

# Albertus Magnus College

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DIVISION OF PROFESSIONAL AND GRADUATE STUDIES



## 2019–2021 COURSE CATALOGUE Graduate Programs

A Catholic College in the Dominican Tradition



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## **Tagliatela School of Business and Leadership**

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# ALBERTUS MAGNUS COLLEGE



## Graduate Programs

**S**t. 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.

*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.*

# The College

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## Statement of Mission

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

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. The new Shea Softball Complex opened in 2017.

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 and Counseling, 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, Master of Science in Criminal Justice, and Master of Science in Clinical Counseling.

Today, Albertus has an enrollment of 1,550 students—550 in the Traditional Day Program, and 1,000 in adult undergraduate and graduate programs. Ninety-two percent of its students are enrolled on a full-time basis.

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

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

Dr. Julia M. McNamara, President *Emerita* 1982–2016

Sister Anne Kilbride, O.P, Interim 2016–2017

Marc M. Camille, Ed.D. 2017–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, and in traditional semester-based schedules.

## **The Accelerated Degree Program**

The Accelerated Degree Program, offering courses both at our New Haven and East Hartford campuses, is designed specifically to meet the needs of the adult learner. The program features a flexible scheduling system that permits students to attend on either a full- or part-time basis. Innovative approaches to adult learning combine the convenience of online instruction with the personalized classroom attention that is a hallmark of the Albertus experience. Many programs are offered in the new FLEX format, which allows students to choose between taking classes fully online, taking classes on campus in a blended format (50% online and 50% on-ground), or taking classes in both formats. 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 a Master of Science in Accounting; Master of Business Administration; Master of Science in Education; Master of Science in Criminal Justice; 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.

## **Semester-Based Programs**

Graduate programs that are delivered in traditional fall and spring semesters include the Master of Arts in Art Therapy and Counseling (M.A.A.T.C.), the Master of Fine Arts in Writing (M.F.A.), and the Master of Science in Clinical Counseling. All three programs are held on our main campus in New Haven. The M.A.A.T.C. 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, offered in the FLEX format, can be

taken fully online or in a blended format; students that choose the blended format meet fully online and attend three on-ground Saturday sessions per semester. The Master of Science in Clinical Counseling offers evening classes on a traditional fall and spring semester, plus an eight-week summer session; students that choose the Addiction Counseling concentration will complete these courses in the Accelerated Degree Program format.

Finally, 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 Magnus College. 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 Associate Dean for Student Success and Retention. 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 will decide penalties for any incidents of plagiarism after the first.

If students have any questions about plagiarism, they are strongly encouraged to consult with their instructor or to visit the Writing Center.

## Student Code of Conduct

Students are expected to 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 reviews violations of the Code of Conduct on an individual basis. Failure to comply with the Code of Conduct may result in administrative withdrawal from the College.

## Accreditation

Albertus Magnus College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.

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

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

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

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
3 Burlington Woods, Suite 100  
Burlington, MA 01803-4514  
781-425-7785  
E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)

## Complaint Resolution

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

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

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

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

## Memberships

Albertus Magnus College holds institutional memberships including the following:

Alpha Phi Sigma  
 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 College Unions–International  
 Association of Graduate Schools of Liberal Studies Programs  
 Association for Orientation–Transition–Retention in Higher Education (NODA)  
 Association of Title IX Administrators  
 Chi Alpha Sigma  
 College Entrance Examination Board Conference of Small Private Colleges  
 Connecticut Association of Collegiate Registrars  
 Connecticut Association for Continuing Education  
 Connecticut Conference of Independent Colleges  
 Connecticut Distance Learning Consortium  
 Connecticut United for Research Excellence  
 Council 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  
 Council on Undergraduate Research  
 International Accreditation Council for Business Education  
 National Academic Advising Association  
 National Association of Academic Advisors  
 National Association for Campus Activities  
 National Association of Foreign Student Advisors  
 National Association of Independent Colleges and Universities  
 National Catholic Educational Association

National College Athlete Honor Society  
 National Collegiate Honors Council  
 National Commission on Accrediting  
 New England Association for Cooperative Education and Field Experience  
 New England Association of Collegiate Registrar and Admissions Officers  
 New England Faculty Development Consortium  
 Northeastern Association of Graduate Schools  
 Sigma Delta Pi National Hispanic Honors Society  
 United States Association for Small Business and Entrepreneurship

## Facilities

### Aquinas Hall

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

### Mary A. and Louis F. Tagliatela Academic Center

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

### Bookstore

The College Bookstore, located in the Hubert Campus Center, posts evening and weekend hours to accommodate students in the Division of Professional and Graduate Studies. Effective January 1, 2020, the College will operate a virtual bookstore; all textbooks and related materials will be available for purchase online. The College Bookstore will continue to sell apparel and sundries.

### Hubert Campus Center

This modern building, which was originally constructed in 1970, is currently being renovated and will be completed in the spring of 2020. It offers a wide range of facilities and services. The Behan Community Room (BCR) for multipurpose use, the Margaret L. McDonough Art Gallery, the Falcon Campus Store (temporarily housed in Dominican Hall during the renovation), a central mailroom, game room, House of Bollstadt Student Pub, conference rooms, offices, lounges and the DeDominicis Dining Hall. The Counseling Center and Health Clinic are also located here (they are temporarily housed in McAuliffe Hall during the renovation). Once re-opened, the building will feature a rooftop garden area and a new retail food operation, as well as a central gathering space on the main level.

### Cosgrove, Marcus, Messer Athletic Center

Students in the Accelerated Degree Program are welcome to join the Athletic Center, which offers a swimming pool, basketball and racquetball courts, a weight/cardio room and a dance/yoga room. Membership is available on an individual or family basis.

## **Rosary Hall Library and Learning Commons**

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

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

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

## **Parking**

Parking is available free of charge to students in designated spaces. Parking on campus is at the vehicle owner's risk. All members of the faculty, staff and student community should register their cars and receive a parking permit at Public Safety.

## **Public Safety**

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

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

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

## **Weather and Emergency Alert System**

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

The College strongly encourages all students to sign up for the Emergency Alert System.

# Student Services

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## Accommodations for Students with Disabilities

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

## Center for Teaching and Learning Excellence

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

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

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

## Albertus Online Tutoring 24/7

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

## Office of Career & Professional Development

Located in Rosary Hall, the Office of Career & Professional Development supports students in developing realistic and flexible professional goals and in building skills for life-long career planning. Services include career counseling, résumé consultations, updates on social media, and a job posting service. Alumni of Albertus Magnus College have life-long access to the Office of Career & Professional Development.



## **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.

## **Library and Information Technology Services**

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

The Library Services group trains students in the information literacy and research skills necessary to become lifelong learners. Students are guided to the most appropriate resources for their research needs in the College's extensive digital collections, online databases, and the traditional print collection. Among the Library's many e-resources, patrons navigate through more than 57,000 e-journals, magazines and newspapers containing 32 million articles, and an ever-expanding e-book collection that includes more than 200,000 full-text books in all subject areas. Through the Library's online catalog, Boots OneSearch, students and faculty can access the information resources necessary to support the curriculum, whether they are studying on campus or online.

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

## **Veterans Services**

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

# Graduate Programs Overview

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## Master of Arts in Art Therapy and Counseling

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

## 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. Students may enroll on a full-time or part-time basis and have the flexibility of choosing between blended or online options on a course-by-course basis.

## Master of 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 full-time or part-time basis and have the flexibility of choosing between blended or online options on a course-by-course basis.

## Master of Business Administration

The Master of Business Administration (M.B.A.) prepares business leaders with highly developed analytical and communication skills, a mastery of vital tools and concepts used in the business environment, and a preparation for ethical leadership in their chosen fields. Offered through the Accelerated Degree Program, the M.B.A. is designed for

working professionals who seek to advance their education while pursuing their career. Classes are held in the evenings or online, and students may attend on a full-time or part-time basis. The M.B.A. requires a total of 48 credit hours, which may include advanced specializations in Accounting, Human Resources, Leadership, Management, or Project Management.

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

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

## **Master of Public Administration**

The Master of Public Administration (M.P.A.) is a 36-credit degree program designed for working professionals seeking a long-term career working for nonprofits, non-governmental organizations (NGOs), or government agencies. The M.P.A. program is based on an interdisciplinary approach that enables students to lead, implement policy, solve problems, and improve efficiency in nonprofit organizations, institutions, and different levels of government. The M.P.A. is offered through the Accelerated Degree Program in a FLEX format, where students may enroll on a full-time or part-time basis and have the flexibility of choosing between blended or fully online course options.

## **Master of Science in Accounting**

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

## **Master of Science in Clinical Counseling**

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

## **Master of Science in Criminal Justice**

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

## **Master of Science in Education**

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

## **Advanced Alternative Preparation Program (AAP)**

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

## **Master of Science in 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 Science in Management and Organizational Leadership**

The Master of Science in Management and Organizational Leadership (M.S.M.O.L.) supports the advancement of working professionals in corporate, non-profit, and public organizations. Participants gain knowledge and skills for managing organizational change in the context of dynamic technological and global environments. The 36-credit degree is offered through the Accelerated Degree Program. Students may enroll on a full-time or part-time basis and have the flexibility of choosing between blended or online options on a course-by-course basis.



# ALBERTUS MAGNUS COLLEGE



## Graduate Programs Catalogue

### Division of Professional and Graduate Studies 2019–2021

**Albertus Main Campus**

700 Prospect Street  
New Haven, CT 06511

**East Hartford Campus**

225 Pitkin Street  
East Hartford, Connecticut 06108

[www.albertus.edu](http://www.albertus.edu)

203-773-8505

800-394-9982

# Accelerated Degree Program Calendar 2019–2020

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## FALL 2019 MOD 1

Monday/Wednesday August 26 (M)–October 16 (W)  
 Tuesday/Thursday August 27 (T)–October 17 (Th)  
 Saturday August 31–October 19  
 Monday September 2 **Labor Day (College Closed—No Classes)**

**Inter Mod Recess October 20–October 25**

## FALL 2019 MOD 2

Monday/Wednesday October 28 (M)–December 18 (W)  
 Tuesday/Thursday October 29 (T)–December 19 (Th)  
 Saturday October 26–December 14  
 Wednesday–Friday November 27–November 29

**Thanksgiving Break—No Classes**

**Christmas Recess December 20, 2019–January 12, 2020**

## SPRING 2020 MOD 3

Monday/Wednesday January 13 (W)–March 4 (W)  
 Tuesday/Thursday January 14 (T)–March 5 (Th)  
 Saturday January 18–March 7  
 Monday January 20 **Martin Luther King Day  
(College Closed—No Classes)**  
 Monday February 17 **Presidents' Day  
(College Closed—No Classes)**

**Inter Mod Recess March 8–March 13**

## SPRING 2020 MOD 4

Monday/Wednesday March 16 (M)–May 6 (W)  
 Tuesday/Thursday March 17 (T)–May 7 (Th)  
 Saturday March 14–May 2  
 Thursday–Friday April 9–April 10 **Easter Break  
(College Closed—No Classes)**  
 Sunday May 17 **Commencement**

**Inter Mod Recess May 9–May 25**

## SUMMER 2020 MOD 5

Monday/Wednesday May 27 (W)–July 15 (W)  
 Tuesday/Thursday May 26 (T)–July 16 (Th)  
 Saturday May 30–July 18  
 Monday May 25 **Memorial Day (College Closed—No Classes)**  
 Wednesday July 4 **Independence Day (College Closed—No Classes)**

## SUMMER 2020S SIX-WEEK ONLINE

Monday/Wednesday May 27 (W)–July 1 (W)



# Academic Year 2019–2020

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*(This calendar pertains to “semester-long” courses and programs.)*

## FALL TERM

Fri–Sun	Aug 23–25	Orientation, Admit Cards Distributed
Mon	Aug 26	Classes Begin
Mon	Sept 2	Labor Day – College Closed
Thurs	Sept 5	Last Day to Enter Classes
Mon	Oct 14	Columbus Day—No Classes
Tues	Oct 15	Midterm Grades Due
Thur–Sun	Nov 28–Dec 1	Thanksgiving Break—No Classes
Sat	Dec 7	Reading Day
Mon	Dec 9	Last Day of Classes
Tues	Dec 10	Final Exams Begin
Mon	Dec 16	Final Exams End

## 12/17/2019–01/14/2020 Christmas Recess

## SPRING TERM

Tues	Jan 14	Orientation, Admit Cards Distributed
Wed	Jan 15	Classes Begin
Mon	Jan 20	Martin Luther King Day—College Closed
Mon	Jan 23	Last Day to Enter Class
Mon	Feb 17	Presidents’ Day—College Closed
Sat–Sun	Mar 7–15	Spring Break
Mon	Mar 9	Midterm Grades Due
Thur–Sun	Apr 9–12	College Closed
Mon	Apr 13	Classes Resume
Mon	May 4	Last Day of Classes
Sat	May 2	Reading Day
Tues	May 5	Final Exams Begin
Mon	May 11	Final Exams End
Sun	May 17	<b>Commencement</b>

# Accelerated Degree Program Calendar 2020–2021

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## FALL 2020 MOD 1

Monday/Wednesday	August 24 (M)–October 14 (W)
Tuesday/Thursday	August 25 (T)–October 15 (Th)
Saturday	August 29–October 17
Monday	September 7 <b>Labor Day (College Closed—No Classes)</b>
<b>Inter Mod Recess</b>	<b>October 18–October 23</b>

## FALL 2020 MOD 2

Monday/Wednesday	October 26 (M)–December 16 (W)
Tuesday/Thursday	October 27 (T)–December 17 (Th)
Saturday	October 24–December 13
Wednesday–Friday	November 25–November 27
	<b>Thanksgiving Break—No Classes</b>
<b>Christmas Recess</b>	<b>December 18, 2020–January 18, 2021</b>

## SPRING 2021 MOD 3

Monday/Wednesday	January 11 (W)–March 3 (W)
Tuesday/Thursday	January 12 (T)–March 4 (Th)
Saturday	January 16–March 6
Monday	January 18 <b>Martin Luther King Day (College Closed—No Classes)</b>
Monday	February 15 <b>Presidents' Day (College Closed—No Classes)</b>
<b>Inter Mod Recess</b>	<b>March 7–March 12</b>

## SPRING 2021 MOD 4

Monday/Wednesday	March 15 (M)–May 5 (W)
Tuesday/Thursday	March 16 (T)–May 6 (Th)
Saturday	March 13–May 1
Thursday–Friday	April 1–April 2 <b>Easter Break (College Closed—No Classes)</b>
Sunday	May 16 <b>Commencement</b>
<b>Inter Mod Recess</b>	<b>May 7–May 23</b>

## SUMMER 2021 MOD 5

Monday/Wednesday	May 24 (M)–July 14 (W)
Tuesday/Thursday	May 25 (T)–July 15 (Th)
Saturday	May 29–July 17
Monday	May 31 <b>Memorial Day (College Closed—No Classes)</b>
Saturday	July 4 <b>Independence Day (College Closed—No Classes)</b>

## SUMMER 2021 SIX-WEEK ONLINE

Monday/Wednesday	May 24 (M)–June 30 (W)
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# Academic Year 2020–2021

*(This calendar pertains to “semester-long” courses and programs.)*

## FALL TERM

Fri–Sun	Aug 29–30	Orientation, Admit Cards Distributed
Mon	Aug 31	Classes Begin
Mon	Sept 7	Labor Day — College Closed
Wed	Sept 9	Last Day to Enter Classes
Mon	Oct 12	Columbus Day — No Classes
Tues	Oct 13	Midterm Grades Due
Thurs–Sun	Nov 26–29	Thanksgiving Break — No Classes
Sat	Dec 5	Reading Day
Wed	Dec 9	Last Day of Classes
Thurs	Dec 10	Final Exams Begin
Thurs	Dec 17	Final Exams End

## 12/18/2020–01/11/2021 Christmas Recess

## SPRING TERM

Tues	Jan 12	Orientation, Admit Cards Distributed
Wed	Jan 13	Classes Begin
Mon	Jan 18	Martin Luther King Day — College Closed
Mon	Jan 25	Last Day to Enter Class
Mon	Feb 15	Presidents’ Day — College Closed
Sat–Sun	Mar 13–21	Spring Break
Mon	Mar 15	Midterm Grades Due
Thurs–Sun	Apr 1–4	Easter Break — College Closed
Mon	Apr 5	Classes Resume
Sat	May 1	Reading Day
Mon	May 3	Last Day of Classes
Tues	May 4	Final Exams Begin
Mon	May 10	Final Exams End
Sun	May 16	<b>Commencement</b>

# Admission

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## 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's degree programs may apply online at [www.albertus.edu/graduate](http://www.albertus.edu/graduate) or in person at our campuses in New Haven or East Hartford. 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 [admissions-pgs@albertus.edu](mailto:admissions-pgs@albertus.edu).

Applications to the M.A.A.T.C. Program are more extensive. Applicants to the M.A.A.T.C. Program may apply online and should contact the M.A.A.T.C. Office at 203-773-6998 to sign up for an Information Session.

## Admission Requirements

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

- A completed application and a \$50 non-refundable application fee
- Official transcripts reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- 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
- For students taking classes on campus, proof of immunization in accordance with Connecticut State requirements;
- For online degrees, a 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 degrees are specified for each program within this catalog.

## International Students

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

International students are those whose permanent residence is outside the US. International students who plan to attend classes on campus must obtain Form I-20 (Certificate of Eligibility for Nonimmigrant Student Status) and an F-1 Visa.

**The following credentials are required of On Campus International Graduate Applicants:**

1. A completed online application and US\$50 application fee.
2. Bachelor's degree from an accredited college or university. If applicant obtained a bachelor's degree from a non-US university, please submit a credential report from an accredited company affiliated with the National Association of Credential Evaluation Services (NACES).
3. Official transcripts from all universities or colleges attended. (Minimum GPA requirements for acceptance vary by program.)
4. Proof of English language proficiency. Submit official test results showing our recommended acceptable minimum score from one of the following:
  - a. TOEFL (our institutional code is 3001)  
iBT: 80 PBT: 550 CBT: 213
  - b. IELTS: 6.0
  - c. Or 3+ years at a university or college in which English was the primary language.
5. At least two letters of recommendation, in English, from former professors or professional associates.
6. Personal Statement/Essay. (See program for specific details.)
7. Any additional application requirements specific to the program of interest.
8. Copy of applicant's valid, unexpired passport. If applicant is already in the US, please also include a copy of visa/admission stamp and I-20 from current institution, if applicable. If applicant plans to bring dependents, please include a copy of each dependent's passport.
9. Official bank statement from the last six months showcasing sufficient funds to cover the expense of the academic program.
  - a. The US Citizenship and Immigration Services (USCIS) requires proof of access to financial resources to cover academic, living, and personal expenses for the first academic year in the US. Albertus does not have a Financial Aid program for international students.

**The following credentials are required of Online International Graduate Applicants:**

1. A completed online application and US\$50 application fee.
2. Bachelor's degree from an accredited college or university. If applicant obtained a bachelor's degree from a non-US university, please submit a credential report from an accredited company affiliated with the National Association of Credential Evaluation Services (NACES).
3. Official transcripts from all universities or colleges attended. (Minimum GPA requirements for acceptance vary by program.)
4. Proof of English language proficiency. Submit official test results showing our recommended acceptable minimum score from one of the following:

- a. TOEFL (our institutional code is 3001)  
iBT: 80 PBT: 550 CBT: 213
  - b. IELTS: 6.0
  - c. Or 3+ years at a university or college in which English was the primary language.
5. At least two letters of recommendation, in English, from former professors or professional associates.
  6. Personal Statement/Essay. (See program for specific details.)
  7. Any additional application requirements specific to the program of interest.

## Academic Credential Translation and Accreditation

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

## English-Language Requirements

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

## Obtaining Form I-20 and F-1 Visa

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

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

1. Apply for admission to Albertus by submitting all aforementioned materials required of applicants, as outlined by the Office of Admissions.
2. Gain admission.
3. Submit a nonrefundable deposit of US\$400. Upon receipt of the deposit, an initial I-20 will be provided by Albertus. **An I-20 will not be issued until the deposit is received by Albertus.**
4. A copy of an official bank statement. International students are reminded that, in addition to their academic expenses, they must have access to sufficient funds for living and personal expenses during the periods in which the college is closed, namely June through August and December through January. The US Citizenship and Immigration Services (USCIS) requires proof of access to financial resources to cover academic, living, and personal expenses for the first academic year in the US. Albertus does not have a Financial Aid program for international students.

5. Provide a copy of your valid, unexpired passport. If applicant is already in the US, please also include a copy of visa/admission stamp and I-20 from current institution, if applicable. If applicant plans to bring dependents, please include a copy of each dependent's passport.
6. Once the student receives the signed I-20 document via mail, he/she must pay the I-901 SEVIS fee of US\$350 online at <https://www.fmjfee.com/i901fee/index.html>.
7. All international students, with the exception of Canadians, must complete the DS-160 form and apply for a visa interview online at <https://www.usembassy.gov>.

## Maintaining Immigration Status

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

In order to maintain the international visa status, all on campus international students must abide by the following rules:

1. The student may only attend the institution listed on their I-20 (Albertus Magnus College).
2. The student must maintain full-time enrollment in a course of study each academic term. Summer term is optional. The minimum per semester is:
  - a. Undergraduates – 12 credits
  - b. Graduates – 9 credits
3. In order to keep your I-20 valid, students must be making satisfactory progress towards the completion of their academic program. Repeated failures or withdrawals can impact immigration status. We recommend that the student meet with Albertus staff if facing any academic difficulties.
4. The student must check the program end date on their I-20. (This is the expiration date.) If the student needs to remain in the US longer than the period listed on the I-20, the student must file an I-20 extension at least two weeks before the program end date indicated on the I-20.
5. The student must not accept employment off campus without authorization from both Albertus and US Citizenship and Immigration Services (USCIS). The student will be allowed to apply for curricular practice training (CPT) during their academic studies or optional practical training (OPT) after graduation. The student will be responsible for making an appointment with Albertus staff to apply for CPT or OPT authorization. The employment must be related to the student's field of study.
6. If the student has been approved to work on campus, the student must not work more than 20 hours per week during the academic year. Students can work up to 40 hours per week during the summer break.
7. The student is responsible for notifying Albertus of their intention to transfer to another US school.
8. The student must maintain a valid, unexpired passport.

9. If the student plans to travel outside the US and return to Albertus to continue their studies, the student must submit the I-20 to the International Staff for travel authorization at least two weeks before the intended travel outside the US.
10. Students must report any changes to degree, major, program level, funding source, name, or address to the Albertus International Staff within ten days of the change.

## **Incarcerated Students**

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

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

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

## **Readmission of Uniformed Services**

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



# Financial Matters

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## 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 fill out an “Add/Drop” form 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 must meet with their financial aid counselors 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 first week of the term.

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 Associate Dean for Student Success and Retention along with medical documentation to be considered for a refund. The request and all documentation must be submitted as soon as possible.

## 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.

# Financial Aid

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## Financial Aid Office

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

## 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](http://www.fafsa.ed.gov)
- Students will need to include the Albertus Magnus College school code: 001374
- Students enrolling in the Accelerated Degree Program must then also complete the institutional Modular Aid Application. Applications are available on the Net Partner website, which can be accessed via the Albertus Magnus College website or myAlbertus Portal.
- Students may need to complete additional financial aid documents as necessary.

In order to receive financial aid in subsequent years, the FAFSA must be completed annually by the June 1st priority deadline, at least six weeks prior to the start of the module. It is the responsibility of the student to complete this process annually.

## Financial Aid Awarding Process

Financial aid awards are released on a rolling basis beginning in June. 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 semester.

To qualify for most forms of financial aid, the student must be matriculated and enrolled for a minimum of 4.5 credits total during the Fall Semester (Modules 1 and 2) or the Spring Semester (Modules 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

### **Loans**

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

**Federal Direct Unsubsidized Stafford Loan**

This is a non-need based federal loan. The borrower is responsible for paying all interest accrued from the time that the loan is disbursed. Students eligibility may vary based on dependency status, COA, and federal annual and aggregate loan limits. For a schedule of maximum loan eligibility, please visit the myAlbertus Portal, or contact the Financial Aid Office. Repayment starts six months after graduation, or when a student falls below half-time enrollment. The interest rate is currently fixed at 4.53% 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- and off-campus. Students work an average of 5–10 hours each week during the academic year. Students are paid at least the federal minimum wage that is in effect at time of employment and payment is made biweekly.

**Federal Work-Study Waitlist**

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

**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.

**Alternative Financing Options****Private Alternative Loans**

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

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

loans. The Albertus Magnus College Financial Aid Office and all lenders abide by TILA. Please note that the terms and conditions regarding repayment and forgiveness may be more favorable for federal loans.

### **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 6.08% but is subject to change annually on 7/1. This loan may be subject to a loan origination fee.

## **Appeal Policy**

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

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

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

The Financial Aid Office will not accept appeals for:

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

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

### **Increase in Cost of Attendance (COA)**

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

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

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

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

### ***Unsatisfactory Academic Progress Appeal***

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

Students who feel his/her failure to maintain SAP resulted from mitigating circumstances may submit a letter of appeal detailing the circumstances and provide an action plan for improvement.

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

### ***Loss of Merit Scholarship Appeal***

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

Students who feel his/her failure to meet the established eligibility guidelines resulted from mitigating circumstances may submit a letter of appeal detailing the circumstances and provide an action plan for improvement.

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

### ***Request for Dependency Override Appeal***

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

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

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

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

***Parent Refusal to Provide FAFSA Information Appeal***

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

***Selective Service Appeal***

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

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

***Special Mitigating Circumstance Appeal***

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

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

***Unusual Enrollment History Appeal***

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

***How to Apply for an Appeal***

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

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

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

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

## Satisfactory Academic Progress Policy

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

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

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

### Undergraduates\*

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

### Graduates\*\*

All Years	3.0	and	67%
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\*Post-baccalaureate certificate students will be reviewed according to fourth-year Undergraduate SAP policies and procedures.

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

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

for retaking the course. However, if a student who received a non-punitive grade in a course in a prior term is retaking the entire course for credit in the subsequent term, the hours in the course count toward the student's enrollment status, and the student may receive FSA funds for retaking the course.

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

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

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

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

However, once an undergraduate student has completed the equivalent of two academic years (i.e. four semesters, eight modules, 16 cohort courses) regardless of enrollment status, he/she must be making a minimum 2.0 Cumulative GPA in accordance with Albertus Magnus College's institutional graduation requirements to meet the qualitative measures.

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

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

Full-time undergraduate students making SAP may receive financial aid for up to six years of full-time attendance, or until the student is certified for graduation by the College, whichever comes first. The Undergraduate Program academic year consists of



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

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

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

## **Return of Title IV Funds (R2T4) Policy**

The Albertus Magnus College Financial Aid Office recalculates federal, state, and institutional financial aid eligibility for any student who withdraws, drops, 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 term/payment period, receives unearned F Grades in all enrolled classes, or who dies during the payment period. Albertus Magnus College institutionally requires that attendance be reported on a weekly basis for all enrolled students. The Financial Aid Office performs a Return of Title IV (R2T4) calculation for all instances listed above to determine the earned and unearned portions of Federal Student Aid (FSA) as of the date the student ceased attendance and is based on the amount of time the student spent in attendance. A prorated schedule is used to determine the amount of FSA funds the student has earned at the time of withdrawal. Please note that after the 60% point in the term/payment period, a student has earned 100% of the FSA 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 term/pay-

ment period as defined in the course catalogue less any scheduled breaks or approved LOAs. Additionally, state and institutional aid will be reviewed and recalculated in accordance with the institutional refund policy when appropriate.

### ***Official Withdrawals***

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

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

### ***Unofficial Withdrawals***

In unforeseen circumstances, when official notification is not received from the student or for students who withdraw without written notification, the DOD will be 14 days from the student's LDA (or less if applicable). 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. If a student dies during the term/payment period, the date of withdrawal cannot be later than the date the student died.

### ***Financial Aid Leave of Absence Policy***

When a student is on an approved FSA 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.

### ***Scheduled Breaks***

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

### ***F Grades***

If a student receives unearned F grades in all courses that he/she was enrolled in during the term/payment period, an R2T4 calculation is required. An R2T4 calculation is not required if a student successfully completed any of the registered courses in the term/payment period, earned an F grade during the specified term/payment period, or

gave written intent to return within 45 days of the end of the term/payment period in a modular program. The intent must be provided after the date of withdrawal.

### ***Federal Student Aid Disbursed***

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

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

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

### ***Intersessions***

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

### ***Study Abroad/Consortium Agreements***

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

### ***Future Attendance: Programs Offered in Cohorts/Modules***

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

## **Timeframe**

### ***Returns***

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

**Post-Withdrawal Disbursements**

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

**Repayment of Student Loan Funds**

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

**Grant Overpayments**

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

**Institutional Charges**

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

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

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 or for courses that do not qualify for FSA funds. For students receiving tuition remission and/or Direct Bill from their employer(s), the funds will be treated as cash payments for the purpose of the calculation.

### ***Institutional Refund Policy***

For students who withdraw, drop out, 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:**

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During the add/drop period: 100% refund

After the add/drop period ends: 0% refund

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\*Please note administratively withdrawn students are not subject to a tuition recalculation.

### **Undergraduate Room and Board Charges Refund Schedule:**

Room and board charges will be pro-rated on a weekly basis. After the 21st day (day one starts on the first calendar day of classes) of the semester no refunds will be given. No refunds will be given when a student is suspended or expelled from a residence hall due to a disciplinary action.

### ***Example of Post-Withdrawal Disbursement***

If a Professional and Graduate Studies student did not attend Module 1 and withdraws on the 19th day of Module 2, the student will not receive a tuition refund back for the withdrawn course(s). Because the student's first disbursement of FSA funds for the payment period did not disburse prior to the withdrawal, the student may be eligible for a 38.8%\* post-withdrawal. In accordance with the post-withdrawal disbursement policy, grants will automatically be posted onto the student's account, but written consent is required from the student to accept any loan money.

\*19 completed days divided by 49 maximum days of attendance in the payment period (Module 2 only):  $19 \div 49 = 38.8\%$

### ***Example of Tuition Refund***

If a Professional and Graduate Studies student attended in Module 1 and withdraws on the 2nd day of Module 2, the student will receive a 50%\* tuition refund for the withdrawn course(s) and earned 57.3%\*\* of his/her financial aid at the time of withdrawal.

\* Student receives a 50% tuition refund in accordance with the Professional and Graduate Studies Program Schedule (Eight-Week Sessions) chart above

\*\* 59 completed days divided by 103 maximum days of attendance in the payment period (Modules 1 and 2):  $59 \div 103 = 57.3\%$

**Example of 100% Financial Aid Earned**

If an Undergraduate student withdraws on the 85th day of the 111-day Fall semester, the student will not receive a tuition refund back for the withdrawn course(s). The student would have earned 100%\* of his/her financial aid at the time of withdrawal as he/she completed more than 60%\*\* of the payment period.

\* Student receives a 0% tuition refund in accordance with the Undergraduate Program Schedule chart above

\*\* 85 completed days divided by 111 maximum days of attendance in the payment period (Fall Semester):  $85 \div 111 = 76.8\%$  which exceeds the 60% threshold

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. For students receiving Federal WorkStudy, the Federal Work-Study award will be reduced to actual earnings and the student's employment will be considered terminated. Students who received any portion of Federal Direct Loans must complete Exit Loan Counseling.

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

**Death of a Student:**

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

For additional information, please contact the Financial Aid Office at (203) 773-8508 or at [financial\\_aid@albertus.edu](mailto:financial_aid@albertus.edu).

**Veterans Benefits**

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

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

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

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

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 student cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

## Financial Aid

The Financial Aid Office encourages all student veterans to apply for financial aid. Albertus Magnus College adheres to the Memorandum of Understanding and provides federal College Financing Plans to all students. For information on how to apply or how to read the College Financing Plan, please contact the Financial Aid Office. [www.albertus.edu/studentresources/registrar/veterans-educational-info.php/](http://www.albertus.edu/studentresources/registrar/veterans-educational-info.php/)

## Military Tuition Assistance

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

## Return of Tuition Assistance

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

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

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

## Refunds

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

### ***Mobilization/Deployment Refund Policy***

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

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

## Federal Student Aid Ombudsman

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

## Disclosure

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

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

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



## Contact Us

For additional information please contact:

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

Telephone: 203-773-8508

Fax: 203-773-8972

E-mail: *financial\_aid@albertus.edu*

Hours of Operation: Mondays: 8:30 a.m.–4:30 p.m.

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

Fridays: 8:30 a.m.–4:30 p.m.

# Academic Policies

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## Registration

Graduate students may register for courses online or in person with approval of their program director 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.

## Full-time Status

Full-time students in the Professional and Graduate Program typically enroll in 9–12 credits per semester over the course of the Fall and Spring semesters. Fall semester consists of Modules 1 and 2. Spring semester consists of Modules 3 and 4. Module 5 is an optional summer semester. Semester-long courses are only assessed in the module the course begins.

## 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 Master of Arts in Art Therapy and Counseling 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.

## Add/Drop a Course

By 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 end of the first week with approval of their advisor, providing that the tuition is paid in full.

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

## 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 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 four consecutive sessions of a course and have not officially withdrawn are administratively withdrawn from that course. When students have two consecutive absences, an auto-generated warning email will be sent to them. At three absences, students will receive one final email from student services letting them know that if they miss one more class, they will be administratively withdrawn. After four consecutive absences, students will be administratively withdrawn and have no recourse to return to class.
- Students may withdraw from courses during the first seven weeks of a session. They may not withdraw thereafter.
- Instructors monitor attendance and may reduce a grade or issue a failing grade based upon a student's attendance and participation in the course.

## Administrative Withdrawal Policy

Accelerated Degree Program students who never attend class or who miss four consecutive class sessions will be administratively withdrawn from the course.

### **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 third week of the module and ends on the Friday of the seventh week.

Students who wish to withdraw must fill out a "Withdrawal Form." A grade of WA or UF will be recorded based on the following schedule:

Weeks 1–2: Add/Drop in effect.

Weeks 3–4: A grade of WA will be issued to all students who are administratively withdrawn. Students have the option to withdraw by completing a withdrawal form; a "W" will be issued.

Weeks 5–7: A grade of UF (un-earned F) will be recorded. The student can petition the instructor to change the UF to a WP/WF. Once the form is filled out and signed off by the instructor, the grade will be updated. The UF must be cleared by the last day of the mod in which it is recorded.

## 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.

## 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 program director. Students must be in good standing to register for the final capstone course.

## Incompletes

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

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

## Academic Review Policy

Students who have been academically dismissed have the right to appeal the dismissal in writing to the program director. If the appeal is granted, the student is placed on academic review for the semester. If a student starts in Mod 2, 4, or 5, and falls below 3.0, the student will be dismissed after the term but can appeal the dismissal. If the appeal is granted, the student will be placed on review for only one term. At the conclusion of the semester or 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 30 days of the last day of the class for which the grade was received. The grade appeal process is as follows:

1. The student submits a written appeal to the instructor clearly stating the reasons for believing that the grade was assigned in error.
2. The instructor 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 program director. If the instructor is the program director, then the Dean of Professional and Graduate Studies or the Vice President for Academic Affairs serves in place of the director. The program director receives all written materials relevant to the case and may request additional information. The program director then makes a written recommendation.
4. Either party may appeal the decision of the program director to the Dean of Professional and Graduate Studies or the Vice President for Academic Affairs, who will make a final recommendation in writing to the course instructor.
5. The course instructor has the final say as to whether the grade will be changed.

## **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 Associate Dean for Student Success and Retention.
2. If the parties cannot reach a solution, then the faculty member will file a written Intellectual Honesty Form with the Vice President for Academic Affairs or the Dean for the Division of Professional and Graduate Studies. 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 for Academic Affairs or the Dean will review all relevant information, confer with the faculty member and 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 after the Vice President for Academic Affairs or the Dean 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 the program director or the Associate Dean for Student Success and Retention 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 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 have to reapply to 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. 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](http://www.albertus.edu/policy-reports/privacy-policy).



# Arts and Sciences

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## Master of Arts in Art Therapy and Counseling (*See Social Sciences, page 75*)

## 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.

## Accelerated Degree Program

M.A. in Leadership classes are offered in an accelerated degree format, which consists of five eight-week modules during the calendar year. As a FLEX program, students have the flexibility of enrolling full-time or part-time and may choose between blended (on-ground and online) or fully online options on a course-by-course 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 2.8 on a 4.0 system;\*
- Official transcripts reflecting conferral of prior degree (a minimum of a bachelor’s degree for master’s programs). All transcripts are to be submitted from the original institutions;
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based;
- For students taking classes on campus, proof of immunization in accordance with Connecticut State requirements;
- For fully online students, a 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;
  - 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 2019–2020 Academic Year

Tuition per 3 credit course	\$2,565.00
Tutorial Surcharge	\$ 500.00 (for student requested tutorial)
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
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 \$10 registration fee. 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*

# 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 of the 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

M.A. in Liberal Studies classes are offered in an accelerated degree format, which consists of five eight-week modules during the calendar year. As a FLEX program, students have the flexibility of enrolling full-time or part-time and may choose between blended (on-ground and online) or fully online options on a course-by-course 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 2.8 on a 4.0 system;\*
- Official transcripts reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based;
- For students taking classes on campus, proof of immunization in accordance with Connecticut State requirements;
- For fully online students, a 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;
  - 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 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 2019–2020 Academic Year

Tuition per three credit course	\$2,043.00
Tutorial surcharge	\$ 500.00 (for student requested tutorial)
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
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 \$10 registration fee. 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. *3 credits*

### **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. *3 credits*

### **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. *3 credits*

### **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. *3 credits*

### **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 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 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 LS 699 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.



## 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 may choose to meet on campus for three Saturdays of intensive classroom sessions and writing workshops or be fully online. 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 reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based;
- For students taking classes on campus, proof of immunization in accordance with Connecticut State requirements;
- For fully online students, a 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 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

## 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 2019–2020 Academic Year

Full-time Tuition	\$ 750.00 per credit
Application fee	\$ 50.00 (new students)
Registration fee	\$ 25.00 per semester
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

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 \$25 registration fee per semester.

## 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 521, 522, or 523	Readings in Genre	4 credits
EN 551	The Literary Marketplace	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 521 Readings in Fiction**

In this course, students will take measure of the contemporary literary scene by extensive and intensive reading of recently published short stories, novellas, and novels. In addition to knowing their literary history, M.F.A. students must be prepared to enter in the conversation currently happening in their chosen field. This course will foreground the debates raging in academia and on the bookshelf, for example, the controversy over “cultural appropriation” sparked by Lionel Shriver’s 2016 speech and the #ownvoices movement. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). *4 credits*

**EN 522 Readings in Poetry**

In this course, students will take measure of the contemporary poetry scene by extensive and intensive reading of recently published poetry, including major prize-winning collections (Pulitzer, National Book Award, etc.) and anthologies like the Best American Poetry series. In addition to knowing their literary history, M.F.A. students must be prepared to enter into the conversation currently happening in their chosen field. This course will foreground the ongoing debates in the poetry world—for example, the question of accessibility and whether rhymed and metered verse is still relevant. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). *4 credits*

**EN 523 Readings in Nonfiction**

In this course, students will take measure of the contemporary literary scene by extensive and intensive reading of recently published essays, memoirs, and journalism. In addition to knowing their literary history, M.F.A. students must be prepared to enter in the conversation currently happening in their chosen field. This course will foreground the debates raging in academia and on the bookshelf, for example, questions of ethical representation in nonfiction. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). *4 credits*

**EN 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 551 The Literary Marketplace**

This is a course that centers on the methodology of publicity and promotion and commonly used tools and techniques that can be employed by writers to attract readers. Students will engage in an analysis of the contemporary writer's market, from major publishers, to independent presses, to the Internet. By researching trends and developing an understanding of how their writing fits into market categories and compares with similar works, students will develop an understanding of how to frame writing projects for agents and publishers. A strong focus is placed on website and social media techniques for self-promotion. This course may include visits from guest publishers and authors. *4 credits*

**EN 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*

# Social Sciences

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## Master of Arts in Art Therapy and Counseling (M.A.A.T.C.)

### The Art Therapy Profession

Art therapy is a human service profession that blends the disciplines of art, psychology, and counseling in therapy. 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 and Counseling 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 and Counseling 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 prepares students to complete licensure in the State of Connecticut as licensed professional coun-

selors (LPC). In 2018 the program was fully accredited by CAAHEP, under the guidelines established by ACATE (Accreditation Committee for Art Therapy Education).

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 Ceramics, 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 Behavioral 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.C. is selective and competitive, and not every applicant who meets the above criteria may be accepted. The M.A.A.T.C. Program 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 reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- 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 painting, drawing, and ceramics/sculpture. A minimum of 10 images must be submitted in .jpg format (minimum 1 MB in size), ppt or pdf format with clearly labelled file names. You may also include a text document with supplemental information about the artwork. The portfolio must be submitted via the online application form. See the online application for more portfolio submission details.

All application materials should be sent to:

The Master of Arts in Art Therapy and Counseling (M.A.A.T.C.)  
 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 begin in the fall semester only. 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.C. 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 and Counseling 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 2019–2020 Academic Year

Tuition:	\$681.00 per credit
Fee for auditing a course:	\$972.00 per course
Administrative Fees	
Application fee:	\$ 50.00
Program deposit fee:	\$100.00 (applied to tuition)
Registration fee:	\$ 25.00 per semester
Studio Art fee:	\$ 50.00
Information Technology fee:	\$ 35.00 per session
Graduation fee:	\$150.00
Thesis Continuation fee:	\$300.00 per registration period until completion of thesis

Maintenance of Matriculation fee:	\$ 50.00 per semester
Thesis Binding fee	\$ 35.00

*Fees and rates are subject to change*

## 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. 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.

## Incompletes

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

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

## 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 con-



tinued 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.C. 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.C. 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.C. 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.C., 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.C. 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 of AT	AT505 Child/Adol AT	AT530 Theor of Counseling
AT504 Techniques in AT	AT502 Fieldwork	PY503 Prof Practices
PY532 Personality Structure	PY533 Psychopathology	AT580 Internship

#### YEAR TWO

Fall #2	Spring #2	Summer #2
AT507 Group AT	AT508 Multi-Cultural AT	AT514 AT and the Family
PY534 Research Methods	PY531 Psych Assessment	PY535 Career Counseling
AT580 Internship	AT512 AT Assessment	
	AT580 Internship	

#### YEAR THREE

Fall #3	Spring #3
AT520 Reflective Art In Couns & Therapy	AT513 AT with Adults/Seniors
ATP599 Thesis Proposal	ATP600 Thesis Seminar
	AT510 AT in Substance Abuse

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 1 elective credit based on interest of their choice.

If a student is unable to complete ATP600 Thesis Seminar in one semester, they must register for ATP600–2 Thesis Continuation each semester until their thesis is complete.

## 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/Adolescents**

This course will focus on the theories of cognitive, emotional, psychosocial and artistic development in children and adolescents (ages 2–18 years). Students will gain an understanding of the role of art materials and effective therapeutic techniques for children and adolescents; 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 therapy 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 510 Art Therapy in Substance Abuse and Chemical Dependency Treatment**

This course examines the special issues and problems for art therapists and counselors in providing services to clients with alcohol/drug abuse diagnoses and behavioral addictions. Emphasis will be placed on treatment approaches and practices appropriate for psychiatric hospitalization, inpatient rehabilitation programs, day treatment, and outpatient services. *1 credit*

**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 6 standard art therapy assessment tools. Students will also be able to synthesize collected material from evaluations into a cohesive and concise written summary. *2 credits*

**AT 513 Art Therapy with Adults/Seniors**

A survey of the developmental and theoretical issues involved in providing counseling and art therapy services to diverse clients across the span of adulthood. Through didactic and experiential means the physical and psychosocial effects of aging will be explored along with a review of various treatment techniques and intervention strategies. *3 credits*

**AT 514 Art Therapy and the Family**

Art Therapy and the Family will provide students with an overview of the field of family therapy and its various systemic perspectives through the lens of art therapy. The course will provide students with the basic professional skills needed for an art therapist working with diverse family forms. Students will examine myriad definitions of "family" and how it develops within a social/cultural context. Didactic, group, and experiential formats explore the role of the therapist in various family systems through self-reflection, art imagery, and collaboration. Ethical considerations and multicultural issues will be integrated into the content and process of the course. *2 credits*

**AT 520 Reflective Art in Counseling and Therapy**

In this didactic-experiential course, students work in the studio, under the guidance of a faculty member, on their own art productions which are then explored through the interpersonal dynamic of the group. Students are required to demonstrate experimentation with and develop knowledge of a variety of art media. Through this personal exploration of media, technique, and counseling theory, students will demonstrate an increased awareness of the psychological, cognitive, and emotional responses to their own creative process as both a participant and observer in the group 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 550 Death & Dying (elective)**

This course is designed to provide students with knowledge about death and dying. Through lecture and experiential formats, theories and cross-cultural traditions will be examined. Individual, family, and social dynamics will be explored, with students navigating their own learning process through participation in class readings, discussions, field trips, projects, and exploratory writings. Topics will be discussed from the point of view of the patient, the family, the healthcare provider, the healthcare system, and bioethics. The following themes will be covered: historical views of death and dying; developmental issues related to the age of the patient (ranging from early childhood through older age); stages of grief; sudden death; prolonged illness; the role of pain in illness and dying; funerals; suicide; depression; cognitive, emotional, physical, and behavioral manifestations of grief. *3 credits*

**AT 580 Internship Seminar**

The internship placement will provide students with the hands-on training necessary to gain the basic professional skills of an art therapist. Six credits of internship, 625 hours of placement time, are required, and can be completed over three to four semesters. A minimum of 312.5 of the total placement hours needs to be in direct clinical contact using art therapy with individuals, groups, or families. Internship placements will be offered in a variety of settings. A minimum of 63 of the total placement hours needs to be supervision hours. In addition to the supervised hours spent at the placement site, students will meet weekly with an on-campus supervision group to review and process the internship experience. Departmental permission is also required. *6 credits over the span of 3 semesters*

**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-V) 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. *3 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.C. 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. *2 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.

## Master of Science in Clinical Counseling

The clinical counseling program is designed to prepare students to become independent professional mental healthcare practitioners. Degree requirements are designed to meet the educational standards for future licensure as a professional counselor (L.P.C.) in the State of Connecticut. (The program probably meets the standards set by many other states as well, but it is the individual student's responsibility to ascertain what will be needed in states where one intends to reside.) It should be noted that in addition to educational credentials, licensure requires appropriate postgraduate experience and passage of a licensure examination. No college or university can award a government-issued license. But our graduates should be well prepared to achieve these remaining goals.

### Program Mission

Our mission is to cultivate highly proficient counselors and psychotherapists who will be able competently to address the needs of persons (clients) presenting with a wide range of problems and drawn from diverse backgrounds—to provide individualized assessment and treatment using techniques known to be efficacious, and to do so in accordance with the highest ethical standards. In addition to this very practical application, we aim to offer an educational experience that will be humanistically enlarging.

### The Program

The program entails 60 credits and is designed to be completed in 3 years, including 2 summer classes after the first year. Classes will be offered in the evening, and the first two years should be compatible with regular employment (though leisure time will be circumscribed!). Full-time employment during the third year is likely to be problematic owing to the demands posed by the internship experience. Students should plan ahead so they will be able to navigate this crucial year.

The program includes two specialty tracks: *mental health counseling* and *addiction counseling*. Students apply for admission to one or the other. The mental health counseling track includes advanced coursework on assessment, psychotherapy, and case conceptualization. The addiction counseling track includes specialized coursework on psychopharmacology, addictive behavior, and addiction counseling. Students completing the addiction counseling track will be eligible to apply for licensure as alcohol and drug counselors (L.A.D.C.) in addition to the L.P.C. Again, this will require appropriate experience and passage of an examination as well as the degree.

A typical course sequence for each track is described below.

### Year One

The first year of the program involves foundational courses: acquiring the knowledge and basic skills essential to all future counselors. Students in both tracks take all classes together. There are no fieldwork requirements this year.



**Fall Term**

PY 528	Life-Span Human Development
PY 530	Theories of Counseling
PY 533	Psychopathology

**Spring Term**

PY 537	Counseling Techniques
PY 538	Social and Cultural Issues in Counseling
PY 551	Clinical Assessment I

**Summer Term**

PY 535	Career Counseling
PY 544	Group Dynamics and Counseling

**Year Two**

The second year of the program involves immersion in courses relating to one's chosen area of specialization. The fall term also features the foundational course in research methodology. The spring term also includes the first field experience, a 120-hour practicum.

**Fall Term**

PY 534	Research Methods and Quantitative Analysis <i>[all students]</i>
PY 552	Clinical Assessment II: Cognitive Functioning <i>[mental health track]</i>
PY 554	Advanced Counseling & Psychotherapy I: Cognitive-Behavioral Methods <i>[mental health track]</i>
PY 583	Drugs & Behavior I: Basic Science <i>[addictions track]</i>
PY 584	Drugs & Behavior II: Applications <i>[addictions track]</i>

**Spring Term**

PY 570	Counseling Practicum <i>[all students]</i>
PY 553	Clinical Assessment III: Personality Dynamics <i>[mental health track]</i>
PY 555	Advanced Counseling & Psychotherapy II: Affect-Centered Methods <i>[mental health track]</i>
PY 587	Addiction Counseling I: Core Concepts & Competencies <i>[addictions track]</i>
PY 589	Addiction Counseling II: Advanced Techniques <i>[addictions track]</i>

**Year Three**

The third year centers on the internship experience: 600 hours of supervised counseling practice at an approved site and participation in a thesis-related seminar on campus. It is the student's responsibility to secure a site, but the program will provide support and guidance throughout the process. Most of the academic experiences during this year will tie in with the internship in one way or another.

**Fall Term**

PY 579	Counseling Internship I <i>[all students]</i>
PY 545	Professional, Ethical & Legal Issues, Part I (1.5 credits) <i>[all students]</i>
PY 597	Thesis Project I (1.5 credits) <i>[all students]</i>
PY 577	Advanced Seminar in Case Conceptualization <i>[mental health track]</i>
PY 588	Clinical Assessment of Substance Use Disorders (1.5 credits) <i>[addictions track]</i>
PY 591	Treatment Planning and Evaluation in Addiction Counseling (1.5 credits) <i>[addictions track]</i>

**Spring Term**

PY 580	Counseling Internship II <i>[all students]</i>
PY 546	Professional, Ethical & Legal Issues, Part II (1.5 credits) <i>[all students]</i>
PY 598	Thesis Project II (1.5 credits) <i>[all students]</i>
PY 597	Spiritual Issues in Counseling <i>[all students]</i>

**Admission Requirements**

- An earned bachelor's degree from a regionally accredited college or university (or equivalent foreign institution)
- A cumulative G.P.A. of 3.00 or greater
- At least 15 credits in psychology, including a course in statistics
- For non-native English speakers, proficiency in English as demonstrated by at least 3 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)

**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 reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- 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
- One of the following:
  - A substantive writing sample (such as a term paper from an upper-level class) OR
  - Scores on the general test of the Graduate Record Examination (GRE)

- Two recommendations, preferably from former professors or supervisors;
- A personal statement, consisting of a 250–500 word response to a prompt relating to the individual's motivation and self-assessed suitability for a career in counseling.

An interview with one or more program faculty members will be scheduled for students who meet the above criteria. It should be noted that merely meeting these standards does not guarantee admission. Decisions concerning admission will be made based on a holistic review of the complete application. Students who lack 1–2 of the expected undergraduate psychology courses may be admitted on a conditional basis. Such students would be required to complete the outstanding requirements before the end of their first year in the program. Students whose grades fall slightly below the 3.00 threshold, but who believe that those grades do not accurately reflect their current abilities, are encouraged to include in their application an explanation of what factors impeded their previous performance and what has changed in the interim.

## Transfer Credits

The program will accept a maximum of 12 graduate credits awarded by other accredited colleges or universities, provided that those courses are substantially similar to courses required in our program and were completed with grades of B (3.0) or above. The request to transfer credits should be made in writing, preferably before matriculating and certainly before the final year of the program. Practicum and internship credits cannot be transferred.

## Tuition and Fees

Tuition and Fees for the 2019–2020 Academic Year

Tuition:	\$ 681.00 per credit
Administrative Fees	
Application fee:	\$ 50.00
Program deposit fee:	\$ 100.00 (applied to tuition)
Registration fee:	\$ 25.00 per semester
Studio Art fee:	\$ 50.00
Information Technology fee:	\$ 35.00 per session
Graduation fee:	\$ 150.00
Thesis Continuation fee:	\$ 300.00 per registration period until completion of thesis
Maintenance of Matriculation fee:	\$ 50.00 per semester
Thesis Binding fee	\$ 35.00

*Fees and rates are subject to change*

## 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.

## Temporary Suspension of Enrollment

Students who must temporarily suspend their enrollment in the M.S.C.C. 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.

## Good Academic Standing

- Students must maintain a cumulative G.P.A. > 3.00
- Courses for which a student receives a final grade below "C" (2.00) must be repeated
- If a student receives a grade below "B–" (2.70), this will trigger a review of said student's status in the program (see below)

## Academic Review, Probation, and Dismissal

Program faculty will review the status of any student who fails to meet the above standards. In extreme cases, academic dismissal may result. In such cases, the student will have the opportunity to appeal the dismissal. If the appeal is granted, a remediation plan will be developed and the student will be placed on academic probation. The remediation plan might include documented medical care or counseling.

Academic probation will be imposed in all cases not resulting in academic dismissal. Students on academic probation will be required to earn grades of "B" (3.00) or better in all courses during the ensuing term or until the cumulative G.P.A. has risen above 3.00, whichever is longer. A remediation plan will also be developed. This may include

treatment of any medical or psychosocial problems and/or pursuit of academic support (such as tutoring or additional work on writing or other academic skills). Although the college's regular support services may suffice for this purpose, it is possible that in some cases a student will need to pay out of pocket for private assistance. Our intention in all cases will be to maximize the student's opportunities to make necessary improvements and succeed in their studies.

If a student already on academic probation earns a G.P.A. below 3.00 for the term or obtains any course grade below "B-" (2.70), that student will be academically dismissed. Such students will have the right to appeal their dismissal, but the final decision will rest with program faculty, the relevant Dean, and the Vice President for Academic Affairs.

## **Good Professional and Clinical Standing**

Professional counselors must exhibit certain personal qualities, including (but not limited to) ethical integrity, sensitivity to others, self-awareness, and the ability to navigate close human relationships. Training professional counselors is, therefore, not solely a matter of maintaining academic standards. Students are expected to display appropriate behavior in their interactions with faculty members, peers, clinical supervisors, and (most of all) clients. Students who persistently fail to do so may be placed on probation or, in extreme cases, dismissed from the program (see below).

Program faculty will meet to discuss student progress twice annually. Students will be advised of any significant concerns. "Significant" concerns are defined as those that either appear repetitively or are considered especially egregious. In some cases, these concerns may trigger a review of the student's status (see below). In addition, grades of "B-" or below in a clinical practicum or internship will automatically trigger a review.

## **Professional Probation, Remediation, and Dismissal**

If program faculty determine that a student's behavior raises significant concerns, said student will be informed of these concerns and of the need to make changes. If this initial warning does not result in positive change, or if the initial concerns are sufficiently serious, the student may be placed on professional probation. In this situation, a formal remediation plan will be developed by program faculty and discussed with the student. Acceptance of and adherence to this plan will be a condition of continuation in the program. In some cases, this remediation plan may include participation in personal psychotherapy. Such treatment will never be provided by persons serving on the college faculty, as this would constitute a conflict of interest. The intent underlying the remediation plan is to enable the student to make necessary changes and become a more effective professional counselor. Failure to meet the conditions laid out in the remediation plan may result in dismissal from the program. Only the most egregious violations of professional conduct will result in dismissal without the opportunity to engage in remediation. In all cases, students will have the right to appeal their dismissal through the usual College channels.

## **Graduation Requirements**

In order to be awarded the degree of Master of Science in Clinical Counseling, the student must:

- Complete all program requirements within seven years of initial matriculation (including coursework, field experiences, and thesis)

- Earn a cumulative grade point average (G.P.A.) of 3.00 or higher
- Receive the recommendation of program faculty
- Have paid all required tuition and fees

## Graduation with Honors

In order to graduate with honors, students must:

- Maintain at least a 3.90 G.P.A.
- Earn a grade of “A” on the thesis project

## COURSE DESCRIPTIONS

### **PY 528 Life-Span Human Development (blended format).**

In this course, the development of the individual is examined from birth through the final stages of life in old age. The major developmental and psychological tasks for each stage of development are explored, as well as the family/psychosocial challenges that may present during those critical periods. An emphasis will be placed on the role of cultural context throughout development and prominent theoretical perspectives in the field.

### **PY 530 Theories of Counseling.**

*Existing course.*

### **PY 533 Psychopathology.**

*Existing course.*

### **PY 534 Research Methods and Quantitative Analysis.**

*Existing course.*

### **PY 535 Career Counseling.**

*Existing course.*

### **PY 537 Counseling Techniques.**

*Existing course.*

### **PY 538 Social and Cultural Issues in Counseling (blended format)**

Social position (including socioeconomic status and gender identity) and cultural identity affect one's understanding of psychological disturbances and response to treatment. In an increasingly multicultural, multiethnic, multigendered society, counselors need to develop the cultural literacy necessary to work effectively with clients from varied backgrounds. This course strives to develop awareness and competence in these areas.

### **PY 544 Group Dynamics and Counseling**

This didactic-experiential course will both familiarize students with major theories of group dynamics (e.g., how groups form and evolve over time, different types of groups, etc.) and the methods of leading or facilitating counseling groups (e.g., psychoeducational sessions, encounter-style groups).

**PY 545 Professional, Ethical, and Legal Issues Seminar I****PY 546 Professional, Ethical, and Legal Issues Seminar II**

This course is an orientation to the profession of counseling. This includes its historical development and the evolving professional identity of the counselor. Most class time and outside assignments, however, will focus on the legal and ethical issues affecting mental healthcare providers generally and counselors in particular.

**PY 547 Spiritual Issues and Religious Identity in Counseling**

Both religious identification (a social-cultural phenomenon) and personal spirituality influence how we lead our lives, how we respond to conflict and stress, and how we construct meaning in life. Counselors should develop competence in appreciating and working with their clients' various approaches to spirituality. This course introduces theories and methods for integrating spirituality (e.g., meditational practices, prayer, and faith-based healing traditions) into the counseling process.

**PY 551 Clinical Assessment I:****Understanding and Utilizing Appropriate Instruments**

This course will familiarize students with the general theory of testing (psychometrics) and with various standardized and unstandardized assessment methods. Clinical and structured interviews, commonly used self-report measures (such as the 16PF), and some simpler performance-based tests (such as sentence completions) will be covered. Students will develop interviewing skills and master the basic scoring and interpretation of selected tests. Ethical standards governing the development and use of tests and measures will be covered. The course will contribute to the development of clinical skills and critical acumen, enabling students to evaluate clients, tests, and test reports effectively.

**PY 552 Clinical Assessment II: Cognitive Functioning**

Theory and practice of assessing cognitive functioning. Students will learn to describe and apply theoretical models of human mental abilities. Students will also learn to administer, score, and interpret the results of several widely used instruments. These will include at least one clinical intelligence test (such as the Wechsler scales), one other aptitude test (such as the Ability Profiler), an extended mental status examination (MSE), and some combination of achievement and neuropsychological tests. Report writing and application of test findings to intervention plans will also be discussed.

**PY 553 Clinical Assessment III: Personality Dynamics**

Theory and practice of assessing affective functioning. Students will learn to administer, score, and interpret the results of several widely used instruments. These will include self-report inventories (such as the MMPI-2) and performance-based (or "projective") tests (such as the Thematic Apperception Test). Also included will be observer-rated instruments (such as the CBCL-R or BASC) and clinical rating scales based on structured interviews (such as the Hamilton Rating Scale for Depression). Students will also learn to integrate personality theories with test results. Report writing, application of test findings to intervention plans, and the therapeutic use of assessment will also be discussed.

**PY 554 Advanced Counseling and Psychotherapy I: Cognitive-Behavioral Methods**

Cognitive-Behavioral Therapy (CBT) has become the most widely practiced group of psychotherapies. These are empirically supported treatments; extensive clinical research demonstrates their efficacy. Students will learn to apply several of these approaches, such as Ellis' Rational-Emotive Behavior Therapy (REBT), Aaron T. Beck's approach, Dialectical Behavior Therapy (DBT), stress inoculation training, and/or mindfulness-based techniques. The emphasis will be on mastery of theory and technique in a few approaches, rather than on broad (but necessarily superficial) coverage.

**PY 555 Advanced Counseling and Psychotherapy II: Affect-Centered Methods**

Affect-centered forms of psychotherapy include psychodynamic and phenomenological approaches. Traditionally referred to as "insight oriented," what these methods have in common is better described as a focus on emotional experience. Many contemporary affect-centered approaches enjoy considerable empirical support. Examples include some forms of short-term psychodynamic psychotherapy, interpersonal psychotherapy, process-experiential psychotherapy, and transference-focused psychotherapy. Students will learn to apply two or three of these approaches; the emphasis will be on mastery of theory and technique in these few types of treatment, rather than on superficial coverage of a great many.

**PY 570 Counseling Practicum**

This initial field experience will enable students to observe and participate in assessment and treatment of cases in a community-based clinic or other agency. A minimum of 120 hours on site is required (equivalent to 8-10 hours per week). In addition to on-site professional supervision, students will meet regularly with a faculty member. All practicum sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week. Students may register for practicum only with the permission of the program director.

**PY 577 Advanced Seminar in Case Conceptualization**

In this course, students will develop increased skill in the process of integrating data from multiple sources (such as interviews, tests, and experiences in therapy) with theoretical concepts (such as cognitive distortions, defense mechanisms, and relational styles) to form deeper understanding of the individuals with whom they engage in treatment. The class will draw on case material (both cases prepared by the instructor and cases being seen by student interns) to practice these skills, which enable therapists to move beyond mechanistic modes of treatment in favor of a richer, more personalized approach.



**PY 579 Counseling Internship I (300 hours)****PY 580 Counseling Internship II (300 hours)**

The internship is one of the culminating experiences of the program. Interns will work at a community-based clinic or other agency for a total of at least 600 hours (300 per semester), equivalent to about 20 hours per week. This work will include assessment and treatment of individual clients and/or counseling groups of clients. Interns will assume increasingly independent roles over the course of the year. In addition to on-site professional supervision, students will meet regularly with a faculty member. Case material also may be discussed in concurrent seminars. All internship sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week; it will be difficult or impossible to maintain full-time regular employment during the internship. Students may register for internship only with the permission of the program director.

**PY 583 Drugs and Behavior I: Basic Science.**

*Existing course.*

**PY 584 Drugs and Behavior II: Applications.**

*Existing course.*

**PY 587 Addiction Counseling I: Core Concepts and Competencies.**

*Existing course.*

**PY 589 Addiction Counseling II: Advanced Techniques.**

*Existing course.*

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

*Existing course.*

**PY 591 Treatment Planning and Evaluation in Addiction Counseling (1.5 credits).**

*Existing course.*

**PY 597 Thesis Research Project I (blended format)****PY 598 Thesis Research Project II (blended format)**

The master's thesis is another of the culminating experiences of the program. Students will conceptualize and carry out an original empirical study related to clinical mental health counseling. This may involve evaluating a treatment program, validating an assessment technique, using assessment data better to understand groups of clients, or other projects. Students will meet regularly with a faculty sponsor throughout the process. It is strongly advised that students develop thesis projects that can be conducted at their internship sites. In this way, the two capstone experiences will be mutually reinforcing.

## 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. As a FLEX program, students have the flexibility of enrolling full-time or part-time and may choose between blended (on-ground and online) or fully 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 G.P.A. of 3.0 in Criminal Justice and a 2.8 G.P.A. in all other coursework on a 4.0 system;\*
- Official transcripts reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- For non-native English speakers, minimum TOEFL score of 575 paper-based, 80 internet-based, or 213 computer-based;
- For students taking classes on campus, proof of immunization in accordance with Connecticut State requirements;
- For fully online students, a 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

- 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 2019–2020 Academic Year

Tuition per 3 credit course	\$2,565.00
Tutorial Surcharge	\$ 500.00 (for student requested tutorial)
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
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.

## 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 History of Juvenile Justice	3 credits
CJ 541	The Juvenile Justice Process	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**

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. *3 credits*

### **CJ 512 Contemporary Issues in the Criminal Justice System**

This course examines current issues facing the American criminal justice system. The course explores controversial topics such as the police use of force and discretion, as well as access to the justice system, organizational and legal issues related to decision-making within the criminal justice system, the role of the courts, and the correctional system. *3 credits*

### **CJ 514 Research Methods and Statistics**

This course examines the research process and is designed to provide students with an understanding of the principles and practices of criminal justice empirical research. More specifically, methods of research and data analysis, as applied to the field of criminal justice, are presented. The application of these methods to criminal justice practice is demonstrated through various exercises. To better prepare capable professionals, students are taught both the language of scientific discourse and the ability to critically appraise empirical studies. To better prepare practitioners who are fair and respectful toward individuals from diverse backgrounds, research ethics and sensitivity to populations-at-risk are promoted. *3 credits*

### **CJ 516 Criminal Justice Ethics**

This course focuses upon constitutional and ethical issues as they affect the operation of the criminal justice system. Topics examined include: legal issues related to punishment, and the ethical responsibilities of criminal justice agents. *3 credits*

### **CJ 5521 Probation, Parole, and Community-based Corrections**

More than 8 million adults in America (1 in 30) are under some form of correctional supervision, be it probation, jail, prison, or parole. Even those who are confined to high security prisons will eventually be paroled and supervised by professionals in the field of community-based corrections. This course examines the issues faced by correctional administrators seeking to punish and rehabilitate offenders, while trying to keep the communities in which they reside safe. *(This course is also part of the corrections concentration.) 3 credits*

### **CJ 5530 Issues in Correctional Supervision**

There are many issues facing correctional officers, including inmate mental health issues, use of force, sexual conduct, rape, narcotic abuse, inmate violence and gangs. Corrections supervisors, responsible for the conduct of their officers, need to understand the legal issues involved in supervising officers and inmates in the correctional setting. Students will confront the issues by examining real cases that led to allegations of federal civil rights abuses against officers and supervisors in the correctional environment. *(This course is also part of the corrections concentration.) 3 credits*

**CJ 535 The History of Corrections in America**

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.) 3 credits*

**CJ 537 The Future of American Corrections**

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.) 3 credits*

**CJ 538 Youth, Culture, and Crime**

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 corrections concentration.) 3 credits*

**CJ 539 The History of Juvenile Justice in America**

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 corrections concentration.) 3 credits*

**CJ 541 The Juvenile Justice Process Today**

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 corrections concentration.) 3 credits*

**CJ 543 Issues in Juvenile Probation and Incarceration**

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 corrections concentration.) 3 credits*

**CJ 545 Victimology**

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. *3 credits*

**CJ 660 Criminal Justice Internship**

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. *3 credits*

**CJ 661 Criminal Justice Thesis**

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. *3 credits*

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

**M.S.C.J.: Five-year B.S.C.J./M.S.C.J. Option**

This program option is designed for Albertus Magnus College undergraduate Day students that have demonstrated an ability to excel and a desire to obtain an Albertus Master of Science in Criminal Justice degree in a minimal amount of time. A total of 153 credits are required to receive both B.S. in Criminal Justice and M.S.C.J. degrees. Of these, 120 are in the undergraduate B.S.C.J. program and 33 in the M.S.C.J. program. During their senior year, students take two graduate courses in addition to their regular undergraduate schedule. Students with 30 credits remaining entering the senior year take a total of 18 credits each semester (15 undergraduate and 3 graduate credits). There is no extra cost for these credits during their undergraduate study if they have been accepted into the five-year program. A preferred approach is that students accelerate their undergraduate studies prior to their senior year and enter their senior year with 24 credits remaining in the B.S.C.J. program. This approach would allow seniors to complete 12 undergraduate credits and 3 graduate credits, 15 total credits, in each semester of their final year. Students may apply to the M.S.C.J. program during the spring of their junior year and must have an overall G.P.A. of 3.0 to be accepted into the 5-year program. At the time of acceptance, students will be assigned a M.S.C.J. faculty advisor in addition to their undergraduate faculty advisor.

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

Albertus Magnus College offers a Master of Science in Education degree with a concentration in either STEM or literacy that is faithful to the College's mission and heritage: "...dedicated to providing an opportunity to learning which responds to the academic needs and ethical challenges of its students and of society."

One purpose of this Master of Science in Education degree is to meet the CT law effective July 1, 2018: "...to qualify for a professional educator certificate, a person who holds or has held a provisional educator certificate...shall hold a master's degree in an appropriate subject matter area..." As interpreted by the State Board of Education, this master's degree requirement must be earned at a regionally accredited college or university, and must include "...at least 15 graduate credits in content or content pedagogy..." This affects all educators who hold an initial teacher certificate dated July 1, 2018 or later, and who are seeking a master's degree to fulfill requirements for professional certification.

These two options for concentration, STEM or literacy, represent two areas of great concern expressed by school and district administrators, leaders in business, and legislators as they call for STEM and literacy skills improvement among all students, grades pre-K–12. A primary purpose of this Master of Science in Education degree is to prepare teachers with the knowledge, skills, and teaching strategies to teach STEM content and literacy effectively in their own classrooms, and the leadership skills to coach their colleagues to do so as well.

### Objectives

Completers of this program will:

- know and discuss educational matters within an ethical framework;
- acquire skills needed to teach literacy as an integral part of all content areas;
- acquire skills needed to teach STEM/literacy concepts effectively;
- demonstrate the pedagogical skills necessary for leading students to the awareness that all STEM content areas are connected and inter-dependent;
- demonstrate the ability to collect and analyze data for the purpose of informing student learning;
- demonstrate the ability to recognize and to conduct valid educational research, and to incorporate research-based instruction in lessons and units of instruction;
- demonstrate the skills necessary for employing the Japanese Lesson Study approach to improve lesson and unit development;
- master the ability to recognize differences among students, including learning and cultural differences, and to provide differentiated instruction that enables all students to learn;
- demonstrate skills necessary for leading others to effective STEM/literacy curriculum development and application.

### Accelerated Degree Program

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



## 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 on a 4.0 system;\*
- Official transcripts reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- 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
- Current résumé;
- Demonstration of strong written and oral communication skills;
- Essay [See application for essay directions];
- Personal interview;
- Valid Connecticut teaching certificate or eligibility for CT 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 (If currently teaching, a reference from a supervising administrator is encouraged.)

## Tuition and Fees

Tuition and Fees for the 2019–2020 Academic Year

Tuition per three credit course	\$2,043.00
Tutorial surcharge	\$ 500.00 (for student requested tutorial)
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Information Technology fee	\$ 6.00 per credit
Graduation fee	\$ 150.00

## Academic Advisement

Academic advisement in the program is available at any time by setting an appointment with the program director, who assists individual students with course planning, registration, and regular academic reviews.

## Course Load

Students in the Master of Science in Education Program may register for no more than 6 credits per module.

## Registration

The Master of Science in Education with STEM or Literacy options follows a cohort model. One may apply to this program at any time of the year. Those accepted to the program begin course work in fall (Mod 1). New students are advised of the registration procedure in their acceptance letter. Students are expected to consult with the program director during the registration period for each subsequent Mod. A \$10 registration fee is payable at the time of registration. An additional \$20 late registration fee is charged to students who fail to register for classes during the registration period.

## Graduation Requirements

- Satisfactory 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 five years of matriculation.
- Payment of all tuition and fees.

## Graduation with Honors

Master of Science 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 ED 680 Capstone Research Practicum.

## Program of Study

### Core 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	Research Methods	3 credits
ED 504	Japanese Lesson Study I	3 credits
ED 604	Culture and Inter-group Relations	3 credits
ED 605	Differentiated Instruction in the Classroom	3 credits
ED 675	Japanese Lesson Study II	3 credits

**Literacy Courses**

ED 511	Language Development and Learning, including ELLs	3 credits
ED 608	21st Century Literacy	3 credits
ED 627	Literacy Assessment	3 credits
ED 678	Leadership in Literacy	3 credits
ED 680	Capstone Research Practicum	3 credits

**STEM Courses**

ED 510	Introduction to STEM	3 credits
ED 607	Technology and Assessment in STEM	3 credits
ED 628	Reading, Writing, and Special Populations in STEM	3 credits
ED 677	Leadership in STEM	3 credits
ED 680	Capstone Research Practicum	3 credits

**COURSE DESCRIPTIONS****Core 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**

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 Research Methods**

An examination of 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*

**ED 504 Japanese Lesson Study I**

The Japanese Lesson Study process is a tool that teachers can use to develop/improve lessons and units in any academic discipline. One cycle of the process involves teams of teachers collaboratively planning a lesson, implementing the lesson while other team members observe, and then engaging in a post-lesson discussion to garner feedback about how the lesson can be improved. This course will focus on providing the history, rationale, and documented effectiveness of lesson study as a teaching/professional development tool, as well as providing detailed instruction on how to engage in lesson study most effectively. As part of the course, candidates will form lesson study teams and collaboratively develop a lesson (ideally an interdisciplinary one) to be taught, observed, and discussed during the academic year. Candidates will share these lessons and their lesson study experiences in Japanese Lesson Study II, the second course in this sequence. *3 credits*

**ED 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 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 675 Japanese Lesson Study II**

Candidates in this course and those incoming candidates in Lesson Study I will be combined, and candidates in Lesson Study II will take on a leadership role. First, candidates in this course will share their lessons/lesson study experiences that took place during the academic year following their Lesson Study I course. That will be used as a springboard for these candidates and the instructors of this course to co-teach candidates in Lesson Study I about the lesson study process and how to conduct it. Lesson Study II candidates will split time between revising the lesson that they developed during the academic year and providing Lesson Study I candidates support and leadership as the new cohort engages in the lesson study process for the first time. Prerequisite course: Japanese Lesson Study I. *3 credits*

## Literacy Courses

### **ED 511 Language Development and Learning, including ELLs**

The premise of this course is that all teachers are teachers of reading and writing. Participants learn language structures including orthography, morphology, syntax, semantics, and text structures. They apply this knowledge about the structure of the English language as they prepare lessons and units of study that integrate reading and writing with content instruction. Special attention is paid to teaching English language learners and students with reading weakness, as well as planning instruction based on current research pertaining to literacy. *3 credits*

### **ED 608 21st Century Literacy**

This course focuses on emerging technologies and their application to the teaching and learning of literacy in K–12 classrooms. Participants will learn how to teach digital literacy including topics such as cyber security, safety, and ethics, responsible electronic search techniques, and electronic classroom collaboration. They will also discover currently available technology to supplement literacy instruction and acquire the ability to assess the quality of the available technology. *3 credits*

### **ED 627 Literacy Assessment**

Participants in this course learn how to gather information about students' literacy skills in order to plan effective literacy instruction. They will learn how to administer and interpret formative and summative measures of phonological awareness, word identification, fluency, vocabulary, oral and reading comprehension, and written expression. Other topics include Curriculum Based Measurement, progress monitoring within Scientific Research-Based Interventions, and alternative dynamic assessments. *3 credits*

### **ED 678 Leadership in Literacy**

In this course candidates consider why it makes sense for a classroom teacher to take responsibility for convincing colleagues of the need to acquire knowledge and skills related to teaching literacy as part of every discipline. In other words, they learn how to become agents of change in their communities (school, district, state, etc.). Some topics that will be examined include mentoring beginning classroom teachers in the integration of content and literacy instruction, forming learning communities focused on teaching literacy, networking (with other programs and leaders), disseminating/publishing ideas and materials, and learning how to search for/apply for funding. Additionally, candidates consider styles of leadership within a collegial climate, the strategies of goal setting, and the need to assess results and to celebrate successes. *3 credits*

### **ED 680 Capstone Research Practicum, Literacy**

Each candidate enrolled in this course will work with an advisor and will select a project related to literacy instruction in the general education classroom. After developing a hypothesis and determining procedure for carrying out research, the candidate will collect and analyze data with the intention of evaluating the hypothesis. Finally, the candidate will explain outcomes of the research practicum, and discuss implications of the outcomes for further research and literacy instruction. In addition to completing the research practicum, the candidate also will compose a reflective summary of the entire program in terms of its influence on the candidate's approach to literacy instruction. *3 credits*

## STEM Courses

### ED 510 Introduction to STEM

This course seeks to answer two main questions—What is STEM, and what is its purpose? Topics that will be considered include what the different STEM disciplines are, how the disciplines fit together, what engineering by design is and why it is important, strategies that support inquiry and problem-solving skills, and student-centered instructional methods used in STEM. Another focus of the course will include an emphasis on STEM jobs and careers, as well as why students should be choosing and preparing themselves for STEM-related fields, particularly those with underrepresented populations. *3 credits*

### ED 607 Technology and Assessment in STEM

This course focuses on the various technological tools that can be used to enhance instruction and better evaluate student learning in STEM courses. Candidates will be introduced to various free and commercially available software as well as internet sources. These technological tools will bolster teachers' curricula (e.g., scientific modeling/simulations, lesson plans at NASA—for Educators), professional development, and ability to adaptively select formative and summative assessments to gauge student learning and inform subsequent instruction. *3 credits*

### ED 628 Reading, Writing & Special Populations in STEM

An overarching theme of this course is the importance of developing students' abilities to understand and clearly communicate STEM-related information (concepts, research, discoveries, etc.) both within and beyond the STEM classroom. Special attention will be given to the methods used to support students' understanding of the scientific method and how to closely read and write about primary research. Additionally, research-based strategies to assist the development of the aforementioned communication skills in special populations (e.g., students with reading disabilities) will be presented. *3 credits*

### ED 677 Leadership in STEM

This course occurs close to the end of the program and will help graduates to become agents of change in their communities (school, district, state, etc.). Some of the topics that will be examined include a review of local and non-local STEM programs as well as how to initiate a school/district STEM program (shaping policy and providing advocacy); provide professional learning for colleagues (mentor beginning STEM teachers, become a STEM instructional coach, help to form teacher learning teams); network (with other programs and leaders); disseminate/publish ideas, observations, and materials; and how to search for/apply for funding, to name a few. *3 credits*

### ED 680 Capstone Research Practicum, STEM

Each candidate enrolled in this course will work with an advisor and will select a project related to learning/instruction in STEM. After developing a hypothesis and determining a procedure for carrying out research, the candidate will collect and analyze data with the intention of evaluating the hypothesis. Finally, the candidate will explain outcomes of the research practicum, and discuss implications of the outcomes for further research and STEM instruction. In addition to completing the research practicum, the candidate also will compose a reflective summary of the entire program in terms of its influence on the candidate's approach to STEM instruction. *3 credits*

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

The Master of Science in Human Services 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 understand psychological and socio-cultural aspects of normal and abnormal behavior, theories of causation and treatment approaches.

### Accelerated Degree Program

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

### 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 reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- 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;

- Two letters of recommendation from former professors from the last 5 years and/or from current or recent professional associates;
- A current resume;
- A 500–600 word essay, double-spaced, detailing why the candidate is applying for this program, any experience in this area, and his/her expectations for this program;
- An interview;
- 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

Students are required to have a minimum of 15 credits in psychology, human services, sociology or related fields with a minimum of 6 credits in psychology as a prerequisite to begin coursework in the M.S. in Human Services.

Students may apply for admission to the program in the fall in Mod 1 or in the spring in Mod 3. All new student applications must be complete and submitted to the Director of the Masters in Human Services at least 6 weeks prior to starting the program.

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 and Fees for the 2019–2020 Academic Year

Tuition per three credit course	\$2,043.00
Tutorial surcharge	\$ 500.00 (for student requested tutorial)
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
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 must 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 \$10 registration fee. 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 504	Writing in the Social Sciences	3 credits
HS 530	Ethical & Legal Issues in Human Services	3 credits
HS 531	Multicultural Issues in Human Services	3 credits
HS 536	Case Management	3 credits
HS 580	Field Experience	3–6 credits
HS 660	Capstone Project	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 (3 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 504 Writing in the Social Sciences**

This is a required course in the program, which assists students to improve their professional writing skills in the field. It is a foundational course, training students in human services professional writing. The course includes reading, summarizing, and evaluating several professionally published articles in the field of Human Services. Appropriate sentence construction, grammar, critical thinking and proficiency with APA format and proper citation are expected. In addition, students are required to write a major paper, demonstrating the skills acquired throughout the mod. *3 credits*

**HS 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 Theory, Practice, Trends and Multicultural Issues in Human Services**

This course focuses on the needs of the range of populations served in human services and the historical roots and creation of the profession. How historical public/private attitudes, legislation, and political ideologies affect service delivery is discussed. Other topics include 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 Project**

Students choose a relevant human services issue (substance abuse, homelessness, domestic violence etc.) to research. Students will extensively review the professional literature and describe four programs or agencies in Connecticut that serve this specific population. In addition, students will perform a thorough and in-depth evaluation of a separate program related to this issue, including recommendations for improvement in services. *3 credits*

**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*

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

The Advanced Alternative Preparation (AAP) Program is a non-credit, non-degree program administered by Albertus Magnus College under the auspices of the Connecticut State Department of 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, in assessment and evaluation pertaining to reading and language arts, and in coaching strategies. Also, during the initial summer, candidates complete the first supervised tutorial of a dyslexic student using the Japanese Lesson Study Model. 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 complete the second supervised dyslexia tutorial practicum and work in teams to complete an assigned project related to research-based literacy instruction.

Objectives of the AAP are:

- To address the shortage of certified reading specialists
- To enable classroom teachers to acquire expertise in diagnosis, instruction, and assessment of literacy
- To provide remedial reading/remedial language arts specialists with coaching skills
- To improve literacy skills of Connecticut's school children.

### **Admission Requirements**

- A completed application and a \$75 non-refundable application fee;
- Master's degree (or 30 credits beyond the bachelor's degree) from a regionally accredited college or university;
- Official transcripts reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- 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 résumé and evidence of teaching full-time for five of the past eight years;
- Demonstration of 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 AAP Program  
Weldon Hall  
Albertus Magnus College  
700 Prospect Street  
New Haven, CT 06511-1189

## Important Dates

### 2020–2021 Program

April 1, 2020: Application deadline for the 2020–2021 AAP program

April 2020: Interviews with candidates

May 10, 2020: Notification of acceptance into program

## Tuition and Fees

Non-refundable application fee: \$ 75.00

Tuition for entire three-part program: \$4,675.00  
(includes \$60.00 materials fee)

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

## Program of Study

### 2020–2021

#### Part I: Summer 2020

**Dates:** July 6–July 31, 2020

**Hours:** 8:30 a.m.–2:30 p.m. Monday through Friday

**Content:** Instruction in coaching and adult learning, theory and practice in fundamentals of language and literacy and assessment and evaluation of reading and language arts, and clinical tutoring practice.

**Part II: Academic Year 2020–2021**  
**Best Practices Saturday Seminars (monthly)****Dates:**

September 12, 2020

October 17, 2020

November 7, 2020

December 5, 2020

January 9, 2021 (snow date: Jan. 16)

February 6, 2021 (snow date: Feb. 13)

March 6, 2021 (snow date: March 13)

April 10, 2021

May 1, 2021

**Hours:** 9:00 a.m.–2:00 p.m.

**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 2020–2021:

- Clinical Practice, consisting of:
  - working with individual or small groups of students
  - working with classroom teachers
  - observing reading specialists
  - reflecting on professional reading

An advisor will facilitate winter activities and be the liaison between the AAP candidate and his/her school, as appropriate

**Part III: Summer 2021**

**Dates:** July 5–July 30, 2021

**Hours:** 8:30 a.m.–2:30 p.m. Monday through Friday

**Content:** Culminating Group Project

## 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.

### Accelerated Degree Program

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

### Admissions Standards

Students must hold an earned master’s degree in a relevant field. 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.

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 reflecting conferral of prior degree. All transcripts are to be submitted from the original institutions;
- 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 and the other from a current or former supervisor.

## Tuition and Fees

Tuition and Fees for the 2019–2020 Academic Year

Tuition per three credit course	\$2,043.00
Tutorial surcharge	\$ 500.00 (for student requested tutorial)
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
Information Technology fee	\$ 6.00 per credit
Certificate fee	\$ 15.00

## 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 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 \$10 registration fee. 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.

## COURSE DESCRIPTIONS

### **PY 583 Drugs and Behavior I: Basic Science**

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). *3 credits*

### **PY 584 Ethical & Professional Issues in Addiction Counseling**

This course concerns ethical, legal, and administrative issues that confront substance abuse counselors. The use of values to inform ethical decision-making in ambiguous situations will be practiced. General principles (e.g., beneficence, professionalism in relationships, confidentiality and its limits, and recognition of the boundaries of one's expertise) as well as specific regulatory guidelines (e.g., rules governing credentials, reimbursement, appropriate documentation, and liability) will be discussed. Case material will be used extensively to promote reflection and discussion. *1.5 credits*

### **PY 585 Drugs and Behavior II: Applications**

This course concerns the roles played by psychoactive drugs in human lives, both individually and in society. Topics include the epidemiology of substance use and misuse, diagnostic criteria for substance-related disorders, signs and symptoms of intoxication and withdrawal for different classes of drug, interactions of substance use with other disorders (medical or psychiatric), and the effects of substance use on the adaptive functioning and well-being of users, family members, and the wider community. Substances covered include alcohol, nicotine, caffeine, opiates, stimulants, sedatives, cannabinoids, hallucinogens, inhalants, and less common varieties. *3 credits*

### **PY 586 Culture, Gender, & Special Populations in Addictions**

This course concerns the many ways in which the background or identity of a client affects behavior, thinking, and emotion relative to substance use and its disorders. Cultural and religious norms and attitudes toward alcohol and other drugs, gender differences, sexual orientation issues, the presence of co-occurring disorders (e.g., MICA), and medical problems (e.g., HIV) will be considered. In addition to their impact on substance use, attention will be paid to the ways in which these factors may affect the process of counseling and the relationship between counselor and client. *1.5 credits*

**PY 587 Addiction Counseling I: Core Concepts and Competencies**

This course begins the process of combining general counseling competence with specific knowledge and expertise in the domain of substance abuse. Different models of substance abuse or addiction as well as associated treatment approaches will be studied, compared, and evaluated. These will include broadly medical, psychological, and quasi-spiritual modalities. Counseling goals and strategies will be understood in terms of stages of change and client readiness. Standard interviewing techniques, psychoeducational interventions, and group dynamics will be considered. Attention also will be paid to practical issues such as record keeping, case management, and consultation with members of other helping professions. *3 credits*

**PY 588 Clinical Assessment of Substance Use Disorders**

This course concerns routine and specialized procedures for assessment of substance use and co-occurring disorders, beginning with the elicitation of informed cooperation from clients and selection of appropriate measures. Instruments covered will include clinical and structured interviews, behavioral observation, clinician rating scales, mental status examinations, and standardized self-report and observer-rated measures of symptoms and personality traits. The use of assessment data in case formulation, the synthesis of clinical findings into clear, useful written reports, and the therapeutic presentation of assessment feedback to clients also will be emphasized. *1.5 credits*

**PY 589 Addiction Counseling II: Advanced Techniques**

This course will introduce students to specific techniques used by substance use counselors, with primary emphasis on evidence-based treatments. Didactic and theoretical presentations will be interspersed with practical demonstrations and supervised practice of skills. The approaches taught may vary, but will include some of the following: motivational interviewing, the community reinforcement approach (with family involvement), relapse prevention training, cue exposure methods, and standard psychoeducational interventions (e.g., BASICS and/or values clarification). *3 credits*

**PY 590 Treatment Planning & Evaluation in Addictions Counseling**

This course concerns the integration of diagnostic and other assessment findings into individualized treatment plans, the sensitive presentation of recommendations to clients, the collaborative development of treatment goals with clients, the translation of broad goals into a sequence of potentially attainable, measurable objectives, and the selection of appropriate interventions. Methods of monitoring client progress toward objectives, modifying objectives based on results or new findings, and evaluating the success of individual cases or treatment programs also will receive attention. *1.5 credits*

# Tagliatela School of Business and Leadership

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## 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 M.S.A. 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 C.P.A. 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. As a FLEX program, students have the flexibility of enrolling full-time or part-time and may choose between blended (on-ground and online) or fully 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 reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- For non-native English speakers, minimum TOEFL score of 575 paper-based, 80 internet-based, or 213 computer-based;
- For students taking classes on campus, proof of immunization in accordance with Connecticut State requirements;
- For fully online students, a 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
  - 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 2019–2020 Academic Year

Tuition per 3 credit course	\$ 2,565.00
Tutorial Surcharge	\$ 500.00 (for student requested tutorial)
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
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.

## 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.

## 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. (MB 661 must be taken in the last mod of enrollment. All program requirements must be completed satisfactorily before registration for this course will be accepted.)

## 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**

### ***Optional Concentration in Personal Financial Planning (6 Credits):***

Substituted for two of the above courses in consultation with the Program Director (with the exception of MB 661 and MB 658).

MB 649	Essentials of Personal Financial Planning
MB 650	Advanced Individual Income Taxation

The completion of MB 649 and MB 650 will fulfill the education requirement that is needed in order to attain the Personal Financial Specialist (PFS) designation, which is awarded by the American Institute of Certified Public Accountants (AICPA) after additional requirements have been met (exam, experience). Students are eligible to sit for the PFS exam at no charge while still in school.

## **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 649 Essentials of Personal Financial Planning**

This course will introduce all the primary financial planning topics that will be tested on the Personal Financial Specialist examination. Students will learn about the fundamentals of financial planning, insurance planning, income tax planning, investment planning, retirement planning, and estate planning throughout this course. Students will also work on practical case studies in order to fully grasp the financial planning concepts discussed and see how each area of planning is connected to one another. *3 credits*

**MB 650 Advanced Federal Income Taxation**

This course will focus on income tax planning techniques for individuals at a more complex level. Students will examine tax planning through a lifecycle approach that will touch on tax planning strategies individuals can utilize during their lifetimes and even after death. Topics such as tax planning for small business owners, tax planning during retirement, and tax planning for higher education costs will be covered along with many more throughout the course. Students will also expand their tax research skills as they learn how and why certain tax policies have been created and how they affect individual taxpayers. *3 credits*

**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*

**M.S.A.: Five-year B.S.A./M.S.A. Option**

This program option is designed for Albertus Magnus College undergraduate Day students that have demonstrated an ability to excel and a desire to obtain an Albertus Master of Science in Accounting degree in a minimal amount of time. A total of 150 credits are required to receive both B.S. in Accounting and M.S.A. degrees. Of these, 120 are in the undergraduate B.S.A. program and 30 in the M.S.A. program. During their senior year, students take two graduate courses in addition to their regular undergraduate schedule.

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

Students may apply to the M.S.A. program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the 5-year program. At the time of acceptance, students will be assigned a M.S.A. faculty advisor in addition to their undergraduate faculty advisor.

## 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.

The culmination of the program has students prepare a comprehensive Capstone project, which consists of the development of a 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.

### Accelerated Degree Program

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

### 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. The Accelerated Degree Program is offered in the flex format where students may take most courses either blended or in an online format. Accelerated Degree Program courses are eight-weeks in duration.

### 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 reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based;

- For students taking classes on campus, proof of immunization in accordance with Connecticut State requirements;
  - For online degrees, a 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 credits from a regionally accredited institution toward satisfying the M.B.A. Such credits must satisfy degree requirements and must have been completed within the last five years prior to entrance into the program with a minimal grade of 3.0.

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 (24 credits) in the Albertus M.B.A. program.

## 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, students must have earned a minimum grade of 3.3 in the undergraduate courses being considered. Course waivers are granted by the program director, who notifies students of any waivers at the time of admission to the program.

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

## Tuition and Fees

Tuition and Fees for the 2019–2020 Academic Year

Tuition per 3 credit course	
Accelerated Degree Program	\$2,565.00
Tutorial Surcharge	\$ 500.00 (student-requested tutorial)
Application fee	\$ 50.00

Registration fee	\$ 10.00 per mod
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 will assign students an advisor. The advisor will assist 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.

## 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.

## 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

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 (W)
MB 612	Financial Theory (W)
MB 611	Research Methods for Business (W)
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, 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.

## **COURSE DESCRIPTIONS**

### **Core Courses**

#### **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 Research Methods for Business**

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.

## 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*

**M.B.A.: Five-year B.S./M.B.A. Option**

This program option is designed for Albertus Magnus College *undergraduate Day students* that have demonstrated an ability to excel and a desire to obtain an Albertus Master in Business Administration degree in a minimal amount of time. A minimum of 156 total credits are required to receive both B.S. and M.B.A. degrees. Of these, 120 are in the undergraduate program and 36 in the M.B.A. program. This will include a major in Business Management in any of the concentrations currently being offered. During their senior year, students take two graduate courses in addition to their regular undergraduate schedule.

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

Students may apply to the M.B.A. program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the 5-year program. At the time of acceptance, students will be assigned a M.B.A. faculty advisor in addition to their undergraduate faculty advisor. The student undergraduate record must qualify for waivers in four graduate level courses. Course waivers are determined by the M.B.A. Program Director.

## Master of Public Administration (M.P.A.)

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

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

### Objectives

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

- Lead and manage nonprofit and public sector initiatives
- Participate and contribute to the policy process
- Analyze, synthesize, think critically, solve problems and make decisions
- Articulate and apply a public service perspective
- Communicate and interact productively with a diverse and changing workforce and citizenry

### Accreditation

The M.P.A. is accredited by the State of Connecticut Board of Higher Education.

### Formats

M.P.A. classes are offered in an accelerated degree format, which consists of five eight-week modules during the calendar year. As a FLEX program, students have the flexibility of enrolling full-time or part-time and may choose between blended (on-ground and online) or fully online options on a course-by-course 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 reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions.
- Two letters of recommendation: one academic and one professional
- A 500–600 word essay explaining professional career interests, reasons for applying, and educational expectations

- Proof of immunization in accordance with Connecticut State requirements
- For online degrees, a 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
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based

## Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate credits from a regionally accredited institution toward satisfying the M.P.A. Such credits must satisfy degree requirements and must have been completed within the last five years prior to entrance into the program with a minimal grade of 3.0.

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 (24 credits) in the Albertus M.P.A. program.

## Tuition and Fees

Tuition and Fees for the 2019–2020 Academic Year

Tuition per 3 credit course	
Accelerated Degree Program	\$ 2,514.00
Tutorial Surcharge	\$ 500.00 (student-requested tutorial)
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
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 will assist 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.

## 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.

## 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.P.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

### Core Courses

MP 500	Introduction to Public Administration
MP 512	Ethical Issues in Public Administration
MP 504	Labor-Management Relations
MP 581	Implementing Public Policy
MP 506	Organizational Behavior
MB 611	Quantitative Research for Managers
MP 630	Applied Research Project

### Electives

MP 507	Urban Policy
MP 509	Grant-Writing
MP 511	Politics and Public Policy
MP 550	Special Topics in Public Administration
LDR 508	Servant Leadership
MB 512	Leadership and Diversity
MOL 505	Moral Leadership
MB 515	Economic Theory and Application
MB 643	Principles of Project Management
MB 651	Government and Nonprofit Accounting
MOL 510	Human Resource Management in a Changing Environment
MB 520	Accounting Concepts
MOL 514	Conflict Resolution
MB 646	Healthcare: Law, Policy and Systems
MP 509	Special Topics in Public Administration
MB 614	Info Systems for Managers

## COURSE DESCRIPTIONS

### Core Courses

#### **MP 500 Introduction to Public Administration**

This course is a basic introduction to public administration. The course will focus the students on the theory and practice of the administration and management of nonprofit and public sector organizations and operations as well as politics, policy, and the bureaucracy. Topics include the role of bureaucracy in the political process, theories of public organizations, bureaucratic discretion and accountability, policy implementation, and the changing nature of public administration. *3 credits*

#### **MP 512 Ethical Issues in Public Administration**

This course explores how ethical considerations are integrated in public policy choices. The social and moral aspects of decision making will also be discussed. Students will be required to analyze realistic problems from these perspectives. The course will also treat the legal, regulatory and political obstacles to ethical policy choices. The impact of technology on ethical decision-making will be addressed as will achieving an “ethical consensus” in the policy-making process when society is divided by differing values and polarized political opinions. *3 credits*

#### **MP 504 Labor-Management Relations**

In this course students will be introduced to the basic issues that arise in the public sector collective bargaining process. Students will explore the evolution of labor-management relations and learn the importance of establishing and maintaining a strong, productive relationship between labor and management. *3 credits*

#### **MP 581 Implementing Public Policy**

Students will work with community partners in the New Haven area in an experiential setting. Course will investigate how domestic policy, especially social welfare policy, is implemented, tracing policy from federal laws to administrative agency regulations and the local implementation of the program. This course is intended to expose the student to practical problems of implementing policy and the solutions required at a grassroots level to assure success. Prerequisites: MP 500 (Intro to Public Administration) and MP 512 (Ethical Issues in Public Administration). *3 credits*

#### **MOL 506 Organizational Behavior**

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. *3 credits*

#### **MB 611 Quantitative Research for Managers**

This course focuses on the application of quantitative analysis in the business environment. The concepts covered include probability distributions, decision analysis, regression analysis, forecasting techniques, linear programming, sensitivity analysis, project management, and simulation models. These concepts provide quantitative skills for research used in completing the applied research project in MP 630. *3 credits*

**MP 630 Applied Research Project**

The culminating project for the Master of Science in Public Administration will have students apply the research skills they learned throughout the program to complete a research project of their choosing. Students will develop a research methodology best suited to the problem they identify. Students will collect data and tabulate (quantitative or qualitative) and use their findings to present recommendations. The project will include a literature review, methods section, data collection and analysis, and recommendations. Prerequisite: MB 611. Course will be taken in the student's final semester. *3 credits*

**Elective Courses****MP 507 Urban Policy**

In this course students will examine unique policy challenges in cities. Students will analyze how public policies have helped address, compounded or been adapted to those challenges. Students will learn how to evaluate policy outcomes through the utilization of such concepts as sustainability, resilience and environmental justice. *3 credits*

**MP 509 Grant-Writing**

This course will prepare students to be able to develop competitive grant proposals for both government and private foundation funders. Topics covered include: establishing development goals, identifying grant opportunities, developing major-gift campaigns, and aligning fundraising strategies and goals with institutional mission. *3 credits*

**MP 511 Politics and Public Policy**

This course will enable students to examine the political processes that influence the formation of public policy. Students will explore current issues in public policy implementation and how policy analysis plays a role in that process. *3 credits*

**MP 550 Special Topics in Public Administration**

Students will explore topical issues in public policy and leadership. *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*

**MB 512 Leadership and 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*



**MOL 505 Moral Leadership**

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? *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 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 651 Government 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*

**MOL 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 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. *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 or decision-making and the importance of ethics for business and accounting. *3 credits*

**MOL 514 Conflict Resolution**

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. *3 credits*

**MB 646 Healthcare: Law, Policy and Systems**

This course will examine the history and structure of the U.S. health care system as well as current trends and issues. The course will assess the impact on stakeholders within the healthcare system of legal, regulatory and health policy developments. Legal oversight, government regulation and health policy will be viewed from within the provider, payer and patient system perspectives, with case studies utilized to allow students the opportunity to assess the changing relationships among these stakeholders within the changing and dynamic health care industry. *3 credits*

# 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.

## Accelerated Degree Program

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

## 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 reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- For non-native English speakers, minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based;
- For students taking classes on campus, proof of immunization in accordance with Connecticut State requirements;

- For fully online students, a Driver's License or DMV Photo ID;
- Two letters of recommendation from former professors from the last two years and/or from current or recent professional associates;
- 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
- 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

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 2019–2020 Academic Year

Tuition per 3 credit course	
Accelerated Degree Program	\$2,565.00
Tutorial Surcharge	\$ 500.00 (student-requested tutorial)
Application fee	\$ 50.00
Registration fee	\$ 10.00 per mod
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 will assign students an advisor. The advisor will assist 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.

## 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.

## Graduation Requirements

- Completion of all required coursework
- Satisfactory completion of a capstone project
- 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
- Completion of all requirements within seven years of matriculation
- Pay all tuition and fees

## Graduation with Honors

M.S.M.O.L. 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 MOL 630 Applied Research Project.

## 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

### **MOL 501 Leadership in Theory and Practice (9 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*

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

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? *3 credits*

### **MOL 506 Organizational Behavior (8 weeks)**

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. *3 credits*

### **MOL 507 Critical Thinking and Applied Decision Making (8 weeks)**

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. *3 credits*

### **MOL 509 Professional Writing and Communications (8 weeks)**

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. *3 credits*

### **MOL 510 Human Resource Management in a Changing Environment (8 weeks)**

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. *3 credits*

**MOL 514 Conflict Resolution (8 weeks)**

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. *3 credits*

**MOL 518 Managing Quality (8 weeks)**

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. *3 credits*

**MOL 601 Team Building (8 weeks)**

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. *3 credits*

**MOL 605 Management within a Global Environment (8 weeks)**

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. *3 credits*

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

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. *3 credits*

**MOL 630 Applied Research Project (8 weeks)**

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.

*3 credits*



# Directories

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*Director of Academic Services*

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*Site Coordinator, East Hartford*

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**Graduate Program Directors**

*Director of Master of Science in Accounting Program*

Nancy Fallon, Ph.D.

*Director of Master of Arts in Art Therapy and Counseling Program*

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Sarah Wallman, M.F.A.

*Director of Master of Public Administration Program*

Patricia Birungi, Ph.D.

# The Faculty

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(\* denotes full-time faculty)

- \* **William A. Aniskovich**, Assistant Professor of Healthcare Management and Business Law; Chair, Tagliatela School of Business and Leadership; Director, Healthcare Management Program (B.A., The Catholic University of America; M.A., J.D., University of Virginia).
- \* **Rebecca Arnold**, Associate Professor and Clinical Coordinator for the Master of Arts in Art Therapy and Counseling Program; (B.A., Lebanon Valley College; M.A., Marywood University).
- \* **Christine Dolan Atkins**, Professor of Foreign Languages; Chair, Department of Foreign Languages; Director of the Honors Program; (B.A., University of Chicago; M.A., University of Chicago; M.A., M.Phil, Ph.D., Yale University).
- \* **Mark Barreuther**, Professor of Biology; Chair, Department of Biology, Chemistry and Mathematics; (B.S., M.S., Southern Connecticut State University; Ph.D., Wesleyan University).
- \* **Patricia Birungi**, Assistant Professor in the Tagliatela School of Business and Leadership; Director, Master of Public Administration; (B.S. Makerere University; M.P.H., Eastern Virginia Medical School; Ph.D., Old Dominion University).
- \* **Robert Bourgeois**, Professor of Social Sciences; Director of Global Studies Program; (B.A., Yale University; M.A., Ph.D., University of Chicago).
- James Brine**, Lecturer in Psychology; (B.S., Georgetown University; Ed.D., University of Massachusetts at Amherst).
- \* **Corey Brushett**, Assistant Professor and Faculty Advisor, Business; (B.A., Gettysburg College; M.B.A., Albertus Magnus College).
- \* **Mark B. Case**, Professor of Mathematics (B.S., U.S. Coast Guard Academy; M.S., Rensselaer Polytechnic Institute; Ph.D., University of Rhode Island).
- \* **Susan Letzler Cole**, Professor of English; (B.A., Duke University; M.A., Ph.D., Harvard University).
- Dominic Corrado**, Lecturer in Foreign Languages; (B.S., M.S., Southern Connecticut State University).
- Tina Corrado**, Lecturer in Foreign Languages; (B.A., Amherst College; M.S., Southern Connecticut State University).
- \* **Jennifer Dealy**, Assistant Professor and Faculty Advisor, Psychology (B.A., Assumption College; Ph.D., University of Connecticut).
- \* **Kristen DeCarli**, Assistant Professor, Sport Management; (B.A. Endicott College; M.B.A., Albertus Magnus College).

- \* **Alan DelFavero**, Assistant Professor in the Tagliatela School of Business and Leadership; (B.S., M.B.A., D.B.A., John F. Welch College of Business, Sacred Heart University).
- Melissa DeLucia**, Lecturer in Communications (B.S., M.S., Southern Connecticut State University).
- Garrett Dell**, Lecturer in Communications; (B.A., M.A.L.S., Albertus Magnus College, Ph.D., Salve Regina University).
- \* **Natalie DeVaul-Robichaud**, Associate Professor of English; Director of the Academic Success Center and Writing Program; (B.A., University of Michigan; M.F.A., Sarah Lawrence College).
- \* **Angel Duncan**, Assistant Professor and Director, Master of Arts and Art Therapy and Counseling Program; (B.A., Texas Lutheran University; M.A., MFT, ATR, Notre Dame de Namur University).
- William Drago**, Lecturer in Education, Coordinator of Student Teaching; (B.A., Providence College; M.S., Professional Diploma of Advanced Study in Educational Administration and Supervision, Southern Connecticut State University).
- \* **Ross Edwards**, Assistant Professor of Political Science; Associate Dean, Traditional Undergraduate Program; (B.A., M.A., University of Massachusetts, Amherst; Ph.D., University of Minnesota).
- \* **Nabil Elias**, Associate Professor of Business Administration; (Professional Post-Graduate in Executive Management, University of Cairo, Egypt; Master of Business Administration, Southern Connecticut State University; Doctor of Medicine, Shams University Faculty of Medicine, Egypt).
- \* **Siobhan Evarts**, Associate Professor of Psychology; Director of the Master of Science in Clinical Counseling Program; (B.A., College of the Holy Cross; M.A., Ph.D., Hofstra University)
- \* **Nancy C. Fallon**, C.P.A., C.M.A., C.F.M. Professor of Accounting; Director of the Master of Science in Accounting Program; (B.A., Albertus Magnus College; M.B.A., University of New Haven; Ph.D., Capella University).
- \* **Howard Fero**, Professor of Management and Leadership; Director, Master of Arts in Leadership Program; Director of Master of Science in Management and Organizational Leadership Program; (B.A., Hofstra University; M.S., Baruch College; Ph.D., Claremont University).
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\* **Abbe Miller**, Associate Professor of Art Therapy; (B.A., Wesleyan University; M.S., University of Bridgeport; ATR-BC, LPC).

**Warren Miller**, Lecturer in Mathematics; (B.S., Southern Connecticut State University; M.S., Southern Connecticut State University).

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\* **Sean O'Connell**, Professor of Philosophy; (B.A., M.A., The Catholic University of America; Ph.D., Fordham University).

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**Shiva Rezvan**, Assistant Professor of Psychology; (B.S., Azad University; M.A., Ph.D., University of Isfahan).

\* **Paul Robichaud**, Professor; Chair, Department of English; B.A., (Hons); M.A., University of Western Ontario; Ph.D., University of Toronto).

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- \* **Nicola Singh**, Assistant Professor of History and Political Science; (B.A., Queens College; M.A., Columbia University; Ph.D., Fordham University).
- \* **Jonathan Sozek**, Assistant Professor in Philosophy and Religion; (B.A., Sarah Lawrence College; M.A. McGill University, B.A., M.A., Catholic University; Ph.D., Brown University).
- \* **Hilda Speicher**, Professor of Psychology; (B.A., City University of New York; M.A., Ph.D., University of Delaware).
- \* **Jenny Spyres**, Instructor and Reading Specialist in the Department of English; (B.A., Trinity College; M.A. TESOL K-12, New York University).
- Anahit Ter-Stepanian**, Lecturer in Art History; (M.S., Yerevan Polytechnic Institute, Armenia; Ph.D., Moscow Architectural Institute, Russia).
- \* **Loel Tronsky**, Professor of Psychology and Education; (B.A., Dartmouth College; M.S., Ph.D., University of Massachusetts at Amherst).
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- \* **Matthew Waggoner**, Professor of Philosophy and Religion; Chair, Department of Philosophy and Religion; (B.A., Evangel University; M.A., Southwest Missouri State University; Ph. D., University of California, Santa Cruz).
- \* **Ronald Waite**, Associate Professor of Communications; Chair, Department of Communications; (B.A., M.A., Fairfield University; C.A.S., Wesleyan University).
- \* **Sarah Wallman**, Professor of English; Co-Director, Master of Fine Arts in Writing Program; (B.A., M.F.A., University of Pittsburgh).
- \* **John Wasserman**, Assistant Professor of Management and Leadership; (B.A., Wesleyan University; M.B.A., University of Hartford; M.A., Columbia University).
- \* **Rosemary Whelan**, Associate Professor in the Department of Biology and Chemistry; (B.S., Doctor of Philosophy, University College Dublin).
- \* **Patricia Yeaman**, Professor of Sociology; Chair, Department of Sociology; (B.A., Emmanuel College; M.A., Ph.D., Fordham University; M.S.W., University of Connecticut).

## Emeriti

**Judith Lawler Caron**, B.A., M.A., Associate Professor of Sociology.

**Sister Mary Faith Dargan, O.P.**, B.A., M.A., Ph.D., Professor of Classics.

**Norman Davis**, Ph.D., Associate Professor of Management.

**Robert Imholt**, Ph.D., Professor of History; Chair, Department of History and Political Science.

# Driving Directions

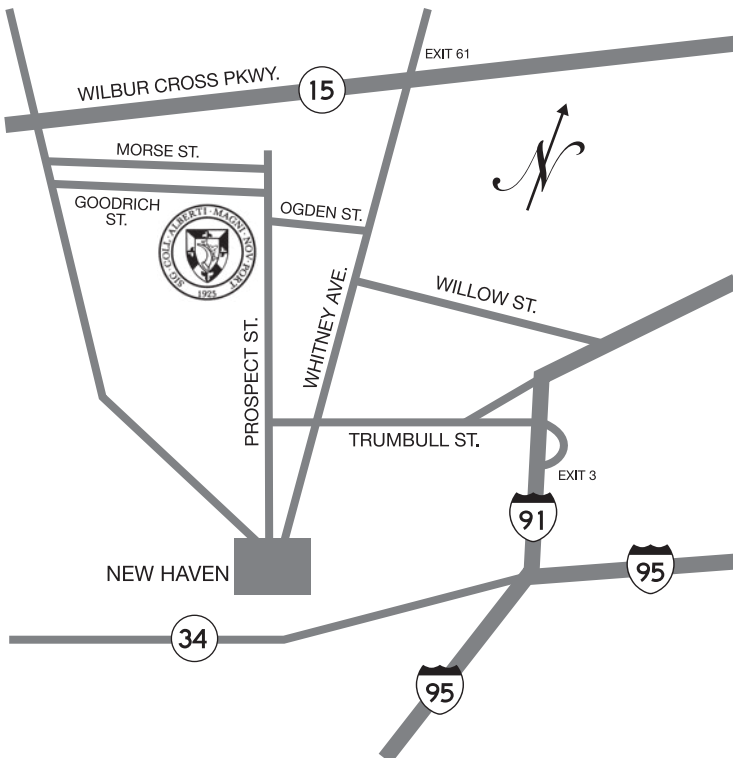
Albertus Magnus is easily reached by major highways from anywhere in the state and is convenient to Greater New Haven and the shoreline via I-91, I-95, and the Wilbur Cross parkway.

## ***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.

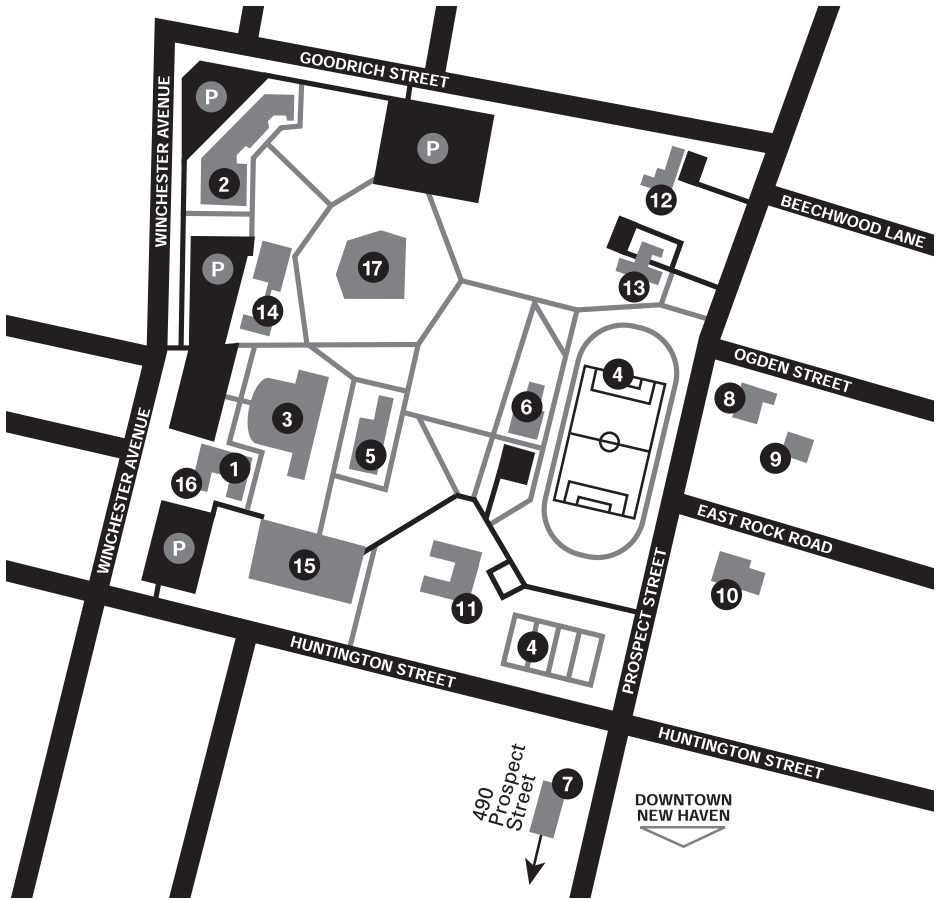
## ***From Meriden, Wallingford, and other points north***

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 Nilan Hall                                       |
| ② Aquinas Hall/Bree Common                             | ⑪ Rosary Hall                                      |
| ③ Hubert Campus Center                                 | ⑫ Sansbury Hall                                    |
| ④ Celentano Playing Fields,<br>Track and Tennis Courts | ⑬ Siena Hall                                       |
| ⑤ Dominican Hall                                       | ⑭ Tagliatela Academic Center/<br>Walsh Hall/Chapel |
| ⑥ McAuliffe Hall                                       | ⑮ Cosgrove, Marcus and Messer<br>Sports Center     |
| ⑦ 490 Prospect   | ⑯ Weldon Hall                                      |
| ⑧ Mohun Hall   | ⑰ Shea Softball Complex                            |
| ⑨ Mohun Annex  | Ⓟ Parking  |

# Notes

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## Albertus Magnus College

Graduate Programs

Division of Professional and Graduate Studies

700 Prospect Street

New Haven, Connecticut 06511

Front cover: A nine-foot bronze statue of St. Albert the Great, patron of the College, and one of the most influential scholars and scientists of the Middle Ages, stands at the main entryway of the Mary A. and Louis F. Tagliatela Academic Center. Photo by Carolyn Behan Kraus '86.