish, rehabilitate, or remove the poor and the criminal elements from urban streets. Even today, our nation struggles with rising incarceration rates, looking for new alternatives to incarceration. *(this course is also part of the corrections concentration)*

CJ 537 The Future of American Corrections 3 credits

As America enters the twenty-first century 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. *(this course is also part of the corrections concentration)*

CJ 538 Youth, Culture, and Crime 3 credits

Although juveniles make up approximately 15 percent of the population, they account for almost 25 percent of all reported crime. Is there some facet of adolescent experience—a type of culture—that promotes the acceptance of deviant behavior and crime? This course examines the reasons behind the propensity for juveniles to commit crime far out of proportion to their percentage of the overall population. *(this course is also part of the juvenile justice concentration)*

CJ 539 The History of Juvenile Justice in America 3 credits

Long before the U.S. Supreme court transformed the juvenile justice system in 1967, the states were given wide latitude to mete out justice to juveniles. This course looks at the state of juvenile justice from the late 1700s through the 1960s. This course examines the court process and punishments to which juveniles were subjected, including the death penalty. *(this course is also part of the juvenile justice concentration)*

CJ 541 The Juvenile Justice Process Today 3 credits

The present state of juvenile/family courts in America can be traced back to the U.S. Supreme Court's 1967 *In re Gault* decision. That decision required that state juvenile courts recognize the need to treat juveniles more justly before the law, granting them many constitutional rights theretofore withheld. This course examines the court process to which juveniles are now subject (including removal to adult courts), seeking to determine if juveniles are indeed getting justice before the law. *(this course is also part of the juvenile justice concentration)*

CJ 543 Issues in Juvenile Probation and Incarceration 3 credits

Because of the view that most juvenile delinquents can be rehabilitated, family court judges seek to place most juveniles on probation rather than to incarcerate them. However, studies have shown that troubled juveniles often fail on probation and end up back in court facing the possibility of incarceration. This course examines the often-troubling dilemma faced by criminal justice professionals working with juveniles as they try to ensure that juveniles who end up in juvenile court do not end up behind bars. *(this course is also part of the juvenile justice concentration)*

CJ 545 Victimology 3 credits

This course examines the relationship between criminals and their victims. In addition, the course covers the nature and extent of criminal victimization and its effect on American society, including the victims' rights movement.

CJ 660 Criminal Justice Internship 3 credits

This course allows students to use their theoretical knowledge in a practical environment. Students are required to spend 150 hours interning in a criminal justice agency, where they will maintain a log of their activities and confer with the faculty supervisor to discuss their individual progress. The student will also prepare a two-part paper, consisting of a literature review on a topic related to their internship (for example, a student doing an internship with a juvenile justice agency might consider reviewing the literature on some aspect of juvenile delinquency) and a description of their work experience.

CJ 661 Criminal Justice Thesis 3 credits

This is the program's capstone course. The 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.

note: there will be an oral presentation of the thesis to faculty and students in the program.

FACULTY

(* denotes full-time faculty)

- ***Michael T. Geary**, B.S., Mercy College; M.S., Long Island University; J.D., Pace University.
- ***Karen Kendrick**, B.A., State University of N.Y.; M.A., Ph.D., University of California.
- ***John Lawrie**, B.A., M.A., Westfield State College; Ph.D., American International College.
- ***Patricia Yeaman**, B.A., Emmanuel College; M.A., Ph.D., Fordham University; M.S.W., University of Connecticut.

Master of Science in Education (M.S. Ed.)

The Master of Science in Education strengthens the ability of educators to promote literacy and academic achievement in the culturally and ethnically diverse environment of 21st century America. The program stresses the ability to seek out, understand, and apply insights from current educational research, with the fundamental goal of improving literacy skills of all students, including English-language learners, as a means of enhancing learning in all content areas. The program is intended to prepare educators to assume leadership roles among their colleagues and within their school districts, particularly in initiatives related to differentiating instruction and improving student literacy levels.

The mission of the program is to strengthen educators' ability to enable students to be literate and productive citizens, capable of achieving their own goals and of strengthening our democratic system of government.

Objectives

Graduates will be prepared:

- To place education within an ethical framework
- To enhance skills related to teaching literacy across the curriculum
- To strengthen the ability to collect and analyze data
- To develop the ability to use assessment to inform classroom instruction
- To master the ability to recognize and conduct valid educational research and to incorporate research-based instruction in lessons and units of instruction
- To master the ability to recognize differences among students and to provide differentiated instruction that enables all students to learn.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Bachelor's degree from a regionally accredited college or university with a minimum cumulative G.P.A. of 2.7 a 4.0 system*
- Official transcripts from all universities or colleges attended
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- 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
- Valid Connecticut teaching certificate or eligibility for Connecticut teacher certification. Applicants not certified may request a waiver indicating reasons for request.

- Three letters of recommendation, including a character reference, and at least one academic reference. For applicants who are currently teaching, a reference from a supervising administrator is encouraged.
- Graded piece of writing from an upper level course at the undergraduate or a previous graduate level course.

All application materials should be sent to:

Division of Professional and Graduate Studies
 Albertus Magnus College
 700 Prospect Street
 New Haven, CT 06511

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying the M.S. Ed. degree. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

Accelerated Degree Program

Classes are offered in an accelerated degree format, which consists of five eight-week modules during the calendar year.

Tuition and Fees

Tuition and Fees for the 2014–2015 Academic Year

Tuition per three credit course	\$1,878.00
Tutorial surcharge	\$ 500.00 (for student requested tutorial)
Change of course fee (add/drop)	\$ 10.00
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

Academic Advisement

Academic advisement in the program is accomplished via appointment by the program director, who assists individual students with course planning, registration, and regular academic reviews.

Course Load

Students in the M. S. in Education Program may enroll for no more than 6 credits per module.

Registration

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their program director during the registration period. There is a \$25 registration fee payable at the time of registration as well as a \$35 IT fee. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period. New students are advised of the registration procedure in their acceptance letter.

Graduation Requirements

- Completion of all required coursework.
- Satisfactory completion of the Capstone Sequence
- Minimum cumulative grade point average of 3.0 on a 4.0 system. Students receiving a final grade of 1.7 or lower in any course will be required to repeat that course
- Completion of all requirements within seven years of matriculation
- Payment of all tuition and fees.

Graduation with Honors

M.S. in Education students may qualify to graduate with honors who:

- Have a cumulative grade point average of at least 3.90
- Have received a grade of 4.0 in both ED 680 Capstone Research Practicum and ED 691 Comprehensive Activity.

Program of Study

Foundation Courses

ED 501	Maps of Education: Tracing the Roots of Contemporary Public Education	3 credits
ED 502	Educational Psychology: Theories, Learning, Development, and Teaching Practices	3 credits
ED 503	Educational Research	3 credits

Student Needs Sequence

ED 601	Language Acquisition and Structure	3 credits
ED 602	Reading and Writing as Tools for Learning	3 credits
ED 603	Assessment and Student Learning	3 credits
ED 604	Culture and Inter-group Relations	3 credits
ED 605	Differentiated Instruction in the Classroom	3 credits
ED 606	Technological Applications in the Classroom	3 credits

Capstone Sequence

ED 680	Capstone Research Practicum	2 credits
ED 691	Comprehensive Activity	1 credit

COURSE DESCRIPTIONS**Foundation Courses****ED 501 Maps of Education: Tracing the Roots of Contemporary Public Education**

A detailed study of the historical and philosophical roots of contemporary and public education. In light of the fundamental question of why do we educate children, this course examines the educational interplay of the State, community, family, and teaching professionals in different eras and the consequences, both intended and unintended, of legislative initiatives and educational reforms. *3 credits*

ED 502 Educational Psychology: Theories, Learning, Development, and Teaching Practices

This course is a study of the assumptions about learning and development that underlie various educational practices by acquainting students with different theories in both of these areas. It will provide students with opportunities to develop their problem solving skills in the context of education and psychology. Topics covered during the course will include development, learning theories, individual differences (in literacy development), problem solving, instructional objectives and methods, motivation, behavior management and the development of self-regulated learners, and assessment. *3 credits*

ED 503 Educational Research

This course examines how educators can use both qualitative and quantitative methods of data collection and analysis to improve the learning experience of their students. The focus is on both conducting primary research and becoming skilled critical consumers of published educational research. These skills will be cultivated further in subsequent classes all of which will prepare students to complete their Capstone Research Project successfully. *3 credits*

Student Needs Sequence**ED 601 Language Acquisition and Structure**

So much of learning is dependent on language as it appears in writing, both electronically and in hard print. The purpose of this course is to assure candidates' knowledge of how language operates so that they will be effective in teaching students to use language to learn and communicate. Special attention is paid to teaching English language learners and students with reading weakness, and planning instruction based on current research pertaining to literacy. *3 credits*

ED 602 Reading and Writing as Tools for Learning

The premise of this class is that all teachers are teachers of reading and writing. Participants review current research on effective reading and writing instruction, especially as tools for learning across all content areas. In addition, attention is given to integrating reading and writing instruction in all lessons and units of study. *3 credits*

ED 603 Assessment and Student Learning

Participants in this course learn how to gather information about student learning as a means of teaching students effectively and appropriately. Instruction focuses on practical application within the participants' content areas and instructional levels. Topics include Curriculum Based Measurement, progress monitoring within Science Research Based Instruction (SRBI), interpretation of norm-referenced assessments, and alternative dynamic assessments. *3 credits*

ED 604 Culture and Inter-group Relations

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 605 Differentiated Instruction in the Classroom

This course is based on the premise that all students can be successful. Participants study current research on the nature of differentiated instruction and consider various possibilities for application of this research in typical classrooms in both urban and suburban environments. Among other considerations, course content includes a definition of differentiated instruction as both learner and knowledge-centered, and an investigation of various strategies suggested by current research for differentiating both content and skills instruction. *3 credits*

ED 606 Technological Applications in the Classroom

The explosion of technology in this century has provided opportunities for innovative approaches to learning, and also to teaching. The purpose of this course is for participants to discover currently available technology for classroom use, to acquire the ability to assess quality of available technology, and to use technology as means for effective instruction. *3 credits*

Capstone Sequence**ED 680 Capstone Research Practicum**

All those enrolled in this course will work with a project advisor. Following the selection of a project and its development the candidate will work it into a final draft to be read and assessed by a committee consisting of the candidate's advisor and two other members of the graduate faculty. Prerequisites: All course requirements within the program. *2 credits*

ED 691 Comprehensive Activity

Candidates will work with an advisor to determine a focus for a reflective summary of the entire program, and to select the means by which to demonstrate how every course in the program has resulted in the candidate's improved teaching practices. *1 credit*

FACULTY

(* denotes full-time faculty)

Martha Bless, B.A., Teikyo Post University; M.S., Southern Connecticut State University.

Aimée Bernais Giangrave, B.A., Providence College; M.A., St. Joseph College; Ed.D., Central Connecticut State University.

Lesley Hart, B.A., Florida Atlantic University; M.A., Wake Forest University; Ph.D., University of Pittsburgh.

Saylor Heidmann, B.A., Wittenberg University; M.S., Purdue University; certification coursework in school psychology and administration and supervision, Southern Connecticut State University; doctoral coursework, Teachers College/Columbia University.

William Howe, B.A., McMaster University; B.Ed, University of Western Ontario; M.S., Lesley University; M.A., Ed.D., Teachers College/Columbia University.

***Loel Tronsky**, B.A., Dartmouth College; M.S., Ph.D., University of Massachusetts at Amherst.

***Joan Venditto**, B.A., Albertus Magnus College; M.A., Middlebury College; Doctor of Arts, Carnegie Mellon University.

***Joseph Veth**, B.S. Fordham University; M.A. Maryknoll School of Theology; Ph.D., University of Connecticut.

Advanced Alternative Preparation (AAP) for Literacy Specialist in Reading/Language Arts Certification

The Advanced Alternative Preparation (AAP) is a non-credit, non-degree program that is administered by Albertus Magnus College under the auspices of the State of Connecticut Department of Higher Education. This accelerated program is designed for certified teachers seeking cross endorsement certification as specialists in remedial reading/remedial language arts, grades 1–12 (#102). The thirteen-month program consists of three parts. An initial summer includes instruction in theory and practice in the fundamentals of language and literacy, and in assessment and evaluation pertaining to reading and language arts. In addition, during this first summer, candidates participate in supervised clinical practice. The following academic year includes nine Saturday seminars designed to prepare participants to assume responsibilities as literacy specialists. In addition, candidates work under the guidance of an advisor to instruct and assess small groups of students, coach classroom teachers, shadow reading specialists, and reflect on a considerable amount of reading from a professional reading list. The third and final part of the program consists of a summer during which candidates work in teams to complete an assigned project related to literacy instruction.

Objectives of the AAP are:

- To address the shortage of certified reading specialists
- To enable classroom teachers to acquire special expertise in diagnosis, instruction, and assessment of literacy
- To improve literacy skills of Connecticut's school children.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Master's degree (or 30 credits beyond the bachelor's degree) from a regionally accredited college or university
- Official transcripts from all universities or colleges attended
- Proof of immunization in accordance with Connecticut State requirements
- Valid Connecticut teaching certificate or eligibility for Connecticut teacher certification.
- Three letters of recommendation, including one from a current administrator
- Current resume and evidence of teaching full-time for five of the past eight years
- Strong written and oral communication skills
- Essay
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based

- 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

All application materials should be sent to:

Director of Graduate Education Programs
 Weldon Hall
 Albertus Magnus College
 700 Prospect Street
 New Haven, CT 06511-1189

Important Dates

2014–2015 Program

March 3, 2014: Application deadline for the 2014–2015 AAP program

March 2014: Interviews with candidates

April 14, 2014: Notification of acceptance into program

Tuition and Fees

Non-refundable application fee: \$ 50.00

Tuition for entire three-part program: \$4,200.00

(Tuition is paid in four installments at dates provided upon acceptance to program)

Program of Study

2014–2015

Part I: Summer 2014

Dates: June 30–July 29, 2014

Hours: 9:00 AM–2:30 PM Monday through Friday

Content:

Instruction in: theory and practice in the fundamentals of language and literacy; measurements, assessment, and evaluation in reading and language arts; supervised clinical practice

Part II: Academic Year 2014–2015

Saturday Lectures (monthly)

Dates:

September 6, 2014

October 4, 2014

November 1, 2014

December 6, 2014

January 10, 2015 (snow date: Jan. 24)

February 7, 2015 (snow date: Feb. 28)

March 7, 2015
April 11, 2015
May 2, 2015

Hours: 9:00 AM–2:00 PM

Content: Nine seminars designed to prepare participants to assume responsibilities as literacy specialists.

In addition to the nine seminars participants will be involved in the following activities during the academic year 2014–2015: clinical practice, consisting of work with individual or small groups of students; clinical practice, consisting of work with classroom teachers; shadowing experiences with reading specialists; reading and reflection from a professional reading list devised by each participant and his or her advisor. The advisor will facilitate winter activities and be the liaison between the AAP candidate and his or her school, as appropriate.

Part III: Summer 2015

Dates: July 6–July 31, 2015

Hours: 9:00 AM–2:30 PM Monday through Friday

Content: Culminating Group Project

FACULTY

(* denotes full-time faculty)

Saylor Heidmann, B.A., Wittenberg University; M.S., Purdue University; Certification coursework in school psychology and administration and supervision, Southern Connecticut State University; coursework in doctoral program, Teachers College, Columbia University.

***Loel Tronsky**, B.A., Dartmouth College; M.S., Ph.D., University of Massachusetts at Amherst.

***Joan Venditto**, B.A., Albertus Magnus College; M.A., Middlebury College; certification coursework in reading, Southern Connecticut State University; Doctor of Arts, Carnegie Mellon University.

Master of Science in Human Services (M.S.H.S.)

The Master of Science in Human Services is prepares psychosocial health professionals for responsible positions in a variety of public and private agencies. Graduates apply advanced knowledge and skills towards assisting clients within the context of their communities and environments.

The M.S. in Human Services promotes educational access to students from a wide range of backgrounds, provides a transformative educational process in which students gain advanced professional knowledge and skills, and builds students' capacity as informed, effective and ethical citizens.

Objectives

M.S.H.S. graduates demonstrate the ability:

- To advocate for clients through knowledge of community resources in the human services network
- To analyze major social issues, social problems, and current socio-political and socio-cultural events which affect human services
- To apply basic methods and techniques used to evaluate individuals with mental illness, developmental disabilities or cognitive impairments
- To implement common psychosocial treatment approaches based on key theories and related concepts
- To define achievable goals of counseling and contributions and limitations of various treatment modalities
- To understand and apply legal and ethical standards affecting the delivery of human services
- To assess behavioral, cognitive, affective, and environmental factors in order to identify and set long-term achievable client goals
- To evaluate psychological and socio-cultural aspects of normal and abnormal behavior, theories of causation and treatment approaches.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Bachelor's degree from a regionally accredited college or university with a minimum cumulative G.P.A. of 2.8 on a 4.0 system*
- Official transcripts from all universities or colleges attended
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements

- 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
- Two letters of recommendation from former professors of the last 5 years and/or from current or recent professional associates
- In some cases, an interview (either in person or by phone) may be required.

Students are required to have a minimum of 15 credits in psychology, human services, and/or social work as a prerequisite to beginning course work in the M.S. in Human Services. Students must also demonstrate graduate level writing ability or take GCC 500 Advanced Academic Writing. GCC 500 can be taken prior to or concurrent with beginning coursework in the M.S. in Human Services.

Students may apply for admission to the program at the start of the fall in Mod 1 or in spring in Mod 3. All new student applications must be complete and submitted to the Director no later than two weeks prior to the start of a session. If an application is received after this time- frame, the new student will be considered for the next scheduled session.

All application materials should be sent to:

Albertus Magnus College
Division of Professional and Graduate Studies
700 Prospect Street
New Haven, CT 06511-1189.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying the M.S. in Human Services. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (20 credits) in the M.S. in Human Services.

Tuition and Fees

Tuition for the MSHS program (for the 2014–2015 Academic Year) is as follows:

Tuition and Fees for the 2014–2015 Academic Year

Tuition per three credit course	\$1,878.00
Tutorial surcharge	\$ 500.00 (for student requested tutorial)
Change of course fee (add/drop)	\$ 10.00
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

Academic Advisement

Academic advisement in the program is accomplished via appointment by the program director, who assists individual students with course planning, registration, and regular academic reviews.

Accelerated Degree Program

Classes are offered in an accelerated degree format, which consists of five eight-week modules during the calendar year.

Course Load

Students may register for no more than 6 credits per module or 9 credits per semester.

Registration

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$25 registration fee payable at the time of registration as well as a \$35 IT fee. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period. New students are advised of the registration procedure in their acceptance letter.

Graduation Requirements

- Completion of all required coursework
- Minimum cumulative G.P.A. of 3.0 on a scale of 4.0. Students receiving a final grade of C– or lower in any course will be required to repeat that course
- Completion of all requirements within seven years of matriculation
- Payment of all tuition and fees.

Graduation with Honors

M.S. in Human Services students may qualify to graduate with honors who:

- Has a minimum cumulative grade point average of 3.90
- Have received a grade of A in HS 660 Capstone Seminar.

Program of Study

Required Human Services Courses (15–18 credits)

HS 530	Ethical & Legal Issues in Human Services	3 credits
HS 531	Multicultural and Diversity Issues in Human Services	3 credits
HS 536	Case Management	3 credits
HS 580	Field Experience	3–6 credits
HS 600	Capstone Seminar	3 credits

Required Psychology Courses (15 credits)

PY 530	Theories of Counseling	3 credits
PY 533	Psychopathology	3 credits
PY 537	Counseling Techniques	3 credits
PY 539	Program Evaluation	3 credits
PY 540	Organizational Behavior & Group Dynamics	3 credits

Elective Courses (6–9 credits)

HS 514	Resolving Conflict through Dialogue	3 credits
HS 532	Human Resource Management	3 credits
PY 541	Addictions Counseling	3 credits
PY 542	Career Counseling & Vocational Rehabilitation	3 credits
PY 581	Action Research Project	3 credits

TOTAL CREDITS 39

COURSE DESCRIPTIONS

HS 514 Resolving Conflict through Dialogue

The meaning of conflict resolution adopted in this course is focused on peaceful, non-violent 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. Students 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. This course is delivered in a blended format. *3 credits*

HS 530 Ethical & 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. This course is delivered in a blended format. *3 credits*

HS 531 Multicultural and Diversity 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. This course is delivered in a blended format. *3 credits*

HS 532 Human Resource Management

This course examines the principles and issues of human resource management, including the management of information systems. Emphasis is on the design of formal systems and the functions performed in organizations to ensure the most effective use of human resources. Attention is paid to strategies used by managers for the recruitment, retention, and development of human resources to produce a positive workplace environment. Legal and ethical issues encountered by human resource managers are also discussed. This course is delivered in a blended format. *3 credits*

HS 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. This course is delivered in a blended format. *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 the agency staff as well as a College faculty member. Students who are currently employed in a human services setting may choose an action research project in place of part of the field experience. This is an on-site course and runs for a full semester. *3–6 credits*

HS 600 Capstone Seminar

Students read and discuss professional literature relevant to the human services field, including articles related to current controversial issues and to the functions performed by their own agencies. Library research, which concludes with a substantial literature review paper, is required. *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 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 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 & 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. This course is delivered in a blended format. *3 credits*

PY 542 Career Counseling & 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. This course may be taken an elective course to fulfill the requirement for 6 credits of electives. *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 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 3 credits of field experience by students who have extensive experience in a human services agency. This course is delivered in a blended format. *3 credits*

FACULTY

(* denotes full-time faculty)

James Brine, B.S., Georgetown University; Ed.D., University of Massachusetts at Amherst.

Andrew Carrano, B.A., M.S., C.A.S., Southern Connecticut State University.

* **Siobhan Evarts**, B.A., The College of the Holy Cross; M.A., Ph.D., Hofstra University.

* **Howard Fero**, B.A., Hofstra University; M.S., Baruch College, City University of New York; Ph.D., Claremont Graduate University.

Carol Huckaby, B.A., Albertus Magnus College; M.A., University of New Haven; M.A., Southern Connecticut State University.

* **Stephen Joy**, B.A., Bowdoin College; M.S., Southern Connecticut State University; Ph.D., University of Connecticut.

David Lefkowitz, B.A., M.A., Alfred University; Ph.D., Kansas University.

Ragaa Mazen, B.A., Ein-Shams University, Cairo, Egypt; M.S., Ph.D., Yale University.

Kevin Nash, Diploma in Marketing, Dublin Institute of Technology; M.A., University of Kent; Ph.D., Capella University.

Shelley Frazier Pelletier, B.A., Albertus Magnus College; M.A., Southern Connecticut State University; Ph.D., University of Northern Colorado.

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

Maury Steigman, B.A., SUNY Plattsburgh; M.S. Southern Connecticut State University; Certificate Program, Center of Gestalt Training, Southern Connecticut State University; Certificate in Advanced Graduate Study in Family Therapy, Southern Connecticut State University; M.S.W., Columbia University.

* **Joseph Veth**, B.A., Fordham University; M.A., Maryknoll School of Theology; Ph.D., University of Connecticut.

* **John Wasserman**, B.A., Wesleyan University; M.S., Columbia University; M.B.A., University of Hartford.

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 (e.g., alcohol or drug abuse/dependence, sometimes termed addictive behaviors or chemical dependency). The program is intended for individuals who already have some background in a counseling-related field.

The 18-credit program 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. Courses are offered in the evening, following the 8-week “module” format. Students typically attend classes on two evenings per week. Enrollments permitting, accepted students will be able to begin either in late August/early September or in late January. Those beginning in August/September may graduate the following May; those beginning in January should graduate in December.

The curriculum guides students from the basic science of drug action, through the roles played by drug and alcohol use and abuse in society, to the essential elements of clinical practice: all the way from understanding receptor mechanisms of chemical dependency to deciding what next to say to a troubled client. The clinical emphasis is on empirically supported treatments.

Upon completion of this program, students will have completed all educational requirements for certification or licensure as an Alcohol and Drug Counselor in the State of Connecticut as well as certification by the Connecticut Certification Board (CCB), an affiliate of the IC&RC. Licensure (LADC) is available only to persons holding an appropriate master’s degree; those with lesser academic credentials may, however, pursue certification. Supervised experience in the field and a passing score on the International Certification Examination are also necessary before licensure or certification may be conferred.

Admissions Standards

Students meeting *either* of the following standards may be admitted:

- A. Students holding an earned master’s degree in a relevant field are eligible. Relevant fields include counseling, social work, family therapy, psychology, human services, expressive arts therapies, public health, and nursing. Graduate-level coursework in counseling theories, counseling techniques, and psychopathology is required, either as part of the master’s degree program or separately. Applicants who hold an appropriate degree, but lack one or more of these courses, may (with the approval of program director and department chair) be permitted to complete that coursework as part of the certificate program. This would increase the total number of credits required for program completion.
- B. Students lacking a master’s degree must meet all of the following criteria:
 1. An earned bachelor’s degree with a major in psychology, social work, or a closely related field and a cumulative grade-point average (G.P.A.) of 3.30 or higher;

2. Completion of at least 9 graduate-level credits (courses in counseling theories, counseling techniques, and psychopathology) with grades of “B” or above in each course. These could be taken at Albertus Magnus concurrently with some Addiction Counseling certificate courses, but admission to the certificate program would be provisional until they were successfully completed.
3. At least 1,000 hours’ employment (e.g., one year as a half-time employee) as a direct care provider in a facility that serves clients diagnosed with substance use disorders.

Students in the latter stages of relevant master’s degree programs at this school (i.e., the M.S. in Human Services and M.A. in Art Therapy programs) may be admitted provisionally prior to degree completion if their schedules make this feasible.

Admission is competitive, and the entire application will be considered. Meeting the basic standards does not guarantee admission. Conversely, students falling slightly short of the preferred standards may be able to qualify based on other achievements.

Application Requirements

- A completed application form and \$50.00 application fee
- Official transcripts from all colleges/universities attended
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- 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
- A personal statement describing the candidate’s reasons for pursuing this credential. This statement should be between 250 and 500 words (i.e., 1–2 pages) in length.
- A résumé or C.V.
- Two letters of recommendation from persons who can judge the applicant’s suitability. Ideally, one of these will be from a current or former professor, the other from a current or former supervisor, but having both come from the same type of source is also acceptable.

Application materials should be sent to:

Albertus Magnus College
Division of Professional and Graduate Studies
700 Prospect Street
New Haven, CT 06511-1189

COURSE DESCRIPTIONS

PY 583 Drugs and Behavior I: Basic Science (3.0 credits)

This course addresses the nature of psychoactive drugs and their modes of action on the functioning 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).

PY 584 Ethical & Professional Issues in Addiction Counseling (1.5 credits)

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.

PY 585 Drugs and Behavior II: Applications (3.0 credits)

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.

PY 586 Culture, Gender, & Special Populations in Addictions (1.5 credits)

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.

PY 587 Addiction Counseling I: Core Concepts and Competencies (3.0 credits)

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.

PY 588 Clinical Assessment of Substance Use Disorders (1.5 credits)

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.

PY 589 Addiction Counseling II: Advanced Techniques (3.0 credits)

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).

PY 590 Treatment Planning & Evaluation in Addictions Counseling (1.5 credits)

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.

FACULTY

(* denotes full-time faculty)

*** Stephen P. Joy, Ph.D.**

Professor & Chair, Department of Psychology
Director, Addiction Counseling Certificate Program

*** Ragaa Mazen, Ph.D.**

Director, Human Services Programs
rmazen@albertus.edu

*** Siobhan Evarts, Ph.D.**

Assistant Professor (Psychology)
sevarts@albertus.edu

AFFILIATE FACULTY/ADJUNCT LECTURERS**Rachel Hart, M.S., M.S., L.A.D.C.**

Clinical Coordinator, Yale School of Medicine

Robert Lambert, M.A., L.A.D.C.

Program Director, Connecticut Counseling Centers–Norwalk

Verica Milivojevic, Ph.D.

Postdoctoral Associate, Department of Psychiatry, Yale School of Medicine

Maury Steigman, M.S., M.S.W., L.A.D.C.Social Worker, Division of Mental Health and Counseling,
Yale University Health Services**Carl Williams, Ph.D., L.A.D.C.**

Inpatient Unit Director, Crossroads/Continuum of Care

Master of Arts in Leadership

The Master of Arts in Leadership allows working professionals to learn about and practice leadership in a nurturing and intellectually invigorating environment. Participants are encouraged to reflect on and develop a type of leadership that is rooted in service to others and to build on a vision of reciprocal trust and ethical behavior. The M.A. in Leadership views leadership as a relational process that is inclusive of the people and diverse points of view, is purposeful, builds commitment towards a shared vision, empowers those involved, and is rooted in ethical reasoning and cultural and self-awareness. The 33-credit hour curriculum is designed to build skills in critical leadership areas.

Grounded in the best tradition of the liberal arts (or “arts that liberate”) and professional disciplines, the M.A. in Leadership provides a strong base for effective leadership in a diverse and pluralistic society. The curriculum integrates concepts from philosophy, religion, organizational psychology, sociology, cultural anthropology, organizational theory and development, strategic management, political science, and human resource management.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Bachelor’s degree from a regionally accredited college or university with a minimum cumulative G.P.A. of 2.8 on a 4.0 system*
- Official transcripts from all universities or colleges attended
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- 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
- Two letters of recommendation from former professors or professional associates
- A written essay of 500–600 words, double spaced, detailing the applicant’s professional interests, reasons for applying to the program, and educational expectations.
- Proficiency in the use of personal computers

*Students who do not meet the above G.P.A. requirement may be admitted to the program on a provisional basis. Students may be required to complete prerequisite courses or earn a 3.0 cumulative grade point average in 12 credits before being fully admitted to the program.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying the M.A. in Leadership. Such credits

must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

Tuition and Fees

Tuition and Fees for the 2014–2015 Academic Year

Tuition per 3 credit course	\$2,406.00
Tutorial Surcharge	\$ 500.00 (for student requested tutorial)
Change of Course fee	\$ 10.00 (ADD/DROP)
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late Registration fee	\$ 20.00
Information Technology fee:	\$ 6.00 per credit
Graduation fee	\$ 150.00

Academic Advisement

Academic advisement in the program is accomplished via appointment with the program director, who assists individual students with course planning, registration, and regular academic reviews.

Course Load

Students in the Master of Arts in Leadership Program may enroll for no more than 6 credits per module.

Registration

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their program director during the registration period. There is a \$25 registration fee payable at the time of registration as well as a \$35 IT fee. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period. New students are advised of the registration procedure in their acceptance letter.

Graduation Requirements

- Completion of all required coursework
- Satisfactory completion of a Leadership Capstone Project
- Minimum cumulative grade point average of 3.0 on a 4.0 system. Students receiving a final grade of C– or lower in any course will be required to repeat that course
- Completion of all requirements within seven years of matriculation
- Payment of all tuition and fees.

Graduation with Honors

M.A. in Leadership students may be eligible to graduate with honors who:

- Have a cumulative G.P.A. of at least 3.90
- Have received a grade of A in LDR 604 Strategic Leadership Final Project.

Program of Study

Core Classes (18 Credits)

MOL 501	Leadership in Theory and Practice	3 credits
LDR 502	Leadership & the New Science: Research Design and Methods to Understand Leadership	3 credits
LDR 504	Cultural Anthropology and Leadership	3 credits
LDR 506	Moral Leadership: Defining the Character of Individuals in Organizations	3 credits
LDR 508	Servant Leadership	3 credits
LDR 604	Strategic Leadership in a Changing Society	3 credits

Electives (Completion of 15 credits required)

LDR 510	Human Resource Management in a Changing Environment	3 credits
LDR 512	Leadership and Diversity	3 credits
LDR 514	Resolving Conflict Through Dialog	3 credits
LDR 550	Special Topics in Leadership*	3 credits
LDR 600	Team Building and Leadership	3 credits
LDR 602	Leadership, Imagination and Communication	3 credits
MB 516	Organizational Behavior	3 credits

Additional courses at the discretion of the Director may be added to this list.

*LDR 550 may be taken a maximum of two times with different topics.

TOTAL CREDITS 33

COURSE DESCRIPTIONS

LDR 501 Leadership in Theory and Practice (8 weeks)

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*

LDR 502 Leadership & the New Science: Research Design & Methods to Understand Leadership

This course provides a wide-view background of the relationship between scientific thinking, decision making, research processes and design, leadership and organizational life. Students will explore the implications of the differing methods of leadership research practices and theories of change on our ideas and practices of leadership in organizations. Students will also review the fundamentals of the scientific research process and will focus on the use of qualitative and quantitative research methods as an appropriate response to understanding how and why organizations and leadership within them function as they do. *3 credits*

LDR 504 Cultural Anthropology & Leadership: Organizations as Culture

In this course, students will analyze organizations using the conceptual and analytical tools of anthropology. Topics include the characteristics of culture, social organization, and the interplay between socio-cultural factors and leadership styles. Students will learn the distinctive methods that leaders and consultants borrow from cultural anthropology to deepen their understanding of their organizations. The seminar will focus on the interplay of leadership, culture, and organizational effectiveness. Participants will begin to learn the skills of ethnography, culminating in a mini-ethnographic study of an organization and a report of their findings. *3 credits*

LDR 506 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 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*

LDR 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*

LDR 510 Human Resource Management in a Changing Environment

This course is a study of techniques and skills necessary to manage and effectively guide human resources in a rapidly changing environment. Emphasis is on how human resource functions serve as tools for leadership and strategy implementation in organizations. Students will explore the actions a leader might take to craft a culture where retention and engagement of employees becomes a core competitive strategy and will understand the humanistic and ethical issues facing management and employees in the changing workforce. *3 credits*

LDR 512 Leadership & Diversity

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*

LDR 514 Resolving Conflict through Dialogue

The meaning of conflict resolution adopted in this course is focused on peaceful, non-violent 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. Students 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*

LDR 550 Special Topics in Leadership

In this course students will be exposed to a current issue in Leadership. Faculty and students will explore the predetermined topic and discuss its relevance to Leadership in practice. *3 credits*

LDR 600 Team Building and Leadership

In this 3-credit course participants will study team leadership and teambuilding through a series of exercises, a behavioral assessment, group discussions, and readings. Key learning components encompass: enhancing the quality of participation in a team environment, modeling effective leadership, leading groups, how to communicate more effectively, creative thinking and purposeful behavior directed towards achieving team goals. Teams will be established and will create a Team Covenant that will assist them through their academic career and one where the application will transfer into their professional lives. Each learner will create a personal leadership development program to guide them in their professional careers. *3 credits*

LDR 602 Leadership, Imagination and Communication

In this seminar students will explore the role of leaders in imagining futures for themselves as well as their organizations. Students will study the importance of asking “why not” as leaders, and investigate the many methods of stimulating creative thought. Seminar members will explore their own creativity, discuss the creativity of successful leaders and organizations, and learn to apply theory to practice in their own personal and professional lives. *3 credits*

LDR 604 Capstone Course: Strategic Leadership in a Changing Society

In this culminating course, seminar members put the finishing touches on their capstone “leadership change project”—working extensively with each-other’s plans and learning to provide positive feedback and work across teams. Teams work on synthesis and final integration of their field research, complete their capstone project, and conduct analysis of peer team’s projects. The seminar re-capitulates the major themes of the program and explores deeper realms of human purpose and our roles as leaders in shaping future human potential. *3 credits*

MB 516 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*

FACULTY

(* denotes full-time faculty)

- ***Robert E. Bourgeois**, Cultural Anthropology; B.A., Yale University; M.A., Ph.D., University of Chicago.
- ***Norman Davis**, Management and Organizational Behavior; B.A., University of Nebraska; M.A., University of New Haven; Ph.D., The Union Institute and University.
- ***Howard C. Fero**, Leadership and Organizational Behavior; B.A., Hofstra University; M.S., Baruch College, City University of New York; Ph.D., Claremont Graduate University.
- Michael H. McGivern**, B.S., Central Connecticut State University; M.S., Rensselaer Polytechnic Institute; Ph.D., Walden University.
- ***Clara Munson**, Strategic and Human Resource Management; B.A., University of Louisville; M.B.A., University of New Haven; Ph.D., The Union Institute and University.
- Kevin Nash**, Industrial and Organizational Psychology; Diploma in Marketing, Dublin Institute of Technology; M.A., University of Kent; Ph.D., Capella University.
- Patricia Scussel**, B.A., Albertus Magnus College; M.B.A., University of New Haven.
- ***John Wasserman**, B.A., Wesleyan University; M.S., Columbia University; M.B.A., University of Hartford.

Master of Arts in Liberal Studies

The Master of Arts in Liberal Studies provides an avenue for life-long learning within a scholarly context which builds upon and extends the liberal arts tradition of the College. Multidisciplinary by design, this graduate level study offers adult learners a thematic exploration into social, scientific and humanistic dimensions of human experience as a framework for successful living in our increasingly interdependent world.

Designed with the needs of the adult learner in mind, the Liberal Studies program offers a flexible approach to discovery and self-knowledge through coursework and independent study in a variety of subject areas. Students develop their critical thinking, communication, and research skills through a lively engagement with important ideas and informed class discussions. Courses explore four thematic areas: 1) Society and Culture; 2) Arts and Humanities; 3) Science, Technology and Environmental Studies; and 4) Religion, Philosophy and Moral Choice. Students pursue a comparative approach to themes and issues, explore disparate cultures and disciplines, and develop a greater understanding dimensions of the human condition.

Goals

In its dedication to a liberal arts education, Albertus Magnus College affirms its fidelity to the life of the mind and of the human spirit. The Albertus philosophy is that training in the liberal arts is an excellent preparation for a fulfilling life. Accordingly, this liberal arts program leads the student through an integrated study of the human person and of our human community in its various cultures and civilizations, and in its approaches to the natural environment. The program provides students with opportunities to think critically upon and to communicate clearly about certain interrelated themes as grounds for understanding our world.

Accelerated Degree Program

The M.A. in Liberal Studies is offered through the Accelerated Degree Program, which consists of five eight-week modules during the calendar year. Mods 1 and 2 are during the fall, Mods 3 and 4 are during the spring, and Mod 5 is during the summer. All Liberal Studies classes run as seminars in a blended (on-ground and online) and online format.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Official transcripts from all universities or colleges attended
- Bachelor's degree from a regionally accredited college or university with a minimum cumulative grade point average of 2.8 on a 4.0 system
- 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
- 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
- Two letters of recommendation from former professors or professional associates
- A written essay of 500–600 words, double spaced, detailing the applicant's intellectual and professional interests, reasons for applying to the program, and educational expectations
- Proficiency in the use of personal computers

Application materials should be sent to:

Albertus Magnus College
 Division of Professional and Graduate Studies
 700 Prospect Street
 New Haven, CT 06511-1189.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited institution toward satisfying the M.A. in Liberal Studies. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

Tuition and Fees

Tuition and Fees for the 2014–2015 Academic Year

Tuition per three credit course	\$1,878.00
Tutorial surcharge	\$ 480.00 (for student requested tutorial)
Change of course fee (add/drop)	\$ 10.00
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00
Continuing enrollment fee*	\$ 200.00

*Students who are registered in LS 700 Final Project and who do not submit the project within sixteen weeks must pay the continuing enrollment fee. This fee will subsequently be applied every additional sixteen weeks the student takes to submit the Final Project.

Discount for Senior Citizens: Any person age 62 and older or a graduate of Albertus Magnus College may receive a 10% discount on tuition for courses in the M.A. in Liberal Studies.

Academic Advisement

Academic advisement is accomplished via appointment by the program director, who assists individual students with course planning, registration, and regular academic reviews throughout the academic year.

Course Load

Students in the M.A. in Liberal Studies may enroll for no more than 6 credits per module.

Registration

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$25 registration fee payable at the time of registration as well as a \$35 IT fee. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period. New students are advised of the registration procedure in their acceptance letter.

Graduation Requirements

In order to qualify for graduation from the M.A. in Liberal Studies, all credits applied towards the master's degree must be completed within six years from the time when a student begins the program. Six months prior to the anticipated date of commencement, the candidates for degrees must request in writing an official audit of credits and pay the degree completion fee. All degree requirements must have been completed by the last day of class in order for the student to participate in commencement.

Graduation with Honors

M.A. in Liberal Arts students may be eligible to graduate with honors who:

- Have a minimum cumulative G.P.A. of 3.90
- Have received a grade of A in LS 700: Final Project.

Program of Study

The M.A. in Liberal Studies is awarded upon the successful completion of thirty-three graduate credits including LS 500, "Examining Culture and Civilization," (taken before the completion of 24 credits), LS 699 Final Project Proposal Writing Seminar and LS 700 Final Project. Each student must take at least one course (3 credits) in each of the following four thematic areas: 1) Society and Culture; 2) Arts and Humanities; 3) Science, Technology and Environmental Studies; and 4) Religion, Philosophy and Moral Choice. This requirement can be waived with the approval of the program director.

After completion of a total of ten classes (30 credits), students design their own Final Project, which may be a creative work, a traditional thesis or a combination of both. Some recent Final Projects have explored the nature of art and mysticism, offered poetic and musical compositions, and interpreted Shakespeare's Hamlet. Students work on their Final Projects under the supervision of two selected faculty readers.

COURSE DESCRIPTIONS

Cross-listed Leadership courses (LDR 506, LDR 508, LDR 512) are offered on our Main Campus through the Master of Arts in Leadership program, which follows the Accelerated Degree Program calendar.

LS 500 Examining Culture and Civilization: The Introductory Seminar

This course examines the study of culture from a variety of contemporary theoretical perspectives. Students will gain an understanding of such concepts as ethno-centrism and social construction, and learn to reflect critically on cultural comparisons. Through reading and writing about contemporary scholarship, students will develop their skills in graduate level research and writing. This course, a requirement for all Liberal Studies students, will help lay the foundation for work in other courses and the Final Project. *3 credits*

LS 508 Romanticism and the Arts

This interdisciplinary seminar will explore the concept of nineteenth-century Romanticism in literature, art, and music. We will consider the importance of emotion and imagination in Romanticism, as opposed to reason, and the idea of the artist in relation to Romantic ideas of the individual, the quest, and nature. Central Romantic preoccupations, such as exoticism, eroticism, and death, will also be examined. Students will encounter paintings by Géricault, Turner, and Friedrich, poetry by Wordsworth, Coleridge, and Keats, and music by Schubert, Beethoven, and Bizet. *3 credits*

LS 510 Text and World: An Examination of the Social

This course operates under the fundamental supposition that the world views (the “texts”) out of which we operate, and the ontological status which we assign to them, are essentially related to human action, which in turn shapes the world in which we live. Examining how “texts” are used to provide both ideological support and legitimization for given social systems’ as well as grounds for rebelling against a given social system, we will turn to three hermeneutics of suspicion developed by Marx, Freud and Nietzsche, and to a hermeneutics of “the given” developed by Paul Ricoeur under the influence of Heidegger and Gadamer. We will also examine theorists in the field of gender studies for their various hermeneutical stances and social implications. *3 credits*

LS 525 Eastern and Western Mysticism

This seminar is a comparative study of Eastern and Western mysticism. The phenomena of an immediate experience of the divine in a variety of religious traditions will be considered from religious, philosophical and historical perspectives. The art, literature, and music which are manifestations of mystical religion will also be considered. *3 credits*

LS 527 Value: Cultural and Philosophical Bases for Economic Valuation

A seminar to trace the meaning and theories of value as formulated by Aristotle, the medievalists, the physiocrats, the mercantilists, the classical economists as well as the Marxists, the marginalists, and the Keynesians. Stress on the development of the theory of value during the nineteenth and twentieth centuries. Is value within us as a subjective, cultural concept or is it extrinsic and objective? Is it inherent in the objects around us? Readings and papers on various philosophers, anthropologists, sociologists, theologians and economists are required. *3 credits*

LS 539a/b Drafting the Self: Versions of Creativity

Since everything we experience—everything we read, see, hear, touch, analyze, judge, are smitten by—is a possible quarry for creation, the creative process is inherently cross disciplinary. As the “ultimate” interdisciplinary forum, this seminar is a meeting place, which acknowledges that every experience is a possible resource for the creative process and a possible contributor to the creative product. (a/b denotes a first or second mod for the student). *3 credits*

LS 542 Utopia, or the Good Life

This course will explore various intellectual and real efforts to construct the perfect community. In addition to Thomas More’s classic, the course will include Plato’s Republic, Edward Bellamy’s Looking Backward, Samuel Butler’s Erewhon, and B. F. Skinner’s Walden II. The students will also read and discuss the anti-Utopias of Mark Twain’s Connecticut Yankee in King Arthur’s Court and Aldous Huxley’s Brave New World. *3 credits*

LS 546 Human Genome

The complications and advantages surrounding our knowing the composition of the genetic self will be the subject of this course. The focus of investigative analysis will be upon such questions as: What is our genetic self? How can this material manifest itself into who we are and what we are? Are there flaws within my genetic self? Who deserves to know of these flaws, and who does not? Can someone actually own parts of me? The personal and social issues contained in this study offer the student an appreciation for, and an understanding of, this scientific development, while also providing a basis for critical analysis of its complexity within the human community. *3 credits*

LS 548 Cultural Anthropology

Concerned with the diverse cultural, social and biological patterns of human societies, this course will explore the anthropological approach to culture as the all-encompassing web of shared understandings of human experience and world affecting and guiding human behavior. Cultural anthropology is holistic: it studies human beings within multi-dimensional relational contexts as cultural molds in which they have arisen in time and space, i.e., in history and particular societies. This course will look at universals and at diversity in human group behavior, and will include a consideration of the impact of economic globalization on cultural diversity. Cultural anthropology offers an objective scientific study of human persons as they shape and are shaped by societal and cultural patterns, enabling an understanding of humanity free from ethnocentric assumptions. *3 credits*

LS 550 Special Topics

As new courses are developed for the Liberal Studies program, they are initially offered as Special Topics. Some of the new courses offered as Special Topics, include “Art and Social Change”; “Environmental Politics; “Human Health and Disease” and “The Politics of Food”. *3 credits*

PH 565 Origin of Art

An examination of central theories in the West regarding the origin, nature, and epistemological and ontological status of works of art. Questions addressed include: What does it mean to call something a work of art? What is the relationship between art and reality? What determines an artwork’s meaning? Do artworks have a fixed meaning? What is the nature of aesthetic judgment? *3 credits*

LDR 506 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*

LDR 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. Servant Leadership theory was developed by Robert Greenleaf more than 25 years ago. Since that time Servant Leadership has had a profound effect on the business and non-profit world. 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 by reading the book from which Greenleaf obtained the original idea, Herman Hesse's *Journey to the East*. Simultaneously students 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*

LDR 512 Leadership & Diversity

This course will strive to enable students to understand the importance of valuing, as well as managing the diversity of many different kinds of people that are in the workplace. The term diversity goes far beyond race and gender although these two forms of differences have been disadvantaged and underutilized at work. The course will link the potential impact of diversity to individual, group and organizational levels in organizations. There are many employees and managers in organizations who have never engaged in such a course thus students will be asked to consider the loss of teamwork, cohesiveness, synergy, productivity, creativity and other forms of potential in organizations. In this regard, students will be asked to make the classroom a very safe place where differing opinions and ideas may be expressed and in fact, serve as a further basis of the learning. Active class participation will be required; both from students of dominant and non-dominant cultures and social groups. Listening deeply to each other as well as expressing deeply to each other will be encouraged and valued with regard to the grading of the participation factor. *3 credits*

LS 568 Postmodernism

This course introduces students to the concept of postmodernism. It asks, 'what is postmodernism?' It familiarizes students with key texts, authors, and debates in the field of postmodernist theory, and it introduces a variety of accounts of the postmodern (e.g., historical, economic, aesthetic, philosophical, political, cinematic, literary). Students at the graduate level in the humanities ought to have some rudimentary understanding of what

is meant by postmodernism, since it has become a key descriptor in the humanities since the 'seventies. Intellectually, therefore, familiarization with postmodernism contributes to the student's ability to engage in an informed way with contemporary conversations in a variety of fields that comprise 'liberal studies' (anthropology, history, literature, philosophy, cultural studies, political science, sociology and so on). Postmodernism opens up a discussion about the nature of the world we live in, questions related to truth, meaning, value, beauty, morality, justice, and how these things are reconstituted in and by the specific formations of the postmodern world.

LS 569 Religion, Society and Culture

This course will attempt to explore some fundamental aspects of culture and society under the powerful and pervasive presence of religion. In exploring some of the theories and sociological interpretations of religion, establishing a relationship between religion and culture will be emphasized. The recognition and understanding of sacred and profane as religious and sociological entities will provide a useful tool to address real and present issues such as the tension and relationship between modernity and tradition and acceptance and appreciation of cultural values. Even though American culture and American society will be the primary emphasis of this course, there will be opportunity to expand the discussion to other cultures and other societies, both modern and traditional.

LS 570 Technology, Science, and Culture

This course will attempt to explore some fundamental aspects of culture and society under the powerful and pervasive presence of technology. The role of technology in society will be reviewed from prehistoric to the present times—paying particular attention to its rapid and exponential growth in the West. Topics ranging from the industrial revolution to the digital era, from classical science to quantum mechanics will be studied to identify their relationship to identifiable and distinct cultural and intellectual movements such as "Modernity" and 'Post modernity'. These and more recent ones will be explored and studied through art and architecture. The question of whether Modernism's avowed project of "demythification" has succeeded in totally destroying myth, will be raised.

LS 571 Myth and Architecture

Buildings are unavoidably part of us. We are inescapably involved with buildings. Yet, buildings can be objects indifferent to us as real, thriving, living beings. Architecture as art, particularly in the present and recent past, and architecture as embodied realizations of Modernity, may have sacrificed us for who we are, as real, thriving, living beings, for other concerns—some quite trivial. What, then is architecture (or should be) about? Architecture is a remarkably faithful reflection of our values. This course will use architecture to explore these cultural values. As a rationale we will explore the idea that value is ultimately mythical as opposed to technological. Myth and technology will be studied as equally vital forces in our conscious relation to the world. The definitions, implications, and edifications of myth will be the principle subject of this course.

LS 572 Consumer Society

This course examines the role of consumption as a defining feature of American social life since World War II. We explore its impact on work, leisure and identity formation, its epistemological implications (i.e., the relationship between image and reality), and notable theories and theorists of modernism/postmodernism and consumer society.

3 credits

LS 573 Introduction to Cultural Studies

Cultural Studies has emerged as an important interdisciplinary field of study bridging the humanities and social sciences. Its roots are usually traced to two institutional settings: the Frankfurt School (the Institute for Social Research at the University of Frankfurt) beginning in the 1920s, and the Birmingham School (the Center for Contemporary Cultural Studies at the University of Birmingham, England) beginning in the late 1950s. This course focuses on the British tradition of Cultural Studies, including its engagements with the German tradition, as well as its impact on American Cultural Studies. By becoming familiar with this tradition of academic exploration, students will demonstrate understanding of, and ability to perform, theories and methods of the study of culture, and they will engage key issues and debates within the field. These include the relationships between culture and social structures, on the one hand, and between culture and social struggles, on the other hand; cultural absolutism v. cultural hybridity; identity formation; globalization; media studies; postcolonialism; postmodernism; race and gender; and the politics of cultural representation. *3 credits*

LS 699 Final Project Writing Seminar

The purpose of this seminar is to provide students with instruction on the process of writing their Master of Liberal Studies Final Project. This course will focus on scholarly research, information literacy, and the proper techniques for documenting, editing, and revising academic papers. The seminar format will also allow students to learn from the research and writing experiences of other students in the course. Students will develop Final Project proposals of approximately 1,250 words, plus working bibliography with sources appropriate to graduate level work formatted in MLA or APA Style. *3 credits*

LS 700 Final Project

The Final Project is an independent “capstone” work, demonstrating the student’s understanding of the program’s thematic areas as well as the ability to integrate them into a unified vision, showing how the student’s work contributes to a larger understanding of the self and world. The student will be advised by a faculty member appointed by the Director. After the project is completed to the advisor’s satisfaction, it will be submitted to a second reader, assigned by the Director, for approval. Approval and acceptance of the student’s Final Project is a requirement for the Liberal Studies degree. One copy (hard-bound or pdf file) of the approved project must be submitted to the Master of Arts in Liberal Studies Program Director and one to the Director of the Library. *3 credits*

Requirements: Students will follow one of the following formats, scholarly or creative:

1. The scholarly project will offer an in-depth analysis of a topic chosen by the student, informed by relevant sources suitable for graduate-level work. The student will explore the topic in the context of one or more of the four thematic areas of the program, the Self in relation to Society, Nature, Transcendence, or Itself. The project will be between 45 and 60 pages, with an appropriate number of scholarly sources in the bibliography. It must be formatted in MLA or APA Style, with in-text citations and a bibliography of Works Cited. Students will use academically appropriate language and revise their writing to eliminate grammatical and mechanical errors.
2. The creative project will employ literary or artistic media to engage with one or more of the four thematic areas of the program. It will be prefaced by a chapter of 25–30 pages, with an appropriate number of creative and/or scholarly sources in the bibliography, in which the student will articulate his or her artistic goals in relation to those of the program, drawing upon relevant scholarly sources to situate the creative work

in its aesthetic and theoretical contexts. It must be formatted in MLA or APA Style, with in-text citations and a bibliography of Works Cited. Students will use academically appropriate language and revise their writing to eliminate grammatical and mechanical errors.

Prerequisites: In order to register for LS 700, students must have successfully completed LS699 as well as the MALS course requirements (30 credits) with a minimum 3.0 G.P.A.

Registration: Students register for their Final Project at the beginning of a mod after successfully completing LS 699 and have sixteen weeks to submit the complete project. At the end of sixteen weeks, students registered for LS 700 who have not submitted their complete project must pay a continuing enrollment fee of \$200.00 to continue in LS 700. This fee will subsequently be applied every twelve weeks until the advisor is satisfied the project is complete and has assigned a grade. In order to participate in commencement a student must have completed LS 700 by the end of Mod 4 of that year.

FACULTY

(* denotes full-time faculty)

- ***Robert E. Bourgeois**, Anthropology; B.A., Yale University; M.A., Ph.D., University of Chicago.
- ***Julia Anne Coash**, M.F.A., Director, Liberal Studies Program; B.A., Southern Illinois University; M.S.Ed., Southern Illinois University; M.F.A., James Madison University.
- ***Jeremiah Coffey**, Religious Studies; B.A., Our Lady of Angels Seminary; M.A., University of Toronto; St. Michael's College; Ph.D., Fordham University.
- ***Susan Cole**, English; B.A., Duke University; M.A., Ph.D., Harvard University.
- ***Norman Davis**, Management and Organizational Behavior; B.A., University of Nebraska; M.A., University of New Haven; Ph.D., The Union Institute and University.
- Susan Hawkshaw**, Music; B.A., University of Rochester; M.A., M.Phil., Ph.D., Columbia University.
- ***Rev. Kenneth Jorgensen, S.J.**, History; B.A., Gonzaga University; M.Div., Weston School of Theology; Ph.D., Columbia University.
- ***Sean O'Connell**, Philosophy; B.A., M.A., The Catholic University of America; Ph.D., Fordham University.
- ***Paul Robichaud**, English; B.A., M.A., University of Western Ontario; Ph.D., University of Toronto.
- ***Matthew Waggoner**, Philosophy, Religion; B.A., Evangel University; M.A., Southwest Missouri State University; Ph.D., University of California, Santa Cruz.

Master of Science in Management and Organizational Leadership (M.S.M.O.L.)

The Master of Science in Management and Organizational Leadership supports the advancement of working professionals in corporate, non-profit, and public organizational environments. Participants gain knowledge and skills for managing organizational change in the context of dynamic technological and global environments. The M.S.M.O.L. focuses on leadership as a relational process that is inclusive of diverse points of view, is purposeful and builds commitment towards a shared vision. Participants are encouraged to develop a type of leadership that is rooted in service to others with reciprocal trust and ethical behavior.

Formats

The M.S.M.O.L. is offered through the Accelerated Degree Program and the New Dimensions Program. Courses meet for eight week periods, with weekly class sessions held on-site for 2.5 hours. An additional 2.5 hour on-line element occurs asynchronously each week.

Objectives

M.S.M.O.L. graduates are prepared to demonstrate:

- Skills in:
 - Quantitative analysis
 - Conflict resolution
 - Information literacy
 - Decision-making
 - Scientific method
 - Leadership
- Knowledge of:
 - Management principles
 - Quality management
 - Organizational behavior
 - International and global business
 - Organizational management
 - Business ethics
 - Human resources
- Critical thinking skills in conducting research including:
 - Developing hypothesis
 - Conducting research
 - Interpreting and presenting findings
 - Evaluating research methods
 - Analyzing data
- Creative thinking skills in strategically applying learning from diverse disciplines to real world issues.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Bachelor's degree from a regionally accredited college or university with a minimum cumulative G.P.A. of 2.8 on a 4.0 system*
- Official transcripts from all universities or colleges attended

- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- 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
- A minimum of two years' requisite experience in an organization
- Proficiency in the business application of personal computers
- An essay (500 to 600 words, double spaced) that presents the applicant's career interests, reasons for applying to the program and expectations for the program. The essay must cite a specific example of the most effective organizational team in which the applicant has participated and how leadership factored into its success.

Application materials should be sent to:

Albertus Magnus College
 Division of Professional and Graduate Studies
 700 Prospect Street
 New Haven, CT 06511-1189

Tuition and Fees

Tuition and Fees for the 2014–2015 Academic Year

Tuition per 3 credit course

Accelerated Degree Program	\$2,406.00
New Dimensions Program	\$2,587.00
Tutorial Surcharge	\$ 500.00 (student-requested tutorial)
Change of Course fee	\$ 10.00 (ADD/DROP)
Withdrawal fee	\$ 10.00
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Late Registration fee	\$ 20.00
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

Program of Study

MOL 501	Leadership in Theory and Practice	(3)
LDR 502	Leadership and the New Science	(3)
MOL 505	Moral Leadership	(3)
MOL 506	Organizational Behavior	(3)
MOL 518	Managing Quality	(3)
MOL 605	Management within a Global Environment	(3)
MOL 630	Applied Research Project	(3)

Electives

MOL 601	Team Building	(3)
MOL 507	Critical Thinking	(3)
MOL 514	Conflict Resolution	(3)
MB 632	Organizational Development	(3)
MB 652	Training and Development	(3)
MB 654	Compensation Strategies	(3)
MOL 510	Human Resource Management in a Changing Environment	(3)
LDR 512	Leadership and Diversity	(3)
MOL 620	Entrepreneurial Thinking: Innovation and Creativity in Creating Value	(3)
LDR 550*	Special Topic in Leadership	(3)

Additional courses at the discretion of the Director may be added to this list.

*LDR 550 may be taken a maximum of two times with different topics.

TOTAL CREDITS 36

COURSE DESCRIPTIONS

Course codes are followed by “M” when offered in the New Dimensions Program.

MOL 501 Leadership in Theory and Practice (9 weeks) 3 credits

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.

MOL 505 Moral Leadership: Defining the Character of Individuals in Organizations (8 weeks) 3 credits

In this course we will explore two important and related topics: leadership and ethics in organizations. Questions that will be explored include: What roles do leaders play in shaping the culture and in shaping what is considered right and wrong within the organization? How can one learn to make right vs. right decisions and explain their decisions to others?

MOL 506 Organizational Behavior (8 weeks) 3 credits

Organizational Behavior is the study of behavioral issues and concepts faced by organizations and individuals in the organization. The course focuses on the macro level issues faced by organizational stakeholders in the ever-changing environment. Learners will investigate concepts and theories of motivation, organizational culture, employee development, and the like, and come away with knowledge of the processes and theories of effective organizational dynamics.

MOL 507 Critical Thinking and Applied Decision Making (8 weeks) 3 credits

Seminar participants will evaluate their own decision making skills and consider optimal ways of reaching decisions individually and in a group context. The psychology of decision making will be explored with an emphasis on the biases and motivations which may prejudice our decision making abilities. Participants will critically analyze contemporary decisions in society and apply the course material to a positive organizational context. Students will continue to develop their research techniques and will use the critical thinking skills they develop to identify, explore, and research an issue of their choosing.

MOL 509 Professional Writing and Communications (8 weeks) 3 credits

This course is designed to enable students to gain a deeper understanding of writing and communications appropriate to professional goals and the demands of the workplace. Emphasis is placed on the development of skills in advanced written and oral communications, research and information literacy, reading and critical thinking.

MOL 510 Human Resource Management in a Changing Environment (8 weeks) 3 credits

This course is a study of techniques and skills necessary to manage and effectively guide human resources in a rapidly changing technological environment. Emphasis is on formulation and implementation of strategies to understand, guide, and develop human resources within the modern organization. It covers analysis of humanistic and ethical issues facing management and employees in the changing workforce and behavioristic concerns as experienced within organizations.

MOL 514 Conflict Resolution (8 weeks) 3 credits

The meaning of conflict resolution adopted in this course is focused on peaceful, non-violent 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

MOL 518 Managing Quality (8 weeks) 3 credits

Developing leadership competencies to manage quality processes for organizations today is essential for sustaining long-term growth and competitiveness in all industries for example: Health, Academia, Service and Manufacturing. This class will explore the theories, concepts and best practices of managing quality. Topics will include: Total Quality Management (TQM), Six Sigma, Lean Principles and Agile Processes. The course will assist students to understand the need for aligning quality management with the strategic and leadership objectives in organizations. Students will be able to link their theoretical learning with actual applications in their business world.

MOL 601 Team Building (8 weeks) 3 credits

Participants will study team leadership and teambuilding through a series of exercises, a behavioral assessment, group discussions, and readings. Key learning components encompass: enhancing the quality of participation in a team environment, modeling effective leadership, leading groups, how to communicate more effectively, creative thinking and purposeful behavior directed towards achieving team goals. Each team will create a Team Covenant that will assist them through their academic career and one where the application will transfer into their professional lives. In addition learners will create a personal leadership development program to guide them in their professional careers.

MOL 605 Management within a Global Environment (8 weeks) 3 credits

Explores the unique problems and prospects of cultural diversity in international business and enhances awareness of cultural and ethical practices that influence international business. Through directed readings, discussion, and other activities, participants are afforded opportunities to increase their cross-cultural sensitivities and skills, whether they work in the United States or abroad.

MOL 620 Entrepreneurial Thinking: Innovation and Creativity in Creating Value (8 weeks) 3 credits

In this course learners will take a self-reflective path introducing them to the benefits of creative and innovative thought. Students will review cross-disciplinary theories of innovation, creativity and entrepreneurship written by seminal authors and will begin to formulate ideas which will be further examined in their applied research project in MOL 640. The culminating project for this course will be a well-crafted proposal which will lead to the Applied Research Project.

MOL 630 Applied Research Project (8 weeks) 3 credits

The culminating project for the Master of Science in Management and Organizational Leadership will have students apply the research skills they learned throughout the program in conjunction with the leadership and management knowledge they have garnered to complete a research project of their choosing. Students will develop a research methodology best suited to the problem they identified in MOL 620 to explore in this course. Students will collect data and tabulate (quantitative or qualitative) and use their findings to present recommendations towards the problem they identify. The project will include a literature review, methods section, data collection and analysis, and recommendations.

FACULTY

(* denotes full-time faculty)

- * **Norman Davis**, Management and Organizational Behavior; B.A., University of Nebraska; M.A., University of New Haven; Ph.D., The Union Institute and University.
- * **Howard C. Fero**, Leadership and Organizational Behavior; B.A., Hofstra University; M.S., Baruch College, City University of New York; Ph.D., Claremont Graduate University.
- * **Wayne Gineo**, B.S., University of New Hampshire; M.S., University of Connecticut; Ph.D., University of Minnesota.
- Michael H. McGivern**, B.S., Central Connecticut State University; M.S., Rensselaer Polytechnic Institute; Ph.D., Walden University.

- * **Clara Munson**, Strategic and Human Resource Management; B.A., University of Louisville; M.B.A., University of New Haven; Ph.D., The Union Institute and University.
- Kevin Nash**, Industrial and Organizational Psychology; Diploma in Marketing, Dublin Institute of Technology; M.A., University of Kent; Ph.D., Capella University.
- Patricia Scussel**, B.A., Albertus Magnus College; M.B.A., University of New Haven.
- * **John Wasserman**, B.A., Wesleyan University; M.S., Columbia University; M.B.A., University of Hartford.

Master of Fine Arts in Writing (M.F.A.)

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

Combining the best aspects of face-to-face learning with the power of the Internet, the program provides maximum flexibility for students needing to balance the often conflicting demands of work and family responsibilities with their aspirations as writers. Each semester, students meet on campus for three Saturdays of intensive classroom sessions and writing workshops. The rest of the time, students take their classes online, guided by an award-winning faculty, and encouraged by a community of like-minded student writers. The 36-credit program can be pursued on a full- or part-time basis.

Admission Requirements

- A completed application and a \$50 non-refundable application fee
- Bachelor's degree from a regionally accredited college or university with a minimum cumulative G.P.A. of 3.0 on a 4.0 system*
- Official transcripts from all universities or colleges attended
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- Proof of immunization in accordance with Connecticut State requirements
- 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
- Two letters of recommendation specifically addressing suitability for the program
- A written essay of 750 to 1,000 words, double-spaced, on "The Writer's Journey," detailing the applicant's personal reflections on the writer's craft and reasons for applying to the program
- A sample of written work in one genre as follows:
 - Nonfiction: A completed composition or portion of a piece of at least 2,500 words and a maximum of 5,000
 - Fiction: A completed composition or portion of a piece of at least 2,500 words and a maximum of 5,000
 - Poetry: Between 5 and 10 pages containing at least five completed poems

- A one-page writer's résumé, providing a profile and indication of the area of writing interest, summary of educational and writing experience (including any publications, current submissions, or works in progress), and employment history

All application materials should be sent to:

Director of the M.F.A. Program
 Albertus Magnus College
 700 Prospect Street
 New Haven, CT 06511-1189

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying the M.F.A. degree requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

Tuition and Fees

Tuition for 2014–2015 Academic Year

Full time Tuition	\$4,120.00 per four credit course
Application fee	\$ 50.00 (new students)
Registration fee	\$ 25.00 per semester
Information Technology fee	\$ 6.00 per credit

Refund Policy

A student who officially withdraws from the Program or from a course prior to the third online class meeting is entitled to a proportional refund of tuition. Fees are not refundable.

Schedule of Refunds on Tuition

100% refund prior to the second class meeting

50% refund prior to the third class meeting

No refund after the third class meeting

Academic Advisement

Academic advisement in the program is accomplished via appointment by the program director, who assists individual students with course planning, registration, and regular academic reviews.

Course Load

Full-time students in the M.F.A. program may enroll for no more than 9 credits per semester. Part-time students must enroll for 5 credits.

Registration

Students are notified of the dates for registration by memorandum and are provided with a list of the upcoming course offerings. Students are expected to consult with their Program Director during the registration period. There is a \$10 registration fee per semester payable at the time of registration. An additional \$20 late registration fee is charged to students who fail to sign up for classes during the registration period.

Graduation Requirements

- Completion of all required coursework
- Satisfactory completion of the Master Project
- Minimum cumulative grade point average of 3.0. Students receiving a final grade of C– or lower in any course will be required to repeat that course
- Completion of all requirements within seven years of matriculation
- Payment of all tuition and fees.

Graduation with Honors

M.F.A. students may qualify to graduate with honors who

- Have a minimum cumulative grade point average of 3.90
- Receive a grade of A in EN 692 Master Project.

Program of Study

Process and Product (8 credits total)

EN 500	Writing Portfolio (required each semester)	1 credit
EN 541	The Creative Process	4 credits

Genre Studies (12 credits total)

A minimum of 8 credits in one genre, plus 4 credits in a second.

EN 543	Seminar in Poetry I	4 credits
EN 643	Seminar in Poetry II	4 credits
EN 544	Seminar in Fiction I	4 credits
EN 644	Seminar in Fiction II	4 credits
EN 545	Seminar in Nonfiction I	4 credits
EN 645	Seminar in Nonfiction II	4 credits

Professional Development (16 credits total)

EN 547	Research for Writers: The Literary Marketplace	4 credits
EN 549	Publicity and Promotion for Writers	4 credits
EN 692	Master Project	4–8 credits

COURSE DESCRIPTIONS

EN 500 Writing Portfolio (each semester of enrollment)

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 each semester; 4 total credits required*

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*

Genre Studies

EN 543, 643 Seminar in Poetry I and 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 each*

EN 544, 644 Seminar in Fiction I and 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 each*

EN 545, 645 Seminar in Non-fiction I and II

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of non-fiction. 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 non-fiction as a genre and provide an occasion for crafting original work. *4 credits each*

EN 547 Research for Writers: The Literary Marketplace

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. This course may include visits from guest publishers and authors. *4 credits*

EN 549 Publicity and Promotion for Writers

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. A strong focus is placed on web-based techniques, including the creation of effective websites including blogging and podcasting. Students gain an understanding of how to promote their writing projects to agents and publishers, and how to utilize different print and electronic media for effective exposure as writers. *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 required*

FACULTY

(*denotes full-time faculty)

- ***Robert Hubbard** holds an M.B.A. from the University of Connecticut and is associate professor and director of the Albertus B.S. in Computer Information Systems. He is the author of three non-fiction works and specializes in the uses of information technology in publishing and publicity.
- ***Eric Schoeck** graduated from Yale University and holds a M. A. in Liberal Studies from Albertus Magnus College. He lived for 28 years in California before returning to Connecticut in 2002. While in California, in addition to teaching, he worked in radio. For 15 years he hosted a program on Public Radio called "Radiogram" which featured interviews with often internationally prominent authors in both fiction and non-fiction. He has written extensively for radio, including news, documentaries, and feature stories. He is currently an assistant professor of English and Humanities. He specializes in creative non-fiction and non-fiction.
- ***Sarah Harris Wallman** studied creative writing at the University of Virginia and has an M.F.A. in fiction from the University of Pittsburgh. She writes primarily novels and short stories, some of which can be found in Brooklyn's L Magazine and readshortfiction.com. Her work has been produced off-off-Broadway and nominated for Best American New Voices. In 2013, she received Prada Journal's international short story award as well as Dogwood Journal's grand prize.

Charles Rafferty holds an M.F.A. from the University of Arkansas. He has received poetry grants from the National Endowment for the Arts and the Connecticut Commission on Culture & Tourism. He has published five poetry chapbooks, the most recent of which is *Appetites* (Clemson University Press), and he has published five full-length collections of poetry, including *The Man on the Tower* (University of Arkansas Press), *A Less Fabulous Infinity* (Louisiana Literature Press), and the forthcoming *The Unleashable Dog* (Steel Toe Books). His first collection of flash fiction, *Saturday Night at Magellan's*, is forthcoming from Fomite Press. He has published hundreds of poems, essays, and stories in such places as *The New Yorker*, *Oprah Magazine*, *Prairie Schooner*, *The Southern Review*, *TriQuarterly*, *Quarterly West*, *Sonora Review*, *The Cortland Review*, *Measure*, *Massachusetts Review*, *Louisiana Literature*, *The Literary Review*, *DoubleTake*, and *Connecticut Review*. His poems have also appeared in several anthologies and textbooks, including *American Poetry: The Next Generation* (Carnegie Mellon University Press), *Rhyming Poems: A Contemporary Anthology* (University of Evansville Press), and *Sonnets: 150 Contemporary Sonnets* (University of Evansville Press).

* **Paul Robichaud** is associate professor and chair of the Department of English. His poems have appeared in the inaugural issue of *Palimpsest: Yale Literary and Arts Magazine*, *The Hudson Review: New Writers Issue*, *Agenda* (UK), and, most recently, *Brittle Star* (UK). His study of the modern British poet and painter David Jones, *Making the Past Present: David Jones, the Middle Ages, and Modernism*, was published by The Catholic University of America Press in 2007. He has also published critical essays on James Joyce, Hugh MacDiarmid, Geoffrey Hill, and the medieval poet William Dunbar. He is currently planning a collection of poems and writing a book on modernism and national identities in Great Britain and Ireland.

Directories

Trustees

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Administration

President

Julia M. McNamara, Ph.D.

*Vice President for Academic Affairs
and Dean of the Faculty*

Sean P. O'Connell, Ph.D.

*Vice President for Advancement
and Alumni Relations*

Carolyn Behan Kraus, M.A.

Vice President for Finance and Treasurer

Jeanne Mann, B.A.

*Vice President for
Information Technology Services*

Steven Gstalder, M.S., M.I.L.S.

Vice President for Marketing

Andrea E. Kovacs, M.A.

Dean for Student Services

Andrew Foster, M.A.

*Acting Dean for Professional
and Graduate Studies*

Annette Bosley-Boyce, M.A.

Registrar

Angela Haggerty, M.B.A.

Director of Financial Aid

Michelle Cochran, M.B.A.

*Director of Library
and Information Services*

Anne Leeney-Panagrossi, M.L.S.

Division of Professional and Graduate Studies

Administrative Assistant to the Dean for Professional and Graduate Studies
Denise Dammling

Community Education Liaison
Ana I. Gonzalez, M.A.

Director of Academic Services
Sharon E. Shuffitt, M.A.

Director of Admissions
Anthony Reich, M.A.

Director of Curriculum Services
Bonnie Dingus, M.B.A.

Director of Student Services
June Sangapore, M.A.

Academic Advisors
Nancy Albee, B.S.
Wendilea Brown, M.A.
Melanie Hellwig M.S.
Melissa Laskowski, M.B.A.
Molly McLaughlin, B.A.
Amy Wilson, B.A.

Admissions Counselors
Julie Bazydlo, B.A.
Ellen Devlin, B.A.
Demian Garcia-Scalici, B.S.
Katie Pfeifer, M.A.
Jennifer Snow, B.A.
Melissa Ulery, B.S.

Curriculum Services Coordinator
Brenda Joslyn, B.S.

Educational Assistants
Lena Dandridge, B.A.
John Hamilton, B.S.

Records Assistant
Gina Perez, A.S.

Site Coordinator, East Hartford,
Regina Stephenson, A.S.

Graduate Program Directors

Chair, Department of Business Administration and Management, Director of Accounting Programs
Nancy Fallon, Ph.D.
nfallon@albertus.edu

Director of Master of Arts in Art Therapy Program
Abbe Miller, M.S., ATR-BC, LPC
amiller@albertus.edu

Director of Master of Business Administration Programs
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Director of Education Programs
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Director of Master of Science in Human Services Program
Ragaa Mazen, Ph.D.
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Chair, Psychology Department Director of Post-Graduate Certificate in Addiction Counseling
Stephen P. Joy, Ph.D.
sjoy@albertus.edu

Director, of Leadership Programs
Howard Fero, Ph.D.
hfero@albertus.edu

Director of Master of Arts in Liberal Studies Program
Julia Coash, M.F.A.
jcoash@albertus.edu

Director of Master of Fine Arts in Writing
Charles Rafferty, M.F.A.
crafferty@albertus.edu

Driving Directions

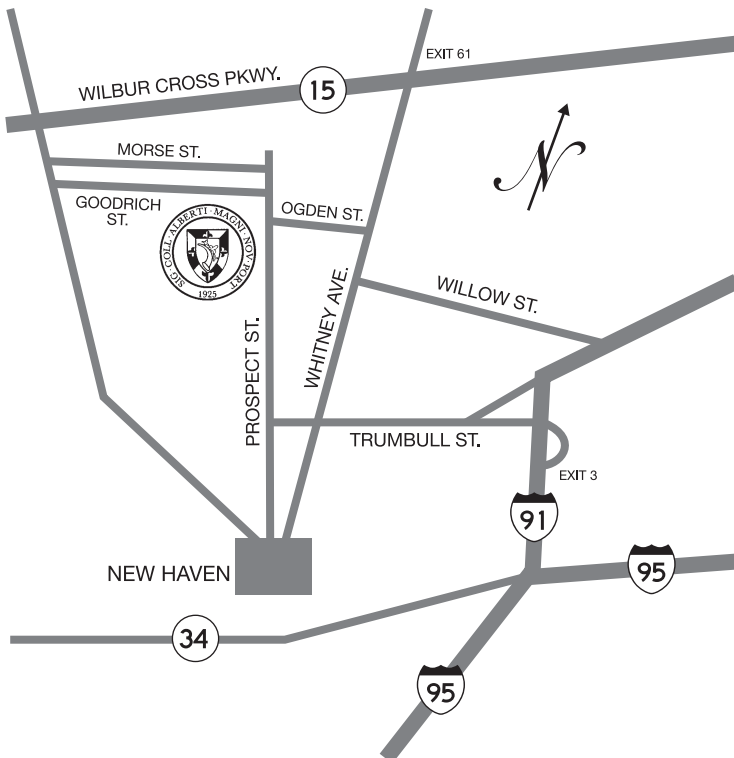
Albertus Magnus is easily reached by major highways from anywhere in the state and is convenient to Greater New Haven and the shoreline via I-91, I-95, and the Wilbur Cross parkway.

From the shoreline east or west of New Haven

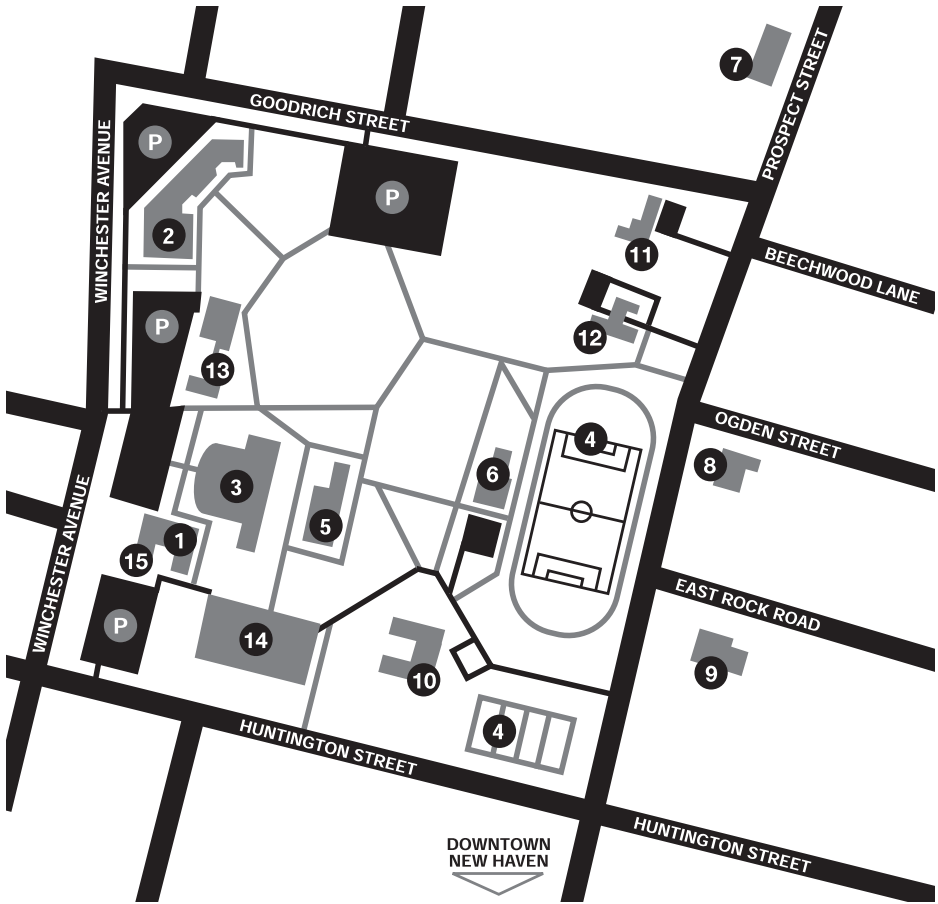
Follow I-95 to I-91 North. Take Exit 3 (Trumbull Street). Go straight ahead on Trumbull to Prospect Street. Turn right and follow Prospect Street about 1½ miles to Goodrich Street. Turn left onto Goodrich Street and after about 100 yards, turn left again at the main entrance to the campus.

From Meriden, Wallingford, and other points north

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



Campus Map



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

Notes

Notes



Albertus Magnus College

Graduate Programs

Division of Professional and Graduate Studies

700 Prospect Street

New Haven, Connecticut 06511



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