

2026-2027 COURSE CATALOG

Graduate Programs



Albertus Magnus
College

Table of Contents

General Information.....	5	Incarcerated Students.....	38
Introduction: St. Albert the Great.....	5	Readmission of Uniformed Services	
Academic Year.....	6	Members.....	38
The College.....	10	Financial Aid.....	39
Mission Statement of Albertus Magnus		Financial Aid Office.....	39
College.....	10	How to Apply for Financial Aid.....	39
Statement of Catholic Identity.....	10	Awarding Process.....	39
Goals.....	11	Types of Financial Aid Available:	
History.....	11	Loans.....	40
The Presidents.....	12	Need-Based Employment: Federal	
The Tradition of Honor.....	12	Work-Study Program.....	40
Intellectual Honesty.....	12	Alternative Financing Options.....	41
Plagiarism.....	13	Appeal Process.....	41
Student Code of Conduct.....	14	Satisfactory Academic Progress	
The Albertus Community.....	14	Policy.....	44
Dominican Mission, Ministries, and the		Return of Title IV Funds (R2T4)	
Meister Eckhart Center.....	15	Policy.....	47
Location.....	16	Veterans Benefits.....	52
Accreditation.....	16	Veterans Financial Aid.....	53
Professional Licensure.....	18	Contact Us.....	53
Complaint Resolution.....	19	Military Tuition Assistance.....	53
Memberships.....	21	Return of Tuition Assistance.....	54
The Campus.....	23	Refunds.....	55
Buildings.....	24	Federal Student Aid Ombudsman.....	56
Parking.....	26	Disclosure.....	56
Public Safety.....	27	Tuition and Fees.....	57
Weather and Emergency Alert		Tuition.....	57
System.....	28	Other Fees.....	58
Academic Programs Overview.....	28	Discounts.....	59
Graduate Programs Overview.....	28	Schedule of Refunds on Tuition, Fees	
Admissions.....	33	and Food and Housing.....	60
Who May Apply.....	33	Student Affairs.....	61
How to Apply.....	33	Overview.....	61
Admissions Requirements.....	33	Office of Community Standards.....	61
Time Limits.....	33	Office of International Student Services	
International Students	34	and Engagement.....	61
Academic Credential Translation and		Student Health and Wellness	
Accreditation.....	35	Services.....	62
English Language Requirements.....	35	Office for Prevention of Power Based	
Obtaining Form I-20 and F-1 Visa.....	36	Violence.....	63
Maintaining Immigration Status.....	37	Veterans Services.....	64

Career and Professional Development.....65	Grade Appeals.....83
Overview.....65	In Progress Courses..... 83
Career Counseling.....65	Failure of a Course..... 85
Self-Assessment..... 66	Course Retake85
Office of Career & Professional	Academic Review.....86
Development..... 66	Academic Dismissal.....86
Employment Opportunities.....66	Student Complaints and Academic
On-Campus Recruiting..... 66	Grievances.....87
Career Workshops.....67	Academic Amnesty.....89
Academic Support Services.....68	Readmission to the College..... 90
Center for Teaching and Learning	Academic Integrity in Graduate
Excellence..... 68	Programs..... 90
The Lillian Adley Germain '57 Center	Academic Policies and Regulations:
for Academic Success.....68	Withdrawals..... 91
Accessibility Services..... 69	Withdrawal from the College..... 91
Computer Labs, Wireless Network and	Administrative Withdrawal.....92
Computer Usage Expectations.....70	Academic Policies and Procedures:
Institutional Review Board..... 70	Graduation, Transcripts and Student
Information Technology Services.....71	Records..... 94
Library.....71	Time Limits.....94
Academic Policies and Procedures:	Anticipated Completion Date..... 94
General.....72	Degree Audit.....95
Definition of a Credit Hour..... 72	Degree Completion.....95
Preferred Name..... 73	Graduation with Honors.....95
Course Recording..... 74	Degree Conferral.....96
Discontinued Programs.....75	Awarding of a Posthumous
Double Concentrations in Graduate	Degree..... 96
Programs..... 75	Diplomas.....97
Academic Policies and Regulations:	Commencement..... 98
Registration, Grading and Cumulative	Verification of Enrollment or
Performance.....76	Degrees.....98
Registration..... 76	Transcripts.....99
Adding/Dropping a Course..... 76	Student Records..... 99
Full-time Status.....77	Directory Information Notice..... 108
Course Loads..... 77	Student Right-To-Know.....108
Incompletes..... 77	General Information..... 109
Transfer Credits from Other	The Curriculum: Definition of
Institutions.....78	Terms..... 109
Withdrawal from a Course.....78	Departments.....111
Attendance Policy..... 79	Department of Education and Teacher
Grading System.....80	Preparation..... 111
Good Standing..... 81	Department of English.....112
Grade Reports..... 82	Department of Psychology.....114
Changes in Officially Recorded	Department of Criminal Justice..... 115
Grades..... 82	

Tagliatela School of Business and Leadership.....	116
Programs.....	119
Master of Arts in Art Therapy and Counseling.....	119
Master of Business Administration.....	124
Master of Fine Arts in Writing.....	129
Master of Public Administration.....	132
Master of Science in Accounting.....	137
Master of Science in Clinical Counseling.....	142
Master of Science in Criminal Justice.....	150
Master of Science in Education.....	155
Advanced Alternative Preparation Program.....	158
Post-Graduate Certificate in STEM Leadership.....	160
Master of Science in Healthcare Administration.....	163
Master of Science in Human Services.....	167
Master of Science in Human Services in Addiction Counseling.....	170
Master of Science in Instructional Design and Learning Technology.....	174
Master of Science in Management and Organizational Leadership.....	178
Directories.....	182
Board of Trustees.....	182
The Administration.....	185
The Faculty.....	188
Driving Directions/Maps.....	194
Courses.....	195
All Courses.....	195
Accounting (AC).....	195
Art Therapy (AT).....	197
Criminal Justice (CJ).....	201
Data Science (DAT).....	203
Education (ED).....	203
English (EN).....	206
Finance (FIN).....	209
Healthcare Administration (MH).....	210
Human Services (HS).....	211
Instructional Design/Technology (IDT).....	212
Management/Organization Lead. (MOL).....	214
Master Business Administration (MB).....	216
Psychology (PY).....	219
Public Administration (MP).....	227
Reading & Language Arts (RLA).....	229
Keyword Index.....	232

General Information

Introduction: St. Albert the Great

Graduate Programs Course Catalog 2026–2027

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

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

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

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

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

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

Volume XII, August 2026

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

Produced by the Office of Academic Affairs

Academic Year

Key Dates, Official College Holidays and Institutional Events

DATE	EVENT
September 7, 2026	College Closed – Labor Day
November 23-27, 2026	Thanksgiving Break for Students
November 25-27, 2026	College Closed - Thanksgiving
December 23, 2026- January 3, 2027	College Closed
January 18, 2027	College Closed - Martin Luther King Jr. Day
February 15, 2027	College Closed - President's Day
March 8-12, 2027	Spring Break for Students
March 25-29, 2027	Easter Break for Students
March 26-29, 2027	College Closed - Easter
May 15, 2027	Baccalaureate Mass & Laurel Awards
May 16, 2027	Commencement
May 28-31, 2027	College Closed - Memorial Day
June 18, 2027	College Closed - Juneteenth (observed)
July 5, 2027	College Closed - Independence Day (observed)

Module-Based Academic Calendar

Fall 2026 - Mod. 1

DATE	EVENT
August 17, 2026	Classes Start
August 21, 2026	Add/Drop Deadline
August 24, 2026	Withdraw Starts
August 31, 2026	Pass/Fail Deadline

September 7, 2026	College Closed – Labor Day
October 9, 2026	Classes End/Withdraw and Incomplete Deadline

Fall 2026 - Mod. 2

DATE	EVENT
October 19, 2026	Classes Start
October 23, 2026	Add/Drop Deadline
October 26, 2026	Withdraw Starts
November 2, 2026	Pass/Fail Deadline
November 23-27, 2026	Thanksgiving Break
December 18, 2026	Classes End/Withdraw and Incomplete Deadline

Spring 2027 - Mod. 3

DATE	EVENT
January 11, 2027	Classes Start
January 15, 2027	Add/Drop Deadline
January 18, 2027	College Closed - Martin Luther King Jr. Day
January 19, 2027	Withdraw Starts
January 25, 2027	Pass/Fail Deadline
February 15, 2027	College Closed - President's Day
March 5, 2027	Classes End/Withdraw and Incomplete Deadline

Spring 2027 - Mod. 4

DATE	EVENT
March 15, 2027	Classes Start
March 19, 2027	Add/Drop Deadline
March 22, 2027	Withdraw Starts
March 25-29, 2027	Easter Break

March 30, 2027	Pass/Fail Deadline
May 7, 2027	Classes End/Withdraw and Incomplete Deadline
May 15, 2027	Baccalaureate Mass & Laurel Awards
May 16, 2027	Commencement

Summer 2027 - Mod. 5

DATE	EVENT
May 24, 2027	Classes Start
May 27, 2027	Add/Drop Deadline
May 28-31, 2027	College Closed - Memorial Day
June 1, 2027	Withdraw Starts
June 7, 2027	Pass/Fail Deadline
June 18, 2027	College Closed - Juneteenth (observed)
July 5, 2027	College Closed - Independence Day (observed)
July 16, 2027	Classes End/Withdraw and Incomplete Deadline

Semester-Based Academic Calendar

Fall 2026 Term

DATE	EVENT
August 24, 2026	Classes Start
August 28, 2026	Add Deadline
September 4, 2026	Drop Deadline
September 7, 2026	College Closed – Labor Day
September 8, 2026	Withdraw Starts
September 14, 2026	Pass/Fail Deadline
October 14, 2026	Midterm Grades Available
November 23-27, 2026	Thanksgiving Break for Students
November 25-27, 2026	College Closed - Thanksgiving

December 4, 2026	Classes End/Withdraw Deadline
December 5-6, 2026	Reading Days
December 7-11, 2026	Final Exams/Course Projects
December 11, 2026	Semester Ends/Incomplete Deadline

Spring 2027 Term

DATE	EVENT
January 20, 2027	Classes Start
January 22, 2027	Add Deadline
January 29, 2027	Drop Deadline
February 1, 2027	Withdraw Starts
February 9, 2027	Pass/Fail Deadline
February 15, 2027	College Closed - President's Day
March 8-12, 2027	Spring Break
March 16, 2027	Midterm Grades Available
March 25-29, 2027	Easter Break
March 26-29, 2027	College Closed
May 1-2, 2027	Reading Days
May 3, 2027	Classes End/Withdraw Deadline
May 4-10, 2027	Final Exams/Course Projects
May 10, 2027	Semester Ends/Incomplete Deadline
May 15, 2027	Baccalaureate Mass & Laurel Awards
May 16, 2027	Commencement

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

The College

Mission Statement of Albertus Magnus College

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

Approved by the Board of Trustees March 21, 2003

Updated 2024

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

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

Statement of Catholic Identity

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

September, 2001

Updated 2024

Goals

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

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

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

History

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

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

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

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

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

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

The Presidents

The Presidents of Albertus Magnus College:

Sister Dolorita Carton, O.P. 1925 –1929

Sister Isabel Oger, O.P. 1929 –1935

Sister Anacletus Oger, O.P. 1935 –1938

Sister Isabel Oger, O.P. 1938 –1941

Sister Uriel Conlon, O.P. 1941–1944

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

Sister Irmina Longstreth, O.P. 1947–1949

Sister Coralita Cullinan, O.P. 1949 –1953

Sister Lucia Deku, O.P. 1953 –1956

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

Dr. Francis Horn 1971–1974

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

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

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

Dr. Marc M. Camille 2017– Present

The Tradition of Honor

The Tradition of Honor is a cornerstone of life at Albertus Magnus College. Honor reflects the shared responsibility of all members of the College community to act with integrity, respect, fairness, and accountability. The principles of honor extend beyond the classroom and guide conduct in all aspects of campus life.

Students in all academic programs are expected to uphold the Tradition of Honor and comply with College policies, rules, and regulations. Procedures related to student conduct and the administration of the Tradition of Honor are outlined in the [Student Handbook](#).

Intellectual Honesty

A degree from Albertus Magnus College signifies not only academic achievement but also a commitment to the highest standards of academic honesty and intellectual integrity. Students are expected to conduct themselves ethically in all coursework, examinations, research, and scholarly activities.

Students are responsible for:

- Respecting the rights of others to fair and equitable access to library, laboratory, technology, and other academic resources.
- Obtaining permission from the instructor before submitting the same paper, project, presentation, or assignment in more than one course.
- Completing assignments independently unless collaboration has been approved by the instructor.
- Using artificial intelligence (AI) and other emerging technologies only in accordance with course, assignment, and instructor requirements.
- Acknowledging and appropriately citing the use of AI-generated content, tools, or assistance when permitted by the instructor.
- Acknowledging and citing the ideas, words, data, and creative work of others.
- Ensuring that all submitted work ultimately reflects the student's own understanding, analysis, and academic effort.

Examinations and Assessments

The College's honor system requires students to demonstrate honesty and integrity in all examinations and assessments.

Students shall:

- Neither give nor receive unauthorized assistance during examinations, quizzes, or other assessments.
- Refrain from using books, notes, study guides, electronic devices, artificial intelligence tools, websites, or other resources unless specifically permitted by the instructor.
- Follow all instructions provided by the instructor regarding permitted materials, technologies, and assessment procedures.
- Sign or electronically acknowledge the College's honor pledge when required.

The use of artificial intelligence and other technology-assisted tools is governed by course and assignment-specific requirements established by the instructor. Students are responsible for understanding and complying with those requirements. When permitted, the use of AI must be transparent, appropriately acknowledged, and consistent with the learning objectives of the course. Failure to comply with an instructor's stated AI policy may constitute a violation of academic and intellectual integrity.

Plagiarism

Plagiarism is a serious violation of academic integrity. It occurs when an individual presents another person's words, ideas, data, research, creative work, or other intellectual property as their own without appropriate acknowledgment. Plagiarism may also include the unauthorized use of artificial intelligence-generated content, including text, images, data analysis, computer code, or other materials, when such use is prohibited by the instructor or when the use of AI is not properly disclosed and cited.

When the use of artificial intelligence is permitted, students must comply with instructor requirements regarding disclosure, attribution, and acceptable use. Students remain responsible for verifying the accuracy of AI-generated content and for ensuring

that all submitted work reflects their own understanding and academic engagement. Presenting AI-generated work as entirely one's own, or using AI in a manner inconsistent with course requirements, may be treated as plagiarism or another form of academic dishonesty.

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

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

Student Code of Conduct

Students are expected to engage with fellow students, faculty, and administrative staff with courtesy, civility, and respect in all forms of communication, whether verbal or written. Behavior that is threatening, harassing, or otherwise makes others feel unsafe or disrespected is not permitted.

The use of obscene, profane, or otherwise inappropriate language, as well as disruptive conduct, loss of temper, aggressive behavior, or other outbursts that interfere with the learning or working environment, is considered unacceptable.

Students are also required to comply with all College policies, including but not limited to those addressing alcohol and drug use, sexual harassment (Title IX), and discrimination or acts of intolerance, including racism. Information regarding Title IX rights, reporting options, and support resources is available through the College's [Title IX Office](#), Hubert Campus Center, Room 102C.

Alleged violations of the [Code of Conduct](#) are reviewed on an individual basis. Violations may result in disciplinary action, up to and including administrative withdrawal from the College.

The Albertus Community

Albertus Magnus College is committed to excellence, access, and innovation in higher education. Rooted in the Catholic and Dominican tradition, the College welcomes students from diverse backgrounds and provides educational opportunities that support intellectual growth, personal development, and lifelong learning.

The College offers undergraduate and graduate programs in on-ground, hybrid, flex, and online formats designed to meet the needs of a wide range of learners. Each program reflects the College's commitment to helping students pursue truth in all its dimensions while developing the knowledge, skills, and values necessary for meaningful lives and careers.

The Traditional Undergraduate Program provides a residential, semester-based educational experience on the College's New Haven campus. Grounded in the liberal arts, the program emphasizes critical thinking, communication, ethical reasoning, and

professional preparation through close interaction with faculty and a supportive learning community.

The Adult Degree Program is designed specifically for adult learners at the undergraduate and graduate levels. Flexible scheduling and innovative instructional approaches combine the convenience of online learning with the personalized attention that is a hallmark of the Albertus experience.

Additional information about academic programs, locations, and offerings is available on the College website: www.albertus.edu.

Dominican Mission, Ministries, and the Meister Eckhart Center

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

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

Students seeking to more intentionally integrate faith, study, and leadership may also pursue the *Christian Life and Leadership Scholar Badge*, a co-curricular distinction that connects academic study in theology with ministry, reflection, and service.

Dominican Mission

The Office of Dominican Mission promotes the mission of the college, “the pursuit of truth in all its dimensions”, through the lens of Catholic identity, grounded in the Catholic intellectual tradition and Catholic Social Teaching, and the Dominican tradition of the college. Essential to the development of mission is the promotion of the four pillars of Dominican life: study, prayer, community and service. The four pillars provide a way to integrate the full college experience for all members of the community and those we collaborate with in the wider community.

Dominican Ministries and Service

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

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

Meister Eckhart Center

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

Location

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

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

Accreditation

Institutional Accreditation

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

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

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

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

Business Programs Accreditation

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for its business programs through the [International Accreditation Council for Business Education \(IACBE\)](#) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business-

related and accounting programs that are equivalent to an education at the U.S. post-secondary degree level. Locations and delivery modes for program offerings are at the sole discretion of the Member. For a list of accredited programs please view the [IACBE member status page](#).

Business Management, A.S.

Accounting, B.S.

Business Management, B.S.

Finance, B.S.

Healthcare Management, B.S.

Sport Management, B.S.

Business Administration, Master

Public Administration, Master

Accounting, M.S.

Healthcare Administration, M.S.

Art Therapy and Counseling Program Accreditation

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

Education Programs Accreditation

Albertus Magnus College's Initial Undergraduate Teacher Preparation Program and Advanced Literacy Specialist Program (AAP) are accredited by the Council for the Accreditation of Educator Preparation (CAEP). Accreditation is effective Fall 2022 - Fall 2029.

CAEP promotes excellence in educator preparation through standards addressing content and pedagogy, clinical partnerships and practice, candidate quality, program impact, and continuous improvement. The College reports annually on program impact and outcomes in accordance with CAEP requirements.

Inquiries regarding accreditation may be directed to the Director of Education Programs or to:

Council for the Accreditation of Educator Preparation (CAEP)

1140 19th Street NW, Suite 400

Washington, D.C. 20036

202-223-0077

Website: caepnet.org

Human Services Program Accreditation

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

Nursing Program Accreditation

Effective August 12, 2025, the baccalaureate nursing program at Albertus Magnus College located in New Haven, CT is a candidate for initial accreditation by the

Accreditation Commission for Education in Nursing. This candidacy status expires in Fall 2027.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
acenursing.org

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

Professional Licensure

Albertus Magnus College provides professional licensure information for programs that may lead to professional licensure or certification in the United States. Participation in the State Authorization Reciprocity Agreement (NC-SARA) does not grant reciprocity or exempt Albertus Magnus College from state professional licensing requirements.

Several Albertus Magnus College academic programs have been designed to meet accreditation and licensure/certification requirements in the State of Connecticut, and to prepare students to apply for licensure or certification exams in Connecticut. Licensing requirements in Connecticut may not satisfy requirements in other states or territories. Students planning to seek licensure outside of Connecticut should consult the appropriate state licensing board in their state of residence and review the NC-SARA Professional Licensure Directory for guidance. [California](#) is currently not a member of SARA, so additional state authorization or licensure requirements may apply to students residing there. Visit our [website](#) for more information.

Federal Disclosure Requirement

In accordance with federal regulations ([34 CFR §668.43](#)) and NC-SARA policy, Albertus Magnus College discloses whether its programs meet or do not meet the educational requirements for professional licensure or certification in any U.S. state or territory. Albertus Magnus College provides direct written notification (including email) to students when a program does not meet the educational requirements for licensure in the student's state of residence. Such notification is provided prior to enrollment or within 14 calendar days of the institution making the determination.

Student Location Determination

For licensure disclosure purposes, a student's state of residence is determined based on the address provided at the time of application and any subsequent updates submitted to the College. Students are responsible for reporting changes in their residence through the myAlbertus Self-Service portal, as such changes may affect licensure eligibility. Questions should be directed to registrar@albertus.edu.

Relocation and Attestation

If a student resides in a state where a program does not meet educational licensure requirements but intends to relocate to a state where the program does meet such requirements, the student will be required to submit written attestation of their intent to relocate prior to enrollment or continued participation in the program.

Undergraduate Licensure Programs

Undergraduate programs that may lead to professional licensure are designed to meet educational requirements for licensure in specific states; however, licensure requirements vary by state and may include additional conditions beyond degree completion.

Students are advised of licensure requirements prior to enrollment, during academic advising, and throughout program progression. Students should consult the appropriate state licensing board to confirm eligibility requirements applicable to their state of residence.

Graduate Licensure Programs

Graduate programs that lead to professional licensure require careful review of state-specific licensure requirements, which may differ based on prior education, professional experience, or supervised practice requirements.

Graduate students receive licensure disclosures prior to enrollment, during academic advising and coursework preparation, and upon any material change in licensure determinations. Students intending to seek licensure in a state other than Connecticut are strongly encouraged to confirm licensure eligibility with the appropriate state licensing board prior to enrollment.

Student Responsibility

Completion of a program does not guarantee licensure, certification, or employment in any state. Students are responsible for:

- Confirming eligibility with the licensing board in their state of residence
- Reviewing additional state-specific requirements, including supervision hours, professional experience, exams, or coursework beyond degree requirements

Employers may also consider factors such as criminal background, U.S. citizenship, state residency, physical and psychological health, age, and military discharge status. Certain criminal convictions or conduct may prevent or limit licensure eligibility or employment. Some employers may require drug screening.

Consult the [NC-SARA Professional Licensure Directory](#) for additional guidance.

Institutional Contact

For questions regarding professional licensure, program eligibility, or state authorization contact the Office of the Registrar at registrar@albertus.edu or 203-773-8514.

Complaint Resolution

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

and on the College's website under [policies and procedures](#). For students, staff and faculty who have exhausted all institutional grievance procedures, the following accrediting and state agency is available to handle student's complaints:

State of Connecticut Department of Higher Education

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

NC-SARA Student Complaint Process

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

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

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

Students have two years to submit a SARA-related complaint. SARA policies do not cover complaints related to grades and student conduct issues and are not governed by this distance education complaint process. All student complaints must be filed with the State of Connecticut Department of Higher Education, Office of Academic Affairs at:

State of Connecticut Department of Higher Education

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

Should a complaint not be resolved through the above-referenced entity, the contact information for Albertus Magnus College's regional accreditor is provided below.

New England Commission on Higher Education

301 Edgewater Place, Suite 210
Wakefield, MA 01880
781-425-7785
Email: info@neche.org

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

- [NC-SARA Student Complaint Process](#)
- [State Portal Entity Contacts](#)

National Council for State Authorization Reciprocity

3005 Center Green Drive, Suite 130

Boulder, Colorado 80301

Phone: 303-848-3275

Email: info@nc-sara.org

<https://nc-sara.org/state-portal-entity-contacts>

- [Student Complaint Information by State and Agency](#)

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

Memberships

Albertus Magnus College holds institutional memberships in the following:

Alpha Phi Sigma

Alpha Sigma Lambda

American Art Therapy Association

American Association of College Admissions Counselors

American Association of Colleges for Teacher Preparation

American Association of Collegiate Registrars and Admissions Officers

American Council on Education

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of College Unions International

Association of Governing Boards

Association for Orientation–Transition–Retention in Higher Education

Association of Title IX Administrators

Association of Writers and Professional Programs

Chi Alpha Sigma

City University of New York Athletic Conference

Clery Center

College Board

College and University Professional Association for Human Resources

College Sports Communicators

Commission on Accreditation of Allied Health Education Programs

Conference of Small Private Colleges

Connecticut Association of Collegiate Registrars

Connecticut Conference of Independent Colleges

Connecticut Library Consortium

Council of Independent Colleges Online Course Sharing Consortium

Council for Adult and Experiential Learning

Council for the Accreditation of Educator Preparation

Council for the Advancement and Support of Education

Council for Higher Education Accreditation

Council for Standards in Human Service Education

Council of Independent Colleges

The Dominican Consortium

Dominican Higher Education Council

Great Northeast Athletic Conference

International Accreditation Council for Business Education

NACADA: National Academic Advising Association

NAFSA: Association of International Educators

National Alliance of Concurrent Enrollment Partnerships

National Association of Colleges and Employers

National Association of College and University Business Officers

National Association of Collegiate Directors of Athletics

National Association of Educational Procurement

National Association of Independent Colleges and Universities

National Association of Student Financial Aid Administrators

National Association of Student Personnel Administrators

National Association of Veterans' Program Administrators

National Association for Campus Activities

National Association for Colleges Admissions Counselors

National Catholic Educational Association

National College Athlete Honor Society

National Collegiate Athletics Association

National Collegiate Honors Council

New England Association for College Admissions Counselors

New England Association of Collegiate Registrar and Admissions Officers

New England Commission of Higher Education

Northeast Women's Golf Conference

Quality Matters

United Collegiate Hockey Conference

The Campus

Albertus Magnus College is situated on a 50-acre, tree-lined campus in the historic Prospect Hill neighborhood of New Haven, Connecticut. The campus offers a traditional residential college environment while remaining conveniently close to downtown New Haven and within easy travel distance of New York City and Boston by rail and bus.

The College's distinctive campus combines historic nineteenth-century mansions with modern academic, residential, athletic, and student-life facilities. This blend of historic character and contemporary resources provides an engaging environment for learning, living, and community engagement.

Campus facilities support every aspect of the student experience and include:

- Academic buildings, classrooms, laboratories, and collaborative learning spaces.
- The Rosary Hall Library and Learning Commons, which brings together library services, academic support, career development, instructional technology, and mission-centered programming.
- Residence halls, including traditional first-year housing and mansion-style residences for upper-class students.
- The Hubert Campus Center, which serves as the hub of student life and houses dining facilities, student gathering spaces, campus activities, student support services and the Carol G. Ditkoff '67 Immersive Learning Collaboratory (Dreamscape Learn), a technology-enhanced immersive learning space that supports experiential, interactive coursework and applied learning across the curriculum.
- Athletic and recreational facilities, including the Cosgrove, Marcus, Messer Athletic Center and outdoor venues for intercollegiate athletics, recreation, and wellness.
- The St. Catherine of Siena Chapel, contemplative garden spaces, and other locations that support the College's Catholic and Dominican tradition.

Together, these facilities support the College's mission by providing spaces for academic achievement, student engagement, personal growth, and community life.

Buildings

Albertus Magnus College's campus includes academic, residential, administrative, athletic, spiritual, and student-life facilities that support the educational mission of the College. The campus combines historic buildings and residences with modern learning, recreation, and community spaces. The following descriptions provide an overview of the principal buildings and facilities located on campus.

Aquinas Hall

Originally constructed in 1965, Aquinas Hall serves as one of the College's primary academic and administrative buildings. A major addition completed in 2009 expanded the facility to include Bree Common and modern classrooms. The building houses classrooms, seminar rooms, computer laboratories, student lounges, administrative offices, Bree Common, and Starbucks Café.

Cosgrove, Marcus, Messer Athletic Center

The Cosgrove, Marcus, Messer Athletic Center contains approximately 60,000 square feet of athletic and recreational space. The facility includes a six-lane, 25-yard swimming pool, double gymnasium, fitness center, intercollegiate weight room, athletic training room, classroom space, and locker rooms. It serves as the home of the College's NCAA Division III swimming, diving, and basketball programs.

Dominican Hall

Dominican Hall is the College's first-year residence hall and provides housing for traditional undergraduate students in their first year of enrollment.

Hubert Campus Center

The Hubert Campus Center is the center of student life on campus. Originally opened in 1970 and extensively renovated in 2019, the facility includes dining venues, meeting and gathering spaces, conference rooms, an Esports suite, a game room, health and counseling services, a fitness center, the Falcon Campus Store, mail services, and offices for the Division of Student Affairs. The Center is also home to the Behan Community Room, Tab's Pub, Tab's on Deck, Campus Ministries, and a rooftop garden and the Carol G. Ditkoff '67 Immersive Learning Collaboratory (Dreamscape Learn), an experiential, technology-enhanced learning environment that uses interactive, story-based virtual reality to deepen student engagement and active learning across disciplines.

Mary A. and Louis F. Tagliatela Academic Center

Opened in 2005, the Mary A. and Louis F. Tagliatela Academic Center is a state-of-the-art academic facility designed to support science and health professions education. The building houses nursing simulation and skills laboratories, science classrooms and laboratories, collaborative learning spaces, a teaching amphitheater, and a two-story atrium dedicated to St. Albert the Great.

Meister Eckhart Contemplative Garden

The Meister Eckhart Contemplative Garden provides a peaceful outdoor space for reflection, prayer, study, and community gatherings. The garden supports the College's Catholic and Dominican mission and commitment to contemplation.

McAuliffe Hall

McAuliffe Hall is a historic mansion-style residence hall that houses upper-class students.

Mohun Hall

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

Mohun Annex

Mohun Annex houses the offices of Communications and Marketing.

Nilan Hall

Nilan Hall is a historic mansion-style residence hall that houses upper-class students.

Rosary Hall Library and Learning Commons

Rosary Hall is the most historic building on campus and the largest surviving mansion in New Haven. Following extensive renovation, it now serves as the College's Library and Learning Commons. In addition to Library and Information Technology Services, Rosary Hall houses the Lillian Adley Germain '57 Center for Academic Success, Career and Professional Development, the Office of Dominican Mission, the Meister Eckhart Center for Catholic and Dominican Life, and Instructional Technology Services. The facility includes individual and group study areas, collaborative workspaces, classrooms, technology-enhanced learning environments, a darkroom and digital photography laboratory, and an outdoor Italian garden.

Sansbury Hall

Sansbury Hall is a historic mansion-style residence hall that houses upper-class students.

St. Catherine of Siena Chapel

Located in Walsh Hall adjacent to the Tagliatela Academic Center, the St. Catherine of Siena Chapel serves as the spiritual center of campus and hosts liturgies, prayer services, and other religious activities.

Siena Hall

Siena Hall is a historic mansion-style residence hall that houses upper-class students.

The Apartments at 490 Prospect Street

The Apartments at 490 Prospect Street are located approximately two blocks from the main campus in the Prospect Hill neighborhood and house upper-class students.

Walsh Hall

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

Weldon Hall

Weldon Hall is one of the original buildings on the property acquired by the College in 1925 and remains an important part of the historic campus landscape.

Parking

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

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

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

Campus Entrance Gates and Street Addresses

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

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

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

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

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

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

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

Public Safety

The Albertus Magnus College Department of Public Safety is committed to fostering a safe, secure, and welcoming environment that supports the educational mission of the College. Through a service-oriented approach, the department works to protect the well-being of students, faculty, staff, and visitors while promoting a culture of safety and community responsibility.

The Department of Public Safety provides campus patrols, crime prevention and awareness programs, emergency response services, parking and traffic enforcement, and assistance with identifying and addressing safety concerns. By working collaboratively with members of the campus community, the department helps create an environment that supports learning, personal development, and student success.

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

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

Campus Building Addresses:

Aquinas Hall - 915 Winchester Avenue, New Haven, CT 06511

Cosgrove, Marcus, Messer Athletic Center- 303 Huntington Street, New Haven, CT 06511

Dominican Hall - 730 Prospect Street, New Haven, CT 06511

Hubert Campus Center - 831 Winchester Avenue, New Haven, CT 06511

McAuliffe Hall - 760 Prospect Street, New Haven, CT 06511

Mohun Hall - 765 Prospect Street, New Haven, CT 06511

Nilan Hall - 300 East Rock Road, New Haven, CT 06511

Rosary Hall - 700 Prospect Street, New Haven, CT 06511

Sansbury Hall - 810 Prospect Street, New Haven, CT 06511

Siena Hall - 790 Prospect Street, New Haven, CT 06511

Tagliatela Academic Center - 871 Winchester Avenue, New Haven, CT 06511

The Apartments at 490 Prospect - 490 Prospect Street, New Haven, CT 06511

Walsh Hall - 861 Winchester Avenue, New Haven, CT 06511

Weldon Hall- 811 Winchester Avenue, New Haven, CT 06511

LiveSafe

Albertus Magnus College monitors **LiveSafe**, which is a free security app that is available to all campus community members. LiveSafe allows the community the ability to connect with Public Safety through the app – report suspicious activity with photos/videos, request a virtual escort, find directions on campus, and report emergencies. We encourage all College community members to download and set up the LiveSafe app, available in your app store.

The College has a strong partnership with the City of New Haven Police Department (NHPD). Often, the College has a NHPD Officer on campus to work alongside Public Safety. The Police Officer is here to serve as both a crime deterrent and community partner.

Community members may request safety escorts by contacting Public Safety.

Weather and Emergency Alert System

The Albertus Emergency Alert System is a free mass notification system that enables Albertus students, faculty, and staff to receive alerts and updates through a combination of e-mail, text messaging and phone calls in an emergency. The Emergency Alert System may be used to provide instructions in the event of a disaster, health or safety risk, or class cancellations due to inclement weather. Students are automatically enrolled with their Albertus.edu email address and phone number provided during College enrollment. Please contact Public Safety if you need to update your phone number.

Academic Programs Overview

Undergraduate Programs Overview

The Traditional Undergraduate Program

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

The Adult Undergraduate Program

Adult learners may enroll full-time or part-time in the Adult Degree Program, which offers a wide array of Liberal Arts and professional degrees. Students consult with their academic advisor in selecting courses and planning an individualized program of study. Full-time students typically take two courses per eight-week session. The Adult Degree Program offers the following undergraduate degrees: Associate of Arts, Associate of Science in Business Management, Associate of Science in Criminal Justice, Bachelor of Arts and Bachelor of Science.

Graduate Programs Overview

Arts and Humanities

Department of English

Master of Fine Arts in Writing

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

Sciences and Social Sciences

Department of Education and Teacher Preparation

Advanced Alternative Preparation Program

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

Master of Science in Education

This program will be on enrollment hiatus for the 2026–2027 academic years and will not be accepting new student applications during this period.

The Master of Science in Education–STEM is a graduate professional degree designed for teachers. The purpose of this program is to strengthen the knowledge and skills required for effective teaching with an infusion of STEM Education. STEM is a burgeoning, integrated subject-area, which PK-12 teachers of all content-areas and grade levels may tap into to appropriately prepare students to be 21st century learners and professionals. Through the program, certified teachers are also provided with a pathway to the #047 Technology Education cross-endorsement.

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

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

Post-Graduate Certificate in STEM Leadership

This program will be on enrollment hiatus for the 2026–2027 academic years and will not be accepting new student applications during this period.

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

The program includes instruction in leadership skills with the goal of enabling completers of this degree to become literacy or STEM leaders among their colleagues in the districts and schools where they teach. The program stresses the importance of seeking out,

understanding, and applying STEM pedagogy and curriculum integration, with the fundamental goal of improving instruction for all students. Through the program, certified teachers are also provided with a pathway to the #047 Technology Education cross-endorsement.

Department of Criminal Justice

Master of Science in Criminal Justice

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

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

Department of Psychology

Master of Arts in Art Therapy and Counseling

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

Master of Science in Clinical Counseling

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

Master of Science in Human Services

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

Business and Leadership

Master of Business Administration

The Master of Business Administration (MBA) is a 30-credit graduate program that prepares business leaders with highly developed analytical and communication skills, a mastery of vital tools and concepts used in the business environment, and a preparation for ethical leadership in their chosen fields. The MBA is designed for working professionals who seek to advance their education while pursuing their career.

Master of Public Administration

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

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

Master of Science in Accounting

The Master of Science in Accounting is a professional graduate degree designed to build advanced knowledge in accounting theory, practice, and applied financial decision-making. The program prepares students for a broad range of career pathways across the accounting and finance professions, including public accounting, tax accounting, corporate finance, nonprofit accounting, governmental accounting, financial planning and analysis, budget analysis, and internal auditing.

The curriculum is designed to strengthen analytical, technical, and leadership skills that support career advancement, including opportunities for promotion into supervisory and management roles within accounting and finance functions. A concentration in finance further differentiates the program by expanding students' expertise in financial management and analysis, enhancing their versatility in the job market.

The 30-credit master's degree may also contribute toward the 150-credit hour educational requirement commonly associated with CPA licensure in many states; however, licensure requirements vary by jurisdiction and are determined by state boards of accountancy. The program is not limited to CPA preparation and supports multiple professional trajectories within the broader accounting and finance fields.

Master of Science in Healthcare Administration

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

knowledge and skills. The program prepares students for careers using their knowledge in various roles within the healthcare industry.

Master of Science in Instructional Design and Learning Technology

This program will be on enrollment hiatus for the 2026–2027 academic years and will not be accepting new student applications during this period.

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

Master of Science in Management and Organizational Leadership

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

Admissions

Who May Apply

Albertus Magnus College welcomes applications from individuals of all communities. 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 or in person at our New Haven campus. Admissions counselors are available to support applicants through the admissions process. To schedule an individual appointment, please call 203-773-8505; 1-800-394-9982; or email pgs-admissions@albertus.edu.

Admissions Requirements

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- A bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- For students attending on-campus classes, proof of immunization in accordance with Connecticut State requirements.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- Some programs may have additional admissions requirements. Please refer to the specific program details outlined within this catalog.

Time Limits

Students are expected to register for coursework, make continuous progress towards degree completion and stay current with developments in the field of study.

Master's degree students have up to seven years from the time of their first term of enrollment to complete the program. Failure to complete the work within the specified time limit or failure to maintain registration will result in withdrawal from the program.

A withdrawn student may submit a new application to the master's program one additional time. If the student was academically dismissed or placed on academic review prior to withdrawal they must follow the guidelines outlined in those sections of the catalog.

If accepted back into the program;

(1) The student will have up to seven years to complete the program from their new first term of enrollment;

(2) The student will follow the current catalog and degree requirements;

(3) The respective graduate program director will determine and include in the acceptance letter if any credits (maximum 6 credits) the student earned at Albertus or elsewhere prior to seven years are still valid. Program directors may require the student to demonstrate their knowledge of the material covered in those courses. Since industry standards change over time, most courses are time sensitive and must be repeated.

Albertus Magnus College does not offer academic amnesty. Upon admission, no adjustments will be made to the cumulative GPA calculation for any graduate-level courses previously taken. Students must maintain good standing. Please refer to the policies on academic good standing, academic dismissal and academic review.

For students planning to utilize Financial Aid, please refer to the Satisfactory Academic Progress and Repeated Coursework policies.

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:

- A completed online application and US\$50 application fee.
- Bachelor's degree from an accredited college or university. If an 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).
- Official transcripts from all universities or colleges attended. (Minimum GPA requirements for acceptance vary by program.)
- Proof of English language proficiency. Submit official test results showing our recommended acceptable minimum score from one of the following:

- At least two letters of recommendation, in English, from former professors or professional associates.
- Personal Statement/Essay. (See program for specific details.)
- Any additional application requirements specific to the program of interest.
- Copy of applicant's valid, unexpired passport. If the applicant is already in the US, please also include a copy of visa/admission stamp and I-20 from the current institution, if applicable. If the applicant plans to bring dependents, please include a copy of each dependent's passport additional funds will need to be available on the bank statement to cover each dependent.
- Official bank statement from the last six months showcasing sufficient funds to cover tuition, cost of living and other fees..

The following credentials are required of Online International Graduate Applicants:

- A completed online application and US\$50 application fee.
- Bachelor's degree from an accredited college or university. If an 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).
- Official transcripts from all universities or colleges attended. (Minimum GPA requirements for acceptance vary by program.)
- Proof of English language proficiency. Submit official test results showing our recommended acceptable minimum score from one of the following:
- At least two letters of recommendation, in English, from former professors or professional associates.
- Personal Statement/Essay. (See program for specific details.)
- 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

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

- SAT or ACT

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

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

Obtaining Form I-20 and F-1 Visa

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

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

1. Apply for admission to Albertus by submitting all aforementioned materials required of applicants, as outlined by the Office of Admissions.
2. Gain admission.
3. Submit a nonrefundable deposit of US \$400. An initial I-20 will be provided by Albertus once all required documentation is received. An I-20 will not be issued until the deposit is received by Albertus.
 - a. Valid passport with an expiration date greater than 6 months from the program start date.
 - b. Bank statement dated within 6 months that covers cost of tuition, living expenses and fees.
 - c. International Statement of Financial Support if the bank is not in the student's name or their parent's name.
 - d. If a student plans to bring dependents their passports will need to be provided as well as additional bank statements to cover the cost of living expenses.
 - e. Transfer students will also need to provide a copy of their F-1 visa, I-94 stamp, and current I-20
4. Once the student receives the signed I-20 document via mail, he/she must pay the I-901 SEVIS fee of US \$350 online at <https://www.fmjfee.com/i901fee/index.html>. Students transferring their I-20 in active status do not need to pay the I-901 fee.
5. All international students, with the exception of Canadians, Bermudans and F-1 transfer students, must complete the DS160 form and apply for a visa interview online at <https://ceac.state.gov/GenNIV>. International staff offer mock visa interviews and consultation on the visa application process.

Maintaining Immigration Status

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

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

Incarcerated Students

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

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

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

Readmission of Uniformed Services Members

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

Financial Aid

Financial Aid Office

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

How to Apply for Financial Aid

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

- Students will need to include the Albertus Magnus College school code: 001374
- Students enrolling in our graduate programs must then also complete the institutional Modular Aid Application. Applications are available on the Net Partner website, which can be accessed via the Albertus Magnus College website, myAlbertus Portal, or www.albertus.edu/netpartner.
- Students may be required to complete additional financial aid documents, such as the Direct Loan Master Promissory Note and Entrance Counseling, if they plan to borrow federal student loans.

To be considered for financial aid in subsequent years, students must submit the Free Application for Federal Student Aid (FAFSA) each year by the applicable priority deadline and at least two weeks before the start of the module. Completing the FAFSA annually is the responsibility of the student.

Awarding Process

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

To qualify for most forms of financial aid, the student must be matriculated and enrolled for a minimum of 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 students must be enrolled for a minimum of 4.5 credits total. Financial aid is not available for one-week intersession courses.

Net Partner Portal

All financial aid applicants have access to Albertus Magnus College's financial aid platform, [Net Partner](#). On Net Partner, you can:

- Complete our institutional financial aid application online

- Check the status of your application
- View a list of documents we've received from you and a list of the documents still outstanding
- View your Financial Aid Offers
- View your student loan history
- Check the status of your student loans for the current year

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

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

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 Net Partner at www.albertus.edu/netpartner, or contact the Financial Aid Office. Repayment starts six months after graduation, or when a student falls below halftime enrollment. The interest rate is currently fixed at 6.39% but is subject to change annually on July 1. This loan may be subject to a loan origination fee.

Need-Based Employment: Federal Work-Study Program

Federal Work-Study Program

Students with financial need may be eligible to participate in the Federal Work-Study Program. This program provides the opportunity for students to be employed on- and off-campus. Students work an average of 5 – 10 hours each week during the academic year. Students are paid at least the state of Connecticut minimum wage that is in effect at time of employment and payment is made biweekly.

Federal Work-Study Waitlist

Students interested in receiving Federal Work-Study may add themselves to the Federal Work-Study Waitlist on Net Partner and the myAlbertus Portal. Priority is given to

students who have received Federal Work-Study in the past and who continue to meet the eligibility criteria for receiving Federal Work-Study.

Alternative Financing Options

Private Alternative Loans

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

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

Appeal Process

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

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

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

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

- Elementary or secondary tuition paid by the family
- An independent student who wishes to become dependent

- Changes to the Federal Methodology need analysis formula
- Adjustments to bottom-line SAIs
- Additional COA cost components
- Costs incurred after the student is no longer enrolled at Albertus Magnus College

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

Increase in Cost of Attendance (COA)

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

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

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

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

Unsatisfactory Academic Progress Appeal

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

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

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

Loss of Merit Scholarship Appeal

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

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

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

Request for Dependency Override Appeal

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

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

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

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

Parent Refusal to Provide FAFSA Information Appeal

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

Special Mitigating Circumstance Appeal

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

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

Unusual Enrollment History Appeal

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

How to Apply for an Appeal

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

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

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

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

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

Satisfactory Academic Progress Policy

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

SAP is assessed by *qualitative* and *quantitative* measures and is evaluated at the end of each completed academic year in the student’s program for all periods of enrollment, regardless of receipt of Federal Student Aid (FSA) funds. *Qualitative measures* are herein defined as a minimum Cumulative GPA average at the end of the student’s academic year. *Quantitative measures* are herein defined as the student earning a minimum of 67% of credit hours attempted at the College as well as credits/hours transferred from other colleges, and completion of coursework in designated timeframe. To calculate a student’s percentage earned, the number of hours attempted is divided by the number of hours completed. That number is then rounded to the nearest tenth (after the decimal).

A student’s Cumulative GPA is calculated using grades earned at the College or with approved Consortium Agreements and only GPAs transferred from other colleges that were earned prior to the beginning of the 2011-2012 Academic Year. The quantitative measures (percentage completed) for students who attended in Spring 2020 were waived due to the COVID-19 pandemic.

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

Undergraduates

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

Graduates

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

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

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

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

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

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

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

- Within a 12-month period for programs whose award year is longer than 12 months
- At the end of each payment period for programs of study one year or less
- At the end of an undergraduate student’s second calendar year of enrollment

- At the end of each payment period for students on probations and/or Financial Aid plans
- At the end of the summer term (Module 5)
- At the point a student re-enters and/or re-enrolls in a program
- At the point additional information is received that may impact SAP (i.e. a grade change)

All student files are documented accordingly upon SAP review.

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

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

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

Full-time undergraduate students making SAP may receive financial aid for up to six years of full-time attendance, or until the student is certified for graduation by the College, whichever comes first. The Traditional Undergraduate Program academic year consists of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time students in the Traditional Undergraduate Program take 24 credits in 30 weeks per academic year, normally enrolling in 12-15 credits a semester. Each semester is considered a payment period. The accelerated adult undergraduate program academic years consist of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time adult undergraduate students take 24 credits in 30 weeks per academic year. Full-time students in this program typically enroll in 12-15 credits per semester over the course of the Fall and Spring Semesters. Fall semester consists of Modules 1 and 2. Spring Semester consists of Modules 3 and 4. Students are reviewed at the start of the payment period; students may not gain eligibility mid-payment period. Module 5 is an optional summer semester. Semester-long courses are only assessed in the module the course begins. Students are assigned an Academic Advisor to help with course selection and enrollment planning. Students are assigned an Academic Advisor to help with course selection and enrollment planning. Part-time undergraduate students making SAP may receive financial aid for up to 10 years of part-time attendance, or until the student is certified for graduation by the College, whichever comes first. The timeframe cannot exceed 150% of the published length of the program measured in credit hours attempted. Graduate students have seven years from the date of first enrollment to complete all required coursework with the exception of their thesis, regardless of enrollment level. Students who have multiple concentrations that go toward one degree will not receive an extension to the degree completion timeframe. A withdrawn student may submit a new application to the master's program one additional time. If the student was academically dismissed or placed on academic review prior to withdrawal they must follow the guidelines outlined in those sections of the catalog. For readmission into the same master's program, the student will have up to seven years to complete the program from their new first term of enrollment. Albertus Magnus College does

not offer academic amnesty. Upon readmission, no adjustments will be made to the cumulative GPA calculation for any graduate-level courses previously taken. At the point the Financial Aid Office determines a student will not graduate within the maximum timeframe, financial aid eligibility is lost.

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

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

Return of Title IV Funds (R2T4) Policy

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

Official Withdrawals

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

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

Unofficial Withdrawals

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

Leave of Absence

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

Scheduled Breaks

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

F Grades

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

Federal Student Aid Disbursed

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

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

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

Future Attendance: Programs Offered in Modules

For a student who withdraws, but has intent to return within 45 days from the last date of the module attended from which the student is withdrawing, an R2T4 is not required as

long as the student provides timely notice of their intent to return after the school's DOD. A student must provide written or electronic confirmation of their intent to re-enroll on a Registration Form. A student may change their indicated date of return as long as the date remains in the same academic year. Should a student not return on the indicated date, the date of withdrawal will be considered the initial withdrawal date and is subject to an R2T4 calculation.

Timeframe

Returns

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

Post-Withdrawal Disbursements

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

Repayment of Student Loan Funds

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

Loan Origination

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

Grant Overpayments

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

Institutional Charges

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

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

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

Institutional Refund Policy

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

Tuition Charges Refund Schedule:

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

Undergraduate Food and Housing Charges Refund Schedule:

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

100% before the end of the second (2nd) week of classes
75% before the end of the fourth (4th) week of classes

50% before the end of the sixth (6th) week of classes
25% before the end of the eighth (8th) week of classes
0% after the end of the eighth (8th) week of classes

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

Example of Post-Withdrawal Disbursement - Fall Semester

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

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

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

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

*Student receives a 0% tuition refund in accordance with the Tuition Charges Refund Schedule above therefore earning 100% of institutional aid

**35 completed days divided by 103 maximum days of attendance in the payment period (Fall Semester): $35 \div 103 = 33.9\%$ for federal and state aid

All students who are subject to an R2T4 calculation will receive written notification in the form of a revised Financial Aid Offer letter or post-withdrawal no response letter detailing their eligibility after all necessary funds are returned. This serves as notification to the student that the return calculation has been completed. For students receiving Federal Work-Study, the Federal Work-Study award will be reduced to actual earnings and the student's employment will be considered terminated. Students who received any portion of Federal Direct Loans must complete Exit Loan Counseling.

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

Death of a Student:

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

45 Day Pending Students:

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

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

Veterans Benefits

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

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

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

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

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

Veterans Financial Aid

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

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

Contact Us

For additional information please contact:

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

Hours of Operation:

Monday-Friday: 8:30 a.m.– 4:30 p.m.

Military Tuition Assistance

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

Veteran (VA) Benefits

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

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

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

Active Servicemember Tuition Assistance

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

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

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

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

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

Return of Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

For students using TA to pay for their education and who withdraw from a class prior to completing 60% of the class, the Department of Defense requires that Albertus Magnus College return any unearned TA funds to the department based on how much of the course the student completed and with the understanding that they pay a portion of those returned funds. Students may owe a portion of their tuition to Albertus Magnus College and a portion to their military branch.

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

calculated from their last date of attendance in the course. TA eligibility is determined based on the following formula:

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

Schedule for the Return of Unearned Tuition Assistance Funds

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

8-Week Course Withdrawal Submitted:

Before or During Weeks 1-2 = 100% return

During Weeks 3-4 = 50% return

During Week 5 = 40% return

During Weeks 6-8 = no return

16-Week Course Withdrawal Submitted:

Before or During Weeks 1-2 = 100% return

During Weeks 3-4 = 75% return

During Weeks 5-8 = 50% return

During Weeks 9-10 = 40% return

During Weeks 11-16 = no return

Refunds

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

Mobilization/Deployment Refund Policy

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

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

Federal Student Aid Ombudsman

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

Disclosure

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

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

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

Tuition and Fees

Tuition

Graduate Degree Tuition and Fees - Academic Year 2025 - 2026

Tuition	
Master of Arts in Art Therapy and Counseling	\$2,574 per course (\$858 per credit)
Master of Human Services	\$2,526 per course (\$842 per credit)
Master of Science in Clinical Counseling	\$2,574 per course (\$858 per credit)
Master of Fine Arts	\$2,751 per course (\$917 per credit)
Master of Science in Education	\$2,526 per course (\$842 per credit)
Master of Public Administration	\$3,159 per course (\$1053 per credit)
Master of Business Administration	\$3,159 per course (\$1053 per credit)
Master of Science in Accounting	\$3,159 per course (\$1053 per credit)
Master of Science in Criminal Justice	\$3,159 per course (\$1053 per credit)
Master of Science in Management and Organizational Leadership	\$3,159 per course (\$1053 per credit)
Master of Science in Instructional Design and Learning Technology	\$2,526 per course (\$842 per credit)
Master of Science in Healthcare Administration	\$3,159 per course (\$1053 per credit)
Certificate in Addiction Counseling	\$2,574 per course (\$858 per credit)

Post-Graduate Certificate in STEM Leadership	\$1,500 per course
--	--------------------

[Course & Materials Fees – 2025-2026](#)

[Course & Materials Fees - 2026-2027](#)

Textbooks

The average cost of textbooks per student for the 2026-2027 academic year is \$1500.

Students can search for course offerings and textbook information on our [Courses and Course Sections page](#). Textbook information is available 2-3 weeks before classes begin.

The on-campus Falcon Store does not sell textbooks. All textbooks must be ordered [online](#).

Other Fees

Application Fee

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

Course Fees

Course fees are additional fees students pay upon registration to specific courses for course-related costs. Any courses that require added materials and/or equipment will have this fee assessed. These fees are not included in the "fees" portion of "tuition and fees", which are paid by all students. Course fees may be used for materials, art and laboratory supplies, safety protections, activities related to a course (e.g., field trip or event) and course-specific software and equipment. Annually, these fees shall be set by mutual agreement of the Department Chair, the Vice President for Academic Affairs, and the Vice President for Finance and Administration. Course fees are published at the time of registration. Course fees are refundable only when the class is cancelled by the College. [Course & Materials Fees - 2026-2027](#)

Activity Fee

For the 2026-2027 academic year the activity fee in the Traditional Undergraduate Program is \$400 per semester, \$800 annually.

Audit Fee

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

Comprehensive Fee

For the 2026-2027 academic year the comprehensive fee in the Traditional Undergraduate Program is \$500 per semester, \$1000 annually.

Transcript Fee

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

- \$10.00 fee for each eTranscript PDF transcript, which gets sent to another institution within the same day.
- \$13.00 fee for each Official Transcript, includes 3 to 5-day processing and sent through regular mail.

In accordance with the Privacy Act of 1974, transcript requests must be submitted in writing and signed by the student or submitted electronically at www.albertus.edu/student-resources/registrar/. Transcript fees are due at the time of the transcript request.

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

Textbooks

The average cost of textbooks per student for the 2026-2027 academic year is \$1500. Students can search for course offerings and textbook information [here](#). Textbook information is available 2-3 weeks before classes begin. The on-campus Falcon Store does not sell textbooks. All textbooks must be ordered [online](#).

Discounts

Discount for Senior Citizens: Documented AARP members may receive a 15% tuition discount in the Adult Degree Program.

Discount for Alumni: Albertus Magnus College graduates who have earned a B.A., B.S., or B.F.A degree may receive a discount of 15% on individual, for-credit, undergraduate courses in the Adult Degree Program, provided that the graduate is not seeking a certificate or academic degree.

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

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

Schedule of Refunds on Tuition, Fees and Food and Housing

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

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

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

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

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

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

Student Affairs

Overview

The Division of Student Affairs is committed to fostering the holistic development of every student by challenging and supporting them through collaborative, student-centered efforts. Intentional in administering meaningful, impactful programs, services, and advocacy, we promote inclusive excellence, equity, student well-being, belonging, and connectedness. We prioritize the safety, health, and overall wellness of our community while cultivating an environment where every student feels valued, supported, and empowered to thrive.

Office of Community Standards

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

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

Office of International Student Services and Engagement

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

Maintaining Status

- Enrollment of at least 12 credits per semester for undergraduate students and 9 credits per semester for graduate students.

- Maximum enrollment of one online only class per semester.
- Make satisfactory academic progress (if a student is having academic struggles they must contact Albertus international staff right away).
- Contact Albertus international staff before dropping a class.
- Adhering to work regulations. All work must be authorized before a student begins.

Students Must Communicate the Following:

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

Ending your Studies

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

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

Student Health and Wellness Services

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

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

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

Health Clinic

Health is more than the absence of disease, it is the well-being of the whole person — physical, psychological, and sociological. The Health Clinic at Albertus Magnus College strives to meet the holistic needs of students through the direct care of acute, chronic and preventive health needs; health education; coordination of care; referral to community resources and support of programs and initiatives that build a healthy campus community. The Health Clinic is staffed by two bilingual (Spanish) Advanced Practice

Registered Nurses who provide students with a wide range of both acute and preventative care. In case of a medical emergency, students are sent to Yale-New Haven Hospital's Emergency Room.

Pre-entrance health requirements— All students must complete the College's student health forms which include, but are not limited to: immunization history, tuberculosis screening, and a physical exam. The forms are maintained in the student's confidential medical record. Immunization requirements are consistent with state and College policy and are outlined in the forms.

All full-time, traditional undergraduate students are required to carry health insurance. Students may enroll or waive the College-sponsored health plan.

The Counseling Center

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

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

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

Non-Discrimination Policy

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

Office for Prevention of Power Based Violence

The Project Director for the Prevention of Power Based Violence works to prevent domestic violence, dating violence, sexual assault, and stalking for the entire Albertus

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

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

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

Veterans Services

Albertus Magnus College is committed to supporting active-duty service members, veterans, reservists, National Guard members, and eligible dependents in achieving their educational goals.

Albertus Magnus College participates in the Yellow Ribbon Program and accepts eligible U.S. Department of Veterans Affairs (VA) education benefits. Students planning to use VA educational benefits should contact the appropriate College representative for information regarding eligibility, certification procedures, enrollment requirements, and benefit processing timelines. Visit [Veterans Education at Albertus](#) for more information.

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

Veteran OASIS

The Veteran OASIS (Operation Academic Support for Incoming Service Members) provides a dedicated space for military-affiliated students and their families. Located on the first floor of Aquinas Hall, the OASIS offers study space, computer workstations, and opportunities for connection with fellow veterans and military-affiliated students.

The OASIS serves as a resource center that supports student success, engagement, and the transition from military service to academic life.

Career and Professional Development

Overview

The Office of Career & Professional Development advances the mission of Albertus Magnus College by supporting students and alumni as they explore career pathways, develop professional skills, and prepare for success in an evolving workforce. As a division of Academic Affairs, the Office collaborates with faculty, staff, employers, and community partners to connect academic experiences with career and professional opportunities.

Students are encouraged to engage with the Office of Career & Professional Development early in their academic journey to develop career goals, identify opportunities for professional growth, and build the skills needed for lifelong career success. Services are available to all current Albertus Magnus College students and alumni and include:

- Career Advising and Career Exploration
- Career Assessments
- Résumé and Cover Letter Development
- [Internship Preparation and Support](#)
- Employer Recruitment and Interview Opportunities
- Access to Employment and Internship Postings
- Job Shadowing and Career Exploration Experiences
- [Graduate and Professional School Planning](#)
- [Study Abroad](#)

The Office of Career & Professional Development is located on the second floor of Rosary Hall, the College's Library.

Career Counseling

The Office of Career & Professional Development partners with students to explore career interests, clarify professional goals, and develop personalized plans for career success. Through individual advising, students gain access to career resources, labor market information, and strategies for connecting their academic experiences to future career opportunities.

The Office also helps students develop essential career readiness skills, including résumé and cover letter preparation, interviewing, networking, professional communication, job and internship search strategies, and graduate or professional school planning. Services are designed to support students throughout their academic journey and beyond graduation.

Self-Assessment

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

Office of Career & Professional Development

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

Employment Opportunities

The Office of Career & Professional Development provides students and alumni with access to employment, internship, and experiential learning opportunities through an online career management platform. Opportunities are posted by a wide range of employers and organizations and are updated regularly.

In addition to employment listings, students may use available career resources to explore career pathways, research employers, and identify opportunities that align with their academic programs, professional interests, and long-term career goals.

Important Information

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

On-Campus Recruiting

The Office of Career & Professional Development facilitates opportunities for students to connect with local, regional, and national employers through on-campus and

virtual recruiting activities. These events provide students with opportunities to learn about organizations, explore career pathways, and pursue employment and internship opportunities across a variety of industries.

Recruiting activities may include career fairs, employer information sessions, networking events, interviews, and other professional engagement opportunities designed to support career exploration and workforce readiness.

Career Workshops

The Office of Career & Professional Development offers workshops and programs throughout the academic year to support students' career readiness and professional development. Topics may include résumé and cover letter preparation, interviewing strategies, job and internship search techniques, networking, professional communication, career exploration, and graduate or professional school planning.

Workshops are designed to help students build the knowledge, skills, and confidence needed to successfully navigate career and professional opportunities during college and beyond.

Academic Support Services

Center for Teaching and Learning Excellence

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

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

The Lillian Adley Germain '57 Center for Academic Success

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

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

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

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

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

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

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

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

Accessibility Services

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

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

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

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

Students should consult the Accessibility Services web page at <https://www.albertus.edu/accessibility> or contact the Office of Accessibility Services for information about requesting accommodations, submitting disability documentation and accessing approved accommodations.

Computer Labs, Wireless Network and Computer Usage Expectations

Technology is an integral part of teaching, learning, and campus life at Albertus Magnus College. Classrooms are equipped with internet access and instructional technology, including projection systems, audio/visual equipment, and interactive presentation tools. Wireless internet access is available throughout campus, including academic buildings and residence halls.

Students are strongly encouraged to have regular access to a personal laptop or desktop computer capable of supporting the technology requirements of their academic program. Public computers are available in designated computer laboratories, the Library, and other campus locations for student academic use.

Students are responsible for maintaining access to their College email account, which serves as the official means of communication between the College and students. Students are also responsible for maintaining the security of their personal devices and College login credentials.

Use of College computers, networks, internet services, software, and other technology resources is governed by the College's Acceptable Use Policy and all applicable federal and state laws. Users are expected to use technology resources responsibly, respect the privacy and intellectual property rights of others, safeguard confidential information, and comply with software licensing agreements. Misuse of College technology resources may result in the suspension of technology privileges, disciplinary action, and other sanctions as appropriate.

Some courses and academic programs may have additional technology or software requirements. Students should consult their program or course syllabi for specific hardware, software, or equipment expectations.

Institutional Review Board

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

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

- Research methods and procedures are conducted in a manner consistent with federally established ethical standards.
- Both risks and benefits to human subjects are clearly identified.
- All risks to human subjects are minimized and considered reasonable in light of the anticipated benefits and the significance of the knowledge that may result.

- Human subjects are equitably and ethically selected, recruited, and treated.
- Human subjects are fully informed of their rights to consent to participate in the study and are provided with the appropriate documentation of informed consent, or a waiver thereof, as applicable.
- Adequate provisions are maintained to protect the privacy, anonymity, and confidentiality of participants throughout data collection and reporting.

Information Technology Services

Located in Rosary Hall, Information Technology Services (ITS) provides the technology infrastructure and support that enable teaching, learning, research, and administrative operations at Albertus Magnus College. ITS maintains the College's technology environment to ensure campus systems are connected, secure, reliable, and accessible.

Students receive access to essential technology resources, including the campus wired and wireless networks, College email, the myAlbertus portal, eLearning, Microsoft 365 applications, Google Workspace, and other institutional software and services that support the academic experience.

The ITS Help Desk provides technical assistance with College accounts, password management, network connectivity, software access, and other technology-related issues. ITS is committed to maintaining dependable technology services that support student success and the daily operations of the College.

Library

Rosary Hall Library

The Library supports the academic, research, and information needs of the Albertus Magnus College community. Library faculty and staff assist students in developing the research and information literacy skills necessary for academic success and lifelong learning.

The Library provides access to extensive print and electronic collections, including books, e-books, scholarly journals, newspapers, streaming media, and research databases across a wide range of disciplines. Library resources are available on campus and remotely through the Library's online catalog and discovery tools using College credentials.

In addition to research assistance, the Library offers study spaces, computers, printing, and other resources designed to support student learning. Library staff are available to provide individual research consultations, instructional support, and guidance in locating, evaluating, and using information effectively.

Academic Policies and Procedures: General

Definition of a Credit Hour

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

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

Application of Credit Hour Policy

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

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

Contact Time

1 credit = minimum of 750 minutes per semester/module = 12.5 hours per semester/module

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

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

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

Preferred Name

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

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

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

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

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

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

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

- Student Academic Transcripts
- Official Student Accounts (Bursar Office)
- Financial Aid Records
- Student Employment Records
- Immigration/SEVIS Documents
- Veterans Affairs Benefits Documents

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

Students who wish to receive an updated Falcon Card can do so by visiting the Falcon Card Office in Rosary Hall. There is no charge to update your card to reflect your

preferred name. Replacement fees will be assessed for lost or stolen cards following the first reprinting.

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

Course Recording

Albertus Magnus College may record select courses via video and/or audio to ensure the delivery of high-quality, accessible instruction. To protect the intellectual property of faculty and students, as well as the privacy rights of all community members, this policy establishes strict guidelines regarding the recording and redistribution of classroom instruction.

General Restriction & Disability Accommodations

Students are strictly prohibited from making audio or video recordings of any class session, lecture, or laboratory activity.

- **Exception for Approved Accommodations:** Students with documented disabilities who have been formally granted a recording accommodation through the Office of Accessibility Services are permitted to record classes. This accommodation must be verified by an official Letter of Accommodation before any recording takes place.

Guidelines for Authorized Recordings

Students who utilize authorized recordings (either via an approved disability accommodation or as provided directly by the faculty/College) must strictly adhere to the following mandates:

- **Academic Use Only:** Authorized recordings may only be used for personal, academic purposes directly related to completing course requirements (e.g., studying, reviewing lectures, completing assignments).
- **Prohibition on Sharing and Redistribution:** Students may not post recordings online, save them to unauthorized personal servers, or share them with family, friends, peers, or any third party for personal or professional use.
- **Mandatory Destruction:** All authorized copies of recorded class sessions must be permanently deleted immediately after viewing/using them, and no later than the conclusion of the academic semester.
- **Privacy and FERPA Care:** Students participating in virtual classrooms or recorded sessions must refrain from sharing personally identifiable student information protected under the Family Educational Rights and Privacy Act (FERPA).

Compliance and Enforcement

Lectures, demonstrations, and classroom performances are protected under U.S.

Copyright Law and Connecticut State law as the intellectual property of the faculty member and/or the College.

- **Academic Misconduct:** Any unauthorized recording, sharing, posting, or redistribution of classroom recordings constitutes a violation of the Tradition of Honor and will be treated as academic misconduct.

- **Disciplinary Sanctions:** Violations of this policy may result in institutional disciplinary sanctions. Any suspected misuse of video or audio recordings involves potential FERPA violations and must be reported immediately to the College for formal investigation.

Discontinued Programs

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

During the 2025-2026 academic year, the following programs underwent deactivation and will no longer accept new students:

- Art Therapy concentration within the Bachelor of Arts (BA) in Art and Bachelor of Arts (BA) in Psychology
- Child Development concentration within the Bachelor of Arts (BA) in Psychology
- Bachelor of Arts (BA) in Communications
- Bachelor of Science (BS) in Human Services
- Marketing concentration within the Bachelor of Science (BS) in Business Management
- Minor in Arts Entrepreneurship
- Post-Baccalaureate Initial Teacher Preparation Program
- Post-Graduate Certificate in Addiction Counseling

Last updated June 1, 2026

Double Concentrations in Graduate Programs

Albertus Magnus College students who are pursuing a graduate degree might consider a double concentration in their graduate program if they have interests that span two distinct areas of the study. To achieve a double concentration students must declare and complete the requirements of both concentrations before registering for their capstone or thesis.

Students who are interested in pursuing a double concentration should discuss this option with their program director and submit a request for an Addition in Concentration form to the Office of the Registrar.

Academic Policies and Regulations: Registration, Grading and Cumulative Performance

Registration

Registration is the process by which students formally enroll in courses for an upcoming term. During the registration period, students work with their academic advisor, as appropriate, and select courses from the published Course Offerings. Registration dates and deadlines are published annually in the Academic Calendar and announced by the Office of the Registrar.

Students must resolve any financial, academic, or administrative holds before registering for classes. Students with an outstanding financial obligation to the College may not register until they have received clearance from the appropriate office(s), including the Bursar and/or Financial Aid.

Adding/Dropping a Course

Adding a Course

Students may add a full-semester undergraduate or graduate course through the first week of classes. Students may add an Adult Degree Program (ADP) 6-week or 8-week course through the first week of the course.

Winter Term add deadlines are published annually in the Academic Calendar and may vary based on the length and structure of the term.

Traditional undergraduate first-year students and transfer students with fewer than 24 transfer credits may not enroll in online undergraduate courses offered through the Adult Degree Program (ADP). Exceptions require the approval of both the Dean of Academic Affairs and the Registrar.

Dropping a Course

Students may drop a full-semester undergraduate or graduate course through the last day of the second week of classes. Students may drop an ADP 6-week or 8-week course through the last day of the first week of the course. Winter Term drop deadlines are published annually in the Academic Calendar and may vary based on the length and structure of the term.

Courses dropped by the applicable deadline will not appear on the student's academic transcript. After the drop deadline, students wishing to discontinue a course must follow the College's withdrawal procedures and should consult the Academic Calendar for applicable withdrawal deadlines.

Students who officially drop a course may be eligible for a tuition refund in accordance with the College's refund policy. Students are encouraged to consult with their academic advisor before dropping a course.

The opening and closing dates for all add/drop periods are published annually in the Academic Calendar and are available on myAlbertus.

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.

Course Loads

Students in module-based master's degrees ordinarily may enroll in 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.

Incompletes

An Incomplete (I) is approved when a student is unable to complete the requirements of a course by the final grade deadline. At the time the (I) grade is requested, the student must have completed at least 60% of the required coursework in the course, have a passing grade and have a valid reason for not being able to complete the remainder of the coursework by the end of the term.

Valid reasons might include: extended illness of self or close family member, death of a loved one, accident, complications of pregnancy, manifestation of a disability, or legal issues, etc.

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

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

A student who does not make arrangements with the instructor to complete the coursework, or does not satisfactorily complete the coursework as arranged, will receive a grade of F for the course. Failure to meet deadlines may result in the student's loss

of financial aid, campus residence, and/or eligibility for enrollment in future courses or participation in student activities, including athletic practice and competition. Faculty overseeing incompletes must submit a "Change of Grade" form within 30 days of the last class meeting, or the Incomplete is changed to an F. Once the incomplete is resolved the grade will be included in the student's overall grade point average.

Transfer Credits from Other Institutions

Albertus Magnus College will accept a limited number of credits (refer to each graduate program for specific guidelines) completed at accredited institutions, approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA), provided the following conditions are met: (1) the program director indicates approval of the transfer of credit(s) at the point of acceptance into the program; (2) the course is at a level appropriate for the student's graduate degree; (3) the coursework was completed within five years of acceptance into the program; and (4) the grade earned in the course is 3.0 or higher.

Official transcripts for any coursework to be transferred must be on file with the Office of the Registrar. Once approved, the Office of the Registrar will notate the credits on the student's permanent academic record.

Withdrawal from a Course

Students may withdraw from a course during the official withdrawal period by submitting a completed Withdrawal Form. For 6- and 8-week courses, the withdrawal period begins on the Monday of the second week of the course and continues through the last day of class.

Week 1 (Add/Drop Period)

Courses may be added or dropped during the add/drop period. No withdrawal grade is recorded.

Weeks 2–4

Students who officially withdraw by submitting a Withdrawal Form will receive a grade of **W**. Students who are administratively withdrawn by the College during this period will receive a grade of **WA**.

Weeks 5–End of Course

Students who officially withdraw by submitting a Withdrawal Form will receive a grade of **W**. Students who are administratively withdrawn by the College during this period will receive a grade of **UF** (unearned F).

A student may petition the instructor to change a **UF** grade to a **WF**. Any **UF** grade must be resolved by the last day of the module in which it is recorded.

Failure to attend class does not constitute an official withdrawal. Students remain responsible for completing the withdrawal process and should be aware that withdrawing from a course may affect financial aid eligibility, academic standing, and progress toward degree completion.

Students should consult the Academic Calendar for the applicable deadline.

Note: Semester-long courses follow the withdrawal policy published in the Traditional Undergraduate Program Catalog.

Attendance Policy

Academic success is a shared responsibility between students and the College. Students are expected to attend all scheduled class meetings, participate actively in their courses, and complete all academic requirements.

Albertus Magnus College is required to verify the enrollment and participation of students who receive Federal Title IV financial aid and/or educational benefits through other funding sources. Attendance and participation records are maintained to ensure compliance with federal regulations and institutional policies.

The College has adopted the following attendance policies:

- Attendance will be recorded in all courses, including on-campus, online, blended, practicum, internship, and other experiential learning courses.
- Attendance in all Accelerated Degree Program (ADP) and Graduate courses will be recorded twice each week, regardless of instructional modality (on-ground, blended, or online). For attendance purposes, all courses are considered to meet two times per week.
- A student who does not attend class or demonstrate meaningful academic engagement within the first 14 calendar days of the semester or module, does not complete any coursework, and does not communicate with the Office of the Registrar and/or the Office of Advising and Student Success will be considered a no-show and may be administratively withdrawn from the course.
- Students who are administratively withdrawn as no-shows will have the course and all associated tuition and fees removed from their academic record.
- Federal and institutional financial aid will be adjusted based only on the courses in which the student established attendance or participation, in accordance with applicable regulations.
- Students will receive written notification of the administrative withdrawal from the Office of the Registrar and/or the Office of Advising and Student Success.
- Individual instructors may establish attendance expectations and participation requirements within their courses. In accordance with the course syllabus, instructors may reduce a student's grade or assign a failing grade based on attendance and participation.
- Refer to the Administrative Withdrawal Policy for additional information.

Attendance Recording

Faculty are responsible for recording attendance for every scheduled class meeting. Faculty are expected to record attendance within 24 hours of each scheduled class meeting.

Attendance will be recorded as either:

- **Present** – The student attended the class meeting or, for online courses, demonstrated meaningful academic engagement through required instructional activities.
- **Absent** – The student did not attend the class meeting or failed to demonstrate meaningful academic engagement.
- **Excused** – ADP and Graduate students who add a course during the add/drop period after the first-class meeting has occurred will be marked excused for any missed classes before joining the course roster. This is the only time "Excused" should be used.

Meaningful academic engagement is defined as actively participating in the course by attending in person or completing required course activities in Canvas. Examples include, but are not limited to, submitting an assignment, taking an assessment, or participating in an instructor-facilitated discussion. Logging into Canvas and viewing courses does not constitute attendance.

Grading System

Graduate Grading System

Albertus Magnus College evaluates graduate student performance using letter grades and quality points. Grade points are calculated by multiplying the quality-point value assigned to a grade by the number of credits earned in the course. The cumulative grade point average (GPA) is determined by dividing the total quality points earned by the total GPA credits attempted at Albertus Magnus College.

Grading Scale

Grade	Quality Points	Percentage Range
A	4.0	94-100
A-	3.7	90-93
B+	3.3	87-89
B	3.0	84-86
B-	2.7	80-83
C+	2.3	77-79
C	2.0	74-76
C-	1.7	70-73
F	0.0	Failing
UF	0.0	Unearned Failing Grade

Special Grades and Notations

Grade	Meaning
W	Withdrawal from a course after the add/drop period and before the withdrawal deadline. Not included in the GPA but may affect financial aid eligibility.
WA	Administrative Withdrawal assigned in accordance with the College's attendance policy. Not included in the GPA.
WF	Withdrawal Fail. May be granted in place of a UF upon timely request. Not included in the GPA but may affect financial aid eligibility and academic standing.
I	Incomplete. Assigned when a student with a passing grade and at least 60% of coursework completed is unable to finish course requirements due to extenuating circumstances. All remaining work must be completed within 30 days of the last class meeting or the grade converts to an F.
I/P	In Progress. Assigned for approved internships, practica, student teaching, theses, capstones, or similar experiences that extend beyond a single term.
P	Pass. Indicates satisfactory completion of a course for which letter grades are not assigned.
P/O	Pass Option. Indicates satisfactory completion of a course taken under an approved pass/fail option.
AUD	Audit. Indicates enrollment in a course without receiving academic credit.

Graduate students must earn a grade of C (2.0) or higher in each course to satisfy degree requirements. Any course completed with a grade below C (2.0) must be repeated. Students who earn three or more grades of C (2.0) or below during their program will be dismissed from the program. In addition, students are not eligible for degree conferral if they have earned more than two grades of C (2.0) during their graduate program.

Good Standing

Good academic standing indicates that a graduate student is making satisfactory academic progress toward degree completion and is eligible to continue enrollment without academic restriction.

A student is considered to be in good academic standing when the student:

- Maintains a cumulative grade point average (GPA) of at least 3.0; and
- Has earned no more than two (2) course grades of 2.0 (C) or below.

Students must remain in good academic standing to continue in their academic program, register for a capstone, thesis, internship, practicum, or other culminating experience, and graduate from the College.

Students who fail to meet these standards are no longer considered to be in good academic standing and will be subject to the College's Academic Standing policies, including Academic Review and, when applicable, Academic Dismissal.

Grade Reports

Midterm Grade Reports

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

Final Grade Reports

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

Changes in Officially Recorded Grades

Final grades submitted by faculty are considered official once recorded by the Office of the Registrar. Requests to change a recorded grade must be submitted by the instructor and are subject to review and approval by the Vice President for Academic Affairs or the Vice President's designated representative. This review process does not apply to corrections resulting from clerical or administrative errors, including mathematical miscalculations, transcription errors, or the resolution of grades of Incomplete (I) or In Progress (IP).

All grade corrections and changes must be finalized within 45 days following the end of the academic term in which the grade was awarded. Requests submitted after this deadline will be considered only under exceptional circumstances and with appropriate institutional approval.

Students seeking to challenge a course grade should follow the procedures outlined in the Grade Appeals and Student Complaints and Academic Grievances sections of this catalog.

Academic records are considered final and are sealed 45 days after degree conferral. Once a record has been sealed, changes to majors, minors, concentrations, honors

designations, grades, incomplete grades, degree requirements, or other academic record elements will not be permitted.

Students who repeat coursework after degree conferral will have the subsequent enrollment and grade recorded on their transcript; however, the grade point average associated with the conferred degree will not be recalculated or modified.

Grade Appeals

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

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

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

In Progress Courses

The revised continuation policy and fee structure apply to all undergraduate and graduate continuation enrollments occurring in the Fall 2026 term and thereafter, including:

- students currently enrolled in a continuation that extends into the Fall 2026 term, and
- students who request or register for a continuation at the end of the Spring 2026 semester or during Spring/Summer 2026 modules (mods. 4 or 5) that will extend into the Fall 2026 term.

Students approved for a continuation that occurs in Fall 2026 or later are responsible for the continuation fee structure in effect for that term, regardless of when the continuation request was submitted or when the student originally enrolled in the course or academic program.

Submission or approval of a continuation request does not guarantee that prior continuation fee structures will apply if the continuation extends into a future term with a revised fee schedule.

Students enrolled in an undergraduate or graduate practicum, internship, student teaching, thesis, or capstone who are unable to complete course requirements within the original term may, with the permission of the instructor, register for a continuation course.

Continuations are intended for students who have made substantial progress toward course completion but require additional time to finalize remaining requirements.

If a continuation is not approved, the student may apply for an Incomplete in accordance with institutional policy.

When a continuation is granted, the Office of the Registrar will assign a provisional grade of I/P (In Progress) for the original course. Students must register for the continuation course no later than the last day of classes. If the student does not register by this deadline, the instructor will submit a final grade for the course.

Continuation registrations are non-credit bearing and provide additional time for students to complete outstanding course requirements under faculty supervision.

Continuation registrations:

- do not carry academic credit
- do not count toward a student's enrollment status
- do not qualify for financial aid eligibility

All academic credit associated with the practicum, internship, thesis, capstone, or student teaching course is earned during the original course registration term.

Students requesting a continuation must submit a Continuation Request Form outlining remaining requirements and a completion plan approved by the course instructor prior to registration.

Continuation Fees

Continuation fees are assessed beginning with the first continuation registration as a course fee.

Undergraduate Courses

- \$250 per 16-week continuation
- \$125 per 8-week continuation

Graduate Courses

- \$600 per 16-week continuation
- \$300 per 8-week continuation

Continuation courses receive a grade of Pass (P) or Fail (F). The final grade for the original course will be recorded once all course requirements have been completed.

Time Limits

Practicum, Internship, or Student Teaching

Students must complete all requirements within one calendar year of the original course registration. Students who do not complete the course within this period must retake the course and pay the full tuition rate.

Graduate Thesis or Capstone

Students may register for continuations as needed provided the thesis or capstone is completed within seven years of matriculation, consistent with institutional graduate degree completion timelines.

If a student receives an I/P grade but does not register for a required continuation, the Office of the Registrar will convert the I/P to an F.

Failure of a Course

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

Course Retake

Students may repeat courses previously taken at Albertus Magnus College under the conditions outlined below.

Repeating a Previously Passed Course

Students may repeat a course in which they have earned a passing grade in order to improve their understanding of the subject matter or to improve a previously earned grade. A course with a passing grade may be repeated one time.

Repeating a Failed Course

Students who receive a failing grade may repeat the course at Albertus Magnus College, subject to the following limitations:

- Undergraduate students may attempt the same course a maximum of three times (the original attempt plus two repeats).
- Graduate students may attempt the same course a maximum of two times (the original attempt plus one repeat).

Undergraduate students seeking a fourth attempt and graduate students seeking a third attempt must obtain prior approval from the appropriate Dean.

Repeating a Failed Course at Another Institution

Students may seek approval to repeat a failed Albertus Magnus College course at another institution. Prior to enrollment, students must obtain approval from the chair of their academic program and submit a Request to Take a Course at Another Institution form to the Office of the Registrar.

If approved and successfully completed, the course will be recorded on the Albertus Magnus College transcript as transfer credit (TR). The grade earned at the other institution will not be recorded on the Albertus Magnus College transcript and will not be calculated in the student's cumulative grade point average. All institutional transfer credit policies apply.

Grade Calculation for Repeated Courses

All attempts of a repeated course remain part of the student's permanent academic record and appear on the official transcript. However, only the most recent grade earned will be included in the calculation of the cumulative grade point average.

Nursing Program Requirements

Students enrolled in the Bachelor of Science in Nursing program are subject to additional progression and repeat-course requirements. Any nursing course with a final grade of 76 or below is considered unsuccessful and must be repeated at the next available opportunity.

Nursing students are limited to a maximum of two attempts in any nursing course and may accumulate no more than two failing grades in nursing courses throughout the program. Failure to meet these requirements may result in dismissal from the Nursing program.

Since Nursing program requirements differ from the College's general repeated-course policy, nursing students should consult the Nursing program section of this catalog and work closely with their academic advisor and the Nursing Department regarding course repetition, progression, and program eligibility.

Academic Review

Academic Review is intended to support students who have been reinstated following an approved academic dismissal appeal. It is not a disciplinary action but serves as a structured period of academic support, monitoring, and academic improvement. Students placed on Academic Review are not considered to be in good academic standing.

Students placed on Academic Review are subject to the following requirements:

- Complete a remediation plan developed in consultation with the Program Director or other designated academic representative;
- Earn a grade of B (3.0) or higher in every course completed during the review period;
- Raise and maintain a cumulative GPA of at least 3.0; and
- Comply with any additional academic conditions established through the Academic Review process.

Students remain on Academic Review until they regain good academic standing and satisfy all applicable Academic Review requirements.

A student on Academic Review who earns a review-period GPA below 3.0 or receives a course grade below B- (2.7) will be academically dismissed from the program.

Academic Dismissal

Graduate students are evaluated for academic standing following modules 1 and 2, following modules 3 and 4 and following module 5. Students who begin enrollment in module 2, 4, or 5 are evaluated at the conclusion of their first module of enrollment.

A student who fails to maintain good academic standing will be academically dismissed from the program.

The Program Director will review the academic performance of students who do not meet the standards for good academic standing and will provide written notification of academic dismissal, including instructions for submitting an appeal.

Appeals must be submitted in writing to the Program Director within seven (7) business days of the date of the dismissal notification.

If an appeal is approved, the student will be reinstated on Academic Review and must comply with all conditions established through the Academic Review process.

If the appeal is denied, or if an appeal is not submitted within the required timeframe, the academic dismissal becomes final.

Students seeking reinstatement of financial aid eligibility must follow the separate Financial Aid Satisfactory Academic Progress (SAP) appeal process. Approval of an academic dismissal appeal does not automatically reinstate financial aid eligibility.

Student Complaints and Academic Grievances

This policy outlines the procedures by which students may file complaints or academic grievances against faculty. The goal is to ensure that all student concerns are addressed fairly, promptly, and respectfully within a clearly defined chain of command.

Student Complaints Against Faculty

1. Informal Resolution

Whenever possible, students are encouraged to resolve concerns directly with the faculty member involved. Many misunderstandings can be clarified through open, respectful communication. If the student does not feel comfortable meeting with the faculty member, or if the matter involves harassment, discrimination, retaliation, or other serious misconduct, the student should bypass this step and proceed to the next level or contact the College's Title IX Coordinator, if appropriate.

2. Department or Program Level

If the concern is not resolved informally, the student should submit a written complaint to the Department Chair or Program Director within a reasonable period (typically within 30 calendar days of the incident). The Chair or Director will:

- Review the complaint and meet with the student to gather details.
- Meet with the faculty member to hear their response.
- Attempt to mediate or resolve the matter.
- Document the findings and resolution.

3. Dean's Review

If the student remains dissatisfied, they may appeal in writing to the Dean of Academic Affairs.

The Dean will:

- Review documentation from the department level.
- Determine if additional review, mediation, or investigation is warranted.
- Provide a written response outlining the resolution or next steps.

4. Escalation to the Vice President for Academic Affairs (VPAA)

If the issue remains unresolved after review by the Dean, the student may submit a formal grievance to the VPAA for consideration by the Academic Petitions Committee, as outlined below.

Academic Grievance and Petition Process

Overview

The Academic Petitions Committee serves as the institutional body for reviewing formal academic grievances and petitions that fall outside of standard academic policies and procedures. These include, but are not limited to: grade appeals, academic amnesty, reconsideration of incomplete grades, biased treatment, failure to follow academic procedures, academic accessibility, student's rights, and reinstatement of academic privileges.

Charge of the Committee

The committee's primary charge is to fairly review and resolve academic grievances and petitions not related to academic review, dismissal, or expulsion.

After reviewing a case, the committee may:

- Recommend appropriate resolutions to the VPAA, including changes to academic records or institutional policy.
- Communicate written decisions and recommendations to all involved parties.
- Refer policy-related issues for institutional review and improvement.

Filing a Formal Grievance or Petition

1. The student must submit a written petition or grievance to the Office of Academic Affairs, addressed to the VPAA.
2. The petition must include:
 - A clear description of the issue or complaint.
 - Evidence or supporting documentation.
 - Steps already taken to resolve the issue.
3. The VPAA will forward the petition or grievance to the Academic Petitions Committee for review and action.

Communication of Decisions

All decisions and recommendations will be communicated in writing to the student, the faculty member, and any other relevant parties. Decisions are typically issued within 30 days of the committee's final review.

Academic Amnesty

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

Academic Amnesty allows qualifying students the opportunity to remove academically poor coursework (D and/or F grades) from the calculation of their GPA. Amnesty results in the recalculation of GPA and a reassessment of a student's academic progress.

Amnesty does not remove courses from the student's academic record (it only excludes them from cumulative GPA calculations at Albertus Magnus College), state/federal regulations concerning course attempts will still apply. Students are eligible for one application of Academic Amnesty at each degree-level.

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

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

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

In order to qualify for Academic Amnesty:

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

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

Medical Issues

- Attach signed and dated medical documentation.

Military Obligations

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

Death of Immediate Family Member

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

Family Emergency

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

Readmission to the College

Graduate students who voluntarily withdraw from the College may apply for readmission through their graduate program.

Students seeking readmission should refer to the Time Limits for Degree Completion section of this catalog for information regarding program completion requirements and eligibility for readmission.

A student who has withdrawn from a graduate program may submit one (1) additional application for readmission.

If a student was placed on Academic Review or academically dismissed before withdrawing, the student must satisfy the applicable Academic Review or Academic Dismissal policies before being considered for readmission.

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:

- 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 Dean.
- 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 Dean. This form will specify the complaint, provide the basis for a proposed sanction, and be reviewed by the department chair or program director.
- 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.
- The student will be informed of the result after the Vice President for Academic Affairs or the Dean has made the final recommendation.
- Sanctions for academic dishonesty are ordinarily as follows:
 1. First offense: determined according to the process described above.
 2. Second offense: dismissal from the graduate program and the College.

Academic Policies and Regulations: Withdrawals

Withdrawal from the College

Official Withdrawal from the College

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

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

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

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

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

Unofficial Withdrawal from the College

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

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

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

Administrative Withdrawal

Administrative Withdrawal: Failure to Start

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

Administrative Withdrawal: From the College

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

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

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

In other cases of administrative withdrawal, the date of the withdrawal and the reason for the withdrawal are used to determine the grade to be recorded and the amount of tuition and fees to be assessed or canceled. In most cases, the regular tuition and fee assessment and refund policies of the college prevail.

If a student is being administratively withdrawn from the college, the student will be notified in writing and have the opportunity to respond. If the student does not take any action, the student will be administratively withdrawn.

Administrative Withdrawal: From a Course

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

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

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

Academic Policies and Procedures: Graduation, Transcripts and Student Records

Time Limits

Students are expected to register for coursework, make continuous progress towards degree completion and stay current with developments in the field of study.

Master's degree students have up to seven years from the time of their first term of enrollment to complete the program. Failure to complete the work within the specified time limit or failure to maintain registration will result in withdrawal from the program.

A withdrawn student may submit a new application to the master's program one additional time. If the student was academically dismissed or placed on academic review prior to withdrawal they must follow the guidelines outlined in those sections of the catalog.

If accepted back into the program;

- (1) The student will have up to seven years to complete the program from their new first term of enrollment;
- (2) The student will follow the current catalog and degree requirements;
- (3) The respective graduate program director will determine and include in the acceptance letter if any credits (maximum 6 credits) the student earned at Albertus or elsewhere prior to seven years are still valid. Program directors may require the student to demonstrate their knowledge of the material covered in those courses. Since industry standards change over time, most courses are time sensitive and must be repeated.

Albertus Magnus College does not offer academic amnesty. Upon admission, no adjustments will be made to the cumulative GPA calculation for any graduate-level courses previously taken. Students must maintain good standing. Please refer to the policies on academic good standing, academic dismissal and academic review.

For students planning to utilize Financial Aid, please refer to the Satisfactory Academic Progress and Repeated Coursework policies.

Anticipated Completion Date

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

Degree Audit

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

Degree Completion

In order to qualify for graduation, students must complete all master's degree requirements, including being in good standing, within seven years from the time that they began the graduate degree.

Graduation with Honors

Associate's Degree

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

Bachelor's Degree

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

- **Cum Laude:** Honor bestowed on students whose cumulative grade point average is 3.50 to 3.69.
- **Magna Cum Laude:** Honor bestowed on students whose cumulative grade point average is 3.70 to 3.89.
- **Summa Cum Laude:** Honor bestowed on students whose cumulative grade point average is 3.90 or above.

Class Marshal Designation

Class marshals are selected from among bachelor's degree candidates in the traditional undergraduate and accelerated adult undergraduate programs who have demonstrated exceptional academic achievement. To be eligible for designation as a class marshal, students must:

- Earn a cumulative grade point average of 4.00;
- Complete a minimum of 56 institutional credits at Albertus Magnus College; and
- Have all degree requirements fully completed prior to commencement.

Students with any outstanding coursework, including incompletes, courses in continuation status, or unmet degree requirements, are not eligible for consideration.

Eligibility is determined solely on the basis of the official academic record as of the date grades are finalized for the term preceding commencement. This determination is final.

Changes to the academic record after this date, including grade updates, late submissions, or degree conferral adjustments, will not be considered for class marshal eligibility.

Master's Degree

Master's degree candidates in the Master of Arts in Art Therapy and Clinical Counseling, Master of Fine Arts, Master of Science in Clinical Counseling and the Master of Science in Education programs who have a cumulative grade point average of at least 3.90 or above and a grade of "A" in all components of the final project/capstone course/thesis are awarded honors and will have the notation included on their transcript and diploma.

Master's degree candidates in the Master of Science in Human Services program who have a cumulative grade point average of at least 3.90 or above and a grade of "A-" in all components of the final project/capstone course/thesis are awarded honors and will have the notation included on their transcript and diploma.

Master's degree candidates in the Master of Business Administration, Master of Public Administration, Master of Science in Accounting, Master of Science in Criminal Justice, Master of Science in Healthcare Administration, Master of Science in Instructional Design and Learning Technology and the Master of Science in Management and Organizational Leadership programs who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

If a student has earned multiple graduate degrees or attempted graduate coursework outside the degree program from which they are graduating, honors will be determined by the GPA earned within the graduating program, not the cumulative graduate GPA. The cumulative GPA will reflect all attempted and completed graduate coursework; however, honors will be awarded at the program level, provided all policy and curricular requirements are met.

Degree Conferral

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

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

Awarding of a Posthumous Degree

Undergraduate

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

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

Graduate

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

Procedure

Inquiries relative to the awarding of a posthumous degree (normally requested by the deceased student's family) should be referred to the appropriate department chair or program director.

The Office of the Registrar will confirm for the department chair or program director the student's academic standing and earned credits. The Vice President for Student Affairs or Dean will confirm for the department chair or program director the disciplinary standing.

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

If approved, the Vice President will request the Registrar to complete the transcription, graduation, and diploma procedures. The transcript will reflect that the degree was awarded posthumously.

If the student does not meet the criteria, or if the decision to award the degree is not approved, the Vice President will have the option to award an In Memoriam Degree.

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

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

Diplomas

Diplomas are mailed to students 6-8 weeks after the degree conferral date. For undergraduate degree recipients, only the degree type (for example, Associate of Science, Bachelor of Arts, etc.) and honors will appear on the diploma. Undergraduate majors, minors, and concentrations are not notated on a diploma. These will appear on the official transcript.

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

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

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

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

Commencement

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

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

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

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

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

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

Verification of Enrollment or Degrees

Students may access unofficial academic records, including unofficial transcripts and grade reports, at any time through myAlbertus Self-Service. These documents are

intended for personal reference and advising purposes and are not considered official institutional records.

Students who require official documentation of their enrollment status, dates of attendance, degree conferral, or degree completion may request verification through the Office of the Registrar. Official enrollment and degree verifications are commonly used for employment, insurance benefits, scholarship applications, loan deferments, professional licensure, and other third-party purposes.

Requests for official verification should include the student's identifying information and the specific information to be verified. Processing times and any applicable fees are determined by the Office of the Registrar. Official documents are issued directly by the College and may be provided electronically or in paper format, as appropriate.

Transcripts

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

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

- **eTranscript (PDF):** \$10.00 per copy; typically sent to the recipient the same day.
- **Printed Official Transcript (mailed):** \$13.00 per copy; processed within 3–5 business days and sent via regular mail.

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

Student Records

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

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

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

- when a student's health or safety is in jeopardy;
- when a student engages in alcohol or drug-related behavior that violates College policies;
- when a student has been placed on academic probation;
- when a student has voluntarily withdrawn from the College or has been required by the College to withdraw;
- when a student’s academic good standing or promotion is at issue;
- when a student has been placed on a Behavior Contract or stronger restriction;
- when a student engages in behavior calling into question the appropriateness of the student's continued enrollment at the College.

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

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

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

Type of Record	Location
Academic, Placement, Directory Information	Office of the Registrar
(Official college transcripts, other document records containing admission documents and basic student data, notices of transfer credit and previous college transcripts, etc.)	
Academic Progress/Grades	Office of Academic Affairs
(Correspondence regarding academic progress, grades and status)	Office of Community Standards
Discipline	

(Files concerning extracurricular and non-academic correspondence along with confidential disciplinary files)	
Financial Records	Bursar's Office/Financial Aid Office
(Maintaining financial aid files)	
Medical Records	Health Center
(Medical Records that are submitted to the College are held for 7 years from when a student graduates or leaves the College)	

Access to Education Records

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

The College may refuse access to the following records:

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

Amendment of Education Records

If a student believes that their education record is inaccurate or misleading, they may make a request in writing to the appropriate custodial office identifying which records they wish to have amended and providing supporting documentation as to why they

desire the amendment. Albertus Magnus College may comply with the request to amend or it may decide not to comply.

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

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

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

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

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

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

Directory Information/Privacy Blocks

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

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

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

College Officials with Legitimate Educational Interests

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

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

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

Reports of Academic Progress, Status and Disciplinary Action to Parents

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

- The student who completes the Permission to Release Educational Information form in the Office of the Registrar requesting reports be sent to parents or legal guardians;
- Parents or guardians who make a written request to the Office of the Registrar indicating that the student is a dependent and providing evidence that the parents or guardians declared the student as a dependent on their most recent Federal Income Tax form.

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

Record Maintenance

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

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

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

Inspection and Review of Educational Records

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

1. All students who are or have been in attendance at Albertus Magnus College shall have the right to inspect and review their education records, subject to the limitations provided under applicable regulations of FERPA. Students should submit to the Office of the Registrar, Vice President for Academic Affairs, Dean of Students, or other appropriate official, a written request that identifies the records they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained

by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

consent under 99.33(b). The College shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record will include the parties who have requested or received personally identifiable information from the education records and the legitimate interests the parties had in requesting or obtaining the information. Students requesting to review their education record will have access to this record.

Student Consent to Disclose Educational Records

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

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

- Authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local educational authorities in connection with certain state or federally supported education programs;
- U.S. Immigrations and Customs Enforcement in compliance with the Student Exchange Visitor Information System program for nonimmigrant students with an F, J, or M visa;
- Officials of other institutions in which a student seeks or intends to enroll, in which case the Office of the Registrar will make a reasonable attempt to inform the student of disclosure;
- Persons or organizations providing financial aid to students or determining financial aid decisions;
- State and local officials to whom disclosure is required by State statute adopted prior to November 19, 1974;
- Organizations conducting certain studies for, or on behalf of, educational agencies or institutions;
- Accrediting organizations carrying out their accrediting functions;
- Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1986, Section 152;
- Persons in compliance with a judicial order, lawfully issued subpoena, or IRS Summons in which case a reasonable attempt will be made to inform the student of the disclosure except when required by law or court order;

- Persons in an emergency, if the knowledge of information is necessary to protect the health or safety of students or other persons;
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense (as defined in 34 CFR Part 990, the final results of the disciplinary proceeding conducted by the institution with respect to the alleged crime or offense);
- Interested individuals, subject to the requirement of 34 CFR Part 99, the name, violation committed, and sanction imposed by the institution against a student who has committed a violation of the institutions rules or policies in connection with the alleged perpetration of a crime of violence or a non-forcible sex offense;
- Parents regarding the student's violation of any federal, state or local law, or of any institutional policy or rule governing the use of alcohol or a controlled substance, if the institution has determined that the student has committed a disciplinary violation with respect to the use or possession, and the student is under the age of 21 at the time of the disclosure to the parent.
- Interested individuals, when the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 and the information was provided to the College under 42 U.S.C. 14071 and applicable federal guidelines.

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

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

Conflicts with State or Local Law

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

Filing a Complaint

If a student feels that the College has failed to comply with FERPA requirements, they have the right to file a complaint with the U.S. Department of Education's office that administers FERPA at:

Student Privacy Policy Office
U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-5901

All complaints must be filed within 180 days of the alleged violation.

Directory Information Notice

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

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

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

Student Right-To-Know

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

General Information

The Curriculum: Definition of Terms

Academic Terms

Semester (or equivalent two-module term): A semester represents a standard academic term of study. In modular programs, one semester is equivalent to two consecutive modules that together constitute a single academic term. There are two semester per academic year.

Module: A discrete academic session within modular programs. Two modules together are equivalent to one semester (or equivalent academic term). There are five modules per academic year.

Term: A general reference to an academic period of enrollment, which may be a semester or an equivalent two-module term depending on the program structure.

Course Structure

Credit Hour: A unit of academic measurement defined in the College's Credit Hour Policy. The number of credits listed after each course description indicates the credit hours assigned to the course.

Prerequisite (P): A course or requirement that must be completed prior to enrollment in a subsequent course. The letter P following a course description indicates a prerequisite required for enrollment in that course.

Course Levels

- 100–199: Introductory undergraduate courses
- 200–299: Intermediate undergraduate courses
- 300–499: Advanced undergraduate courses
- 500–799: Graduate-level courses

Instructional Delivery

Instructional Modalities: Courses may be delivered in on ground, online, or hybrid formats depending on program structure and academic scheduling.

Governance and Authority

Catalog: The academic catalog serves as the official institutional document governing curriculum, academic policies, and degree requirements. The official course schedule implements, but does not supersede, catalog-defined curriculum requirements.

Course and Classroom Scheduling and Academic and Enrollment Records:

The Office of the Registrar is the administrative office responsible for maintaining official course schedules, academic records, enrollment documentation, and classroom assignments.

Course Cancellations: The College reserves the right to cancel any course for which there is insufficient enrollment.

Departments

Department of Education and Teacher Preparation

Graduate programs within the Department of Education and Teacher Preparation will not enroll new students during the 2026–2027 academic year due to a planned program hiatus.

Mission

The Department of Education and Teacher Preparation prepares knowledgeable, reflective, and ethical educators who inspire learning and serve diverse communities. Rooted in the liberal arts and the Dominican tradition of the search for truth, the department equips educators with the advanced knowledge, leadership skills, and professional dispositions needed to improve teaching, learning, and educational outcomes.

About the Department

The Department of Education and Teacher Preparation prepares educators to advance their professional practice through graduate study, specialized certification, and leadership development. Designed for current and aspiring educational professionals, the department's graduate programs emphasize evidence-based instruction, educational leadership, innovation, and continuous professional growth.

Through advanced coursework, applied learning, and close faculty mentorship, students deepen their expertise while addressing the evolving needs of schools, districts, and diverse learning communities. Whether pursuing advanced certification, strengthening classroom practice, or preparing for leadership roles, graduates develop the knowledge, skills, and ethical foundation to improve student learning, support colleagues, and lead meaningful educational change.

Graduate Programs

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

Master of Science in Education

Post-Graduate Certificate in STEM Leadership

Accreditation & Professional Recognition

- The Advanced Literacy Specialist Program (AAP) is accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP promotes excellence in educator preparation through content and pedagogy, clinical partnerships and practice, candidate recruitment, progression, and support, program impact, and quality assurance and continuous improvement. Albertus Magnus College's accreditation is effective Fall 2022 - Fall 2029. Inquiries regarding accreditation status should be directed to

CAEP, 1140 19th Street NW, Suite 400, Washington, D.C. 20036, 203-227-0077 or caepnet.org.

- Programs are designed to support graduates in meeting applicable professional licensure and certification requirements where appropriate. Students should consult individual program pages regarding state-specific requirements.

Experiential Learning

Graduate students connect theory to professional practice through applied projects, clinical experiences, field-based learning, and action research conducted within educational settings. Coursework encourages students to address authentic challenges in schools and classrooms while collaborating with faculty and education professionals. These experiences strengthen instructional practice, foster educational leadership, and prepare graduates to implement meaningful improvements that support student success and organizational effectiveness.

Department Learning Outcomes

Upon completion of a graduate degree in the department, students will:

- Apply advanced educational theory, research, and evidence-based practices to improve teaching and learning.
- Design, implement, and evaluate instructional strategies that support the success of diverse learners.
- Demonstrate leadership, collaboration, and ethical decision-making in educational settings.
- Use assessment data, research, and reflective practice to improve instruction and educational outcomes.
- Demonstrate professional competence consistent with Connecticut educator standards and the expectations of advanced educational practice.

Department of English

Mission

The Department of English empowers writers to discover and refine their unique voices through creative inquiry, critical reflection, and the transformative power of language. Guided by the Dominican tradition of the search for truth, the department prepares students to craft meaningful stories, engage thoughtfully with diverse perspectives, and contribute to the literary and cultural conversations that shape our communities and world.

About the Department

The Department of English prepares graduate students to transform ideas into publishable works through intensive study, individualized mentorship, and a vibrant community of writers. Centered on the Master of Fine Arts in Creative Writing, the department supports students from diverse backgrounds who seek to complete a book-length manuscript while

developing the craft, discipline, and professional skills needed for a lifelong writing practice.

Working closely with accomplished faculty mentors and fellow writers, students deepen their understanding of the creative process, explore literary traditions and contemporary publishing, and learn to thoughtfully revise and refine their work. In an era increasingly shaped by artificial intelligence and rapidly evolving technologies, the department affirms the enduring value of authentic human creativity, storytelling, and artistic expression. Graduates leave with a completed manuscript, a professional portfolio, and the confidence to share stories that reflect individual experience while speaking to broader human truths.

Graduate Program

Master of Fine Arts in Writing

Professional Engagement

The Master of Fine Arts in Creative Writing aligns with the educational principles and best practices of the Association of Writers & Writing Programs (AWP). While AWP is not an accrediting body, its nationally recognized standards inform the program's commitment to creative excellence, professional development, mentorship, and the preparation of writers for meaningful careers in the literary arts.

Experiential Learning

The Master of Fine Arts emphasizes learning through the practice of writing. Students work closely with faculty mentors to develop, revise, and complete a book-length manuscript while participating in writing workshops, peer critiques, and individualized mentoring throughout the program. Professional development opportunities include exploring publishing trends, preparing submission materials, and developing the skills needed to navigate today's literary landscape. By graduation, students have completed a substantial creative work and joined a collaborative community of writers that extends beyond the classroom.

Department Learning Outcomes

Upon completion of a graduate degree in the department, students will:

- Demonstrate advanced knowledge of the conventions, techniques, and craft of creative writing within a chosen genre.
- Apply an informed understanding of the creative process to develop, revise, and refine original works.
- Evaluate contemporary publishing practices and market trends relevant to professional writing.
- Develop effective project proposals, synopses, and submission materials that align with industry standards and expectations.
- Demonstrate highly developed written communication and creative expression.
- Plan, complete, and present a sustained, book-length creative project that reflects artistic vision, critical reflection, and professional standards.

Department of Psychology

Mission

The Department of Psychology prepares ethical, compassionate, and evidence-informed professionals to advance mental health, human development, and community well-being. Guided by the Dominican tradition of the search for truth, students develop advanced knowledge, clinical judgment, and leadership skills that empower them to improve the lives of individuals, families, and communities through counseling, human services, advocacy, and creative therapeutic practice.

About the Department

The Department of Psychology offers graduate programs that prepare students to become skilled practitioners, leaders, and advocates in behavioral health and human services. Through interdisciplinary study, experiential learning, clinical training, and close faculty mentorship, students integrate theory, research, and professional practice to address complex human needs across diverse settings.

Graduate programs emphasize ethical decision-making, cultural responsiveness, evidence-based practice, and professional leadership while preparing students for licensure, advanced professional roles, or doctoral study where appropriate. Students graduate ready to make meaningful contributions in counseling, art therapy, community agencies, healthcare organizations, schools, and nonprofit settings.

Graduate Programs

[Master of Arts in Art Therapy and Counseling](#)

[Master of Science in Clinical Counseling](#)

[Master of Science in Human Services](#)

Accreditation & Professional Recognition

- The Master of Arts in Art Therapy and Counseling is fully accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of The Accreditation Committee for Art Therapy Education (ACATE) located at 25400 US Hwy 19 N., Suite 158 in Clearwater, FL.
- Programs are designed to support graduates in meeting applicable professional licensure and certification requirements where appropriate. Students should consult individual program pages regarding state-specific requirements.

Experiential Learning

Graduate students engage in experiential learning that bridges advanced coursework with professional practice. Through supervised clinical placements, internships, practicum experiences, community partnerships, applied research, and capstone projects, students develop the knowledge, skills, and professional judgment needed to serve individuals, families, organizations, and communities. Working closely with faculty mentors and experienced practitioners, students apply evidence-based approaches to real-world

challenges while strengthening ethical decision-making, cultural responsiveness, leadership, and reflective practice. These experiences prepare graduates for professional licensure, advanced practice, leadership roles, and continued graduate or doctoral study, as appropriate to their program of study.

Department Learning Outcomes

Upon completion of a graduate degree in the department, students will:

- Integrate advanced psychological, counseling, and human services knowledge into ethical professional practice.
- Apply critical thinking, research, and evidence-based approaches to address complex behavioral health and human service challenges.
- Communicate effectively with diverse individuals, communities, and interdisciplinary professionals.
- Demonstrate cultural humility, ethical responsibility, and advocacy in service to individuals and communities.
- Apply leadership, collaboration, and reflective practice to improve organizations and systems of care.

Department of Criminal Justice

Mission

The Department of Criminal Justice prepares students to examine crime, justice, and public safety through critical inquiry, ethical leadership, and community engagement. Grounded in the Dominican tradition of the search for truth, the department develops knowledgeable professionals who are prepared to serve diverse communities and contribute to a more just society.

About the Department

The Department of Criminal Justice prepares graduate students to become ethical leaders, critical thinkers, and evidence-based practitioners who advance justice and public safety. Through advanced study of criminal justice systems, policy, leadership, and research, students examine contemporary issues from multiple perspectives while developing the analytical and strategic skills needed to lead organizational change and improve outcomes for individuals and communities.

Guided by faculty who actively contribute to scholarship and professional practice, students engage in applied research, community partnerships, and experiential learning that connect theory to practice. Graduates are prepared to lead criminal justice organizations, shape public policy, and strengthen the justice system through informed decision-making, ethical leadership, and a commitment to the common good.

Graduate Programs

Master of Science in Criminal Justice

Experiential Learning

Experiential learning is integrated throughout the Master of Science in Criminal Justice curriculum. Students apply advanced theory to professional practice through research, case analysis, policy evaluation, internships where appropriate, and a culminating thesis project. These experiences strengthen leadership, analytical reasoning, ethical decision-making, and evidence-based problem solving while preparing graduates to address contemporary challenges facing criminal justice organizations and the communities they serve.

Department Learning Outcomes

Upon completion of a graduate degree in the department, students will:

- Apply critical inquiry and multiple perspectives to evaluate crime, justice, public safety, and contemporary criminal justice issues.
- Engage ethically and professionally with diverse communities and organizations while demonstrating leadership, collaboration, and civic responsibility.
- Integrate current research, theory, and evidence-based practices to analyze criminal justice systems, inform policy, and address complex societal challenges.
- Demonstrate the knowledge, analytical skills, and professional competencies needed for career advancement, graduate study, and lifelong learning in the criminal justice profession.

Tagliatela School of Business and Leadership

Mission

The Tagliatela School of Business and Leadership is committed to providing a superior business education through innovative, accessible, and technologically advanced learning opportunities. The School prepares students from diverse academic and socioeconomic backgrounds to become ethical, entrepreneurial, and successful professionals in a dynamic global economy through quality teaching, service, and engagement with the business community.

About the School

The Tagliatela School of Business and Leadership prepares graduate students to lead organizations, drive innovation, and solve complex challenges in business, government, healthcare, education, and nonprofit settings. Through advanced study, applied research, and experiential learning, students strengthen the strategic, analytical, and leadership skills needed to make informed decisions in an increasingly interconnected and technology-driven world.

Graduate programs combine academic rigor with practical application, emphasizing ethical leadership, data-informed decision-making, organizational effectiveness, and professional collaboration. Faculty bring extensive academic expertise and industry

experience into the classroom, creating an engaging learning environment where students apply theory to real-world challenges while preparing for career advancement, executive leadership, and lifelong professional growth.

Graduate Programs

[Master of Business Administration](#)

[Master of Public Administration](#)

[Master of Science in Accounting](#)

[Master of Science in Healthcare Administration](#)

[Master of Science in Instructional Design and Learning Technology](#)

[Master of Science in Management and Organizational Leadership](#)

Accreditation & Program Approval

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for its business programs through the [International Accreditation Council for Business Education \(IACBE\)](#) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business-related and accounting programs that are equivalent to an education at the U.S. post-secondary degree level. Locations and delivery modes for program offerings are at the sole discretion of the Member. For a list of accredited programs please view the [IACBE member status page](#).

- Associate of Science in Business Management
- Bachelor of Science in Accounting
- Bachelor of Science Business Management
- Bachelor of Science in Finance
- Bachelor of Science in Healthcare Management
- Bachelor of Science in Sport Management
- Master of Business Administration
- Master of Public Administration
- Master of Science in Accounting
- Master of Science in Healthcare Administration

Experiential Learning

Experiential learning is central to graduate education in the Tagliatela School of Business and Leadership. Through consulting projects, organizational case studies, applied research, internships, leadership simulations, capstone experiences, and collaborative projects, students address authentic challenges facing businesses, government agencies, healthcare organizations, educational institutions, and nonprofit organizations.

Working closely with faculty and industry professionals, students integrate advanced theory with professional practice, strengthen strategic decision-making and leadership abilities, and develop solutions that create measurable organizational impact. These experiences prepare graduates to lead change, manage complexity, and advance their careers with confidence in an evolving global economy.

School Learning Outcomes

Upon completion of a graduate degree in the department, students will:

- Apply advanced analytical, quantitative, and evidence-based approaches to evaluate complex organizational challenges and support strategic decision-making.
- Demonstrate ethical leadership, professional integrity, and sound judgment in diverse organizational and global environments.
- Integrate knowledge across business, public administration, healthcare, education, technology, and organizational leadership to develop innovative solutions.
- Communicate complex ideas effectively through professional written, oral, and digital communication for diverse audiences.
- Lead and collaborate effectively within interdisciplinary teams while managing organizational change and fostering innovation.
- Evaluate legal, regulatory, economic, technological, and social factors that influence organizational performance and public impact.
- Apply research, data analysis, and critical thinking to improve organizational effectiveness and inform policy, practice, and decision-making.

Programs

Master of Arts in Art Therapy and Counseling

The Master of Arts in Art Therapy and Counseling is a graduate professional degree that prepares students for clinical practice as art therapists and professional counselors in a variety of healthcare, community, educational, and private practice settings. Integrating the disciplines of art therapy, counseling, and psychology, the program develops the knowledge, clinical skills, and ethical foundation needed to provide creative, evidence-based mental health services to diverse populations.

Grounded in creativity, reflective practice, multicultural awareness, and compassion, the program fosters professional growth through rigorous academic study and supervised clinical experience. Students learn to integrate artistic expression with counseling theory and psychological research to promote healing, resilience, and personal growth while providing ethical, client-centered care.

Accredited by the [Commission on Accreditation of Allied Health Education Programs](#) (CAAHEP), the 60-credit curriculum includes coursework in art therapy, counseling, and psychology, along with 725 hours of supervised field experience. The program is designed to meet or exceed the educational standards established by the [American Art Therapy Association](#) (AATA) and provides the academic preparation required to pursue licensure as a Licensed Professional Counselor (LPC) and a Clinical Licensed Art Therapist (CLAT) in the State of Connecticut upon completion of all applicable state licensure requirements.

Learning Outcomes

Upon completion of a degree in Art Therapy and Counseling, students will:

- Exhibit the highest level of clinical competence.
- Integrate scholarly research competence in professional practice.
- Demonstrate principled ethical and legal practices consistent with the standards of the counseling and art therapy professions.
- Apply critical thinking to provide reflective, theoretically grounded art therapy and counseling services.
- Deliver culturally and developmentally responsive, helping-relationship centered care.

Why Art Therapy?

Art therapy is a mental health profession that integrates the creative process with psychological theory and counseling to support healing, personal growth, and emotional well-being. Through the use of artmaking within a therapeutic relationship, clients can explore emotions, process experiences, increase self-awareness, build resilience, and develop healthy coping strategies.

Art therapists combine clinical counseling skills with creative expression to help individuals communicate thoughts and feelings that may be difficult to express through

words alone. By integrating artistic expression with evidence-based therapeutic practices, art therapy provides a unique and effective approach to assessment, treatment, and recovery for individuals across the lifespan.

Career Opportunities

Graduates of the Master of Arts in Art Therapy and Counseling are prepared for professional practice in a wide range of behavioral health and human service settings. Art therapists and clinical counselors work with children, adolescents, adults, families, and groups in hospitals, psychiatric and behavioral health facilities, schools, community mental health agencies, rehabilitation and residential treatment centers, veterans' services, hospice and medical settings, correctional facilities, shelters, and private practice.

The program also provides the academic preparation required to pursue professional credentials and licensure, including Licensed Professional Counselor (LPC), Clinical Licensed Art Therapist (CLAT), Registered Art Therapist (ATR), and Board Certified Art Therapist (ATR-BC), upon completion of all applicable post-graduate experience, examination, and credentialing requirements.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.*
- Completion of at least 18 credits in studio art including courses in drawing, painting and ceramics with an earned minimum grade point average of 3.0 in each course.*
- Completion of at least 15 credits in psychology including courses in developmental psychology, abnormal psychology and statistics for behavioral social sciences with an earned minimum grade point average of 3.0 in each course.*
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- Personal interview.
- An essay (of at least 600 words typed in 12-point font) on their professional career interests, reasons for entering the program and expectations of the program.
- Two letters of recommendation; one from a clinical supervisor and one from a former professor or professional supervisor.

- Portfolio of original artwork demonstrating competence with a variety of art media, including (but not limited to) painting, drawing, and ceramics/sculpture. A minimum of 10 images must be submitted in a PowerPoint® converted to PDF format with clearly labeled image titles, sizes, and medium. You may also include a text in the document with information about the process of the artwork. The portfolio must be submitted via the online application form. See the online application for more portfolio submission details.

** Applicants who do not meet the requirements may be admitted to the program on a provisional basis. You 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.*

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 Master of Arts in Art Therapy and Counseling Admissions Committee are made within one month post-interview.

Admission to the program is selective and competitive, and not every applicant who meets the above criteria will be accepted.

Transfer Credits

Albertus Magnus College will accept a maximum of 12 graduate hours from an accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits & In Progress Policies](#).

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

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

Program Format

Classes are offered in a traditional semester format, which consists of two, sixteen-week terms and one, eight-week summer module during the calendar year. Courses are scheduled during the afternoon, evening and one Saturday per month. Students have the flexibility of enrolling full-time or part-time and may choose between fully on-ground or blended (on-ground and synchronous online) in the low residency option. Full-time students are able to complete the degree within a minimum of eight consecutive semesters, which includes the time to complete a formal written thesis. Some students may opt to extend time to complete the research process for their thesis.

Academic Advisement

Admitted students are assigned a faculty advisor. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review. Each year a Professional Performance Review (PPR) will be conducted with students to assess professional development skills.

Course Load

Students may register for no more than 13 credits per semester and no less than 5-6 credits per semester, unless approved by the faculty advisor and program director.

Good Standing

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

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

As a clinical training program, the Master of Arts in Art Therapy and Counseling requires that students demonstrate their readiness for clinical practice through the Fieldwork and Internship components of the program. Students must be in academic good standing with a cumulative GPA of 3.0 or better in order to begin Fieldwork and Internship.

Additionally, students must receive a grade of 3.0 or better in Fieldwork and Internship to continue with their placement. A grade of 3.0 or below in these courses will result in the student being required to complete additional credits of Fieldwork or Internship.

Due to the unique nature of the program and the specific needs of clients who seek art therapy/ counseling services, students are evaluated by faculty for competencies prior to commencement of a fieldwork placement, that include (but are not limited to):

- Flexibility, effective communication, and self-awareness.
- Clinical and cultural competencies for a diverse range of racial and ethnic groups.
- Effective interpersonal skills.
- Maturity of judgment.
- A professional demeanor that allows for ethical work with the public.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 or above and a grade of “A” in all components of the final project/capstone course/thesis are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (60 credits)

YEAR ONE

Fall (9 credits)

AT 500	Foundations of Art Therapy
AT 505	Art Therapy with Children/Adolescents
AT 508	Cultural Competence Through a Global Framework

Spring (9 credits)

AT 507	Theory and Practice of Group Art Therapy
PY 530	Theories of Counseling
PY 533	Psychopathology

Summer (5 credits)

AT 504 Techniques in Art Therapy

PY 537 Counseling Techniques

YEAR TWO**Fall (8 credits)**

AT 502 Fieldwork in Art Therapy

AT 503 Professional Practices: Ethical Standards and Legal Issues

PY 534 Research Methods and Quantitative Analysis

Spring (8 credits)

AT 512 Clinical Assessment Practices

AT 513 Art Therapy with Adults/Seniors

AT 581 Internship Seminar I

Summer (6 credits)

AT 514 Art Therapy and the Family

PY 535 Career Counseling

YEAR THREE**Fall (8 credits)**

AT 520 Trauma Informed Art Therapy and Counseling

AT 582 Internship Seminar II

AT 599 Thesis Proposal Seminar

Spring (7 credits)

AT 510 Art Therapy in Substance Abuse and Chemical Dependency Treatment

AT 583 Internship Seminar III

AT 600 Thesis

Master of Business Administration

(30 credits)

The Master of Business Administration (MBA) prepares professionals to lead organizations with confidence, strategic vision, and data-informed decision-making. Designed for working professionals from diverse academic and career backgrounds, the program develops advanced knowledge across business disciplines while strengthening

leadership, analytical reasoning, and organizational strategy. Students learn to evaluate complex business challenges, leverage data to drive decisions, and lead teams in an increasingly dynamic global economy.

Through interdisciplinary coursework, applied business analytics, and a comprehensive strategic capstone, students gain practical experience solving real organizational problems while refining their leadership approach. Graduates are prepared to advance into executive and senior leadership roles across corporate, nonprofit, healthcare, government, and entrepreneurial organizations, equipped to create sustainable organizational success while leading with integrity and purpose.

Learning Outcomes

Upon completion of a degree in Business Administration, students will:

- Demonstrate advanced skills in analytical thinking.
- Demonstrate understanding of concepts in the functional areas of business.
- Apply business analytics techniques to management challenges.
- Demonstrate a capacity for informed moral decision-making.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 2.8.*
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- An essay (of 500-600 words, double-spaced) on their professional career interests, reasons for entering the program and expectations of the program.
- Two letters of recommendation from former professors or professional associates.

** Applicants who do not meet the above GPA requirement may be admitted to the program on a provisional basis. You may be required to complete preparatory courses or to earn a 3.0 cumulative GPA in 6 credits before being fully admitted to the program.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for

Higher Education Accreditation (CHEA) toward satisfying the 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. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus MBA program.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits & In Progress](#) Policies.

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for its business programs through the [International Accreditation Council for Business Education](#) (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business-related and accounting programs that are equivalent to an education at the U.S. post-secondary degree level. Locations and delivery modes for program offerings are at the sole discretion of the Member. For a list of accredited programs please view the [IACBE member status page](#).

The Master of Business Administration is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered when demand suffices.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the

advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (30 credits)

MB 512	Ethical Issues in Business
MB 515	Managerial Economic Analysis
MOL 506	Organizational Behavior
MB 507	Business Analytics
MB 611	Quantitative Research for Managers
DAT 500	Applied Data Science
MB 636	Legal Issues in Business
AC 638	Financial Statement Analysis
MB 660	Management and Business Strategy Capstone

Select one:

MP 504	Labor-Management Relations
MB 518	Marketing Concepts and Strategies
MB 580	Internship
MB 614	Information Systems Issues for Managers

4+1 BS in Business Management/Master of Business Administration

The 4+1 BS in Business Management/Master of Business Administration (MBA) program is designed for high-achieving traditional undergraduate students who seek to complete both a bachelor's and master's degree in an expedited timeframe. The program provides an efficient pathway to advanced business education, equipping students with the strategic and managerial skills needed for leadership roles across a variety of industries.

Students admitted to a 4+1 program complete the requirements for both degrees, typically totaling at least 150 credits, including a minimum of 120 undergraduate credits and 30 graduate credits. During the senior year, students may enroll in up to two graduate-level courses, one in the fall and one in the spring semester, which may be applied to both undergraduate and graduate degree requirements. These are the only credits that may be double-counted between the two programs.

Admission Requirements

Students must apply to a 4+1 program during the junior year or upon completion of no more than 90 credits. Admission is competitive and requires a minimum cumulative GPA of 3.5 or higher, unless otherwise specified by the program. Applications submitted after the junior year may not be considered. Final acceptance is granted by the graduate program.

Enrollment and Advising

Upon acceptance, students are assigned a graduate advisor in addition to their undergraduate advisor. Students remain classified as undergraduate students until the bachelor's degree is conferred.

Academic Standards and Progression

To continue in the 4+1 program, students must maintain a minimum cumulative GPA of 3.0 and earn a grade of B or higher in all graduate-level coursework. Students may not exceed the maximum number of graduate credits permitted prior to completion of the bachelor's degree, as defined by the program.

Tuition and Financial Aid

Graduate courses taken during the undergraduate phase are billed at the undergraduate tuition rate when included as part of a full-time undergraduate course load (12–18 credit hours per semester), unless otherwise noted; in these cases, no additional tuition is charged for the graduate coursework. After the bachelor's degree is awarded, students are charged graduate tuition rates for all remaining coursework. Financial aid eligibility may change upon transition to graduate status and is subject to federal, state, and institutional regulations.

Program Completion

Students are expected to complete all graduate degree requirements within a defined timeframe following conferral of the bachelor's degree, typically within one year, unless otherwise specified by the program.

Withdrawal or Dismissal

Students who withdraw from or become ineligible to continue in a 4+1 program may apply completed graduate coursework toward their undergraduate degree as elective credit, where applicable, provided a passing grade is earned. If a student later regains eligibility and is formally readmitted to the graduate program, previously completed graduate coursework in which a passing grade was earned may be applied toward the graduate degree, subject to program approval and applicable time limit requirements.

Eligibility

4+1 programs are limited to full-time, matriculated traditional undergraduate students in designated majors.

Master of Fine Arts in Writing

(36 credits)

The Master of Fine Arts in Writing is a graduate professional degree designed for writers who are committed to developing their craft and completing a book-length manuscript. Through individualized faculty mentorship, collaborative workshops, and sustained creative practice, students refine their distinctive voices while gaining the critical, editorial, and professional skills needed to thrive as contemporary writers. The program emphasizes both the art and discipline of writing, preparing graduates to become thoughtful creators, skilled editors of their own work, and engaged members of the literary community.

In a time of rapid technological change, the need for authentic human storytelling has never been greater. While artificial intelligence can generate content, it cannot replace the lived experience, imagination, and insight that define meaningful literature. At Albertus, students explore fundamental questions of truth, identity, and human experience while examining how stories are created, interpreted, and shared. The MFA is grounded in community rather than isolation—students write with purpose, remain connected to the audiences they hope to serve, and graduate having completed a book-length manuscript that reflects both artistic achievement and personal vision. Along the way, they build lasting relationships with faculty and fellow writers, joining a creative community that extends well beyond graduation.

Learning Outcomes

Upon completion of a degree in Writing, students will:

- Demonstrate advanced knowledge of the conventions, techniques, and craft of creative writing within a chosen genre.
- Apply an informed understanding of the creative process to develop, revise, and refine original works.
- Evaluate contemporary publishing practices and market trends relevant to professional writing.
- Develop effective project proposals, synopses, and submission materials that align with industry standards and expectations.
- Demonstrate highly developed written communication and creative expression.

- Plan, complete, and present a sustained, book-length creative project that reflects artistic vision, critical reflection, and professional standards.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- An essay (of 750-1000 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.
- Two letters of recommendation from former professors or professional associates specifically addressing suitability for the program.
- Resume 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.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00

- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits](#) & [In Progress](#) Policies.

Fees and rates are subject to change.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Master of Fine Arts in Writing is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in a traditional semester format, which consists of two, sixteen-week terms and one, eight-week summer module during the calendar year. All classes are fully online.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Full-time students must enroll in 9 credits per semester. Part-time students must enroll in 5 credits per semester.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation,

beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 or above and a grade of “A” in all components of the final project/capstone course/thesis are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (24 credits)

EN 500	Writing Portfolio
EN 541	The Creative Process
EN 551	The Literary Marketplace
EN 692	Master Project

** Note: EN 500 (1 credit course. Students are required to complete 4 credits throughout the program.) and EN 692 (8 credits)*

Select one (4 credits):

EN 521	Readings in Fiction
EN 522	Readings in Poetry
EN 523	Readings in Nonfiction

FLEXIBLE CORE (12 credits)

Take two courses in your primary genre and one course in your secondary genre.

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

Master of Public Administration

(30 credits)

The Master of Public Administration prepares professionals to lead organizations that strengthen communities and advance the public good. Designed for current and aspiring leaders in government and nonprofit organizations, the program develops expertise in public policy, organizational leadership, strategic planning, budgeting, and program evaluation while emphasizing ethical governance, accountability, and service. Students learn to analyze complex public challenges and develop solutions that create lasting community impact.

Through interdisciplinary coursework, community-engaged learning, and an applied research capstone, students gain practical experience translating policy into action and improving organizational performance. Graduates are prepared for leadership roles in local, state, and federal government, nonprofit organizations, public policy, community development, and public service, where they can lead with integrity, foster collaboration, and improve the lives of the communities they serve.

Learning Outcomes

Upon completion of a degree in Public Administration, students will:

- Lead and manage nonprofit and public sector initiatives.
- Contribute to the policy process.
- Articulate and apply a public service perspective.
- Communicate productively with a diverse workforce.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.*
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- An essay (of 500-600 words, double-spaced) on their professional career interests, reasons for entering the program and expectations of the program.
- Two letters of recommendation from former professors or professional associates.

** Applicants who do not meet the above GPA requirement may be admitted to the program on a provisional basis. You may be required to complete preparatory courses or to earn a 3.0 cumulative GPA before being fully admitted to the program.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus MPA program.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits](#) & [In Progress](#) Policies.

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for its business programs through the [International Accreditation Council for Business Education](#) (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business-related and accounting programs that are equivalent to an education at the U.S. post-secondary degree level. Locations and delivery modes for program offerings are at the sole discretion of the Member. For a list of accredited programs please view the [IACBE member status page](#).

The Master of Public Administration is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered when demand suffices.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (21 credits)

MP 500	Introduction to Public Administration
MP 504	Labor-Management Relations
MOL 506	Organizational Behavior
MP 512	Ethical Issues in Public Administration
MP 521	Performance Measurement and Management
MP 581	Implementing Public Policy
MP 630	Capstone Seminar in Public Administration

FLEXIBLE CORE (9 credits)

Select three:

AC 520	Accounting Concepts
--------	---------------------

AC 651	Governmental and Nonprofit Accounting
MB 515	Managerial Economic Analysis
MB 614	Information Systems Issues for Managers
MB 646	Healthcare: Law, Policy and Systems
MOL 505	Moral Leadership: Defining the Character of Individuals in Organizations
MOL 508	Servant Leadership
MOL 512	Leading an Inclusive Workplace
MOL 514	Conflict Resolution
MP 507	Urban Policy
MP 511	Politics and Public Policy
MP 550	Special Topics in Public Administration

4+1 Bachelor's/Master of Public Administration

The 4+1 Bachelor's/Master of Public Administration program is designed for high-achieving traditional undergraduate students who seek to complete both a bachelor's and master's degree in an expedited timeframe. This program provides a streamlined pathway to graduate education in public administration while maintaining academic rigor and support at both levels of study.

Students admitted to a 4+1 program complete the requirements for both degrees, typically totaling at least 150 credits, including a minimum of 120 undergraduate credits and 30 graduate credits. During the senior year, students may enroll in up to two graduate-level courses, one in the fall and one in the spring semester, which may be applied to both undergraduate and graduate degree requirements. These are the only credits that may be double-counted between the two programs.

Admission Requirements

Students must apply to a 4+1 program during the junior year or upon completion of no more than 90 credits. Admission is competitive and requires a minimum cumulative GPA of 3.5 or higher, unless otherwise specified by the program. Applications submitted after the junior year may not be considered. Final acceptance is granted by the graduate program.

Enrollment and Advising

Upon acceptance, students are assigned a graduate advisor in addition to their undergraduate advisor. Students remain classified as undergraduate students until the bachelor's degree is conferred.

Academic Standards and Progression

To continue in the 4+1 program, students must maintain a minimum cumulative GPA of 3.0 and earn a grade of B or higher in all graduate-level coursework. Students may not

exceed the maximum number of graduate credits permitted prior to completion of the bachelor's degree, as defined by the program.

Tuition and Financial Aid

Graduate courses taken during the undergraduate phase are billed at the undergraduate tuition rate when included as part of a full-time undergraduate course load (12–18 credit hours per semester), unless otherwise noted; in these cases, no additional tuition is charged for the graduate coursework. After the bachelor's degree is awarded, students are charged graduate tuition rates for all remaining coursework. Financial aid eligibility may change upon transition to graduate status and is subject to federal, state, and institutional regulations.

Program Completion

Students are expected to complete all graduate degree requirements within a defined timeframe following conferral of the bachelor's degree, typically within one year, unless otherwise specified by the program.

Withdrawal or Dismissal

Students who withdraw from or become ineligible to continue in a 4+1 program may apply completed graduate coursework toward their undergraduate degree as elective credit, where applicable, provided a passing grade is earned. If a student later regains eligibility and is formally readmitted to the graduate program, previously completed graduate coursework in which a passing grade was earned may be applied toward the graduate degree, subject to program approval and applicable time limit requirements.

Eligibility

4+1 programs are limited to full-time, matriculated traditional undergraduate students in designated majors.

Master of Science in Accounting

(30 credits)

The Master of Science in Accounting prepares professionals to lead with technical expertise, ethical judgment, and strategic insight in today's evolving financial environment. Designed for graduates seeking advanced accounting knowledge and Certified Public Accounting (CPA) preparation, the program deepens understanding of financial reporting, taxation, auditing, accounting research, and regulatory compliance while strengthening analytical thinking and professional decision-making. Students learn to evaluate complex financial information, solve organizational challenges, and communicate recommendations with confidence.

Through advanced coursework and applied research, students connect accounting theory to contemporary business practice while developing the expertise expected of today's accounting professionals. Graduates are prepared for careers in public accounting, corporate finance, auditing, consulting, government, and nonprofit organizations, and are academically prepared to pursue CPA licensure requirements in accordance with applicable state regulations.

Learning Outcomes

Upon completion of a degree in Accounting, students will:

- Demonstrate advanced critical thinking and communication skills.
- Apply accounting theory to real-world situations.
- Demonstrate capacity for informed moral decision making.
- Complete content areas for CPA certification.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.*
- Completion of at least 24 credits in accounting and 22 undergraduate credits in business.
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- An essay (of 500-600 words, double-spaced) on their professional career interests, reasons for entering the program and expectations of the program.
- Two letters of recommendation from former professors or professional associates.

** Applicants who do not meet the above GPA requirement may be admitted to the program on a provisional basis. You may be required to complete preparatory courses or to earn a 3.0 cumulative GPA before being fully admitted to the program.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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. Internal transfer students from other Albertus graduate programs

must complete at least 50% of their requirements (15 credits) in the Albertus Master of Science in Accounting program.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits & In Progress Policies](#).

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for its business programs through the [International Accreditation Council for Business Education](#) (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business-related and accounting programs that are equivalent to an education at the U.S. post-secondary degree level. Locations and delivery modes for program offerings are at the sole discretion of the Member. For a list of accredited programs please view the [IACBE member status page](#).

The Master of Science in Accounting is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered when demand suffices.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

Accounting, M.S.

REQUIRED CORE (6 credits)

AC 658	Taxation of Business Entities
AC 661	Accounting Research Project

FLEXIBLE CORE (24 credits)

Select eight (24 credits):

FIN 612	Financial Theory
FIN 649	Essentials of Personal Financial Planning
AC 520	Accounting Concepts
AC 638	Financial Statement Analysis
AC 650	Advanced Federal Income Taxation
AC 651	Governmental and Nonprofit Accounting
AC 653	Accounting Information Systems
AC 655	Ethics for Accounting Professionals
AC 657	Fraud Investigation
AC 659	Global Financial Reporting

Accounting, M.S. - Finance

REQUIRED CORE (6 credits)

AC 658	Taxation of Business Entities
--------	-------------------------------

AC 661 Accounting Research Project

FLEXIBLE CORE (15 credits)

Select five (15 credits):

AC 638 Financial Statement Analysis

AC 650 Advanced Federal Income Taxation

AC 651 Governmental and Nonprofit Accounting

AC 653 Accounting Information Systems

AC 655 Ethics for Accounting Professionals

AC 657 Fraud Investigation

AC 659 Global Financial Reporting

FLEXIBLE CONCENTRATION (9 credits)

Select three (9 credits):

FIN 629 Advanced Corporate Financial Management

FIN 631 Banking & Financial Markets

FIN 633 Derivatives Markets & Risk Management

FIN 649 Essentials of Personal Financial Planning

4+1 BS in Accounting/MS in Accounting

The 4+1 BS in Accounting/MS in Accounting program is designed for high-achieving traditional undergraduate students who seek to complete both a bachelor's and master's degree in an expedited timeframe. This program provides a streamlined pathway to advanced accounting education, allowing students to complete both degrees efficiently while receiving integrated academic support.

Students admitted to a 4+1 program complete the requirements for both degrees, typically totaling at least 150 credits, including a minimum of 120 undergraduate credits and 30 graduate credits. During the senior year, students may enroll in up to two graduate-level courses, one in the fall and one in the spring semester, which may be applied to both undergraduate and graduate degree requirements. These are the only credits that may be double-counted between the two programs.

Admission Requirements

Students must apply to a 4+1 program during the junior year or upon completion of no more than 90 credits. Admission is competitive and requires a minimum cumulative GPA of 3.5 or higher, unless otherwise specified by the program. Applications submitted after the junior year may not be considered. Final acceptance is granted by the graduate program.

Enrollment and Advising

Upon acceptance, students are assigned a graduate advisor in addition to their undergraduate advisor. Students remain classified as undergraduate students until the bachelor's degree is conferred.

Academic Standards and Progression

To continue in the 4+1 program, students must maintain a minimum cumulative GPA of 3.0 and earn a grade of B or higher in all graduate-level coursework. Students may not exceed the maximum number of graduate credits permitted prior to completion of the bachelor's degree, as defined by the program.

Tuition and Financial Aid

Graduate courses taken during the undergraduate phase are billed at the undergraduate tuition rate when included as part of a full-time undergraduate course load (12–18 credit hours per semester), unless otherwise noted; in these cases, no additional tuition is charged for the graduate coursework. After the bachelor's degree is awarded, students are charged graduate tuition rates for all remaining coursework. Financial aid eligibility may change upon transition to graduate status and is subject to federal, state, and institutional regulations.

Program Completion

Students are expected to complete all graduate degree requirements within a defined timeframe following conferral of the bachelor's degree, typically within one year, unless otherwise specified by the program.

Withdrawal or Dismissal

Students who withdraw from or become ineligible to continue in a 4+1 program may apply completed graduate coursework toward their undergraduate degree as elective credit, where applicable, provided a passing grade is earned. If a student later regains eligibility and is formally readmitted to the graduate program, previously completed graduate coursework in which a passing grade was earned may be applied toward the graduate degree, subject to program approval and applicable time limit requirements.

Eligibility

4+1 programs are limited to full-time, matriculated traditional undergraduate students in designated majors.

Master of Science in Clinical Counseling

(60 credits)

The Master of Science in Clinical Counseling is a graduate professional degree that prepares students for independent professional practice as licensed mental health counselors. Grounded in evidence-based practice, ethical decision-making, multicultural competence, and a humanistic approach to counseling, the program equips students to assess, diagnose, and treat individuals from diverse backgrounds with a wide range of mental health needs.

Designed for students seeking careers in professional counseling, the curriculum develops advanced clinical knowledge and practical skills while emphasizing individualized, client-centered care. Students gain the academic preparation required to

pursue licensure as a Licensed Professional Counselor (LPC) in the State of Connecticut upon completion of all applicable state licensure requirements. Students intending to seek licensure in another state are responsible for determining that state's educational and licensure requirements. In addition to completing the degree, licensure requires supervised postgraduate experience and successful completion of the applicable licensing examination.

Students may choose from two concentrations:

- **Mental Health Counseling**, which emphasizes assessment, psychotherapy, diagnosis, and case conceptualization.
- **Addiction Counseling**, which includes specialized preparation in psychopharmacology, addictive behaviors, and addiction counseling. Graduates of this concentration also complete the academic coursework required to pursue the Licensed Alcohol and Drug Counselor (**LADC**) credential in Connecticut upon completion of all applicable state licensure requirements.

Learning Outcomes

Upon completion of a degree in Clinical Counseling, students will:

- Apply evidence-based counseling theories and interventions to support individuals with diverse mental health needs.
- Conduct ethical, culturally responsive assessment, diagnosis, treatment planning, and case conceptualization.
- Integrate professional, legal, and ethical standards into clinical counseling practice.
- Evaluate client progress and modify treatment approaches using evidence-based decision-making.
- Collaborate effectively with clients, families, and interdisciplinary professionals to promote positive outcomes.
- Apply evidence-based approaches to the prevention, assessment, and treatment of substance use disorders and co-occurring conditions. (Addiction Counseling concentration)

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.*
- Completion of at least 15 credits in psychology including a course in statistics for behavioral social sciences.*
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).

- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- Personal interview.
- A substantive writing sample (such as a term paper from an upper-level undergraduate course) or Graduate Record Examination (GRE) general test score.
- A personal statement (of 250-500 words, double-spaced) to a prompt relating to the applicant's motivation and self-assessed suitability for a career in counseling.
- Two letters of recommendation from former professors or professional associates.

** Decisions concerning admission will be made based on a holistic review of the complete application. Applicants who lack 1–2 of the expected undergraduate psychology courses may be admitted on a provisional basis. You are required to complete the outstanding requirements before the end of your first year in the program. Applicants whose grades fall slightly below the 3.0 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

Albertus Magnus College will accept a maximum of 12 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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. Practicum and internship credits cannot be transferred.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits](#) & [In Progress](#) Policies.

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Master of Science in Clinical Counseling is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in a traditional semester format, which consists of two, sixteen-week terms and one, eight-week summer module during the calendar year.

Students that choose the addiction counseling track will also take eight-week, module-based courses.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 12 credits per semester.

Good Standing

Students who maintain a cumulative GPA of at least 3.0 and students who receive fewer than three course grades of 2.0 are considered in good standing. If a student receives a grade below “B–” (2.7), this will trigger a review of said student’s status in the program.

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” (3.0) or better in all courses during the ensuing term or until the cumulative GPA has risen above 3.0, 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 GPA below 3.0 for the term or obtains any course grade below “B-” (2.7), 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.

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

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 or above and a grade of “A” in all components of the final project/capstone course/thesis are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

Clinical Counseling, M.S. - Mental Health Counseling

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 (9 credits)

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

Spring (9 credits)

PY 537	Counseling Techniques
PY 538	Social and Cultural Issues in Counseling
PY 551	Clinical Assessment I: Understanding and Utilizing Appropriate Instruments

Summer (6 credits)

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 (9 credits)

PY 534	Research Methods and Quantitative Analysis
PY 553	Clinical Assessment II: Personality Dynamics
PY 554	Advanced Counseling and Psychotherapy I: Cognitive-Behavioral Methods

Spring (9 credits)

PY 570 Counseling Practicum

PY 555 Advanced Counseling and Psychotherapy II: Couples and Family Therapy

PY 556 Advanced Counseling and Psychotherapy III: Integrative Techniques

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 (9 credits)

PY 545 Professional, Ethical, and Legal Issues Seminar I

PY 548 Trauma and Crisis Intervention

PY 549 Addiction and Recovery

PY 579 Counseling Internship I

PY 597 Thesis Research Project I

Spring (9 credits)

PY 546 Professional, Ethical, and Legal Issues Seminar II

PY 577 Advanced Seminar in Case Conceptualization

PY 580 Counseling Internship II

PY 598 Thesis Research Project II

Clinical Counseling, M.S. - Addiction Counseling**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 (9 credits)

PY 528 Life-Span Human Development

PY 530 Theories of Counseling

PY 533 Psychopathology

Spring (9 credits)

PY 537	Counseling Techniques
PY 538	Social and Cultural Issues in Counseling
PY 551	Clinical Assessment I: Understanding and Utilizing Appropriate Instruments

Summer (6 credits)

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 (9 credits)

PY 534	Research Methods and Quantitative Analysis
PY 583	Drugs and Behavior I: Basic Science
PY 585	Drugs and Behavior II: Applications

Spring (9 credits)

PY 570	Counseling Practicum
PY 587	Addiction Counseling I: Core Concepts and Competencies
PY 589	Addiction Counseling II: Advanced Techniques

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 (9 credits)

PY 545	Professional, Ethical, and Legal Issues Seminar I
PY 547	Spiritual Issues and Religious Identity in Counseling
PY 548	Trauma and Crisis Intervention
PY 579	Counseling Internship I
PY 597	Thesis Research Project I

Spring (9 credits)

PY 546	Professional, Ethical, and Legal Issues Seminar II
PY 580	Counseling Internship II
PY 588	Clinical Assessment of Substance Use Disorders
PY 591	Treatment Planning and Evaluation in Addictions Counseling
PY 598	Thesis Research Project II

Master of Science in Criminal Justice

(30 credits)

The Master of Science in Criminal Justice prepares current and aspiring professionals to lead, analyze, and improve criminal justice systems through advanced study, applied research, and ethical decision-making. Students examine contemporary issues in policing, courts, corrections, criminal law, criminological theory, and public policy while developing the analytical, leadership, and communication skills needed to address complex challenges in an evolving justice system.

Through rigorous coursework, faculty mentorship, and a culminating master's thesis, students strengthen their ability to evaluate evidence, conduct scholarly research, and apply theory to professional practice. Optional internship opportunities allow students to gain additional experience in criminal justice settings while preparing for leadership roles in law enforcement, corrections, courts, government agencies, nonprofit organizations, or continued doctoral study.

Learning Outcomes

Upon completion of a degree in Criminal Justice, students will:

- Evaluate criminal justice systems, correctional practices, and ethical issues using advanced knowledge of criminal justice administration, policy, and professional standards.
- Apply advanced legal and criminological concepts to analyze contemporary criminal justice issues and support evidence-based decision-making.
- Synthesize criminological theory and research to evaluate complex problems and develop informed recommendations for criminal justice practice and policy.
- Communicate effectively using professional criminal justice terminology in written, oral, and scholarly contexts appropriate to the discipline.
- Conduct graduate-level research by locating, evaluating, synthesizing, and communicating scholarly literature through evidence-based writing and the successful completion of an original master's thesis.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0 in Criminal Justice and 2.8 in all other undergraduate coursework.*
- Completion of at least 18 undergraduate credits in criminal justice.
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- An essay (of 500-600 words, double-spaced) on their professional career interests, reasons for entering the program and expectations of the program
- Two letters of recommendation from former professors or professional associates.

** Applicants who do not meet the above GPA requirement may be admitted to the program on a provisional basis. You may be required to complete preparatory courses or to earn a 3.0 cumulative GPA before being fully admitted to the program.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.S. in Criminal Justice program.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits](#) & [In Progress](#) Policies.

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Master of Science in Criminal Justice is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master's degree candidates who have a cumulative GPA of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

Criminal Justice, M.S. - Correctional Administration

The Correctional Administration concentration prepares students to lead correctional institutions and community supervision programs through ethical decision-making, effective leadership, and evidence-based management practices. Students examine correctional policy, organizational leadership, institutional operations, offender rehabilitation, and contemporary challenges facing correctional systems. The concentration equips graduates to advance into supervisory and administrative roles within prisons, jails, probation, parole, and related criminal justice agencies.

REQUIRED CORE (15 credits)

CJ 510	Criminology
CJ 512	Contemporary Issues in the Criminal Justice System
CJ 514	Research Methods and Statistics
CJ 516	Criminal Justice Ethics
CJ 661	Criminal Justice Thesis

CONCENTRATION REQUIREMENTS (15 credits)

CJ 521	Probation, Parole and Community-Based Corrections
CJ 530	Issues in Correctional Supervision
CJ 536	History and Future of American Corrections
Select two (6 credits): Criminal Justice (CJ) courses in consultation with the Program Director.	

Criminal Justice, M.S. - Correctional Healthcare Management

The Correctional Healthcare Management concentration prepares students to address the unique challenges of delivering healthcare within correctional settings. Students explore the intersection of criminal justice, healthcare administration, ethics, public health, and correctional policy while developing the leadership and management skills needed to oversee healthcare services in prisons, jails, and community corrections. Graduates are prepared to improve health outcomes, support interdisciplinary teams, and contribute to the safe and effective delivery of correctional healthcare services.

REQUIRED CORE (15 credits)

CJ 510	Criminology
CJ 512	Contemporary Issues in the Criminal Justice System
CJ 514	Research Methods and Statistics
CJ 516	Criminal Justice Ethics
CJ 661	Criminal Justice Thesis

CONCENTRATION REQUIREMENTS (15 credits)

MB 646	Healthcare: Law, Policy and Systems
MB 647	Financial Management of Healthcare Organizations
MOL 501	Leadership in Theory and Practice

Select two (6 credits): Criminal Justice (CJ) courses in consultation with the Program Director.

4+1 BS in Criminal Justice/MS in Criminal Justice

The 4+1 BS in Criminal Justice/MS in Criminal Justice program is designed for high-achieving traditional undergraduate students who seek to complete both a bachelor's and master's degree in an expedited timeframe. This program offers a streamlined pathway to advanced criminal justice education, enabling students to complete both degrees efficiently while receiving comprehensive academic support and preparation for leadership roles in law enforcement, corrections, policy, and related fields.

Students admitted to a 4+1 program complete the requirements for both degrees, typically totaling at least 150 credits, including a minimum of 120 undergraduate credits and 30 graduate credits. During the senior year, students may enroll in up to two graduate-level courses, one in the fall and one in the spring semester, which may be applied to both undergraduate and graduate degree requirements. These are the only credits that may be double-counted between the two programs.

Admission Requirements

Students must apply to a 4+1 program during the junior year or upon completion of no more than 90 credits. Admission is competitive and requires a minimum cumulative GPA of 3.5 or higher, unless otherwise specified by the program. Applications submitted after the junior year may not be considered. Final acceptance is granted by the graduate program.

Enrollment and Advising

Upon acceptance, students are assigned a graduate advisor in addition to their undergraduate advisor. Students remain classified as undergraduate students until the bachelor's degree is conferred.

Academic Standards and Progression

To continue in the 4+1 program, students must maintain a minimum cumulative GPA of 3.0 and earn a grade of B or higher in all graduate-level coursework. Students may not exceed the maximum number of graduate credits permitted prior to completion of the bachelor's degree, as defined by the program.

Tuition and Financial Aid

Graduate courses taken during the undergraduate phase are billed at the undergraduate tuition rate when included as part of a full-time undergraduate course load (12–18 credit hours per semester), unless otherwise noted; in these cases, no additional tuition is charged for the graduate coursework. After the bachelor's degree is awarded, students are charged graduate tuition rates for all remaining coursework. Financial aid eligibility may

change upon transition to graduate status and is subject to federal, state, and institutional regulations.

Program Completion

Students are expected to complete all graduate degree requirements within a defined timeframe following conferral of the bachelor's degree, typically within one year, unless otherwise specified by the program.

Withdrawal or Dismissal

Students who withdraw from or become ineligible to continue in a 4+1 program may apply completed graduate coursework toward their undergraduate degree as elective credit, where applicable, provided a passing grade is earned. If a student later regains eligibility and is formally readmitted to the graduate program, previously completed graduate coursework in which a passing grade was earned may be applied toward the graduate degree, subject to program approval and applicable time limit requirements.

Eligibility

4+1 programs are limited to full-time, matriculated traditional undergraduate students in designated majors.

Master of Science in Education

(30 credits)

The Master of Science in Education will be on enrollment hiatus for the 2026–2027 academic year and will not be accepting new student applications during this period.

The Master of Science in Education is a graduate professional degree designed for teachers. The purpose of this program is to strengthen the knowledge and skills required for effective teaching with an infusion of STEM Education. STEM is a burgeoning, integrated subject-area, which pK-12 teachers of all content-areas and grade levels may tap into to appropriately prepare students to be 21st century learners and professionals. Through the program, certified teachers are also provided with a pathway to the #047 Technology Education cross-endorsement.

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

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

Learning Outcomes

Upon completion of a degree in Education, students will:

- Know and discuss educational matters within an ethical framework.
- Acquire skills needed to teach STEM concepts effectively.
- Demonstrate the pedagogical skills necessary for leading students to the awareness that all STEM content areas are connected and interdependent.
- Demonstrate the ability to collect and analyze assessment data for the purpose of informing student learning.
- Demonstrate the ability to recognize and to conduct valid educational research for the purpose of writing a grant.
- Master the ability to recognize differences among students, including learning and cultural differences, and to provide differentiated STEM-based instruction that enables all students to learn.
- Demonstrate skills necessary for leading others to effective STEM curriculum development and application.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 2.7.
- Valid Connecticut teaching certificate or eligibility for Connecticut teacher certification. (Applicants who are not certified may request a waiver indicating reasons for the request.)
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- Personal interview.
- An essay (of 500-600 words, double-spaced) on their professional career interests, reasons for entering the program and expectations of the program. See the application for specific instructions.
- 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.)
- Resume or C.V.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits](#) & [In Progress](#) Policies.

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Master of Science in Education is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 or above and a grade of “A” in all components of the final project/capstone course/thesis are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (15 credits)

ED 503	Capstone Research Practicum I
ED 505	STEM: Beyond the Acronym
ED 512	Foundations of Blended, Remote & Online Learning
ED 604	Engaging Diverse Audiences
ED 623	Gamification and Learner Motivation

CONCENTRATION REQUIREMENTS (15 credits)

ED 510	Curriculum and Methods of STEM
ED 607	Principles of Technology/STEM and Assessment
ED 628	Techniques for Accessibility and Inclusion
ED 677	Leadership in STEM
ED 680	Capstone Research Practicum II

Advanced Alternative Preparation Program

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. The program is designed for certified teachers seeking cross-endorsement certification as Reading/Language Arts Consultants (Remedial Reading/Remedial Language Arts), Grades 1–12 (#102).

The thirteen-month program consists of three components. During the initial summer session, candidates engage in coursework focused on the foundations of language and literacy, literacy assessment and evaluation, and coaching strategies. Candidates also complete the first supervised dyslexia tutorial using the Japanese Lesson Study Model.

During the academic year, candidates participate in nine Saturday seminars designed to prepare them for roles as literacy specialists. Under the guidance of an advisor, candidates provide small-group literacy instruction and assessment, coach classroom teachers, observe reading specialists, and engage in professional reflection through extensive reading and discussion.

The final component consists of a second summer session during which candidates complete a supervised dyslexia tutorial practicum and collaborate on a research-based literacy instruction project.

Learning Outcomes

Upon completion of the program, students will:

- Demonstrate expertise in literacy diagnosis, instruction, and assessment.
- Apply coaching strategies to support classroom teachers and literacy instruction.
- Contribute to improving literacy outcomes for Connecticut students.

Accreditation

Albertus Magnus College is accredited by the New England Commission of Higher Education.

The AAP Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP promotes excellence in educator preparation through standards focused on content and pedagogy, clinical partnerships and practice, candidate recruitment, progression and support, program impact, and quality assurance and continuous improvement.

Albertus Magnus College's CAEP accreditation is effective from Fall 2022 through Fall 2029.

As part of the accreditation process, Albertus Magnus College's educator preparation programs are required to annually report specific measures related to program impact and outcomes.

Questions regarding accreditation status should be directed to the Director of Education Programs or CAEP.

Council for the Accreditation of Educator Preparation (CAEP)

1140 19th Street NW, Suite 400

Washington, D.C. 20036

203-227-0077

Website: caepnet.org

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online.

PROGRAM OF STUDY

Part I: Summer Session I

Hours: 8:30 AM – 2:30 PM, Monday through Friday (month of July)

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.

RLA 501

Theory and Practice in the Fundamentals of Language and Literacy

RLA 502 Assessment, Test Interpretation, and Program Planning in Reading and Language Arts

RLA 503 Literacy Coaching

RLA 554 Clinical Dyslexia Tutorial

Part II: Academic Year: Best Practices

Hours: 9:00 PM – 2:00 PM, Saturday seminars (monthly)

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.

Clinical Practice:

- 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 their school, as appropriate

RLA 550 Fall Seminar Series

RLA 551 Spring Seminar Series

RLA 580 Collegial Coaching

RLA 581 Comprehensive Tutorial

Part III: Summer Session II

Hours: 8:30 AM – 2:30 PM, Monday through Friday (month of July)

Content: Culminating group project

RLA 555 Clinical Dyslexia Tutorial II

RLA 582 Professional Project

Post-Graduate Certificate in STEM Leadership

(12 credits)

The Post-Graduate STEM Leadership Certificate will be on enrollment hiatus for the 2026–2027 academic year and will not be accepting new student applications during this period.

The Post-Graduate STEM Leadership Certificate is a 12-credit graduate professional certificate designed for teachers. The purpose of this program is to strengthen the knowledge and skills required for effective teaching with an infusion of STEM

Education. STEM is a burgeoning, integrated subject-area, which pk-12 teachers of all content-areas and grade levels may tap into to appropriately prepare students to be 21st century learners and professionals.

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

Learning Outcomes

Upon completion of a post-graduate certificate in Education, students will:

- Know and discuss STEM educational matters within an ethical framework.
- Acquire skills needed to teach STEM concepts effectively.
- Demonstrate the pedagogical skills necessary for leading students to the awareness that all STEM content areas are connected and interdependent.
- Demonstrate the ability to collect and analyze assessment data for the purpose of informing student learning.
- Master the ability to recognize differences among students, including learning and cultural differences, and utilize STEM to enable all students to learn.
- Demonstrate skills necessary for leading others to effective STEM curriculum development and application.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Master's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.
- Valid Connecticut teaching certificate or eligibility for Connecticut teacher certification. (Applicants who are not certified may request a waiver indicating reasons for the request.)
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.

- Personal interview.
- An essay (of 500-600 words, double-spaced) on their professional career interests, reasons for entering the program and expectations of the program. See the application for specific instructions.
- 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.)
- Resume or C.V.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education \(NECHE\)](#).

The Post-Graduate Certificate in STEM Leadership is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 3 credits per mod.

PROGRAM OF STUDY

REQUIRED CORE (12 credits)

ED 530	Curriculum and Methods of STEM - Certificate Track
ED 610	Engaging Diverse Audiences - Certificate Track
ED 611	Techniques for Accessibility and Inclusion - Certificate Track

ED 612 Principles of Technology/STEM and Assessment - Certificate Track

Master of Science in Healthcare Administration

(36 credits)

The Master of Science in Healthcare Administration prepares professionals to lead healthcare organizations through a rapidly changing and increasingly complex healthcare environment. Students develop expertise in healthcare leadership, operations, finance, informatics, policy, quality improvement, and ethical decision-making while learning to improve organizational performance and patient outcomes. The program emphasizes collaboration, innovation, and evidence-based leadership to address today's healthcare challenges.

Through team-based projects, applied learning, and a comprehensive capstone experience, students develop practical strategies for improving healthcare delivery and organizational effectiveness. Graduates are prepared for leadership positions in hospitals, health systems, physician practices, long-term care organizations, public health agencies, insurance organizations, and other healthcare settings dedicated to improving the health of individuals and communities.

Learning Outcomes

Upon completion of a degree in Healthcare Administration, students will:

- Demonstrate the five domains of healthcare administration.
- Apply critical thinking to healthcare policy and law.
- Demonstrate healthcare financial management skills.
- Demonstrate leadership skills and professional responsibility.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.*
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.

- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- An essay (of 500-600 words, double-spaced) on their professional career interests, reasons for entering the program and expectations of the program.
- Two letters of recommendation from former professors or professional associates.

**Applicants who do not meet the above GPA requirement may be admitted to the program on a provisional basis. You may be required to complete preparatory courses or to earn a 3.0 cumulative GPA before being fully admitted to the program.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.S. in Healthcare Administration program.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees](#) page.

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits](#) & [In Progress](#) Policies.

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Tagliatela School of Business and Leadership at Albertus Magnus College has received specialized accreditation for its business programs through the [International Accreditation Council for Business Education](#) (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. The IACBE grants accreditation for business-related and accounting programs that are equivalent to an education at the U.S. post-secondary degree level. Locations and delivery modes for program offerings are at the

sole discretion of the Member. For a list of accredited programs please view the [IACBE member status page](#).

The Master of Science in Healthcare Administration is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered when demand suffices.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (36 credits)

MH 512	Ethical Issues in Healthcare
MH 514	Statistics for Healthcare Managers
MH 536	Strategic Management of Healthcare Organizations
MB 646	Healthcare: Law, Policy and Systems
MB 647	Financial Management of Healthcare Organizations
MB 648	Healthcare Informatics
MOL 506	Organizational Behavior

MOL 507	Critical Thinking and Decision Making
MOL 508	Servant Leadership
MOL 601	Coaching and Talent Management
MP 504	Labor-Management Relations
MH 660	Healthcare Administration Capstone

4+1 Bachelor's/MS in Healthcare Administration

The 4+1 Bachelor's/MS in Healthcare Administration program is designed for high-achieving traditional undergraduate students who seek to complete both a bachelor's and master's degree in an expedited timeframe. This program provides a cost-effective, streamlined pathway to advanced education in healthcare administration, preparing students for leadership roles across healthcare systems, hospitals, nonprofit organizations, and public health agencies.

Students admitted to a 4+1 program complete the requirements for both degrees, typically totaling at least 156 credits, including a minimum of 120 undergraduate credits and 36 graduate credits. During the senior year, students may enroll in up to two graduate-level courses, one in the fall and one in the spring semester, which may be applied to both undergraduate and graduate degree requirements. These are the only credits that may be double-counted between the two programs.

Admission Requirements

Students must apply to a 4+1 program during the junior year upon completion of no more than 90 credits. Admission is competitive and requires a minimum cumulative GPA of 3.5 or higher, unless otherwise specified by the program. Applications submitted after the junior year may not be considered. Final acceptance is granted by the graduate program.

Enrollment and Advising

Upon acceptance, students are assigned a graduate advisor in addition to their undergraduate advisor. Students remain classified as undergraduate students until the bachelor's degree is conferred.

Academic Standards and Progression

To continue in the 4+1 program, students must maintain a minimum cumulative GPA of 3.0 and earn a grade of B or higher in all graduate-level coursework. Students may not exceed the maximum number of graduate credits permitted prior to completion of the bachelor's degree, as defined by the program.

Tuition and Financial Aid

Graduate courses taken during the undergraduate phase are billed at the undergraduate tuition rate when included as part of a full-time undergraduate course load (12–18 credit hours per semester), unless otherwise noted; in these cases, no additional tuition is charged for the graduate coursework. After the bachelor's degree is awarded, students are charged graduate tuition rates for all remaining coursework. Financial aid eligibility may change upon transition to graduate status and is subject to federal, state, and institutional regulations.

Program Completion

Students are expected to complete all graduate degree requirements within a defined timeframe following conferral of the bachelor's degree, typically within one year, unless otherwise specified by the program.

Withdrawal or Dismissal

Students who withdraw from or become ineligible to continue in a 4+1 program may apply completed graduate coursework toward their undergraduate degree as elective credit, where applicable, provided a passing grade is earned. If a student later regains eligibility and is formally readmitted to the graduate program, previously completed graduate coursework in which a passing grade was earned may be applied toward the graduate degree, subject to program approval and applicable time limit requirements.

Eligibility

4+1 programs are limited to full-time, matriculated traditional undergraduate students in designated majors.

Master of Science in Human Services

(39 credits)

Accredited by the Council for Standards in Human Service Education (CSHSE), the Master of Science in Human Services is a graduate professional degree that prepares students for leadership and professional practice in psychosocial health and human services across a variety of public and private settings. Grounded in evidence-based practice, ethics, and community engagement, the program equips students with the knowledge and skills to assess client needs, implement effective interventions, and advocate for individuals and communities.

Designed for students from diverse educational and professional backgrounds, the program fosters advanced professional competence, ethical decision-making, and a commitment to improving the well-being of individuals, families, and communities.

Learning Outcomes

Upon completion of a degree in Human Services, students will:

- Advocate for clients by effectively utilizing community resources and human services networks.
- Analyze social, cultural, political, and environmental factors that influence individuals, families, and communities.
- Assess behavioral, cognitive, emotional, and environmental factors to develop appropriate intervention and treatment goals.
- Apply evidence-based counseling, assessment, and psychosocial intervention strategies to support diverse client populations.
- Evaluate the strengths and limitations of counseling theories, treatment approaches, and service delivery models.
- Demonstrate ethical and professional practice consistent with legal standards and the principles of the human services profession.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.
- Completion of at least 15 credits in psychology, human services and/or social work. Credits from closely related disciplines may be considered on a case-by-case basis.
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- Personal interview.
- An essay (of 500-600 words, double-spaced) on their professional career interests, reasons for entering the program and expectations of the program.
- Two letters of recommendation from former professors or professional associates.
- Resume or C.V.

Applicants may apply for admission to the program in the fall in mod. 1 or in the spring in mod. 3. All new applications must be completed and submitted to the Program Director at least 6 weeks prior to starting the program.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (21 credits) in the Albertus M.S. in Human Services program.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits & In Progress](#) Policies.

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Master of Science in Human Services is accredited by the [State of Connecticut Office of Higher Education](#).

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

Program Format

Classes are offered in five, eight-week modules during the calendar year.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod. or 12 credits per semester.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 or above and a grade of “A-” or better in HS 660 are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (39 credits)

HS 504	Writing in the Social Sciences
HS 530	Ethical and Legal Issues in Human Services
HS 531	Theory, Practice, Trends and Multicultural Issues in Human Services
PY 530	Theories of Counseling
PY 533	Psychopathology
PY 536	Case Management
PY 537	Counseling Techniques
PY 539	Program Evaluation
PY 540	Organizational Behavior and Group Dynamics
HS 580	Field Experience
HS 660	Capstone Project

* Note: HS 580 (6 credits)

Select one (3 credits):

PY 541	Addictions Counseling
PY 542	Career Counseling and Vocational Rehabilitation

Master of Science in Human Services in Addiction Counseling

(57 credits)

Accredited by the Council for Standards in Human Service Education (CSHSE), the Master of Science in Human Services with Addiction Counseling is a graduate professional degree that prepares students for leadership and professional practice in psychosocial health, human services, and addiction counseling across a variety of public and private settings. Grounded in evidence-based practice, ethics, and community engagement, the program equips students with the knowledge and skills to assess client needs, implement effective interventions, and advocate for individuals, families, and communities.

Designed for students from diverse educational and professional backgrounds, the program fosters advanced professional competence, ethical decision-making, and a commitment to improving the well-being of those they serve. In addition to comprehensive preparation in human services, the curriculum includes the academic coursework required to pursue the Licensed Alcohol and Drug Counselor ([LADC](#)) credential in the State of Connecticut upon completion of all applicable state licensure requirements.

Learning Outcomes

Upon completion of a degree in Human Services, students will:

- Advocate for clients by effectively utilizing community resources and human services networks.
- Analyze social, cultural, political, and environmental factors that influence individuals, families, and communities.
- Assess behavioral, cognitive, emotional, and environmental factors to develop appropriate intervention and treatment goals.
- Apply evidence-based counseling, assessment, psychosocial, and addiction treatment strategies to support diverse client populations.
- Evaluate theories of addiction, substance use disorders, recovery, and integrated treatment approaches across the continuum of care.
- Demonstrate ethical and professional practice consistent with legal standards, the human services profession, and addiction counseling practice.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.
- Completion of at least 15 credits in psychology, human services and/or social work. Credits from closely related disciplines may be considered on a case-by-case basis.
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- Personal interview.

- An essay (of 500–600 words, double-spaced) on their professional career interests, reasons for entering the program and expectations of the program.
- Two letters of recommendation from former professors or professional associates.
- Resume or C.V.

**This program fulfills all of the strictly educational requirements for licensure, may include some of the required experience and clinical supervision, and should enable students to prepare for the licensure examination. The program is optimized for fall admission.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (30 credits) in the Albertus M.S. in Human Services program.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits](#) & [In Progress](#) Policies.

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Master of Science in Human Services and certificate in Addiction Counseling are accredited by the [State of Connecticut Office of Higher Education](#).

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

Program Format

Classes are offered in five, eight-week modules during the calendar year.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod. or 12 credits per semester.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 or above and a grade of “A-” or better in HS 660 are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (39 credits)

HS 504	Writing in the Social Sciences
HS 530	Ethical and Legal Issues in Human Services
HS 531	Theory, Practice, Trends and Multicultural Issues in Human Services
PY 530	Theories of Counseling
PY 533	Psychopathology
PY 536	Case Management
PY 537	Counseling Techniques
PY 539	Program Evaluation
PY 540	Organizational Behavior and Group Dynamics

HS 580 Field Experience

HS 660 Capstone Project

* Note: HS 580 (6 credits)

Select one (3 credits):

PY 541 Addictions Counseling

PY 542 Career Counseling and Vocational Rehabilitation

CONCENTRATION REQUIREMENTS (18 credits)

PY 583 Drugs and Behavior I: Basic Science

PY 584 Ethical and Professional Issues in Addiction Counseling

PY 585 Drugs and Behavior II: Applications

PY 586 Culture, Gender, and Special Populations in Addictions

PY 587 Addiction Counseling I: Core Concepts and Competencies

PY 588 Clinical Assessment of Substance Use Disorders

PY 589 Addiction Counseling II: Advanced Techniques

PY 591 Treatment Planning and Evaluation in Addictions Counseling

Master of Science in Instructional Design and Learning Technology

(30 credits)

The Master of Science in Instructional Design and Learning Technology will be on enrollment hiatus for the 2026–2027 academic year and will not be accepting new student applications during this period.

The Master of Science in Instructional Design and Learning Technology prepares professionals to design meaningful learning experiences that inspire growth, innovation, and organizational success.

Through a blend of instructional design principles, learning theory, educational technology, and workforce development practices, students develop the skills needed to design accessible, engaging, and effective learning experiences across a variety of settings. The program prepares graduates to support learning and development initiatives in education, business, government, nonprofit organizations, and other professional environments—empowering them to use technology and innovation to transform the way people learn, work, and grow.

Learning Outcomes

Upon completion of a degree in Instructional Design and Learning Technology, students will:

- Design effective learning experiences using instructional design principles, learning theories, and best practices.
- Develop accessible and engaging instructional materials that support diverse learners and organizational needs.
- Integrate technology and innovative approaches to create meaningful online, blended, and in-person learning experiences.
- Apply assessment strategies to evaluate and improve learning outcomes.
- Collaborate with stakeholders to develop solutions that support learning, training, and organizational goals.
- Demonstrate professional and ethical leadership in the field of instructional design and learning technology.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- An essay (of 500-600 words, double-spaced) on their professional career interests, reasons for entering the program, expectations of the program, and must cite specific examples of training, development, and/or instructional design of which they have been a part.
- Two letters of recommendation from former professors or professional associates.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits](#) & [In Progress](#) Policies.

Fees and rates are subject to change.

Fees and rates are subject to change.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.S. in Instructional Design and Learning Technology program.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Master of Science in Instructional Design and Learning Technology is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered when demand suffices.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students

must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (30 credits)

IDT 500	Introduction to Curriculum Design
IDT 512	Foundations of Blended, Remote & Online Learning
IDT 523	Principles of Curriculum Assessment
IDT 534	Collaborative Project Management
IDT 542	Developing Multimedia Content
IDT 611	Designing for Accessibility and Inclusion
IDT 623	Gamification and Learner Motivation
IDT 637	Engaging Diverse Audiences
IDT 650	Future Directions of Learning Design
IDT 660	Capstone Portfolio

4+1 Bachelor's/MS in Instructional Design and Learning Technology

The 4+1 Bachelor's/MS in Instructional Design and Learning Technology program is designed for high-achieving traditional undergraduate students who seek to complete both a bachelor's and master's degree in an expedited timeframe. This program provides a streamlined and cost-effective pathway to advanced study in instructional design, preparing students to lead in the creation and application of effective learning technologies across educational, corporate, and nonprofit settings.

Students admitted to a 4+1 program complete the requirements for both degrees, typically totaling at least 150 credits, including a minimum of 120 undergraduate credits and 30 graduate credits. During the senior year, students may enroll in up to two graduate-level courses, one in the fall and one in the spring semester, which may be applied to both undergraduate and graduate degree requirements. These are the only credits that may be double-counted between the two programs.

Admission Requirements

Students must apply to a 4+1 program during the junior year a upon completion of no more than 90 credits. Admission is competitive and requires a minimum cumulative GPA of 3.5 or higher, unless otherwise specified by the program. Applications submitted after the junior year may not be considered. Final acceptance is granted by the graduate program.

Enrollment and Advising

Upon acceptance, students are assigned a graduate advisor in addition to their undergraduate advisor. Students remain classified as undergraduate students until the bachelor's degree is conferred.

Academic Standards and Progression

To continue in the 4+1 program, students must maintain a minimum cumulative GPA of 3.0 and earn a grade of B or higher in all graduate-level coursework. Students may not exceed the maximum number of graduate credits permitted prior to completion of the bachelor's degree, as defined by the program.

Tuition and Financial Aid

Graduate courses taken during the undergraduate phase are billed at the undergraduate tuition rate when included as part of a full-time undergraduate course load (12–18 credit hours per semester), unless otherwise noted; in these cases, no additional tuition is charged for the graduate coursework. After the bachelor's degree is awarded, students are charged graduate tuition rates for all remaining coursework. Financial aid eligibility may change upon transition to graduate status and is subject to federal, state, and institutional regulations.

Program Completion

Students are expected to complete all graduate degree requirements within a defined timeframe following conferral of the bachelor's degree, typically within one year, unless otherwise specified by the program.

Withdrawal or Dismissal

Students who withdraw from or become ineligible to continue in a 4+1 program may apply completed graduate coursework toward their undergraduate degree as elective credit, where applicable, provided a passing grade is earned. If a student later regains eligibility and is formally readmitted to the graduate program, previously completed graduate coursework in which a passing grade was earned may be applied toward the graduate degree, subject to program approval and applicable time limit requirements.

Eligibility

4+1 programs are limited to full-time, matriculated traditional undergraduate students in designated majors.

Master of Science in Management and Organizational Leadership

(30 credits)

The Master of Science in Management and Organizational Leadership prepares professionals to lead people, organizations, and change with integrity, emotional intelligence, and strategic vision. The program explores leadership as a collaborative

process that values diverse perspectives, ethical decision-making, and organizational effectiveness while developing the skills needed to navigate complexity, resolve conflict, and inspire high-performing teams. Students strengthen their ability to lead with purpose in an evolving workplace.

Through applied leadership experiences, organizational analysis, and interactive simulations, students translate leadership theory into practical action while addressing real organizational challenges. Graduates are prepared to advance into leadership and executive roles across business, nonprofit, healthcare, education, and government organizations, equipped to foster innovation, build strong organizational cultures, and lead meaningful change.

Learning Outcomes

Upon completion of a degree in Management and Organizational Leadership, students will:

- Demonstrate skills in quantitative analysis and conflict resolution.
- Apply critical thinking to research and data analysis.
- Strategically apply learning to real-world issues.

Admission Requirements

- A completed application form and a non-refundable \$50 application fee.
- Bachelor's degree from an accredited institution approved by the [U.S. Department of Education](#) (USDE) or the [Council for Higher Education Accreditation](#) (CHEA).
- Official transcripts from all degree-granting institutions attended that are accredited and recognized by the USDE or CHEA.
- Minimum cumulative grade point average (GPA) of 3.0.
- A minimum of two years requisite experience in an organization.
- Proficiency in essential software and tools, including Microsoft Office Suite (Word, Excel, PowerPoint), data analysis tools (such as Excel or statistical software), and communication platforms (e.g., Zoom, Google Meet).
- For non-native English-speakers, a minimum TOEFL score of:
550 (paper-based)
80 (internet-based)
213 (computer-based)
- Proof of identity.
- Applicants using [VA benefits](#) may be required to submit additional documentation, such as a Certificate of Eligibility, upon matriculation to the school certifying official.
- An essay (of 500–600 words, double-spaced) on their professional career interests, reasons for entering the program, expectations of the program, and must cite specific examples of the most effective organizational team in which the applicant has participated and how leadership factored into its success.
- Two letters of recommendation from former professors or professional associates.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the 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. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.S. in Management and Organizational Leadership program.

Program Tuition and Fees

For up-to-date graduate tuition rates and programmatic fee breakdowns, visit the [Albertus Magnus Graduate Tuition and Fees page](#).

Required Fees:

- **Application Fee:** \$50.00
- **Internship, Capstone & Thesis Continuation Fee**

Fee: \$300.00 per module / \$600.00 per semester

Frequency: Charged each term until the course or thesis is completed.

Policy: Subject to the Graduate Program [Time Limits & In Progress Policies](#).

Fees and rates are subject to change.

Accreditation

Albertus Magnus College is accredited by the [New England Commission of Higher Education](#) (NECHE).

The Master of Science Management and Organizational Leadership is accredited by the [State of Connecticut Office of Higher Education](#).

Program Format

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online.

Academic Advisement

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

Course Load

Students may register for no more than 6 credits per mod.

Graduation Requirements

Students are responsible for reviewing the program requirements for their specific catalog year, fulfilling those requirements, and maintaining regular communication with the program director. To earn a graduate degree from Albertus Magnus College, students must successfully complete all program requirements and achieve a minimum cumulative GPA of 3.0. All requirements must be completed within seven years of matriculation, beginning with the module or semester in which the student starts their first course in the program. Graduate courses that exceed the time limit no longer count toward meeting program requirements, including transferred courses.

Graduation with Honors

Master’s degree candidates who have a cumulative GPA of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

PROGRAM OF STUDY

REQUIRED CORE (30 credits)

MOL 501	Leadership in Theory and Practice
MOL 505	Moral Leadership: Defining the Character of Individuals in Organizations
MOL 506	Organizational Behavior
MOL 507	Critical Thinking and Decision Making
MOL 508	Servant Leadership
MOL 512	Leading an Inclusive Workplace
MOL 514	Conflict Resolution
MOL 601	Coaching and Talent Management
MOL 632	Organizational Development and Change
MOL 630	The Capstone: Practical Leadership

Directories

Board of Trustees

Officers of the Board 2026-2027

Anne O. McCrory, JD, Chair
Chief Legal and Real Estate Officer
The Diocese of Bridgeport, ret.
Bridgeport, CT

Sister Patricia Twohill, O.P., Vice Chair
Prioress
Dominican Sisters of Peace
Columbus, OH

Dr. Thomas F. Flynn, Treasurer
President Emeritus
Alvernia University
Reading, PA

Mr. Paul A. McCraven, Secretary
President and CEO
ConnCORP
New Haven, CT

Dr. Marc M. Camille, President
Albertus Magnus College
New Haven, CT

Board of Trustees 2026-2027

Sister Cathy Arnold, O.P.
Councilor
Dominican Sisters of Peace
Columbus, OH

Ms. Elizabeth S. "Betsy" Bowman '80
Director of Major Gifts and Annual Fund
Mystic Seaport, ret.
Mystic, CT

Sister Virginia Bruen, O.P.
Founding Director, Siena Learning Center, ret.
Dominican Sisters of Peace
Columbus, OH

Mrs. Maura Hunter Byrne '76

Managing Director
Citigroup, ret.
Spring Lake, NJ

Mrs. Hope Kingston Cahoon '99

Partner
KPMG
Denver, CO

Mr. Alexander Clark

Founder and Chief Executive Officer
Technolutions
New Haven, CT

Sister Carol Davis, O.P.

Councilor
Dominican Sisters of Peace
Columbus, OH

Mrs. Rosemarie Siefert Dios '80

Sr. Vice President Wealth Management
Wealth Advisor
Dios Wealth Management/UBS Financial Services, Inc.
Southampton, NY

Mr. Giovanni Duaqui '96

Partner and Senior Vice President
ITO Solutions, Inc.
Irvine, CA

Sister Ana González, O.P.

Vocation Minister
Dominican Sisters of Peace
Columbus, OH

Sister Anne Lythgoe, O.P.

Councilor
Dominican Sisters of Peace
Columbus, OH

Mrs. Tabitha W. Manafort '94

Owner
TWM Development, L.L.C.
Plainville, CT

Mr. James T. Olson

Strategic Communications Consultant
Houston, TX

Mr. F. Todd Renz

President
O,R,&L Construction

Branford, CT

Mr. Franklyn D. Reynolds

President & CEO

UIL Holdings

Orange, CT

Dr. Katrina Rogers '85

President Emerita

Professor School of Leadership Studies

Fielding Graduate University

Santa Barbara, CA

Mr. Theodore Schaffer

Realtor

East Rock Realty

New Haven, CT

Mrs. Janice L. Shields '69

Co-Founder

Shields & Company, Inc., ret.

Boynton Beach, FL

Mr. Louis F. Tagliatela, Jr.

Principal

Franklin Enterprises

New Haven, CT

Dr. Ena Williams '07 M.S., '08 M.B.A., Ph.D., R.N., C.E.N.P., F.A.A.N.

Senior Vice President and Chief Nursing Executive

Yale New Haven Health System, ret.

New Haven, CT

Mr. John “Luke” Williams

Managing Member

Oak Tree Development

Guilford, CT

Trustees Emeriti

Ms. Jeanne M. Dennison '78

Trustee Emerita

Verizon International, ret.

New York, NY

Mr. Joseph P. Germain Jr.

Trustee Emeritus

Germain and Rooney, L.L.C., ret.

Trumbull, CT

Mr. Raymond J. Peach

Trustee Emeritus

TD Bank, ret.

North Haven, CT

Bernard A. Pellegrino, Esq.

Trustee Emeritus
The Pellegrino Law Firm
New Haven, CT

Mr. Vin Petrini

Trustee Emeritus
Yale New Haven Health System, ret.
Biddeford, ME

Mrs. Joan E. Sacco '59

Trustee Emerita
Pearce Real Estate, ret.
Guilford, CT

The Administration

Office of the President

Marc M. Camille, Ed.D., President

Lynne M. Hennessy, Executive Assistant to the President

Sr. Ellen Coates, O.P., MPH, Assistant to the President for Dominican Mission

Carolyn Behan Kraus, MA, Executive Director of College Events

Academic Affairs

Rosa E. Rivera-Hainaj, Ph.D., Vice President for Academic Affairs and Dean of Faculty

Melissa L. DeLucia, MS, Assistant Vice President for Academic Affairs

Ross Edwards, Ph.D., Dean of Academic Affairs

June Sangapore, MA, Dean of Advising and Student Success

Heather M. Wotton, MA, Assistant Dean of Advising and Student Success

William Aniskovich, J.D., Dean of the Tagliatela School of Business and Leadership

Justin Cirisoli, MBA, MS, Registrar

Catie White, MS, Director of Library Services and College Archivist

Glenn Newman, MA, CISSP, Director of Information Technology Services

Tarishi Verma, Ph.D., Director of the Carol Ditkoff '67 Immersive Learning Collaboratory

David Garaventa, Ed.D., Director of the Center for Teaching and Learning Excellence

Bonnie Dingus, MBA, Director of Curriculum Services and Faculty Support

Advancement

Kierran Broatch, MS, Vice President for Advancement

Steven Rignoli, MS, Director of Advancement Operations

Miriam Battista, MBA, Director of Alumni and Parent Engagement

Cherie Long, MPA, Director of Leadership Giving

Dominican Mission

Edward Dunar, Ph.D., Director of the Meister Eckhart Center for Catholic and Dominican Life

Enrollment Management

Brian. G. Fernandes, MBA, Vice President for Enrollment Management

Gina D'Ambrosca, MBA, MSMOL, Director of Admissions

Jacqueline Patron, MA, Director of PGS Admissions and Strategic Partnerships

Michael Kobylanski, MS, Director of Athletics

Maggie Gibeault, MSOM, Director of Enrollment Management Operations

Christina Byrd, MA, Director of Financial Aid

Finance and Administration

Carey Cseszko, MBA, Vice President for Finance and Administration

James Schafrick, MBA, MALS, Assistant Vice President for Operations

Renee Sullivan, Director of Human Resources

Samantha Pannone, Assistant Director of Human Resources

Jeffrey E. Luoma, MA, Director of Institutional Effectiveness

Cameron Weitzman, Bursar

Marketing and Community Relations

Andrea E. Kovacs, MA, Vice President for Marketing & Community Relations

Jessica De Young, MBA, Director of Marketing & Web Strategy

Student Affairs

Andrew Foster, MA, Vice President for Student Affairs and Dean of Students

Erin E. Morrell, MA, Assistant Vice President for Student Affairs

Matthew Lavery, Ed.D., Assistant Dean for Student Affairs and Title IX Coordinator

Riley Gregoire, M.Ed., Director of Community Standards & Residence Life

Courtney Mattiace, Psy.D., Director of Health and Wellness Services

John Ritchie, MJA, Director of Public Safety

[View a complete listing of all Faculty and Administration](#)

The Faculty

(*denotes full-time faculty)

- * **William Aniskovich, J.D.**, Professor of Law and Management; Dean, Tagliatela School of Business and Leadership, Director of the Master of Business Administration; Director of the Master of Science in Healthcare Administration; Tagliatela School of Business and Leadership (The Catholic University of America - BA | University of Virginia - MA | University of Virginia - JD)
- * **Rebecca Arnold, Ph.D., ATR-BC**, Professor of Art Therapy and Counseling; Director of the Master of Arts in Art Therapy and Counseling; Department of Psychology (Lebanon Valley College - BA | Marywood University - MA | Lesley University - PHD)
- * **Christine Atkins, Ph.D.**, Professor of Spanish and Latin American Studies; Faculty Athletics Representative; Chair, Department of Languages and Cultures; Department of Languages and Cultures (University of Chicago - BA | University of Chicago - MA | Yale University - MA | Yale University - PHD)
- * **Sara Ballough, MSN, RN**, Assistant Professor of Nursing; Clinical Coordinator; Department of Nursing (Quinnipiac University - BSN | Quinnipiac University - MSN)
- * **Mark Barreuther, Ph.D.**, Professor of Biology; Department of Biology, Chemistry and Mathematics (Southern Connecticut State University - BS | Southern Connecticut State University - MS | Wesleyan University - PHD)
- * **Patricia Birungi, Ph.D.**, Associate Professor of Public Administration; Director of the Master of Public Administration; Tagliatela School of Business and Leadership (Makerere University - BS | Eastern Virginia Medical School - MPH | Old Dominion University - PHD)
- Robert A. Bourgeois, Ph.D.**, Professor of Anthropology, Humanities, and Religion; Department of Philosophy and Religion (Yale University - BA | University of Chicago - MA | University of Chicago - PHD)
- * **Rebecca Brogan-Camille, Ph.D.**, Professor of Biology; Faculty Advisor; Coordinator of STEM Research; Department of Biology, Chemistry and Mathematics (Ripon College - AB | University of Wisconsin-Milwaukee - PHD)
- * **James Bulosan, MAAT, ATR-BC**, Assistant Professor of Art Therapy and Counseling; Clinical Coordinator of the Master of Arts in Art Therapy and Counseling; Department of Psychology (University of South Alabama - BA | The School of the Art Institute of Chicago - MA)
- * **Susan Cole, Ph.D.**, Professor of English; Department of English (Duke University - BA | Harvard University - MA | Harvard University - PHD)
- * **Eric Davis, Ph.D.**, Assistant Professor of Mathematics; Department of Biology, Chemistry and Mathematics (Worcester State University - BS | University of New Hampshire - PHD)

- * **Kristen DeCarli, DBA**, Associate Professor of Sport Management; Director of the Honors Program; Director of the Sport Management Program; Tagliatela School of Business and Leadership (Endicott College - BA | Albertus Magnus College - MBA | California Southern University - DBA)
- * **Alan DelFavero, DBA**, Associate Professor of Accounting and Finance; Director of Accounting and Finance Programs; Tagliatela School of Business and Leadership (Sacred Heart University - BS | Sacred Heart University - MBA | Sacred Heart University - DBA)
- * **Salvatore Diaz, DNP, MSN, RN**, Assistant Professor of Nursing; Coordinator, LPN-to-BSN Program; Department of Nursing (Western Connecticut State University - BSN | University of Hartford - MSN | University of Connecticut - DNP)
- * **Ross Edwards, Ph.D.**, Associate Professor of History and Political Science; Dean of Academic Affairs; Chair, Department of History, Political Science and Sociology; Department of History, Political Science and Sociology (University of Massachusetts, Amherst - BA | University of Massachusetts, Amherst - MA | University of Minnesota - PHD)
- * **Nabil Elias, MD**, Professor of Business and Management; Tagliatela School of Business and Leadership (Cairo University - Professional Post-Graduate in Executive Management | Southern Connecticut State University - MBA | Ain Shams University, Faculty of Medicine - MD)
- * **Siobhan Evarts, Ph.D.**, Professor of Psychology; Director of the Master of Science in Clinical Counseling; Department of Psychology (College of the Holy Cross - BA | Hofstra University - MA | Hofstra University - PHD)
- * **Howard Fero, Ph.D.**, Professor of Leadership and Management; Director of the Master of Science in Management and Organizational Leadership; Tagliatela School of Business and Leadership (Hofstra University - BA | Baruch College CUNY - MS | Claremont Graduate University - PHD)
- * **Deborah Frattini, MFA**, Associate Professor of English and Humanities; Department of English (Albertus Magnus College - BA | Southern Connecticut State University - MS | Albertus Magnus College - MFA)
- * **David Garaventa, Ed.D.**, Associate Professor of Computer Information Systems; Director of the Center for Teaching and Learning Excellence; Director of the Master of Science in Instructional Design and Learning Technology; Director of the Computer Information Systems and Cybersecurity Programs; Tagliatela School of Business and Leadership (St. Michael's College - BA | Albertus Magnus College - MS | Champlain College - MBA | Southern New Hampshire University - EDD)
- * **Michael Geary, J.D.**, Professor of Criminal Justice; Department of Criminal Justice (Mercy College - BS | Long Island University - MS | Pace University - JD)
- * **Tammy L. Hanna, Ed.D.**, Associate Professor of Psychology; Chair; Department of Psychology; Department of Psychology (Albertus Magnus College - BA | Albertus Magnus College - MS | American International College - EDD)
- * **Isaac Hon, Ph.D.**, Professor of Chemistry; Department of Biology, Chemistry and Mathematics (University of Malaya - BS | University of Malaya - MS | University of Connecticut - PHD)

Carol R. Huckaby, MA, Assistant Professor of Psychology; Director of the Master of Science in Human Services, Department of Psychology (Gateway Community College Drug Addictions Recovery Counselor Program - AS | Albertus Magnus College - BA | Southern Connecticut State University - MA | University of New Haven - MA)

- * **Cynthia Jeffrey, Ed.D., MSN, RN, CNE**, Associate Professor of Nursing; Director of Nursing Programs; Department of Nursing (University of Phoenix - BSN | Sacred Heart University - MSN | Capella University - EDD)
- * **Brenda Joslyn, MBA**, Associate Professor of Business and Management; Faculty Advisor; Tagliatela School of Business and Leadership (Albertus Magnus College - BS | Albertus Magnus College - MBA)
- * **Stephen Joy, Ph.D.**, Professor of Psychology; Department of Psychology (Bowdoin College - BA | Southern Connecticut State University - MS | University of Connecticut - PHD)
- * **Emma LaPlace, Ph.D.**, Assistant Professor of Mathematics; Department of Biology, Chemistry and Mathematics (Vassar College - BA | Teachers College-Columbia University - MA | Teachers College-Columbia University - PHD)
- * **John Lawrie, Ed.D.**, Associate Professor of Criminal Justice; Director of the Master of Science in Criminal Justice and Undergraduate Criminal Justice Program; Chair, Department of Criminal Justice; Department of Criminal Justice (Westfield State University - BA | Westfield State University - MS | American International College - EDD)
- * **Neda Moinolmolki, Ph.D.**, Associate Professor of Psychology; Department of Psychology (Stony Brook University - BA | Queens College CUNY - MA | Delaware State University - PHD)
- * **Jerome Nevins, MFA**, Professor of Arts; Chair, Department of Arts; Department of Arts (Albright College - BA | Rochester Institute of Technology - MFA)
- * **Susan Olson, DMA**, Professor of Music; Liturgy Advisor; Department of Arts (Capital University Conservatory of Music - BA | The Ohio State University - MM | The Ohio State University - DMA)
- * **Bonnie Pepper, Psy.D.**, Professor of Psychology; Coordinator of Psychology - Adult Degree Program; Coordinator of Psychology in the Master of Arts in Art Therapy and Counseling; Department of Psychology (Rutgers-Douglass College - BA | Yeshiva University - MS | Yeshiva University - PSYD)
- * **Jessica Poling, Ph.D.**, Assistant Professor of Sociology; Department of History, Political Science and Sociology (Haverford College - BA | Rutgers, The State University of New Jersey - MA | Rutgers, The State University of New Jersey - PHD)
- * **Shiva Rezvan, Ph.D.**, Associate Professor of Psychology; Clinical Coordinator, Master of Science in Clinical Counseling; Department of Psychology (Tehran Azad University - BA | University of Isfahan - MA | University of Isfahan - PHD | Licensed Psychologist in Connecticut)

- * **Rosa E. Rivera-Hainaj, Ph.D.**, Vice President for Academic Affairs and Dean of Faculty; Professor of Chemistry; Department of Biology, Chemistry and Mathematics (University of Puerto Rico - Mayaguez - BS | Case Western Reserve University - PHD)
- * **Paul Robichaud, Ph.D.**, Professor of English; Department of English (University of Western Ontario - BA | University of Western Ontario - MA | University of Toronto - PHD)
- * **Eric Schoeck, MALS**, Associate Professor of English and Humanities; Department of English (Yale University - BA | Albertus Magnus College - MALS)
- * **James Scott, DCJ**, Associate Professor of Criminal Justice; Faculty Advisor; Department of Criminal Justice (Albertus Magnus College - BA | Fairleigh Dickinson University - MAS | Saint Leo University - DCJ)
- * **Justin Shade, MS**, Assistant Professor of Cybersecurity and Data Science; Tagliatela School of Business and Leadership (SUNY Empire State College - BS | Western Governors University - MS)
- * **Nicola Singh, Ph.D.**, Associate Professor of History; Department of History, Political Science and Sociology (Queens College - BA | Columbia University - MA | Fordham University - PHD)
- * **Thomas Sojka, Ph.D.**, Assistant Professor of History; Department of History, Political Science and Sociology (Roger Williams University - BA | University of St. Andrews - MLitt | Boston University - PHD)
- * **Jonathan Sozek, Ph.D.**, Associate Professor of Philosophy and Religion; Chair, Department of Philosophy and Religion; Director of the Aquinas Scholars Program; Coordinator of Humanities; Department of Philosophy and Religion (Sarah Lawrence College - BA | McGill University - MA | Katholieke Universiteit Leuven - BA | Katholieke Universiteit Leuven - MA | Brown University - PHD)
- * **Jenny Spyres, MA**, Assistant Professor of English; Department of English (Trinity College - BA | New York University - MA)
- * **Ellen Sutton, MSN, RN**, Assistant Professor of Nursing; Associate Director of Nursing Programs; Department of Nursing (Boston College - BSN | Yale University - MSN)
- * **Kelly Vera, MS**, Assistant Professor of Biology; Department of Biology, Chemistry and Mathematics (Harvey Mudd College - BS | University of California at Irvine)
- * **Tarishi Verma, Ph.D.**, Associate Professor of Communications; Director of the Carol G. Dittkoff '67 Immersive Learning Collaboratory; Tagliatela School of Business and Leadership (University of Delhi - BA | Tata Institute of Social Sciences - MA | Bowling Green State University - PHD)
- * **Matthew Waggoner, Ph.D.**, Professor of Philosophy and Religion; Department of Philosophy and Religion (Evangel University - BA | Missouri State University - MA | University of California Santa Cruz - PHD)
- * **Sarah Wallman, MFA**, Professor of English; Chair, Department of English; Director of the Master of Fine Arts in Writing; Department of English (University of Virginia - BA | University of Pittsburgh - MFA)

- * **Rosemary Whelan, Ph.D.**, Professor of Biology and Chemistry; Chair, Department of Biology, Chemistry and Mathematics; Department of Biology, Chemistry and Mathematics (University College Dublin - BS | University College Dublin - PHD)
- * **Elliot Wolfer, MSN-ED, RN**, Assistant Professor of Nursing; SIM Coordinator; Department of Nursing (Alfred University - BA | Alfred College SUNY - ADN | Western Governors University - BSN | Aspen University - MSN-NE)

Faculty Emeriti

Jeremiah Coffey, Ph.D., Professor Emeritus of Religious Studies; Department of Philosophy and Religion (Our Lady of Angels Seminary - BA | University of St. Michael's College, Toronto - MA | Fordham University - PHD)

Patricia Compagnone-Post, Ph.D., Professor Emerita of Biology; Department of Biology, Chemistry and Mathematics (Emmanuel College - BS | University of Pennsylvania - MS | University of Pittsburgh - PHD)

Norman Davis, Ph.D., Professor Emeritus of Management; Tagliatela School of Business and Leadership (University of Nebraska - BA | University of New Haven - MA | The Union Institute and University - PHD)

Nancy Fallon, Ph.D., Professor Emerita of Accounting; Tagliatela School of Business and Leadership (Albertus Magnus College - BA | University of New Haven - MBA | Capella University - PHD)

Wayne Gineo, Ph.D., Professor Emeritus of Economics; Tagliatela School of Business and Leadership (University of New Hampshire - BS | University of Connecticut - MS | University of Minnesota - PHD)

Robert Imholt, Ph.D., Professor Emeritus of History; Department of History, Political Science and Sociology (Washington and Lee University - BA | University of Kentucky - MA | University of Kentucky - PHD)

Kenneth Jorgensen, Ph.D., Professor Emeritus of History and Political Science; Department of History, Political Science and Sociology (Gonzaga University - BA | Gonzaga University - BA | Columbia University - MPhil | Columbia University - PHD)

Evie Lindemann, MAAT, Professor Emerita of Art Therapy; Department of Psychology (University of California Berkeley - BA | John F. Kennedy University - MA | Albertus Magnus College - MAAT)

Ragaa Mazen, Ph.D., Professor Emerita of Psychology; Department of Psychology (Ein-Shams University, Cairo, Egypt - BA | Yale University - MS | Yale University - PHD)

Abbe Miller, PhD, ATR-BC, LPC, Professor Emerita of Art Therapy; Department of Psychology (Wesleyan University - BA | University of Bridgeport - MS | Lesley University - PHD)

Clara Munson, Ph.D., Professor Emerita of Business; Tagliatela School of Business and Leadership (University of Louisville - BA | University of New Haven - MBA | The Union Institute and University - PHD)

Sean P. O'Connell, Ph.D., Professor Emeritus of Philosophy; Department of Philosophy and Religion (The Catholic University of America - BA | The Catholic University of America - MA | Fordham University - PHD)

Hilda Speicher, Ph.D., Professor Emerita of Psychology; Department of Psychology (City University of New York - BA | University of Delaware - MA | University of Delaware - PHD)

Joan Venditto, DA, Professor Emerita of Education; Department of Education (Albertus Magnus College - BA | Middlebury College - MA | Carnegie Mellon University - DA)

John Wasserman, MBA, Professor Emeritus of Management and Leadership; Tagliatela School of Business and Leadership (Wesleyan University - BA | Columbia University - MA | University of Hartford - MBA)

Patricia Yeaman, Ph.D., Professor Emerita of Sociology; Department of History, Political Science and Sociology (Emmanuel College - BA | Fordham University - MA | Fordham University - PhD | University of Connecticut - MSW)

Driving Directions/Maps

Directions to New Haven Campus:

Albertus Magnus College, located at 700 Prospect Street in New Haven, Connecticut, is easily reached by major highways from anywhere in the Northeast, and is convenient to Greater New Haven and the shoreline via I-91, I-95 and the Wilbur Cross Parkway.

Rosary Hall
The College's main building and home to the Library, Information Technology, Career & Professional Development, and the Academic Success Center.

McAuliffe Hall
One of four mansion-style housing options for upperclassmen.

Dominican Hall
Traditional-style residence hall for first-year students. Location of Public Safety.

Tab's On Deck
An outdoor patio, complete with firepit and adirondack chairs, where students can relax with friends, watch a softball game, or host activities.

Cosgrove Marcus Messer Athletic Center
60,000 square feet of athletic and recreational facilities.

Hubert Campus Center
Renovated in 2020, a large multi-purpose building which houses the Falcon Campus Store, Dominican Ministries, Student Affairs, Dining Hall, Tab's Pub, an exercise room, a game room, mailroom, and Behan Community Room.

St. Catherine of Siena Chapel
Located in Walsh Hall and connected to the Tagliatela Academic Center via courtyard.

Tagliatela Academic Center (T.A.C.)
Academic building which includes science classrooms/labs, Management Information suite, and video editing studio.

Aquinas Hall
Main academic building. Also home to several administrative offices, seminar rooms, faculty offices, Bree Common, and Starbucks Cafe.

Mohun Hall
Nestled in the prestigious Mohun Hall, Admissions is the central hub for prospective students.



700 Prospect Street, New Haven, CT 06511

COMMONLY REQUESTED PHONE NUMBERS

Admissions (800) 578-9160 or (203) 773-8501

Athletics (203) 773-8596

Business Office (203) 773-8504 or (203) 773-8532

Career Services (203) 773-6989

Falcon Campus Store (203) 672-5325

Financial Aid (203) 773-8508

Health Services (203) 773-8149

ITS Help Desk (203) 773-0205

Library (203) 773-8511

Mailroom (203) 773-8550

Registrar (203) 773-8514

Residential Life (203) 773-8577

Public Safety (203) 773-6923

Student Affairs (203) 672-6691

Courses

All Courses

Accounting (AC)

AC-520 Accounting Concepts

This course is designed to introduce students to the language of business. Students will learn the conceptual foundation of financial accounting and financial reporting of business activities. Assignments will focus on the development of insight about accounting in terms of measuring, recording, reporting, and interpreting economic transactions. Topics will include accrual and cash based measurements of profitability and financing, investing, and operating activities of businesses. This course will emphasize accounting for decision-making and the importance of ethics for business and accounting. 3 credits

AC-550 Special Topics

Selected topic studied in-depth within an Accounting frame of reference. 3 credits

AC-590 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 3 credits

AC-638 Financial Statement Analysis

This course will provide students with an understanding of how firms communicate through financial statements. Students will examine the use of financial statement analysis as an integral part of the strategic analysis of firms. In examining financial planning concepts, students will create pro-forma spreadsheets. The regulatory and ethical issues related to financial statement preparation and presentation will be examined. Case studies will be utilized to demonstrate the practical application of financial statement analysis and projections. 3 credits

AC-650 Advanced Federal Income Taxation

This course will focus on income tax planning techniques for individuals at a more complex level. Students will examine tax planning through a lifecycle approach that will

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

AC-651 Governmental and Nonprofit Accounting

This course is designed to provide a framework for understanding the special accounting and reporting requirements of nonprofit organizations. Students will examine the characteristics of governmental and nonprofit accounting with an emphasis on various fund types and account groups. Topics will include reporting, budgeting, and auditing concepts and practices. The ethical and legal issues faced by nonprofit organizations will be examined. 3 credits

AC-653 Accounting Information Systems

This course analyzes the methods used to gather, process, and communicate accounting information in business firms. Students will examine specific business transaction cycles, and manual and computerized accounting systems. Topics will include internal control, auditing techniques, and system documentation. Case studies will be utilized to demonstrate the practical application of various systems. 3 credits

AC-655 Ethics for Accounting Professionals

In this course, students will examine the ethical issues encountered in the accounting field. They will study the professional responsibilities outlined for accounting professionals and examine the ethical principles and practices of businesses. Students will study the regulations created by the passage of the Sarbanes-Oxley Act and discuss the current and potential impact of these regulations. Students will examine codes of conduct, stakeholder theory and the concepts of independence, objectivity, integrity, and public trust. Case studies will be used to illustrate these principles and students will be expected to demonstrate effective written communication skills. 3 credits

AC-657 Fraud Investigation

In this course, students will look at the proactive and reactive areas of fraud auditing and investigation. Students will examine decision making for the prevention, detection, investigation, and reporting of fraud. Different types of management fraud will be covered as well as discussions on consumer fraud, tax fraud, and identity fraud. 3 credits

AC-658 Taxation of Business Entities

In this course, students will examine the taxation of corporations, partnerships, and sole proprietorships. Students will prepare tax returns for business entities and explore the issues involved in tax planning and preparation. Problems will be worked manually and on the computer using tax preparation software. Topics include an overview of the

different forms of business entities and their income tax classifications, gross income, business deductions, and tax liability. 3 credits

AC-659 Global Financial Reporting

This course provides an overview of international accounting and financial reporting practices used in the United States and foreign countries. Students will compare financial reporting standards used by various jurisdictions. Students will examine International Reporting Financial Reporting Standards (IFRS) on a standard-by-standard basis and compare these standards to U.S. GAAP. Students will develop an understanding of these principles and how they are being applied in today's global business world. 3 credits

AC-661 Accounting Research Project

In this course, students will assess their accounting knowledge by completing practice exams from the Uniform Certified Public Accountants Examination. Based on the results, students will independently develop an accounting project focused on an area that needs further development. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. 3 credits

Art Therapy (AT)

AT-500 Foundations of Art Therapy

This is a survey course covering the origins of art therapy and its growth as a profession. This course also examines the theories and applications of art therapy in a variety of settings through lecture, reflection, presentations, and discussion. Students will learn how art therapy services are used in various treatment settings by gaining knowledge of the allied health professions (psychosocial rehabilitation disciplines, mental health professions, and other creative arts therapies) with whom art therapists work. 3 credits

AT-502 Fieldwork in Art Therapy

Students will be placed in "the field" in a therapeutic setting under the supervision of a Board Certified, Registered Art Therapist (ATR-BC) or other licensed clinician. Students begin to get an overview of the duties and roles of the art therapist/counselor 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 (approx. 7 hrs/week), students are required to attend and participate in a once weekly seminar class. 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. P: 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. 3 credits

AT-504 Techniques in Art Therapy

A didactic and experiential course in the use of art in therapeutic settings. Students will engage in an exploration of art media and specific art therapy processes relating to a variety of populations, assessment, as well as the development of treatment goals and objectives. Students will gain experience in facilitating artistic expression, exploring the form and content of art, while developing skills in the understanding of artwork within various dimensions of personality, psychopathology, and treatment. 2 credits

AT-505 Art Therapy with Children/Adolescents

This course will focus on the theories of cognitive, emotional, psychosocial, and creative development in children and adolescents (ages birth-18 years). Students will gain an understanding of the role of art materials and effective therapeutic techniques for children and adolescents using a cultural framework; 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 issues (e.g., trauma, abuse/neglect, school adjustment and peer group interactions, identity development, etc.). 3 credits

AT-507 Theory and Practice of Group Art Therapy

This course provides a theoretical and practical foundation for the integration of sound group therapy practices with a variety of art therapy structural components. Students will utilize both didactic and experiential learning models and be asked to develop skills in recognizing and responding ethically to transference and counter-transference issues that are unique to group therapy process. Emphasis will be on the many aspects of group therapy, including group composition, group process, identifying stages of the group, types of populations, group endings, and their unique applications in the field of art therapy. The class is a group with dynamics of its own, and each student will be asked to learn by participating in and at the same time observing the unfolding of group dynamics within this class setting. 3 credits

AT-508 Cultural Competence Through a Global Framework

This course provides an exploration of the socio-cultural influences on the creative expressions of major cultural groups in the United States and the student's personal identity as it impacts the therapeutic relationship. Emphasis will be on understanding the mediating role of diversity in the development of the counseling relationship, modes of artistic expression, and the development of multicultural competencies. The instructor will coordinate readings, experiential exercises, and guest lectures to illuminate the importance of multicultural awareness and competency in the practice of art therapy. 3 credits

AT-510 Art Therapy in Substance Abuse and Chemical Dependency Treatment

This course examines the special issues and problems for art therapists and counselors in providing services to clients with alcohol/drug abuse diagnoses and behavioral addictions. Emphasis will be placed on treatment approaches and practices appropriate for psychiatric hospitalization, inpatient rehabilitation programs, day treatment, and outpatient services. 3 credits

AT-512 Clinical Assessment Practices

This course surveys important art therapy assessment tools. Using lecture, discussion and interactive participation, students gain exposure to and will be able to administer at least 6 standard art therapy assessment tools. Students will also be able to synthesize collected material from evaluations into a cohesive and concise written summary. 3 credits

AT-513 Art Therapy with Adults/Seniors

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

AT-514 Art Therapy and the Family

Art Therapy and the Family is designed to provide an overview of the field of family therapy and its various systemic perspectives. It incorporates the hands-on training necessary for gaining the basic professional skills of an art therapist working with diverse family forms. Students will examine their assumptions about what a "family" is, and how it develops within a social/cultural context. Didactic, group, and experiential formats emphasize the importance of the self of the therapist in the family system explored through self-reflection and collaboration. Ethical considerations and multicultural issues will be integrated into the content and process of the course. 3 credits

AT-520 Trauma Informed Art Therapy and Counseling

In this combined theoretical and art experiential course, students will understand the concepts of trauma-informed work in art therapy and counseling. Through the creation of their own response artwork, readings, and discussion, students will learn how art-based interventions support the essential features of trauma-informed care and post-traumatic growth: empathy, agency, safety, resilience, and empowerment. Students are required to demonstrate experimentation with and develop knowledge of a variety of art media and trauma informed counseling techniques. Students will develop increased empathy for the client experience of trauma and an improved understanding of the role of the counselor/therapist in trauma treatment. 3 credits

AT-550 Special Topics

This elective seminar is structured with a focus on intensive immersion into the art-making process over a weekend, with exploration into a variety of topics relevant to the field of art therapy. Course topics vary each semester and include didactic and experiential learning. 1 credit

AT-580 Internship Seminar

The internship placement will provide students with the hands-on training necessary to gain the basic professional skills of an art therapist. Six credits of internship, 630 hours of placement time, are required, and can be completed over three semesters. A minimum of 315 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.

AT-581 Internship Seminar I

This first level of internship provides students with preparatory hands-on training further developing the beginning competencies initiated in their Fieldwork experience. A minimum of 210 hours (approx. 14 hours each week during the semester) are required with 105 hours in direct clinical contact using art therapy with individuals, groups, and/or families. Of the total placement hours, students are also required to obtain a minimum of 21 supervision hours at the setting (approx. 1.5 hours each week). On-site guidance from the placement supervisor combined with support from the course instructor during weekly class meetings will address the student's experiences and develop their ability to receive and make use of feedback. P: AT 502. 2 credits

AT-582 Internship Seminar II

This course initiates the development of advanced competencies. Students are expected to engage fully in most aspects of client care with placement experiences providing opportunities to integrate theories learned in the classroom. Students will reinforce their practice in applying art therapy services using sound ethical judgement. A minimum of 210 hours (approx. 14 hours each week during the semester) are required with 105 hours in direct clinical contact. Of the total placement hours, students are also required to obtain a minimum of 21 supervision hours at the setting (approx. 1.5 hours each week). Guidance at the setting will continue to support student learning as well as feedback received during weekly seminar instruction to build upon identified strengths and ongoing opportunities for clinical growth. P: AT 581. 2 credits

AT-583 Internship Seminar III

The final internship will advance clinical competencies in the areas of professional aptitude. The placement will provide students with the hands-on training necessary to obtain employment after graduation. A minimum of 210 hours (approx. 14 hours each

week during the semester) are required with 105 hours in direct clinical contact. Of the total placement hours, students are also required to obtain a minimum of 21 supervision hours at the setting (approx. 1.5 hours each week). In addition to the supervised hours spent at the placement site, students will attend a weekly seminar course to review and process the internship experience. P: AT 582. 2 credits

AT-599 Thesis Proposal Seminar

Each student formulates a research question, develops a thesis proposal, and presents their final proposal to faculty and students. 3 credits

AT-600 Thesis

Successful completion of AT 599 is required before registration in this course. During this course the student will work with thesis advisors and the course instructor to complete steps toward a final thesis, which will be publicly presented. The thesis must be completed within two years of the date of the thesis proposal approval. P: AT 599. 2 credits

Criminal Justice (CJ)

CJ-510 Criminology

This course examines the development and application of theories of crime causation and social deviance. The course includes an assessment of the issues and problems involved in controlling crime and deviance in society. Students learn about the reason why some behavior is considered deviant and criminalized while other behaviors are not. 3 credits

CJ-512 Contemporary Issues in the Criminal Justice System

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

CJ-514 Research Methods and Statistics

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

CJ-516 Criminal Justice Ethics

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

CJ-521 Probation, Parole and Community-Based Corrections

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

CJ-530 Issues in Correctional Supervision

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

CJ-536 History and Future of American Corrections

This class will address the history and future of American correctional systems. The first half of the class will discuss the history of corrections in America beginning as soon as the first English settlers arrived in 1607. From the Jamestown settlement to today, correctional efforts have been marked by the best of intentions and the worst of abuses. The second half of the class will cover how America enters the twenty-first century and how the prison industry, which had been a growing industry for decades, is shrinking alongside state budgets. The issue presented by this problem is how well corrections professionals can respond to the growing demand to tighten budgets while improving ways to supervise and control released inmates in the community, many of whom continue their criminal careers. 3 credits

CJ-661 Criminal Justice Thesis

This is the program's capstone course. Student works with a faculty mentor to develop a research project that culminates in a thesis, which includes the following: 1) original research on a specific topic, 2) a critical review of relevant literature, 3) development and testing of a hypothesis (if applicable), 4) selection of the methodology (if applicable), 5) results of research, and 6) summary of the research findings and conclusions. 3 credits

Data Science (DAT)

DAT-500 Applied Data Science

This course will review methods in data acquisition, cleaning, and visualization as well as engage students in the conduct of advanced analyses in R, leading to an exploration of how data and science can be applied to various business contexts, with an emphasis on problem-based learning techniques. DAT 500 is co-listed with DAT 400. Once one course is completed for credit, the other may not be taken for credit at a later time. 3 credits

Education (ED)

ED-503 Capstone Research Practicum I

This course begins by addressing the problem students identified in ED 501. Students will research literature on STEM pedagogy, curriculum, and educational technology that will help them work toward resolving the problem. The course focuses on guiding students through a rigorous review of the literature on their educational problem and potential solution. Students will leave the course with an annotated bibliography and literature review, which will become the first part of their capstone. 3 credits

ED-504 Japanese Lesson Study I

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

ED-505 STEM: Beyond the Acronym

This course examines the acronym of STEM with an integrated lens. Candidates will learn pedagogical tools for STEM teaching and learning with an interdisciplinary approach across subject areas. They will engage in individual and collaborative work to develop interdisciplinary STEM lessons as part of a unit that could be used in their classrooms. Candidates will observe diverse lessons and reflect on learner outcomes and apply the engineering design process to improve teaching. 3 credits

ED-510 Curriculum and Methods of STEM

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

ED-512 Foundations of Blended, Remote & Online Learning

This course will give students the opportunity to explore a range of course delivery modalities and online learning platforms. With a specific focus on current learning management systems and software, students will learn principles of course administration and development in a variety of learning environments. 3 credits

ED-530 Curriculum and Methods of STEM - Certificate Track

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

ED-551 Special Topics

Selected topic studied in-depth within an Education frame of reference. 3 credits

ED-604 Engaging Diverse Audiences

Given the increasingly multicultural student population in American schools of the twenty- first century, it is important for all educators to become sensitive to diverse cultural contexts, and to establish classroom climates in which all students will feel they are welcome and that they have the ability to succeed. This course addresses a wide range of issues facing teachers in a multicultural society, and leads those enrolled in the course to draw parallels and contrasts between their own culture and a variety of other cultures. 3 credits

ED-607 Principles of Technology/STEM and Assessment

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

and ability to adaptively select formative and summative assessments to gauge student learning and inform subsequent instruction. 3 credits

ED-610 Engaging Diverse Audiences - Certificate Track

Given the increasingly multicultural student population in American schools of the twenty-first century, it is important for all educators to become sensitive to diverse cultural contexts, and to establish classroom climates in which all students will feel they are welcome and that they have the ability to succeed. This course addresses a wide range of issues facing teachers in a multicultural society, and leads those enrolled in the course to draw parallels and contrasts between their own culture and a variety of other cultures. 3 credits

ED-611 Techniques for Accessibility and Inclusion - Certificate Track

This course is based on the truth that all students can be successful. Participants will learn about types of disabilities as well as research-based strategies to assist the development of all students. Differentiation in instructional design and implementation will be explored. Students will use Universal Design for Learning to plan STEM lessons and design units of study with inclusivity at the forefront. 3 credits

ED-612 Principles of Technology/STEM and Assessment - Certificate Track

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

ED-623 Gamification and Learner Motivation

Engaging and motivating learners is an important aspect of success in virtual and in-person learning environments. With a focus on learner retention and encouragement of learning, this course will highlight various theories of human motivation, principles of gamification of learning, and address the underlying elements of learner engagement. 3 credits

ED-628 Techniques for Accessibility and Inclusion

This course is based on the truth that all students can be successful. Participants will learn about types of disabilities as well as research-based strategies to assist the development of all students. Differentiation in instructional design and implementation will be explored. Students will use Universal Design for Learning to plan STEM lessons and design units of study with inclusivity at the forefront. 3 credits

ED-675 Japanese Lesson Study II

Students in this course and those incoming students in Lesson Study I will be combined, and candidates in Lesson Study II will take on a leadership role. First, students in this course will share their lessons/lesson study experiences that took place during the academic year following their Lesson Study I course. That will be used as a springboard for these students and the instructors of this course to co-teach those in Lesson Study I about the lesson study process and how to conduct it. Lesson Study II students will split time between revising the lesson that they developed during the academic year and providing Lesson Study I support and leadership as the new cohort engages in the lesson study process for the first time. P: ED 504. 3 credits

ED-677 Leadership in STEM

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

ED-680 Capstone Research Practicum II

Each student enrolled in this course will work with an advisor and will select a project related to STEM instruction in the general education classroom. They will use the problem and research they did in previous courses to write a grant proposal to bring a STEM-related project/ curriculum into their classroom. 3 credits

English (EN)

EN-500 Writing Portfolio

This course serves as the central mentoring experience for M.F.A. students, in which the student develops a body of work from classes and in preparation for the Master Project. An individual advisor guides the writer in the process of honing the craft and developing the writing portfolio. Through guided revision, students will emerge from the program with a portfolio of work reflecting their strengths as writers. Students will also benefit from responses from other students in the program through periodic workshop meetings that will build a community of writers. 1 credit. Students are required to complete 4 credits throughout the program.

EN-521 Readings in Fiction

In this course, students will take measure of the contemporary literary scene by extensive and intensive reading of recently published short stories, novellas, and novels. In addition

to knowing their literary history, M.F.A. students must be prepared to enter into the conversation currently happening in their chosen field. This course will foreground the debates raging in academia and on the bookshelf, for example, the controversy over "cultural appropriation" sparked by Lionel Shriver's 2016 speech and the #ownvoices movement. We will examine the difference between innovation and trendiness. Students will emerge with the context they need to locate their voices in the writing worlds they wish to inhabit (or subvert). 4 credits

EN-522 Readings in Poetry

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

EN-523 Readings in Nonfiction

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

EN-541 The Creative Process

An examination of the creative process including the stages, elements, and the products. Students learn ways to explore levels of creative unconsciousness and how and why the creative process works. Topics include: inspiration, authenticity, vision, voice, "performativity." How do creative individuals achieve their ends? Students will develop a critical understanding of their own deepest level of imaginative experience. Also in this course, they will begin to consider an original and artistic approach that will culminate in a directed writing (Master) project in EN 692. 4 credits

EN-543 Seminar in Poetry I

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in poetic form and technique. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study

approaches and read and write different poetic forms. These courses seek to foster an appreciation for poetry as a genre and provide an occasion for crafting original work. 4 credits

EN-544 Seminar in Fiction I

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of creative fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different fictional forms. These courses seek to foster an appreciation for fiction as a genre and provide an occasion for crafting original work. 4 credits

EN-545 Seminar in Nonfiction I

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of nonfiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different literary forms. These courses seek to foster an appreciation for nonfiction as a genre and provide an occasion for crafting original work. 4 credits

EN-551 The Literary Marketplace

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

EN-643 Seminar in Poetry II

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in poetic form and technique. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different poetic forms. These courses seek to foster an appreciation for poetry as a genre and provide an occasion for crafting original work. 4 credits

EN-644 Seminar in Fiction II

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of creative fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they

study approaches and read and write different fictional forms. These courses seek to foster an appreciation for fiction as a genre and provide an occasion for crafting original work. 4 credits

EN-645 Seminar in Nonfiction II

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of nonfiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different literary forms. These courses seek to foster an appreciation for nonfiction as a genre and provide an occasion for crafting original work. 4 credits

EN-692 Master Project

The Master Project is the culminating product of the M.F.A. in Writing. Students will begin in the fall of the first year, and continue throughout the program, to create, revisit, develop, and refine a body of substantial work in their chosen genre. Drawing on extensive background reading of relevant literary works, each student will prepare a manuscript that meets program standards for professional work in one of the following forms: a book-length manuscript of collected poems; a book-length collection of short stories; a completed novel; a book-length manuscript of non-fiction (autobiography, memoir, a sequence of personal essays). Master Projects will be housed in the Albertus Magnus College Library upon completion and final approval. 8 credits

Finance (FIN)

FIN-550 Special Topics

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

FIN-590 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into the set of questions or themes that formed the basis of the major course of study. 3 credits

FIN-612 Financial Theory

In this course, students will study the tools and methodologies utilized by financial managers. Students will analyze financial information with emphasis on utilizing this information to make effective and ethical managerial decisions. Topics will include forecasting and planning, investment and financing decisions, cash flows, and financial

markets. Students will demonstrate advanced understanding of these topics by analyzing case studies based on real world situations. P: AC 520. 3 credits

FIN-629 Advanced Corporate Financial Management

This course will cover advanced topics in corporate finance. Topics will focus on financial projections and modeling, capital structure optimization, equity and debt financing, capital budgeting, cash flow analysis, dividend policy, valuation, and corporate governance issues. P: FIN 612. 3 credits

FIN-631 Banking & Financial Markets

This course will cover topics relevant to the financial markets and the banking system in the U.S. Topics will include an assessment of monetary policy, fiscal policy, regulatory policy, the money markets, currency markets, debt markets, and the capital markets. There will be an emphasis on the relationship between government policies and the behavior of financial markets. P: FIN 612. 3 credits.

FIN-633 Derivatives Markets & Risk Management

The course will provide an in-depth understanding of the markets for derivatives. Topics will include the following: stock option pricing and strategies, valuation of forward and futures contracts, credit default swaps, arbitrage, Value at Risk (VAR), and advanced forms of risk management. P: FIN 612. 3 credits

FIN-649 Essentials of Personal Financial Planning

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

Healthcare Administration (MH)

MH-512 Ethical Issues in Healthcare

In this course, students explore a wide variety of ethical issues presented in a healthcare setting through the use of case studies. The course will challenge students to refine their own values and moral principles in relation to healthcare issues, consider the impact of various professional codes of ethics, and apply the four principles of healthcare ethics to resolve ethical conflicts. 3 credits

MH-514 Statistics for Healthcare Managers

In this course, students will learn how to apply advanced statistical methods to assist in making business decisions in a healthcare setting, including one-, two- and k-sample problems, regression, elementary factorial and repeated measures designs, and

covariance. Students will also be introduced to the application of statistical methods used in behavioral science, including multiple regression and related multivariate techniques. 3 credits

MH-536 Strategic Management of Healthcare Organizations

This course examines how healthcare organizations can achieve a competitive advantage in an environment disrupted by unpredictable legislative and regulatory shifts, technological change, competition from rivals, and other economic, social, and political challenges. 3 credits

MH-660 Healthcare Administration Capstone

This course is designed to synthesize advanced management concepts and examines how healthcare delivery must generate value for populations while considering the significant impact of local contexts. Students assess social, economic, and geographic barriers to care and describe the necessity of measuring performance through data analysis to adjust programs effectively. The curriculum explores analytical thinking under uncertainty, medication error prevention, and process modeling. 3 credits

Human Services (HS)

HS-504 Writing in the Social Sciences

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

HS-530 Ethical and Legal Issues in Human Services

This course focuses on ethical and legal issues relevant to the delivery of human services. Topics include ethical principles and ethical issues in human services; professional codes of ethics related to human service managers and human service delivery systems; the U.S. legal system and its role in human service delivery systems; and the legal and ethical issues related to vulnerable populations, behavioral interventions, self-determination and self-advocacy, confidentiality, and professional boundaries. 3 credits

HS-531 Theory, Practice, Trends and Multicultural Issues in Human Services

This course focuses on the range of populations served and needs addressed by human services. Topics include diversity issues related to clarifying expectations, dealing effectively with conflict, societal context, ethical behavior, techniques for building rapport in diverse groups, problem-solving, decision-making, and predicting outcomes. 3 credits

HS-550 Special Topics

Selected topic studied in-depth within a Human Services frame of reference. 3 credits

HS-580 Field Experience

This course will provide students with a field-based experience in a private or public human service agency under the supervision of agency staff as well as a college faculty member. Students who have a minimum of five years' direct client or supervisory experience in an accredited human service agency within the last eight years may waive part or all of the field experience. If the field experience is waived, the student must choose an action research project (PY 581) or one to two additional three credit courses related to human services. Either course is an onsite course and runs for a full semester. 3-6 credits.

HS-660 Capstone Project

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

Instructional Design/Technolog (IDT)

IDT-500 Introduction to Curriculum Design

The Introduction to Curriculum Design course will equip students with the foundational skills and knowledge required of instructional designers. With a focus on principles of curricular alignment, design of learning outcomes, and various curriculum formats, this course offers students the opportunity to engage with the core aspects of instructional design. 3 credits

IDT-512 Foundations of Blended, Remote & Online Learning

This course will give students the opportunity to explore a range of course delivery modalities and online learning platforms. With a specific focus on current learning management systems and software, students will learn principles of course administration and development in a variety of learning environments. 3 credits

IDT-523 Principles of Curriculum Assessment

The inclusion of both formative and summative assessments in learning environments is an essential component of effective course and training delivery, helping to gauge learner progress and competency with the materials. Principles of Curriculum Assessment will provide students with the skills and knowledge to develop, design, and administer assessment instruments and methods in learning environments. Topics will include

assessment methods, promoting integrity of learner assessment, reliability, validity, and alignment with course objectives. 3 credits

IDT-534 Collaborative Project Management

Collaboration and management of projects are essential skills required of instructional design teams. This course will give students the opportunity to develop skills of collaboration, management of project scope, and adherence to deadlines, while using current project management technology to create deliverables for clients. Emphasis will be placed on effective communication and collaboration using common project management software and techniques. 3 credits

IDT-542 Developing Multimedia Content

Developing rich, interactive content for courses and training environments is an essential skill of instructional designers. Working with subject matter experts, and utilizing a variety of advanced multimedia software, students will design and develop a range of engaging multimedia content for learning environments and online courses. In addition, this course will focus on best practices for creating multimedia content, including issues of accessibility and content formats. 3 credits

IDT-550 Special Topics

Selected topic studied in-depth within an Instructional Design and Learning Technology frame of reference. 3 credits

IDT-611 Designing for Accessibility and Inclusion

It is imperative that training and course content be designed in a way which enables learners of all backgrounds and abilities to access it. This course will introduce students to best practices around accessibility, reaching audiences with diverse needs, and promoting equity within course design. Concepts such as universal design for learning, differentiated instruction, and course accommodations will be covered. 3 credits

IDT-623 Gamification and Learner Motivation

Engaging and motivating learners is an important aspect of success in virtual and in-person learning environments. With a focus on learner retention and encouragement of learning, this course will highlight various theories of human motivation, principles of gamification of learning, and address the underlying elements of learner engagement. 3 credits

IDT-637 Engaging Diverse Audiences

The role of instructional designers often includes the design and delivery of professional development and learning activities. This course will focus on methods to engage and connect with learners from diverse backgrounds and areas of expertise. In addition to developing skills of public speaking and designing effective training materials, students

will learn how to foster an environment of inclusion and equity in their instructional design work. 3 credits

IDT-650 Future Directions of Learning Design

Adaptive learning platforms, augmented reality, artificial intelligence, learning analytics, and other progressive concepts are the future of educational design and delivery. This course will expose students to a broad range of tools and techniques that are being developed to progress learning design and delivery in new and novel directions. Students will be encouraged to think critically and creatively about the effectiveness, ethical issues, and potential societal impacts of the tools that will drive learning in the future. 3 credits

IDT-660 Capstone Portfolio

As a culminating course in the Instructional Design program, the Capstone course serves as an opportunity for students to demonstrate their cumulative learning, skills, and knowledge regarding effective design. Working with faculty and subject matter experts, students will design and develop an interactive, multimedia project to serve as their capstone. Student work and projects will incorporate aspects of the program curriculum, including elements of accessibility, multimedia, project management, and learning assessment. P: Students must have completed 21 credits or more in the program to enroll in the Capstone course. 3 credits

Management/Organization Lead. (MOL)

MOL-501 Leadership in Theory and Practice

Leadership in Theory and Practice introduces students to the study of leadership and management and differentiates between the two disciplines. The course examines seminal and contemporary theories with a focus on the need for and application of both in an organizational setting. Research skills for graduate school are also introduced and explored with students beginning to formulate research ideas which can be developed throughout this graduate program. 3 credits

MOL-505 Moral Leadership: Defining the Character of Individuals in Organizations

In this course we will explore two important and related topics: leadership and ethics in organizations. Questions that will be explored include: What is leadership? How does it differ from management? Does it have an impact on organizational mission and performance? Where are leaders in organizations, and what are their roles? What roles do leaders play in shaping the culture and in shaping what is considered right and wrong within the organization? Can ethical reasoning be taught, and if so, how can one learn the needed skills? How can one learn to make right vs. right decisions and explain their decisions to others? Since all organizational decisions are ultimately made and implemented by individuals, we will focus primarily on practical aspects of leadership

and ethical decision-making as they impact the individual, rather than looking at more broad issues such as the social responsibility of businesses or organizations. 3 credits

MOL-506 Organizational Behavior

This course examines the theoretical assumptions of organizational behavior and the issues and challenges that arise when managing and leading. Students will investigate the interrelationships between the individual, the group, and the organization. The course will emphasize managerial practices needed in a variety of settings and the application of these methods to realistic situations. Students will be required to demonstrate effective communication skills throughout the course. 3 credits

MOL-507 Critical Thinking and Decision Making

Developing leadership competencies to manage quality processes for organizations today is essential for sustaining longterm growth and competitiveness in all industries. To do this effectively, solid critical thinking skills must be utilized. Course participants will evaluate their personal and team decision-making skills that will assist in making effective decisions that link to the overarching quality management philosophies of the organization. The psychology of decision making will also be explored emphasizing the biases and motivations which may prejudice decision-making abilities. Participants will critically analyze contemporary decisions in society and apply the course material to a positive organizational context. 3 credits

MOL-508 Servant Leadership

This course is designed as a study of the theory and practice of Servant Leadership. It is also an exploration of how students can apply Servant Leadership in their own lives. Students will explore the gulf between those who lead in order to serve others, and those who lead in order to serve self. This exploration will be undertaken from a variety of angles. Students will trace the origins of the Servant Leader concept and will explore modern-day examples of Servant Leadership in action through the writings of top management thinkers. Students will tie it all together by constructing practical applications of the Servant Leader theory to be used at work, school, and/or in their personal lives. 3 credits

MOL-512 Leading an Inclusive Workplace

This course will enable students to understand the importance of valuing and managing the diversity of people. Students will be asked to challenge themselves and their ideas as they work through different workplace issues related to diversity and leadership, looking at issues from the viewpoint of a leader. Critical thinking will be essential when it comes to examining ideas, feelings, and plans related to diversity and leadership issues. Patience and tolerance of ideas and each other will be key. 3 credits

MOL-514 Conflict Resolution

The meaning of conflict resolution adopted in this course is focused on peaceful, nonviolent mechanisms, spanning formal and informal interactions and bargaining between disputants to reach procedural and substantive solutions. Levels of conflicts and resolution settings are often differentiated by identifying the adversaries, whether they are nation-states, ethnic groups, business or political organizations, community groups, neighbors, or individuals. We will examine these perspectives in order to understand various layers where conflicts arise, and to make comparisons across issues and participants noting similarities and contrasts in resolution manner, effort, and achievement. 3 credits

MOL-601 Coaching and Talent Management

In an era where organizational success hinges on effective talent management and transformative coaching, this course offers a deep dive into cutting-edge strategies and practices. This course is designed for talent leaders or individual contributors who aspire to excel in talent development and organizational growth. MOL 601 combines theoretical foundations with real-world applications, fostering a dynamic learning environment where students will explore strategic talent management, the psychology of coaching, coaching techniques, and the use of data driven decision making in assessing and designing talent management initiatives 3 credits

MOL-630 The Capstone: Practical Leadership

In the Capstone Course for the Master of Science in Management and Organizational Leadership students will apply what they have learned throughout their program to practice. Utilizing the FLIGBY Leadership Simulation students will take on the persona of the new General Manager of an organization and will lead their team to high levels of performance and job satisfaction. Through various assignments and discussions students will reflect on their master's program and will also look ahead towards their future by developing a Personal Development Plan that will guide them in further cultivating and practicing their leadership. 3 credits

MOL-632 Organizational Development and Change

This course will focus on issues of business strategy and planning, with an emphasis on organizational structures and processes. Topics will include change management, team development, and continuous improvement practices and experiences. Case studies will be utilized to demonstrate the transformation of business policies and procedures to effectively achieve strategic goals. 3 credits

Master Business Administration (MB)

MB-507 Business Analytics

This course introduces students to the science of business analytics while casting a keen eye toward the artful use of numbers found in the digital space. The goal is to provide

businesses and managers with the foundation needed to apply data analytics to real-world challenges they confront daily in their professional lives. Students will learn to identify the ideal analytic tool for their specific needs; understand valid and reliable ways to collect, analyze, and visualize data; and utilize data in decision-making for their agencies, organizations, or clients. 3 credits

MB-512 Ethical Issues in Business

This course examines business ethics from both theoretical and applied points of view. Students will utilize fundamental ethical theory to analyze and explain contemporary business conditions and current events. Students will be asked to define their responsibilities as an individual and as part of a group, an organization, and society as a whole. Ethical issues in a variety of business areas will be considered; such as finance, marketing, human resources, and international. The focus will be on developing informed responses to the needs of a variety of stakeholders in making ethically-sound business decisions. Throughout the course, students will be required to demonstrate effective communication skills, both oral and written. 3 credits

MB-515 Managerial Economic Analysis

This course explores the basic concepts of macroeconomics and microeconomics with an emphasis on applying these theories to management decision making. Students will examine issues involved in operating effectively in a market-oriented economy and the measurement of economic performance. Topics include: national income and aggregates, fiscal and monetary policy formation, and price and output determination under various competitive situations. Through course assignments, students will demonstrate analytical skills as well as effective communication skills. 3 credits

MB-518 Marketing Concepts and Strategies

This course introduces students to the techniques and processes of planning, creation, valuation, distribution, and sale of products and services. Students will learn how to segment markets and to identify target markets, survey markets, and interpret data. Students will explore the challenges and ethical issues facing marketing managers. During this course, students will analyze strategic marketing cases that will allow students to exhibit the ability to describe and integrate the key activities of marketing and demonstrate effective analytical, oral presentation, and written communication skills. 3 credits

MB-550 Special Topics

Selected topic studied in-depth within a Management and Business frame of reference. 3 credits

MB-580 Internship

The MBA Internship provides an opportunity for MBA students to complete an internship with a community nonprofit or for-profit organization under the supervision of

a faculty member. The MBA Internship requires completion of MB 660 and the approval of a business plan developed to address a management-related issue or opportunity in which students apply principles and frameworks from the MBA curriculum. The MBA Internship serves as a transition for students from education to professional career. Internship is not eligible to students who hold an F-1 Student Visa. P: MB 512, MB 515, MB 516, MB 518, MB 611, MB 614, MB 636, MB 638, MB 660. 3 credits

MB-611 Quantitative Research for Managers

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

MB-614 Information Systems Issues for Managers

This course examines the principles and issues of managing an information systems service function in a business. Current technologies available for computing and communicating will be explored from the viewpoint of a manager. Students will develop an understanding of how to select the most appropriate technology to meet a particular information need. Topics to be considered include training, evaluation, security, and ethical issues. Case studies will be used to provide examples. 3 credits

MB-636 Legal Issues in Business

In this course, students examine the legal and ethical aspects of business decision making. The current business environment will be examined in relation to domestic and international law, federal and state regulations, as well as local statutes and ordinances. The social and moral aspects of decision making will also be discussed. Students will be required to analyze realistic problems from these perspectives. 3 credits

MB-646 Healthcare: Law, Policy and Systems

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

MB-647 Financial Management of Healthcare Organizations

In this course, students will be taught and asked to apply a variety of financial tools and techniques that they will commonly encounter in the healthcare field. These analytical exercises will be the foundation for teaching students how to make financial decisions within a healthcare setting as a provider organization, payer source or managed care

entity. Case studies will be used to give students the opportunity to apply their learning in the areas of company valuation, pricing and risk-sharing arrangements. 3 credits

MB-648 Healthcare Informatics

This course will focus on the role of information technologies and systems in the healthcare field. Students will explore the history and development of I.T. applications in a healthcare setting and the impact of those applications on the quality of patient care. Topics will include telemedicine, electronic medical records, and Big Data applications. Students will also focus on information systems more broadly and their relationship to healthcare industry trends. 3 credits

MB-660 Management and Business Strategy Capstone

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. P: DAT-500, MB-507, MB-512, MB-515, MOL-516, MB-611, MB-614, MB-636, AC-638. 3 credits

Psychology (PY)

PY-528 Life-Span Human Development

In this course, the development of the individual is examined from birth through the final stages of life in old age. The major developmental and psychological tasks for each stage of development are explored, as well as the family/psychosocial challenges that may present during those critical periods. An emphasis will be placed on the role of cultural context throughout development and prominent theoretical perspectives in the field. 3 credits

PY-530 Theories of Counseling

This course provides a survey of major theories of counseling, including the principal psychodynamic, humanistic, and cognitive-behavioral approaches. In addition to covering traditional schools of thought, emphasis is placed on contemporary developments in the area of time-limited treatment and the special difficulties inherent in this change in standard and clinical practice. 3 credits

PY-533 Psychopathology

This course provides an overview of abnormal psychology, including cognitive-behavioral, psychodynamic, and neuropsychiatric, and socio-cultural perspectives as well as descriptive psychopathology. The course also entails a thorough grounding in the official psychiatric diagnostic classification system (currently DSM-IV) that is used by all hospitals, clinics, and rehabilitation facilities as per requirements of third-party payers and treatment review boards. 3 credits

PY-534 Research Methods and Quantitative Analysis

This course includes an examination and explanation of basic research strategies and statistical procedures. Students are required to read and interpret current research in art therapy, plan an empirical study, analyze and explain data, and write in APA style. Ethical standards for research as stated by the American Psychological Association will also be reviewed. 3 credits

PY-535 Career Counseling

Through an examination of career development theories and decision-making models, the student will gain an understanding of career development planning, organization, implementation, and evaluation. The interrelationships among work and other life roles will also be explored. 3 credits

PY-536 Case Management

This course examines concepts and principles of case management practice with special populations such as older adults, children and families, persons with serious and persistent mental illness, substance abuse, and persons with chronic disease and those facing end of life decisions. The core functions of case management practice in a range of settings are addressed in relationship to issues of diversity, vulnerability, and empowerment. 3 credits

PY-537 Counseling Techniques

This course is an intensive practical experience in counseling techniques to help students attain competency in the application of theory in the counseling relationship. 3 credits

PY-538 Social and Cultural Issues in Counseling

Social position (including socioeconomic status and gender identity) and cultural identity affect one's understanding of psychological disturbances and response to treatment. In an increasingly multicultural, multiethnic, multigendered society, counselors need to develop the cultural literacy necessary to work effectively with clients from varied backgrounds. This course strives to develop awareness and competence in these areas. 3 credits

PY-539 Program Evaluation

This course provides knowledge, theory, and skills needed for the systematic assessment of the effectiveness of psychosocial intervention programs: evaluation of outcomes of treatments provided by human services agencies. Emphasis will also be placed on program planning and evaluation models that are widely used in human services. 3 credits

PY-540 Organizational Behavior and Group Dynamics

This course examines the theoretical assumptions of organizational behavior and the issues and challenges which arise when managing and leading. Students investigate the relationships between the individual, the group, and the organization. Students also explore the various stages of groups, including pre-group assessment and screening of group members, group development, the initial stage, the transition stage, the working stage, and the ending stage of groups. Ethical and multicultural issues as they apply to groups are examined. 3 credits

PY-541 Addictions Counseling

This course provides an examination of the major approaches to understanding and treating substance-related disorders. It also examines the classifications of drugs, their pharmacological action, the process of addiction and recovery, treatment resources, and the legal and ethical guidelines for working with substance abusers. 3 credits

PY-542 Career Counseling and Vocational Rehabilitation

Through an examination of career development theories and decision-making models, the student gains an understanding of career development planning, organization, implementation, and evaluation. The interrelationships among work and other life roles are also explored. Students are also introduced to counseling theories related to vocational rehabilitation. 3 credits

PY-544 Group Dynamics and Counseling

This didactic-experiential course will both familiarize students with major theories of group dynamics (e.g., how groups form and evolve over time, different types of groups, etc.) and the methods of leading or facilitating counseling groups (e.g., psychoeducational sessions, encounter-style groups). 3 credits

PY-545 Professional, Ethical, and Legal Issues Seminar I

This course is an orientation to the profession of counseling. This includes its historical development and the evolving professional identity of the counselor. Most class time and outside assignments, however, will focus on the legal and ethical issues affecting mental health care providers generally and counselors in particular. 1.5 credits

PY-546 Professional, Ethical, and Legal Issues Seminar II

This course is an orientation to the profession of counseling. This includes its historical development and the evolving professional identity of the counselor. Most class time and outside assignments, however, will focus on the legal and ethical issues affecting mental health care providers generally and counselors in particular. 1.5 credits

PY-547 Spiritual Issues and Religious Identity in Counseling

Both religious identification (a social-cultural phenomenon) and personal spirituality influence how we lead our lives, how we respond to conflict and stress, and how we construct meaning in life. Counselors should develop competence in appreciating and working with their clients' various approaches to spirituality. This course introduces theories and methods for integrating spirituality (e.g., meditational practices, prayer, and faith-based healing traditions) into the counseling process. 1.5-3 credits

PY-548 Trauma and Crisis Intervention

Stress can be a source of learning and growth, but also of anxiety and turmoil; most mental disorders result, at least in part, from unmanageable levels of life stress. Extreme stress can produce traumatization and result in lasting changes to mental and neurobiological functioning. This course addresses the nature of stress and trauma as well as methods of counseling people who are confronted with acute crisis or the aftermath of traumatic experiences. 1.5 credits.

PY-549 Addiction and Recovery

This course provides an overview of addictive behaviors (emphasizing substance use disorders) and methods of counseling individuals who are abusing or dependent on psychoactive drugs or other forms of addiction. It is geared toward counselors who do not intend to specialize in this area, but who recognize the need to be prepared to work with the large numbers of potential clients whose clinical presentation includes substance abuse. 1.5 credits.

PY-550 Special Topics

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

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

This course will familiarize students with the general theory of testing (psychometrics) and with various standardized and unstandardized assessment methods. Clinical and structured interviews, commonly used self-report measures (such as the 16PF), and some simpler performance-based tests (such as sentence completions) will be covered. Students will develop interviewing skills and master the basic scoring and interpretation of selected tests. Ethical standards governing the development and use of tests and measures will be covered. The course will contribute to the development of clinical skills and critical acumen, enabling students to evaluate clients, tests, and test reports effectively. 3 credits

PY-553 Clinical Assessment II: Personality Dynamics

Theory and practice of assessing affective functioning. Students will learn to administer, score, and interpret the results of several widely used instruments. These will include self-report inventories (such as the MMPI-2) and performance-based (or "projective")

tests (such as the Thematic Apperception Test). Also included will be observer-rated instruments (such as the CBCL-R or BASC) and clinical rating scales based on structured interviews (such as the Hamilton Rating Scale for Depression). Students will also learn to integrate personality theories with test results. Report writing, application of test findings to intervention plans, and the therapeutic use of assessment will also be discussed. 3 credits

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

Cognitive-Behavioral Therapy (CBT) has become the most widely practiced group of psychotherapies. These are empirically supported treatments; extensive clinical research demonstrates their efficacy. Students will learn to apply several of these approaches, such as Ellis' Rational-Emotive Behavior Therapy (REBT), Aaron T. Beck's approach, Dialectical Behavior Therapy (DBT), stress inoculation training, and/or mindfulness-based techniques. The emphasis will be on mastery of theory and technique in a few approaches, rather than on broad (but necessarily superficial) coverage. 3 credits

PY-555 Advanced Counseling and Psychotherapy II: Couples and Family Therapy

Using a learning-centered educational approach, students will be introduced to systemic models of couple and family therapy including both foundational theories and integrative, common factors approaches. A significant focus of this course will be on the practical counseling skills and techniques that have emerged from these theories. Students will be introduced to course concepts and demonstrate their grasp of course material through a combination of lecture, videos, class discussions, role plays, reflection, and writing activities. Additionally, students will be asked to apply concepts to their own lives and experiences to enhance their self-awareness as developing mental health counselors. 3 credits

PY-556 Advanced Counseling and Psychotherapy III: Integrative Techniques

In this course, one specific theoretical approach is selected for semester-long immersion as the common basis for all students. Each student will then select a theory of his/her own choice to work on integrative skills throughout a series of experiential labs, role-play exercises, case analyses, and presentations. Throughout the semester, each student will benefit from integrating two theoretical approaches in the application of counseling skills and case conceptualization. 3 credits

PY-570 Counseling Practicum

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

require daytime hours during the regular work week. Students may register for practicum only with the permission of the program director. 3 credits

PY-577 Advanced Seminar in Case Conceptualization

In this course, students will develop increased skill in the process of integrating data from multiple sources (such as interviews, tests, and experiences in therapy) with theoretical concepts (such as cognitive distortions, defense mechanisms, and relational styles) to form deeper understanding of the individuals with whom they engage in treatment. The class will draw on case material (both cases prepared by the instructor and cases being seen by student interns) to practice these skills, which enable therapists to move beyond mechanistic modes of treatment in favor of a richer, more personalized approach. 3 credits

PY-579 Counseling Internship I

The internship is one of the culminating experiences of the program. Interns will work at a community-based clinic or other agency for a total of at least 600 hours (300 per semester), equivalent to about 20 hours per week. This work will include assessment and treatment of individual clients and/or counseling groups of clients. Interns will assume increasingly independent roles over the course of the year. In addition to on-site professional supervision, students will meet regularly with a faculty member. Case material also may be discussed in concurrent seminars. All internship sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week; it will be difficult or impossible to maintain full-time regular employment during the internship. Students may register for internship only with the permission of the program director. 3 credits

PY-580 Counseling Internship II

The internship is one of the culminating experiences of the program. Interns will work at a community-based clinic or other agency for a total of at least 600 hours (300 per semester), equivalent to about 20 hours per week. This work will include assessment and treatment of individual clients and/or counseling groups of clients. Interns will assume increasingly independent roles over the course of the year. In addition to on-site professional supervision, students will meet regularly with a faculty member. Case material also may be discussed in concurrent seminars. All internship sites must be approved by the program. Note that most sites are likely to require daytime hours during the regular work week; it will be difficult or impossible to maintain full-time regular employment during the internship. Students may register for internship only with the permission of the program director. 3 credits

PY-581 Action Research Project

Students conduct original empirical research, typically evaluating the effectiveness of a specific human services program. This program may be designed by the student or be part of the usual psychosocial interventions provided by an agency. This course may be

taken in lieu of 6 credits of field experience by students who have a minimum of five years' direct client or supervisory experience in an accredited human service agency within the last eight years may waive the field experience. who have extensive experience in a human services agency. 6 credits

PY-583 Drugs and Behavior I: Basic Science

This course addresses the nature of psychoactive drugs and their modes of action on the functions of the human brain. Anatomy and localization of function in the brain will be reviewed. Major topics will include neurochemistry (e.g. neurotransmitters and receptor mechanisms), psychopharmacology (e.g. pharmacokinetics and pharmacodynamics), the therapeutic uses of psychotropic medications, and basic psychological processes involved in drug self-administration or abuse (e.g. opponent process theory, reinforcement, and classical conditioning). 3 credits

PY-584 Ethical and Professional Issues in Addiction Counseling

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

PY-585 Drugs and Behavior II: Applications

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

PY-586 Culture, Gender, and Special Populations in Addictions

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

PY-587 Addiction Counseling I: Core Concepts and Competencies

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

PY-588 Clinical Assessment of Substance Use Disorders

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

PY-589 Addiction Counseling II: Advanced Techniques

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

PY-591 Treatment Planning and Evaluation in Addictions Counseling

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

PY-597 Thesis Research Project I

The master's thesis is another of the culminating experiences of the program. Students will conceptualize and carry out an original empirical study related to clinical mental health counseling. This may involve evaluating a treatment program, validating an

assessment technique, using assessment data better to understand groups of clients, or other projects. Students will meet regularly with a faculty sponsor throughout the process. It is strongly advised that students develop thesis projects that can be conducted at their internship sites. In this way, the two capstone experiences will be mutually reinforcing. 1.5 credits

PY-598 Thesis Research Project II

The master's thesis is another of the culminating experiences of the program. Students will conceptualize and carry out an original empirical study related to clinical mental health counseling. This may involve evaluating a treatment program, validating an assessment technique, using assessment data better to understand groups of clients, or other projects. Students will meet regularly with a faculty sponsor throughout the process. It is strongly advised that students develop thesis projects that can be conducted at their internship sites. In this way, the two capstone experiences will be mutually reinforcing. 1.5 credits

Public Administration (MP)

MP-500 Introduction to Public Administration

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

MP-504 Labor-Management Relations

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

MP-507 Urban Policy

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

MP-511 Politics and Public Policy

This course will enable students to examine the political processes that influence the formation of public policies. Students will explore current issues in the public policymaking process and how partisan politics play a role in the formulation and implementation of policies at all levels of government. 3 credits

MP-512 Ethical Issues in Public Administration

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

MP-521 Performance Measurement and Management

The course focuses on how performance is becoming increasingly important in public and non-profit settings and explores performance-based management approaches. Students will learn how to identify appropriate measures and how implement a performance measurement system and manage for performance in the public sector. Emphasis will be placed on establishing performance measurement systems, identifying, collecting, and analyzing performance information, presenting performance analysis results, and utilizing performance information. Management tools covered will include benchmarking, performance dashboards, and balanced scorecards. 3 credits

MP-550 Special Topics in Public Administration

Students will explore contemporary topics in public administration, the public policymaking process, and leadership. The focus will be placed on the development of practical skills that can be adapted to any public service setting. Examples of special topics include Performance Measurement and Management in public administration. 3 credits

MP-581 Implementing Public Policy

This course will investigate how domestic policy, especially social welfare policy, is implemented, tracing policy from federal laws to administrative agency regulations and the local implementation of the program. This course is intended to expose the student to practical problems of implementing policy and the solutions required at a grassroots level to assure success. Students will be required to apply concepts by analyzing policy implementation in a public or non-profit setting of their choice. 3 credits

MP-630 Capstone Seminar in Public Administration

The culminating project for the Master of Public Administration allows MPA students to integrate the knowledge and skills acquired throughout the curriculum by engaging in a practical project or case study. This project will demonstrate their mastery of core competencies in public administration. The course is structured as a project-based seminar where students work individually with guidance from the professor while also providing feedback and support to one another. By completing and presenting their capstone projects, students will demonstrate their skills in six key areas of public service that align with the core competencies of the MPA program: 1) Strategic problem-

solving; 2) Effective communication; 3) Analysis and implementation of public policies and programs; 4) Having a results-driven mindset; 5) Fostering public-private partnerships, and 6) Upholding ethical principles in public management and leadership. Specifically, students may use their projects to identify solutions to a public policy problem, recommend improvements to public or non-profit programs, or develop potential legislation and determine the coalition needed to support its passage. Students are encouraged to use their current workplaces or build upon research conducted in other classes or internships for their projects, if applicable. 3 credits

Reading & Language Arts (RLA)

RLA-501 Theory and Practice in the Fundamentals of Language and Literacy

This course, one of the three core courses in the initial summer of the AAP Program for Literacy Specialists in Reading/Language Arts, focuses on the interplay between oral language and print-based language development that reading specialists need to understand and apply in everyday practice. More specifically, the course focuses on the study of evidence-based theory about the major evidence-based components of reading and their development that include: phonological awareness, phonics, word recognition, fluency, vocabulary, syntax, comprehension processes, and morphology. As a major part of the course, students are asked to read, understand, and critically evaluate empirical research that focuses on how the aforementioned components contribute to reading success and the impact that learner differences (e.g., students with reading disabilities) have on the development of those component skills.

RLA-502 Assessment, Test Interpretation, and Program Planning in Reading and Language Arts

Candidates learn basic psychometric concepts; administration, scoring, and interpretation of evidence-based components of reading development; the selection of appropriate literacy assessments for specific purposes such as monitoring student progress and program efficacy; and how to articulately present assessment findings to various constituencies.

RLA-503 Literacy Coaching

In this course, candidates will increase their self-knowledge about their motivation, problem-solving skills, and responses to conflict; learn how to adapt their behavioral and communication style to work more effectively with others; and explore and discuss facilitation and presentation skills and the use of protocols.

RLA-550 Fall Seminar Series

Participants in the Fall Seminar Series engage in four separate five-hour Saturday seminars. Fall seminar topics include diversity & equity, digital literacy, intervention & tutorial, and K-5 elementary literacy best practices. Students engage in a deep exploration

of each topic, growing their content knowledge, and reflecting on their application of new learning.

RLA-551 Spring Seminar Series

Participants in the Spring Seminar Series engage in five separate five-hour Saturday seminars. Spring seminar topics include dyslexia, English Language Learners, Writing instruction, new initiatives in reading, and Grade 6-12 Secondary best practices. Students engage in a deep exploration of each topic, growing their content knowledge, and reflecting on their application of new learning.

RLA-554 Clinical Dyslexia Tutorial

Participants in the Clinical Dyslexia Tutorial use the Japanese Lesson Study and Diagnostic Tutorial models to co-plan literacy tutorial lessons based on prior student behavior, engagement, learning, and process. All tutorial lessons are based on cognitive and achievement strengths and weaknesses, prior knowledge, learning profiles and passions and employ research-based methods and materials to teach phonological processing, phonic decoding and encoding, syntactic structures, morphology and other semantic markers. Each group debriefs as soon as possible after the research lesson ends and uses the data to plan the next lesson. The roles of teacher, facilitator, recorder, and final commentator rotate through the small groups.

RLA-555 Clinical Dyslexia Tutorial II

Participants in the Clinical Dyslexia Tutorial use the Japanese Lesson Study and Diagnostic Tutorial models to co-plan literacy tutorial lessons based on prior student behavior, engagement, learning, and process. All tutorial lessons are based on cognitive and achievement strengths and weaknesses, prior knowledge, learning profiles and passions and employ research-based methods and materials to teach phonological processing, phonic decoding and encoding, syntactic structures, morphology and other semantic markers. Each group debriefs as soon as possible after the research lesson ends and uses the data to plan the next lesson. The roles of teacher, facilitator, recorder, and final commentator rotate through the small groups.

RLA-580 Collegial Coaching

Candidates collaboratively develop and coach a colleague's literacy project with supervision by clinical faculty. At the end of the practicum, candidates submit a descriptive and reflective final paper.

RLA-581 Comprehensive Tutorial

Building on the experience from the dyslexic tutorial, candidates tutor a student with reading challenges from their home district with supervision by clinical faculty. As with the dyslexic tutorial, candidates begin with a review of previous testing and teacher reports and plan a tutorial program; however, this tutoring program is much longer

and therefore involving more progress monitoring with appropriate data analysis and a comprehensive written tutorial report.

RLA-582 Professional Project

During the final, culminating Capstone Project the candidates consolidate their foundational knowledge with their teaching, assessment, and coaching knowledge and practice by researching, planning and presenting full-day professional development workshops with daily supervision from the AAP Instructional Coordinator. The educators who attend these seminars are members of the beginning cohort, former AAP completers, and invited guests of the presenters.

Keyword Index

A

Accessibility Services.....69
 Anticipated Completion
 Date.....94
 aap..... 158, 160
 academic calendar..... 6
 academic credential
 translation..... 35
 academic grievances.....87
 academic integrity..... 90
 academic programs.... 28, 28
 accounting.....137
 accreditation..... 16, 35
 add-drop.....76
 administration..... 185
 admission.....33, 33
 33, 35, 37, 38, 94
 admissions..... 33
 admissions requirements. 33
 amnesty.....89
 apply..... 33, 33
 33, 33, 94
 art therapy and
 counseling.....119
 attendance..... 79

B

board of trustees..... 182
 buildings..... 18, 24

C

campus.....18, 23
 24, 26
 career and professional
 development..... 65, 65
 66, 66, 66, 67
 career workshops.....67
 clinical counseling.....142

commencement.....98
 community..... 14
 community standards.....61
 complaint resolution..... 19
 computer labs..... 70
 contact us.....53
 course loads.....77
 course recording.....74
 course retake.....85
 credits..... 72
 criminal justice..... 115, 150
 ctle..... 68

D

degree audit..... 95
 degree completion..... 95
 degree conferral.....96
 diplomas..... 97
 directory information
 notice..... 108
 disclosure.....56
 discontinued programs....75
 discounts.....59
 dominican ministries..... 15
 double concentrations..... 75

E

English.....112
 education..... 155, 158
 160
 education and teacher
 preparation.....111
 emergency alert system... 28
 employment
 opportunities.....66
 english language
 requirements..... 35

F

F-1 visa.....36
 faculty..... 188
 federal student aid
 ombudsman.....56
 financial aid..... 39, 39
 39, 40, 40, 41, 41, 44, 47,
 52, 53, 53, 53, 54, 55, 56,
 56
 full-time status.....77

G

goals.....11
 grade appeals..... 83
 grade reports.....82
 grading.....80
 graduation with honors.... 95

H

health services..... 62
 healthcare
 administration.....163
 history..... 11
 human services..... 167

I

I-20..... 36
 immigration status.....37
 incompletes.....77
 information technology
 services..... 71
 institutional review board 70
 instructional design and
 learning technology..... 174
 intellectual honesty.....12
 international students.34, 61

L

library..... 71
loans.....40
location..... 16

M

management and
organizational
leadership.....178
mba..... 124
meister eckhart center.....15
memberships.....21
mfa in writing.....129
military..... 53
mission..... 10, 10
15
mpa..... 132
msa.....137
mscj.....150
msed.....155
msmol..... 178

O

Other Fees..... 58

P

parking.....26
plagiarism..... 13
post-graduate certificate in
addiction counseling.....170
preferred name.....73
presidents..... 12
prevention of Power Based
violence.....63
psychology.....114
public safety..... 27

R

readmission.....38

readmission to the
College.....90
refunds.....55, 60
registration..... 76

S

scholarships..... 39, 39
39
student affairs..... 15, 61
61, 61
student code of conduct... 14
student complaints.....87
student records.....99
student right-to-know.... 108
student services.....62, 63
64

T

title IV..... 47
tradition of honor.....12
transcripts..... 99
transfer credits from other
institutions..... 78
tuition..... 57, 58
60
tuition assistance.....53, 54
tutoring..... 68

V

verification of enrollment or
degrees.....98
veterans.....64
veterans benefits.....52

W

weather..... 28
withdraw.....78
withdrawal..... 91, 92
work-study.....40



ALBERTUS
MAGNUS
COLLEGE

700 Prospect Street, New Haven, CT 06511

Cover photo by Ruth Lamy