



ALBERTUS MAGNUS COLLEGE

A Catholic College in the Dominican Tradition

DIVISION OF PROFESSIONAL
AND GRADUATE STUDIES

2021-2022
Course Catalog
Graduate Programs

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General Information

Introduction: St. Albert the Great

Graduate Program Course Catalog 2021–2022

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.

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

Academic Year

Accelerated Degree Program Calendar 2022-2023

FALL 2022 MOD 1

Monday / Wednesday Aug. 22nd (M) – Oct. 12th (W)

Tuesday / Thursday Aug. 23rd (T) – Oct. 13th (Th)

Monday September 5th– **Labor Day (College Closed – No Classes) Inter Mod Recess**
Oct. 17th – Oct. 21st

FALL 2022 MOD 2

Monday / Wednesday Oct. 24th (M) – Dec. 14th (W)

Tuesday / Thursday Oct. 25th (T) – Dec. 15th (Th)

Wednesday - Friday Nov. 23rd– Nov. 25th–**Thanksgiving Break Christmas Recess
Dec. 19, 2022 – Jan. 13, 2023**

SPRING 2023 MOD 3

Monday January 16th– **Martin Luther King Day (College Closed – No Classes)**

Monday / Wednesday Jan. 18th (W) – March 8th (W)

Tuesday / Thursday Jan. 17th (T) – March 9th (Th)

Monday February 20th– **Presidents’ Day (College Closed – No Classes) Inter Mod
Recess March 13th – March 17th**

SPRING 2023 MOD 4

Monday / Wednesday March 20th (M) – May 10th (W)

Tuesday / Thursday March 21st (T) – May 11th (Th)

Thursday - Friday April 6th __ April 7th– **Easter Break (College Closed – No Classes)**

Sunday May 21st **Commencement**

Inter Mod Recess May 15th – May 26th

SUMMER 2023 MOD 5

Monday May 29th– **Memorial Day (College Closed – No Classes) Monday /
Wednesday May 31st (W) – July 19th (W)**

Tuesday / Thursday May 30th (T) – July 20th (Th)

Tuesday July 4th–**Independence Day (College Closed – No Classes)**

SUMMER 2023 SIX WEEK ONLINE

Monday / Wednesday May 31st (W) – July 5th (W)

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

The College

Mission Statement of Albertus Magnus College

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

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

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

Goals

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

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

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

History

The Dominican Sisters of St. Mary of the Springs, who are now known as the Dominican Sisters of Peace, purchased an estate in 1924 at 700 Prospect Street, New Haven, to found a women's college. It was named Albertus Magnus College for St. Albert the Great, the thirteenth century medieval scholar, philosopher, theologian and bishop. They named the mansion on the property Rosary Hall. The College's charter was signed on July 13, 1925, and the first classes were held in Rosary Hall on September 24, 1925.

Since 1926, the College has acquired several mansions that are now used for student housing and administration. The construction and purchase of other buildings has freed Rosary Hall from many of its former uses, and it serves today as the College's library and learning commons. Dominican Hall, a residence hall, was completed in 1960. In 1965, Aquinas Hall was opened as the main academic building, and in 1970 the Campus Center became the hub of social activity.

The Cosgrove, Marcus, Messer Athletic Center opened in 1989. The indoor sports and recreation center houses a pool, a gymnasium and indoor track, racquetball and volleyball courts, weight and dance rooms, and other facilities. The Center is part of a six million dollar athletic complex which also features soccer and softball fields, an outdoor track, and tennis courts. In 2005, the College opened its new Mary A. and Louis F. Tagliatela Academic Center, a state-of-the-art facility that houses science facilities, a communications studio, classrooms, and an atrium that is frequently used for public lectures and forums. The new Shea Softball Complex opened in 2017. In 2019, the Hubert Campus Center underwent a major redesign, including the addition of workout facilities, multi-purpose presentation space, and a rooftop garden with a bridge connecting to Dominican Hall. In 2019, the College also purchased 490 Prospect Street, a three building property that supported the expansion of student housing.

Established to expand educational opportunities for women, Albertus Magnus has stayed true to that initial impetus to expand educational opportunity as it has evolved. In 1971, the College was a pioneer in launching its first program for adult learners. In 1975, the Board of Trustees voted to omit the words "of women" from the charter to allow the awarding of degrees to men through the Office of Continuing Education, and in April 1985, the Board had the foresight to make the College fully co-educational. As Albertus grew and evolved, it extended its reach through the establishment of the Accelerated Degree Program, thus making Albertus an even more valuable resource for working adults in the greater New Haven area. Since then, the College has continued to develop new programs and to offer these programs in innovative ways. In 1992, the College offered its first graduate program, the Master of Arts in Liberal Studies. The New Dimensions program began in 1994 as an alternative degree completion program, whereby working professionals could obtain their Associate's, Bachelor's, or Master's Degrees in business fields. The College launched its first, fully-online degree program in 2009. In the years that followed, Albertus introduced new graduate programs and extended its reach through the development of on-ground, blended, and online program options. In Spring 2015, to respond to the needs of students, the College adapted and

began offering nearly every adult degree program in a "Flex" format, which provides opportunities for students to choose between blended and online course options on a course-by-course basis. Today, Albertus offers its academic programs through two divisions: the Traditional Undergraduate Program, which offers programs in a semester format at its main New Haven campus with primarily face-to-face instruction, and the Division of Professional and Graduate Studies, which houses the undergraduate Accelerated Degree Program and Graduate Studies at its main New Haven and East Hartford campuses.

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 and celebrates its student body of 1,225 FTE students whose diversity is multifaceted. 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 Irminda Longstreth, O.P. 1947–1949
 Sister Coralita Cullinan, O.P. 1949 –1953
 Sister Lucia Deku, O.P. 1953 –1956
 Sister Marie Louise Hubert, O.P. 1956 –1971
 Dr. Francis Horn 1971–1974
 Sr. Francis de Sales Heffernan, O.P. 1974 –1982
 Dr. Julia M. McNamara, President Emerita 1982–2016
 Sister Anne Kilbride, O.P., Interim 2016– 2017
 Dr. Marc M. Camille 2017– Present

The Tradition of Honor

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

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

Intellectual Honesty

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

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

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

Plagiarism

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

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

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

Student Code of Conduct

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

The Albertus Community

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

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

The Division of Professional and Graduate Studies is designed specifically to meet the needs of the adult learner. The program features a flexible scheduling system that permits students to attend on either a full or part-time basis. Innovative approaches to adult learning combine the convenience of online instruction with the personalized classroom attention that is a hallmark of the Albertus experience. Many programs are offered in a flexible format that allows students to choose on a course-by-course basis between blended courses (50% online and 50% on-ground) and fully online offerings, thereby enabling students to complete their programs in a blended format, in a combination of blended and online courses, or fully online.

The Division of Professional and Graduate Studies offers eighteen major Liberal Arts and Business Programs through its Accelerated Degree Program. A total of fifteen graduate programs include a Master of Arts in Art Therapy and Counseling (the only program of its kind in the state), Master of Fine Arts in Writing, Master of Business Administration, Master of Public Administration, Master of Science in Education, Master of Science in Accounting, Master of Science in Human Services, the combined Master of Science in Human Services/Addiction Counseling Certificate Program, Master of Science in Clinical Counseling, Master of Science in Criminal Justice, Master of Science in Instructional Design and Learning Technology and Master of Science in Management and Organizational Leadership, as well as a post-baccalaureate Initial Teacher Preparation Program and post-masters certificates in Addiction Counseling and Advanced Alternative Preparation (AAP) as a Literacy Specialist in Reading/Language Arts Certification. All programs are offered on the College's main campus in New Haven, CT. Select programs are offered at the College's East Hartford location. (See the Albertus Magnus College website for the most current offerings and locations: www.albertus.edu)

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

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
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781-425-7785
E-Mail: info@neche.org

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

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.

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.

Complaint Resolution

Albertus Magnus College is committed to the appropriate resolution of complaints and has policies and procedures for addressing grade appeals, faculty and non-faculty grievances, student grievances, academic dishonesty, sexual harassment, and misconduct. These policies may be found in the relevant student, faculty, and employee handbooks and on the College's website under policies and procedures. In the event that there is a complaint against the College, the following accrediting and state agency is available to handle student's complaints:

State of Connecticut Department of Higher Education
 450 Columbus Boulevard, Suite 707, Hartford, CT 06103-1841
www.ctohe.org/StudentComplaints.shtml

Memberships

Albertus Magnus College holds institutional memberships in the following:

Alpha Phi Sigma
 American Alumni Association
 American Art Therapy Association
 American Association of College Admissions Counselors
 American Association of Collegiate Registrars and Admissions Officers
 American Association of Hispanics in Higher Education
 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 of Graduate Schools of Liberal Studies Programs

Association for Orientation–Transition–Retention in Higher Education (NODA)
Association of Title IX Administrators
Association of Writers and Professional Programs
Chi Alpha Sigma
The Clery Center College Board
College Entrance Examination Board Conference of Small Private Colleges
Connecticut Association of Collegiate Registrars
Connecticut Association for Continuing Education Connecticut Conference of Independent Colleges
Connecticut Distance Learning Consortium
Connecticut United for Research Excellence
Council of Independent Colleges Online Course Sharing
Consortium Council for Adult and Experiential Learning
Council for the Advancement and Support of Education (CASE) Affiliated Student Advancement Programs
Council for Higher Education Accreditation
Commission on Accreditation of Allied Health Education Programs
Council of Independent Colleges
Council on Undergraduate Research
The Dominican Consortium
Dominican Higher Education Council
Eastern Association of Colleges & Employers
International Accreditation Council for Business Education
National Academic Advising Association
National Association of Academic Advisors
National Association for Campus Activities
National Association of Colleges & Employers
National Association of College and University Business Officers
National Association of Foreign Student Advisors
National Association of Independent Colleges and Universities
National Catholic Educational Association
National College Athlete Honor Society

National Collegiate Honors Council

National Commission on Accrediting

National Hispanic Institute

NAFSA: Association of International Educators

New England Association for Cooperative Education and Field Experience

New England Association of Collegiate Registrar and Admissions Officers

New England Commission of Higher Education

New England Faculty Development Consortium

Northeastern Association of Graduate Schools Quality Matters

United States Association for Small Business and Entrepreneurship

The Campus

Albertus Magnus College is located in one of the distinguished residential neighborhoods of urban New Haven. Its campus covers approximately 50 landscaped acres on Prospect Hill. This site affords an attractive setting for the modern collegiate buildings and spacious private estates that now house the College.

On campus, students find facilities for residence and for their academic, athletic, cultural, social and spiritual lives. The services, advantages, and attractions of New Haven are within convenient reach by local bus or on foot. The campus encompasses a number of gardens, pleasant walks, picnic areas, tennis courts, and playing fields. There is off street parking for automobiles on lots within the College grounds.

Consistent with the College's goal of promoting accessibility to higher education, Albertus Magnus College also has established a satellite campus in East Hartford, Connecticut at 225 Pitkin Street where students may take select undergraduate and graduate programs in Professional and Graduate Studies.

Buildings

Aquinas Hall

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

Cosgrove, Marcus, Messer Athletic Center

The Cosgrove, Marcus, Messer Athletic Center has 60,000 square feet of athletic and recreational facilities. Included in the Athletic Center is a six-lane, 25-yard pool, complete with a Jacuzzi® that is located on the pool deck. The Center also houses a large

double gymnasium, three racquetball courts, a state-of-the-art fitness center, dance room, classroom, and six locker rooms.

Hubert Campus Center

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

Mary A. and Louis F. Tagliatela Academic Center

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

Mohun Hall

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

Mohun Annex

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

Rosary Hall Library and Learning Commons

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

St. Catherine of Siena Chapel

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

Walsh Hall

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

Weldon Hall

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

Parking

Parking is available in the lower campus near Aquinas Hall and Hubert Campus Center. At the residence halls and library there is limited parking. Parking on College property is at the vehicle owner's risk. All members of the faculty, staff and student community should register their cars and receive a parking permit at Public Safety.

Public Safety

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

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

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

Weather and Emergency Alert System

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

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 thirty-four majors in the Liberal Arts and Sciences, Business and Education.

The Accelerated Adult Undergraduate Program

Adult learners may enroll full-time or part-time in the Accelerated Degree Program in the Division of Professional and Graduate Studies, which offers a wide array of Liberal Arts and professional degrees at our main New Haven Campus, East Hartford Campus, or fully online. 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 Accelerated Degree Program offers the following undergraduate degrees: Associate of Art, Associate of Science in Business Management, Bachelor of Arts and Bachelor of Science.

Graduate Programs Overview

Arts and Humanities Collaborative

Department of Education and Teacher Preparation

Advanced Alternative Preparation Program

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

Master of Science in Education

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

the fundamental goal of improving instruction for all students. The M.S.Ed. is offered through the Accelerated Degree Program.

Post-Baccalaureate Initial Teacher Preparation Program

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

Department of English and Humanities

Master of Fine Arts in Writing

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

Social Sciences

Department of Sociology

Master of Science in Criminal Justice

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

Department of Psychology

Master of Arts in Art Therapy and Counseling

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

complete the degree within a minimum of eight consecutive semesters. Admission to the M.A.A.T.C. Program is selective and competitive.

Master of Science in Clinical Counseling

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

Master of Science in Human Services

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

Post-Graduate Certificate in Addiction Counseling

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

Tagliatela School of Business and Leadership

Master of Business Administration

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

Master of Public Administration

The Master of Public Administration (M.P.A.) is a 36-credit accelerated graduate degree program designed for working professionals seeking a long-term career working for nonprofits, nongovernmental organizations (NGOs), or government agencies. The

MPA program is based on an interdisciplinary approach that enables students to lead, implement policy, solve problems, and improve efficiency in nonprofit organizations, institutions, and different levels of government.

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

The M.P.A. is offered in a FLEX format, where students may enroll on a full-time or part-time basis and have the flexibility of choosing between blended or fully online course options.

Master of Science in Accounting

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

Master of Science in Instructional Design and Learning Technology

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

Master of Science in Management and Organizational Leadership

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

Admissions

Who May Apply

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

How to Apply

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

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

Admissions Requirements

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

- A completed application and a \$50 non-refundable application fee
- Official transcripts reflecting conferral of prior degree (a minimum of a bachelor's degree for master's programs). All transcripts are to be submitted from the original institutions;
- For non-native English speakers, proficiency in English as demonstrated by at least three years of successful academic work at a college or university using English as the primary language of instruction and evaluation, or by a minimum TOEFL score of 550 paper-based, 80 internet-based, or 213 computer-based
- For students taking classes on campus, proof of immunization in accordance with Connecticut State requirements;
- For online degrees, a Driver's License or DMV Photo ID;
- For applicants who intend to use Department of Veterans Affairs (VA) Educational Benefits
 - Military, university and college transcripts
 - Certification of Eligibility letter or, for reservists, Notice of Basic Eligibility
 - Veteran's Intent to Register form
- Additional admissions requirements for particular degrees are specified for each program within this catalog.

International Students

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

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

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

- 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).
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- 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

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

English Language Learner Test Accommodations

Albertus Magnus College is committed to diversity, equity and inclusion for our students and campus community. In recognition of our diverse student body and to help promote a racially, ethnically, and culturally diverse academic environment, Albertus Magnus will consider individual requests for a 50% extended time test accommodation for students who are not native English speakers.

All admitted students are expected to be proficient in the English language. However, the 50% extended time test accommodation is available to non-native English speaking students to improve access and equity and reduce barriers associated with English language acquisition for students who are otherwise qualified.

Students should contact the ELL Committee at ELL@albertus.edu or (203) 672-1050.

Obtaining Form I-20 and F-1 Visa

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Maintaining Immigration Status

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Students should contact the ELL Committee at ELL@albertus.edu or (203) 672-1050.

Incarcerated Students

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

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

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

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

How to Apply for Financial Aid

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

- Students will need to include the Albertus Magnus College school code: 001374
- Students enrolling in the Professional and Graduate Studies Program must then also complete the institutional Modular Aid Application. Applications are available on the Net Partner website, which can be accessed via the Albertus Magnus College website, myAlbertus Portal, or www.albertus.edu/netpartner.
- Students may need to complete additional financial aid documents as necessary. In order to receive financial aid in subsequent years, the FAFSA must be completed annually by the June 1st priority deadline, at least six weeks prior to the start of the Module. It is the responsibility of the student to complete this process annually.

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 the myAlbertus Portal, 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 5.28% but is subject to change annually on 7/1. This loan may be subject to a loan origination fee.

Need-Based Employment: Federal Work-Study Program

Federal Work-Study Program

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

Federal Work-Study Waitlist

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

Need-Based Employment: Federal Work-Study Waitlist

Federal Work-Study Waitlist

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

Scholarships

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

- Graduate Assistantship Award - variable amounts based on contract
- MFA Scholarship - \$1000 per full-time semester
- Meister Eckhart - up to cost of full-time MFA tuition

Endowed and Restricted Scholarships

Various endowed and restricted scholarships may be available to students in the Professional and Graduate Studies. The following scholarships are established by alumni and friends of the College and are geared toward upperclassmen. Eligibility is subject to restrictions set forth by the donor(s) of each scholarship. Due to our generous alumni and donors, new Endowed Scholarships are created annually. For a full list of Endowed Scholarships, please visit the Albertus website.

- G. Sette Scholarship
- Mullay Memorial Scholarship

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.

Graduate PLUS Loan

Graduate and professional students may apply for this additional federal student loan. Applicants must meet minimum credit requirements and must have exhausted all Federal Stafford Loan eligibility. Loan amounts may not exceed student's COA. The interest rate is currently fixed at 6.28% but is subject to change annually on 7/1. This loan may be subject to a loan origination fee.

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
- Selective Service
- Special Mitigating Circumstances
 - 1 Involuntary Loss of Income
 - 2 Divorce or Legal Separation
 - 3 Death of a Wage Earner
 - 4 High Medical Expenses
- Unusual Enrollment History

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

The Financial Aid Office will not accept appeals for:

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

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

Increase in Cost of Attendance (COA)

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

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

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

Students who feel 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 Course 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.

Selective Service Appeal

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

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

Special Mitigating Circumstance Appeal

Students who feel that the information entered on the FAFSA no longer accurately reflects 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 time frame. 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 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**

All Years	3.0	and	67%
Post-baccalaureate*	Students will be reviewed according to fourth-year		

**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)

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

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

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

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

multiple concentrations that go toward one degree will not receive an extension to the degree completion time frame. At the point the Financial Aid Office determines a student will not graduate within the maximum time frame, 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

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

If the student returns to the same program at the same school within the same academic year of the withdrawal, the student would be considered to be in the same 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 in the Undergraduate Program and Professional and Graduate Studies Program is defined in the Course catalogs as breaks that are at least five calendar days.

F Grades

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

Federal Student Aid Disbursed

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

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

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

Intersessions

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

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

Future Attendance: Programs Offered in Modules

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

Timeframe

Returns

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

Post-Withdrawal Disbursements

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

Repayment of Student Loan Funds

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

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

Loan Origination

If a student 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	Professional and Graduate Studies Program Charges
Tuition	Tuition
Fees: Information Technology Fee Activity Fee Course Lab Fee Room and Board	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 Room and Board 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

A Professional and Graduate Studies 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.

COVID-19:

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

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

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

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

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

Veterans Benefits

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

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

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

- Provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class
Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 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

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:

Mondays: 8:30 a.m.– 4:30 p.m.

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

Fridays: 8:30 a.m.– 4:30 p.m.

Military Tuition Assistance

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

Return of Tuition Assistance

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

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

The 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.

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 policies and procedures listed above supersede those previously published. For the most current version, please contact the Financial Aid Office at (203) 773-8508 or visit <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.

Tuition and Fees

Tuition

Costs vary by graduate program; please consult the individual program sections for details or <https://www.albertus.edu/admission-aid/business-office/accelerated-degree-program/graduate-tuition-fees.php>.

Schedule of Refunds on Tuition, Fees and Room and Board

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, room and board. 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.

Traditional Undergraduate Program-Room and Board Charges

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.

Student Affairs

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.

The Office of Community Standards is responsible for working with students whose behavior is disruptive to the quality of life on campus. The Vice President for Student Affairs, Assistant Dean of Student Affairs for the Traditional Undergraduate Program and the Associate Dean for Student Success and Retention for the Accelerated Degree Programs, reserve the right to remove a case from the College's disciplinary system and to act on it when such removal is, in their opinion, in the best interests of the student or the College community. 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 Dominican Ministries

While Albertus has a Catholic heritage, it welcomes students of all faiths and makes no discrimination in matters of religious belief.

The Office of Dominican Ministries serves the entire community by helping as well as challenging its members to consider what it is they believe and how they put that belief into practice. It is concerned with creating and building a caring community. Students of all religious backgrounds are invited to participate in the many programs, activities, and celebrations coordinated by the Office of Dominican Ministries. The Office of Dominican Ministries strives to foster the profound respect for the dignity of each individual's freedom to maintain and express their beliefs that have always inspired the College. Dominican Ministries plans worship services, organizes retreats, and is available for counseling and spiritual direction.

The Office of Dominican Ministries seeks to activate in others a faith that does justice and brings others life. Students are encouraged to place their gifts and talents in the service of others by tutoring, acting as big sisters and brothers, serving as companions to the mentally ill, participating in projects to help the poor and homeless, and engaging in other struggles for peace and justice. Students are encouraged to become leaders by helping to plan and organize all activities, including worship services. Regular liturgy and ecumenical services are offered to all members of the community.

Student Health Services

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 nurse-run clinic is staffed by a Registered Nurse and a bilingual (Spanish) Advanced Practice Registered Nurse. In case of a medical emergency, students are sent to Yale-New Haven Hospital's Emergency Room.

All services provided by Student Health Services are confidential and onsite services are free of charge.

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.

Non-Discrimination Policy

The American College Health Association supports all initiatives to create a campus climate guided by the values of cultural inclusion, respect, equality and equity. Such a climate is essential to college health. Consistent with those values, ACHA rejects 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.

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 counseling, which affords students the opportunity to work individually 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 a specific short-term goal. 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.

All services provided by the Counseling Center are confidential and free of charge. Contact and communication with the Counseling Center will not be shared with family members, friends, or faculty members without a student's written consent. The exception is if a situation arises where ethical standards or state law require confidentiality to be breached.

Office for Prevention of Gender-Based Violence

The Project Director for the Prevention of Gender 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 gender-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 gender-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 gender-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 gender-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 gender-based violence.

Veterans Services

Albertus Magnus College is identified as a Military-Friendly School by Victory Media, indicating that it is among the top 15% of colleges and universities nationwide in providing services to student veterans. The Albertus Student Veterans Association is an Approved Chapter of Student Veterans of America, and Albertus is a proud participant in the Yellow Ribbon G.I. Education Program. Visit <https://www.albertus.edu/student-resources/registrar/veterans-educational-info> for more information.

Career and Professional Development

Overview

A Liberal Arts education offers both lifelong enrichment to an individual's daily existence and a firm base on which to build career and occupational skills. Albertus Magnus College has prepared educated students who use their Liberal Arts training as a foundation for successful and rewarding careers in a wide variety of fields. Students are encouraged to use the career services listed below starting in the first year of college in order to develop realistic and flexible career goals related to their majors. These career services are available to current Albertus students and alumni.

The Office of Career & Professional Development is the central location on campus for career planning information. Students have access to a career library 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 job search letters. The Office is part of the Center for Teaching and Learning Excellence and is located on the second floor of Rosary Hall, the College Library and Learning Commons.

Career Counseling

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

Self-Assessment

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

Office of Career & Professional Development

The Office of Career & Professional Development is the central location on campus for career planning information. Students have access to a career library 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 job search letters. The Office is located on the second floor of Rosary Hall, the College Library and Learning Commons.

Employment Opportunities

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

Important Information

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

On-Campus Recruiting

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

Career Workshops

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

Academic Support Services

Center for Teaching and Learning Excellence

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

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

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

Albertus Online Tutoring 24/7

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

Accommodations for Students with Disabilities

The responsibility and purpose of the Office of Academic and Student Disability Services is to provide necessary and reasonable accommodations for students with disabilities to have equal access to all educational opportunities at Albertus Magnus College and to promote an inclusive campus community. The Office of Academic and Student Disability Services provides students, faculty, and staff with assistance and information on issues of student access to ensure full participation for students with disabilities.

Albertus Magnus College is committed to providing equal educational opportunities and full participation both in and outside the classroom for students with disabilities. No otherwise qualified student will be excluded from participation in any academic program or be subject to any form of discrimination based on their disability.

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, hereafter referred to as ADA, and Section 504 of the Rehabilitation Act of 1973, hereafter referred to as Section 504.

Students should consult the Disability Services web page <https://www.albertus.edu/disabilityservices> or contact the Director of Academic and Student Disability Services for information about requesting accommodations, submitting disability documentation and accessing approved accommodations.

Computer Labs, Wireless Network and Computer Usage Expectations

Information technology is an integral part of the academic program at Albertus Magnus College. Access to the Internet is available in each of the classrooms, which also have document and computer projection capabilities, audio/visual presentation systems, and in many cases, interactive whiteboards. In addition, the campus (including dormitories) supports a wireless network, so students can access the web or network software virtually anywhere on campus without the need for a physical connection (wireless network adapter hardware is required for access).

The library catalog is electronic and many of the library resources are available only through computer access. Students may access library resources off campus by using the universal student identification card, the Falcon Card, which is issued to every new student. In addition, most courses use eLearning, an online Course Management System to support instructional delivery. Therefore, all students entering Albertus Magnus College are strongly encouraged to have their own laptop or personal computer. Computers are available in the computer labs in Aquinas Hall and at stations throughout the Library.

Library and Information Technology Services

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

The Library Services group trains students in the information literacy and research skills necessary to become lifelong learners. Students are guided to the most appropriate resources for their research needs in the College's extensive digital collections, online databases, and the traditional print collection. Among the Library's many e-resources, patrons navigate through more than 70,000 e-journals, magazines and newspapers containing many millions of articles, and an ever-expanding e-book collection that includes more than 350,000 full-text books in all subject areas. Through the Library's online catalog, Boots OneSearch, students and faculty can access the information resources necessary to support the curriculum, whether they are studying on campus or online.

The Instructional Technology Services team provides training and support for students and faculty in the use of technology in classroom and online environments, including eLearning, ePortfolio, Google Apps for Education, the Microsoft Office suite, and

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

Academic Policies and Procedures: General

Definition of a Credit Hour

Albertus Magnus College 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 and a minimum of two hours of out of class student work each week 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.

Academic Policies and Regulations: Registration, Grading and Cumulative Performance

Registration

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

Adding/Dropping a Course

A student may add or drop a course by filling out the “Add/Drop” form after they have registered. Students wishing to add an additional course may do so by the end of the first week of the term.

Students wishing to drop a course may do so before the end of the second week and not have the course appear on their transcript. Students who drop a course are eligible to receive a refund if the course is officially dropped during the timeframe specified in the refund policy.

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 master’s degrees offered through the Accelerated Degree Program ordinarily may enroll for no more than 6 credits per module. Students in the Master of Arts in Art Therapy and Counseling Program may register for no more than 13 credits per semester, subject to advisor approval. Students in the Master of Fine Arts in Writing may register for no more than 9 credits per semester, subject to advisor approval.

Incompletes

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

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

Transfer Credits

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

Withdrawal from a Course

Students may withdraw from a course during the withdrawal period. During an eight week course, the withdrawal period begins on the Monday of the third week and ends on the Friday of the seventh week. Students who wish to withdraw must fill out a Withdrawal or a WP/WF Form. A grade of “WA” or “UF” will be recorded for students that must be administratively withdrawn. Withdrawals will be processed on the following schedule:

Weeks 1–2: Add/Drop is in effect.

Weeks 3 – 4: Withdrawal

Students have the option to withdraw by completing a withdrawal form where a “W” will be issued. A grade of “WA” will be issued to all students who are administratively withdrawn.

Weeks 5–7: Withdrawal

Students have the option to withdraw voluntarily by using the WP/WF form. A grade of “UF” (unearned F) will be recorded for students who are administratively withdrawn. The student can petition an instructor to change the “UF” to a “WP or WF.” Once the form is filled out and signed off by the instructor, the grade will be updated. The “UF” must be cleared by the last day of the mod in which it is recorded.

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

Attendance Policy

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

- Class attendance is taken in all Accelerated Degree Program courses twice a week, regardless of whether the course is taught on ground, in a blended format, or online. All courses are treated as having two sessions per week.

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

Students may withdraw from courses during the first seven weeks of a session. They may not withdraw thereafter.

Instructors monitor attendance and may reduce a grade or issue a failing grade in a course based upon a student's attendance and participation in the course.

Grading System

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

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

Good Standing

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

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

Grade Reports

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

Grade Appeals

Students have the right to appeal a final grade if they believe that the grade calculation is inaccurate or that there is an inconsistency between the grade calculation and the grading

criteria as defined by the instructor's syllabus. Students have the burden of proof to demonstrate that the grade is inaccurate within the context of the course.

Grade appeals must be filed within 30 days of the last day of the class for which the grade was received. The grade appeal process is as follows:

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

In Progress Courses

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

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

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

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

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

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

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

Academic Review

Students who have been academically dismissed have the right to appeal the dismissal in writing to the program director. If the appeal is granted, the student is placed on academic review for the semester. If a student starts in Mod 2, 4, or 5, and falls below 3.0, the student will be dismissed after the term but can appeal the dismissal. If the appeal is granted, the student will be placed on review for only one term. At the conclusion of the semester or term, the student must have achieved a minimum cumulative grade point average of 3.0 average to remain in the program.

Academic Dismissal

The Program Director and Dean 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 review.

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

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

Readmission to the College

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

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 Associate Dean for Student Success and Retention.
- If the parties cannot reach a solution, then the faculty member will file a written Intellectual Honesty Form with the Vice President for Academic Affairs or the Dean for the Division of Professional and Graduate Studies. This form will specify the complaint, provide the basis for a proposed sanction, and be reviewed by the department chair or program director.
- 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 wish to officially withdraw must complete the prescribed withdrawal procedures with the Office of the Registrar. They must formally drop or withdraw from all registered classes, and if receiving financial aid, they must notify the Financial Aid Office immediately about their plans to leave. The 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 Clearinghouse.

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 Division of Professional and Graduate Studies 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 Division of Professional and Graduate Studies 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 Division of Professional

and Graduate Studies 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 Division of Professional and Graduate Studies 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.

Academic Policies and Procedures: Graduation, Transcripts and Student Records

Degree Completion

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

Graduation with Honors

Associate's Degree

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

Bachelor's Degree

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

Cum Laude

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

Magna Cum Laude

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

Summa Cum Laude

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

Master's Degree

Master's degree candidates 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.

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 Associate Dean for Student Affairs in the Division of Professional and Graduate Studies 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.

Commencement

Six months prior to the anticipated date of completion candidates for degrees must request an official audit of credits and application of candidacy for graduation to the Office of the Registrar. The Degree Completion fee of \$150 should be paid to the Bursar's Office. The fee covers the expense of awarding degrees, recording transactions and graduation activities. This fee must be paid regardless of participation in graduation ceremonies or actual receipt of diploma. This fee does not include the purchase of the cap/gown.

Undergraduate students who are within six credits of graduating with the Bachelor's degree may participate in the ceremonies provided they have a "C" (2.0) average overall

as well as in their majors and minors, have pre-registered for the remaining required coursework, and have met all their financial obligations, including those that will be incurred for the pre-registered courses. All other degree candidates must have completed all requirements to participate in commencement. It is the student's responsibility to inform the Registrar if this option is to be exercised. After completing all coursework, the student must inform the Registrar, in writing, of completion of final credits. The degree and update of the transcript will occur at the next completion date: August, December, or May.

Transcripts

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

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

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 deans 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, and the Division of Professional and Graduate Studies. 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:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5901

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

Directory Information Notice

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

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

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

Student Right-To-Know

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

General Information

The Curriculum: Definition of Terms

- Introductory undergraduate courses are numbered 100–199, intermediate undergraduate courses, 200–299, advanced undergraduate courses, 300–399, and graduate courses 500–799.
- The number of credits after a course description indicates the semester credit hours assigned to the course.
- The letter “P” following a course description indicates a prerequisite for that course.
- For preliminary planning purposes, when a course is intended to meet a part of the undergraduate General Education Core Program, it will be indicated as a part A, B, or C course in this course description. ***However, the official core-program designation of any course is given in the official schedule for the module/semester that the course is being offered.***
- The letter “W” following a course number indicates that it is a designated writing course that can be used to fulfill one of the College writing requirements in the Traditional Undergraduate Program.
- In the Traditional Undergraduate Program, all courses meet three hours a week with sessions held either on-ground, online or in a blended format (combination of on-ground and online).
- In the Accelerated Degree Program, all courses meet five hours a week with sessions held either on-ground, online or in a blended format (combination of on-ground and online).
- The official schedule of courses is available in the Office of the Registrar. Consult the official schedule for classes offered in a given module/semester.
- ***The College reserves the right to cancel any class for which there is insufficient enrollment.***

Departments

Department of Education and Teacher Preparation

The Department of Education and Teacher Preparation offers a variety of programs to satisfy all professional interests.

Graduate Program

[Advanced Alternative Preparation for Literacy Specialist in Reading/Language Arts Certification](#)

[Master of Science in Education](#)

[Post-Baccalaureate Initial Teacher Preparation Program](#)

Department of English and Humanities

The Department of English and Humanities offers an MFA in Writing that is designed to prepare 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.

Graduate Program

[Master of Fine Arts \(in Writing\)](#)

Department of Psychology

The Department of Psychology offers a variety of programs to satisfy all professional interests.

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.

Graduate Programs

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

[Master of Science in Clinical Counseling](#)

[Master of Science in Human Services](#)

[Post-Graduate Certificate in Addiction Counseling](#)

Department of Sociology

The Department of Sociology offers a Master of Science in Criminal Justice that is designed to prepare students to assume the growing number of professional and leadership positions within the criminal justice system.

Graduate Program

[Master of Science in Criminal Justice](#)

Tagliatela School of Business and Leadership

The Tagliatela School of Business and Leadership offers a variety of programs to satisfy all professional interests.

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 and accounting programs only. Locations for program offerings are at the sole discretion of the Member.

Graduate Programs

[Master of Business Administration*](#)

[Master of Public Administration*](#)

[Master of Science in Accounting*](#)

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

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

Programs

Art Therapy and Counseling, M.A.

The Master of Arts in Art Therapy and Counseling (M.A.A.T.C.) is a graduate professional degree designed to prepare students who are competent art therapists, functioning independently and as members of multidisciplinary treatment teams in a variety of treatment settings. The M.A.A.T.C. requires 60 credit hours of coursework in art therapy, counseling, and psychology, including 725 hours of supervised field experience.

The program is designed to meet or exceed the educational standards set by the American Art Therapy Association (AATA).

Upon completing the program of study in Art Therapy and Counseling, students will:

- Meet the educational standards for future licensure as a professional counselor (LPC) in the State of Connecticut.

The Art Therapy Profession

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

Art Therapy Services

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

Mission

The Master of Arts in Art Therapy and Counseling (M.A.A.T.C.) is committed to providing a high quality educational experience. We promote professional growth

within a cohesive and passionate community of students who are sensitive to the ethical, reflective and socially aware practice of art therapy. The hallmark of the program is the intensive, rigorous and rewarding student-centered preparation that fosters reflective thinking, respect for diversity of the human experience, recognition of the value of creative exploration blended with sound psychological theory and scientific research, as well as resiliency through compassion.

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 3.0.
- Personal interview.
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- Completion of at least 24 credits in studio art including courses in drawing, painting and ceramics with an earned minimum grade point average of 2.8 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.*
- The applicant must submit:
- Official transcripts from all regionally accredited degree-granting institutions attended.
- An essay (of at least 2 pages 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.

Mail hardcopy materials to:

The Master of Arts in Art Therapy and Counseling (M.A.A.T.C.) Admission Committee

Albertus Magnus College

700 Prospect Street

New Haven, CT 06511-1189

** 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 M.A.A.T.C. 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 a regionally accredited college or university 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.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Credit: \$721.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$25.00 per semester
- Information Technology Fee: \$35.00 per session
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

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 daytime, evening and one weekend per month. As a FLEX program, 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 placed in the student's file.

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. Students must be in good standing to register for AT 502 and AT 580.

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

As a clinical training program, the M.A.A.T.C. requires that students demonstrate their readiness for clinical practice through the Fieldwork and Internship components of the program. Students must be in academic good standing with a cumulative GPA of 3.0 or better in order to begin AT 502 and AT 580. Additionally, students must receive a grade of 3.0 or better in AT 502 and AT 580 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

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in ATP 600.

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
PY 532	Personality Structure

Spring (9 credits)

AT 503	Professional Practices: Ethical Standards and Legal Issues
AT 504	Techniques in Art Therapy
PY 533	Psychopathology

Summer (6 credits)

AT 508	Art Therapy in a Multicultural World
PY 530	Theories of Counseling

YEAR TWO

Fall (8 credits)

AT 502	Fieldwork in Art Therapy
AT 507	Theory and Practice of Group Art Therapy
PY 534	Research Methods and Quantitative Analysis

Spring (8 credits)

AT 510	Art Therapy in Substance Abuse and Chemical Dependency Treatment
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AT 512	Art Therapy Assessment
AT 580	Internship Seminar
PY 531	Psychological Assessment

Summer (5 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 580	Internship Seminar
ATP 599	Thesis Proposal Seminar

Spring (8 credits)

AT 510	Art Therapy in Substance Abuse and Chemical Dependency Treatment
AT 513	Art Therapy with Adults/Seniors
AT 580	Internship Seminar
ATP 600	Thesis

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

(48 credits)

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

The culmination of the program has students prepare a comprehensive Capstone project, which consists of the development of a working business plan for an entrepreneurial endeavor or business consulting activity.

Upon completing the program of study in Business Administration, students will:

- Demonstrate advanced critical thinking and communication skills.
- Demonstrate advanced understanding of concepts in the functional areas of business.
- Demonstrate an ability to apply formal concepts to real world situations.

- Demonstrate a capacity for informed moral decision making in the business environment.

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 2.8.*
- A minimum of two years requisite experience in an organization.
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- For fully online students, a driver's license or DMV photo identification is required.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- The applicant must submit:
- Official transcripts from all regionally accredited degree-granting institutions attended.
- 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 G.P.A. 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 grade point average in 12 credits before being fully admitted to the program.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying the 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 (24 credits) in the Albertus M.B.A. program.

Waivers

Advanced standing placement is possible for students with undergraduate business degrees. Students may receive a maximum of 12 credits waived based on undergraduate work completed within the last seven years. To receive a waiver, students must have earned a minimum grade of 3.3 in the undergraduate courses being considered. Course waivers are granted by the program director, who notifies students of any waivers at the time of admission to the program.

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

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: \$2718.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

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

The Master of Business Administration is accredited by the State of Connecticut Office of Higher Education.

Program Format

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

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

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in MB 660.

PROGRAM OF STUDY

M.B.A - Generalist

REQUIRED CORE (39 credits)

MB 512	Ethical Issues in Business
MB 515	Economic Theory and Application
MB 516	Organizational Behavior
MB 518	Marketing Concepts and Strategies
MB 520	Accounting Concepts
MB 521	Managing Human Resources
MB 611	Quantitative Research for Managers
MB 612	Financial Theory
MB 614	Information Systems Issues for Managers
MB 615	Global Management
MB 636	Legal Issues in Business
MB 638	Financial Statement Analysis
MB 660	Strategic Management Capstone

CONCENTRATION REQUIREMENTS (9 credits)

Select three (9 credits): Business Management (MB) courses in consultation with the Program Director.

M.B.A - Accounting**REQUIRED CORE (39 credits)**

MB 512	Ethical Issues in Business
MB 515	Economic Theory and Application
MB 516	Organizational Behavior
MB 518	Marketing Concepts and Strategies
MB 520	Accounting Concepts
MB 521	Managing Human Resources
MB 611	Quantitative Research for Managers
MB 612	Financial Theory
MB 614	Information Systems Issues for Managers
MB 615	Global Management
MB 636	Legal Issues in Business
MB 638	Financial Statement Analysis
MB 660	Strategic Management Capstone

CONCENTRATION REQUIREMENTS (9 credits)

Select three (9 credits):

MB 649	Essentials of Personal Financial Planning
MB 650	Advanced Federal Income Taxation
MB 651	Governmental and Nonprofit Accounting
MB 653	Accounting Information Systems
MB 655	Ethics for Accounting Professionals
MB 657	Fraud Investigation
MB 658	Taxation of Business Entities
MB 659	Global Financial Reporting

M.B.A - General Management**REQUIRED CORE (39 credits)**

MB 512	Ethical Issues in Business
MB 515	Economic Theory and Application

MB 516	Organizational Behavior
MB 518	Marketing Concepts and Strategies
MB 520	Accounting Concepts
MB 521	Managing Human Resources
MB 611	Quantitative Research for Managers
MB 612	Financial Theory
MB 614	Information Systems Issues for Managers
MB 615	Global Management
MB 636	Legal Issues in Business
MB 638	Financial Statement Analysis
MB 660	Strategic Management Capstone

CONCENTRATION REQUIREMENTS (9 credits)

MB 630	Entrepreneurial Development
MB 636	Legal Issues in Business
MB 634	Survey of Operations Management

M.B.A - Healthcare Management

REQUIRED CORE (39 credits)

MB 512	Ethical Issues in Business
MB 515	Economic Theory and Application
MB 516	Organizational Behavior
MB 518	Marketing Concepts and Strategies
MB 520	Accounting Concepts
MB 521	Managing Human Resources
MB 611	Quantitative Research for Managers
MB 612	Financial Theory
MB 614	Information Systems Issues for Managers
MB 615	Global Management
MB 636	Legal Issues in Business
MB 638	Financial Statement Analysis

MB 660 Strategic Management Capstone

CONCENTRATION REQUIREMENTS (9 credits)

MB 646 Healthcare: Law, Policy and Systems

MB 647 Financial Management of Healthcare Organizations

MB 648 Healthcare Informatics

M.B.A - Human Resource Management

REQUIRED CORE (39 credits)

MB 512 Ethical Issues in Business

MB 515 Economic Theory and Application

MB 516 Organizational Behavior

MB 518 Marketing Concepts and Strategies

MB 520 Accounting Concepts

MB 521 Managing Human Resources

MB 611 Quantitative Research for Managers

MB 612 Financial Theory

MB 614 Information Systems Issues for Managers

MB 615 Global Management

MB 636 Legal Issues in Business

MB 638 Financial Statement Analysis

MB 660 Strategic Management Capstone

CONCENTRATION REQUIREMENTS (9 credits)

MB 652 Human Resource Training and Development

MB 654 Compensation Strategies

MB 656 Employment Law

M.B.A - Leadership

REQUIRED CORE (39 credits)

MB 512 Ethical Issues in Business

MB 515 Economic Theory and Application

MB 516 Organizational Behavior

MB 518	Marketing Concepts and Strategies
MB 520	Accounting Concepts
MB 521	Managing Human Resources
MB 611	Quantitative Research for Managers
MB 612	Financial Theory
MB 614	Information Systems Issues for Managers
MB 615	Global Management
MB 636	Legal Issues in Business
MB 638	Financial Statement Analysis
MB 660	Strategic Management Capstone

CONCENTRATION REQUIREMENTS (9 credits)

Select three (9 credits): Leadership (LDR) and/or Management and Organizational Leadership (MOL) courses in consultation with the Program Director.

M.B.A - Project Management

REQUIRED CORE (39 credits)

MB 512	Ethical Issues in Business
MB 515	Economic Theory and Application
MB 516	Organizational Behavior
MB 518	Marketing Concepts and Strategies
MB 520	Accounting Concepts
MB 521	Managing Human Resources
MB 611	Quantitative Research for Managers
MB 612	Financial Theory
MB 614	Information Systems Issues for Managers
MB 615	Global Management
MB 636	Legal Issues in Business
MB 638	Financial Statement Analysis
MB 660	Strategic Management Capstone

CONCENTRATION REQUIREMENTS (9 credits)

MB 643	Principles of Project Management
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MB 644 Management of Projects

MB 645 Leadership of Projects

Master of Business Administration: Five-Year B.S./M.B.A. (Traditional Undergraduate Students Only)

This program is designed for traditional undergraduate students who have demonstrated an ability to excel and a desire to obtain a Master of Business Administration degree in a minimal amount of time. A minimum of 156 credits are required to receive both the Bachelor of Science in Business Management (any concentration) and Master of Science in Accounting degrees. Of these, 120 credits are completed in the undergraduate program and 36 credits in the graduate program. During senior year, students take 2 graduate courses in addition to their regular undergraduate schedule.

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

Students should apply to the Master of Business Administration program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the five-year program. At the time of acceptance, students will be assigned a graduate faculty advisor in addition to their undergraduate faculty advisor.

The student's undergraduate record must qualify for waivers in four graduate level courses. Course waivers are determined by the M.B.A. Program Director.

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

(36 credits)

The Master of Fine Arts (M.F.A.) in Writing is a graduate professional degree designed to prepare 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.

Upon completing the program of study in Fine Arts in Writing, students will:

- Demonstrate a knowledge of the conventions of specific writing genres.
- Demonstrate an understanding of the creative process.
- Demonstrate a knowledge of market trends in specific areas of professional writing.

- Demonstrate the ability to develop an effective project synopsis, outline, as well as submission materials that conform to industry expectations and standards.
- Demonstrate highly developed writing skills.
- Demonstrate the ability to plan and execute a major project in a specific genre of writing.

Admission Requirements

- Bachelor’s degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 3.0.
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- For fully online students, a driver’s license or DMV photo identification is required.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- The applicant must submit:
- Official transcripts from all regionally accredited degree-granting institutions attended.
- 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.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Credit: 793.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$25.00 per semester
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university 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

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. As a FLEX program, students have the flexibility of enrolling full-time or part-time and may choose between blended (on-ground and online) or fully online options on a course-by-course basis. Students that choose the blended format meet fully online and attend three on-ground Saturday sessions per semester.

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

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in EN 692.

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 required each semester)

* Note: 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 (M.P.A.)

(36 credits)

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

The MPA program has two components. The first component requires seven core courses that provide a student with the basic concepts and methods of public administration.

The courses offer an experiential learning opportunity in the community as well as an examination of quantitative tools for policy analysis that leads to a capstone project. The second component requires the completion of five elective courses, all suited to the student's career interests or particular substantive area.

Upon completing the program of study in Public Administration, students will:

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

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 3.0.*
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- For fully online students, a driver's license or DMV photo identification is required.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- The applicant must submit:
- Official transcripts from all regionally accredited degree-granting institutions attended.
- 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 G.P.A. 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 grade point average before being fully admitted to the program.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying 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 (18 credits) in the Albertus M.P.A. program.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: \$2718.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

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

The Master of Public Administration is accredited by the State of Connecticut Office of Higher Education.

Program Format

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

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

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in MP 630.

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 581	Implementing Public Policy
MB 611	Quantitative Research for Managers
MP 630	Applied Research Project

FLEXIBLE CORE (15 credits)

Select five (15 credits):

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

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

(30 credits)

The Master of Science in Accounting, under the Tagliatela School of Business and Leadership, is a graduate professional degree designed to provide students with a strong knowledge of accounting principles and to prepare them for a variety of careers in the accounting field. The M.S.A. is a 30-credit program and provides students with the 150 credit hours required by most states for Certified Public Accounting (CPA) certification.

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

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

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 3.0.*
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- For fully online students, a driver's license or DMV photo identification is required.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- Completion of at least 24 credits in accounting and 22 undergraduate credits in business.
- The applicant must submit:
 - Official transcripts from all regionally accredited degree-granting institutions attended.
 - 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 G.P.A. 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 grade point average before being fully admitted to the program.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying 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.A. program.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: \$2718.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

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

The Master of Science in Accounting is accredited by the State of Connecticut Office of Higher Education.

Program Format

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

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

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in MB 661.

PROGRAM OF STUDY

Accounting, M.S.

FLEXIBLE CORE (24 credits)

Select eight (24 credits):

MB 516	Organizational Behavior
MB 634	Survey of Operations Management
MB 638	Financial Statement Analysis
MB 643	Principles of Project Management
MB 649	Essentials of Personal Financial Planning
MB 650	Advanced Federal Income Taxation
MB 651	Governmental and Nonprofit Accounting
MB 653	Accounting Information Systems
MB 655	Ethics for Accounting Professionals
MB 657	Fraud Investigation
MB 659	Global Financial Reporting

REQUIRED CORE (6 credits)

MB 658	Taxation of Business Entities
MB 661	Accounting Research Project

Master of Science in Accounting: Five-Year B.S./M.S.A. (Traditional Undergraduate Students Only)

This program is designed for traditional undergraduate students who have demonstrated an ability to excel and a desire to obtain a Master of Science in Accounting degree in a

minimal amount of time. A total of 150 credits are required to receive both the Bachelor of Science in Accounting and Master of Science in Accounting degrees. Of these, 120 credits are completed in the undergraduate program and 30 credits in the graduate program. During senior year, students take 2 graduate courses in addition to their regular undergraduate schedule.

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

Students should apply to the Master of Science in Accounting program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the five-year program. At the time of acceptance, students will be assigned a graduate faculty advisor in addition to their undergraduate faculty advisor.

Master of Science in Clinical Counseling

(60 credits)

The Master of Science in Clinical Counseling is a graduate professional degree designed to prepare students to become independent professional mental healthcare practitioners. Degree requirements are designed to meet the educational standards for future licensure as a professional counselor (LPC) in the State of Connecticut. It is the individual student's responsibility to ascertain what will be needed in states where one intends to reside. In addition to educational credentials, licensure requires appropriate postgraduate experience and passage of a licensure examination. No college or university can award a government-issued license, but our graduates should be well prepared to achieve these remaining goals.

The program offers two tracks, one in mental health counseling and one in addiction counseling. The mental health counseling track includes advanced coursework on assessment, psychotherapy, and case conceptualization. The addiction counseling track includes specialized coursework on psychopharmacology, addictive behavior, and addiction counseling. Students completing the addiction counseling track will be eligible to apply for the Licensed Alcohol and Drug Counselor (LADC) credential in the State of Connecticut in addition to the LPC. This will require appropriate experience and passage of an examination as well as the degree.

Upon completing the program of study in Clinical Counseling, students will:

- Meet the educational standards for future licensure as a professional counselor (LPC) in the State of Connecticut.

Mission

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

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 3.0.*
- Personal interview.
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- Completion of at least 15 credits in psychology including a course in statistics for behavioral social sciences.*
- The applicant must submit:
- Official transcripts from all regionally accredited degree-granting institutions attended.
- 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 3.00 threshold, but who believe that those grades do not accurately reflect their current abilities, are encouraged to include in their application an explanation of what factors impeded their previous performance and what has changed in the interim.*

Transfer Credits

Albertus Magnus College will accept a maximum of 12 graduate hours from a regionally accredited college or university 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.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: \$2163.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$25.00 per semester
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Thesis Binding Fee: \$35.00
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

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 accelerated eight-week 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 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. If a student receives a grade below “B–” (2.70), 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” (3.00) or better in all courses during the ensuing term or until the cumulative G.P.A. has risen above 3.00, whichever is longer.

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

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

Good Professional and Clinical Standing

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

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

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in PY 598.

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 (M.S.C.J.)

(33 credits)

The Master of Science in Criminal Justice is a graduate professional degree 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 a concentration in one of two unique disciplines: corrections administration or juvenile justice. Students in the program may opt to gain experience by completing an internship in a criminal justice agency, and all students are required to complete a three credit thesis project applicable to their concentration.

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

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

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 3.0 in Criminal Justice and 2.8 in all other undergraduate coursework.*
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- For fully online students, a driver's license or DMV photo identification is required.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- Completion of at least 18 undergraduate credits in criminal justice.
- The applicant must submit:
 - Official transcripts from all regionally accredited degree-granting institutions attended.
 - 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 G.P.A. 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 grade point average before being fully admitted to the program.*

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university toward satisfying 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 (18 credits) in the Albertus M.S. in Criminal Justice program.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: \$2718.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

The Master of Science in Criminal Justice is accredited by the State of Connecticut Office of Higher Education.

Program Format

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

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

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in CJ 661.

PROGRAM OF STUDY

Criminal Justice, M.S. - Corrections Administration

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 (18 credits)

CJ 521 Probation, Parole and Community-Based Corrections

CJ 530 Issues in Correctional Supervision

CJ 535 The History of Corrections in America

CJ 537 The Future of American Corrections

Select two (6 credits): Criminal Justice (CJ) courses in consultation with the Program Director.

Criminal Justice, M.S. - Juvenile Justice

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 (18 credits)

CJ 538 Youth, Culture and Crime

CJ 539 The History of Juvenile Justice in America

CJ 541 The Juvenile Justice Process Today

CJ 543 Issues in Juvenile Probation and Incarceration

Select two (6 credits): Criminal Justice (CJ) courses in consultation with the Program Director.

Master of Science in Criminal Justice: Five-Year B.S./M.S. (Traditional Undergraduate Students Only)

This program is designed for traditional undergraduate students who have demonstrated an ability to excel and a desire to obtain a Master of Science in Criminal Justice degree in a minimal amount of time. A total of 153 credits are required to receive both the Bachelor of Science in Criminal Justice and Master of Science in Criminal Justice degrees. Of these, 120 credits are completed in the undergraduate program and 33 credits in the graduate program. During senior year, students take 2 graduate courses in addition to their regular undergraduate schedule.

Students with 30 credits remaining entering their senior year take a total of 18 credits each semester (15 undergraduate and 3 graduate credits). There is no extra cost to the

student for these credits during their undergraduate study if they have been accepted into the five-year program. A preferred approach is that students accelerate their undergraduate studies prior to their senior year and enter their senior year with 24 credits remaining in the undergraduate program. This approach would allow seniors to complete 12 undergraduate credits and 3 graduate credits, 15 total credits, in each semester of their final year.

Students should apply to the Master of Science in Criminal Justice program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the five-year program. At the time of acceptance, students will be assigned a graduate faculty advisor in addition to their undergraduate faculty advisor.

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

(36 credits)

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 while, at the same time, enable the candidate to concentrate in a content area, either literacy or STEM. The two concentrations, STEM and literacy, represent two areas of great concern expressed by school and district administrators, leaders in business, and legislators as they call for STEM and literacy skills improvement among all students, grades preK–12.

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

The program includes instruction in leadership skills with the goal of enabling completers of this degree to become literacy or STEM leaders among their colleagues in the districts and schools where they teach. The program stresses the importance of seeking out, understanding, and applying insights from current educational research, with the fundamental goal of improving instruction for all students.

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

- Know and discuss educational matters within an ethical framework.
- Acquire skills needed to teach literacy as an integral part of all content areas.
- Acquire skills needed to teach STEM/literacy concepts effectively.
- Demonstrate the pedagogical skills necessary for leading students to the awareness that all STEM content areas are connected and interdependent.
- Demonstrate the ability to collect and analyze data for the purpose of informing student learning.

- Demonstrate the ability to recognize and to conduct valid educational research, and to incorporate research-based instruction in lessons and units of instruction.
- Demonstrate the skills necessary for employing the Japanese Lesson Study approach to improve lesson and unit development.
- Master the ability to recognize differences among students, including learning and cultural differences, and to provide differentiated instruction that enables all students to learn.
- Demonstrate skills necessary for leading others to effective STEM/literacy curriculum development and application.

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 2.7.
- Demonstration of strong written and oral communication skills.
- Personal interview.
- Proficiency in the business application of personal computers.
- Valid Connecticut teaching certificate or eligibility for Connecticut teacher certification. (Applicants who are not certified may request a waiver indicating reasons for the request.)
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- The applicant must submit:
- Official transcripts from all regionally accredited degree-granting institutions attended.
- 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.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: \$2163.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit

- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

The Master of Science in Education is accredited by the State of Connecticut Office of Higher Education.

Program Format

Classes are offered in an accelerated degree format, which consists of 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.

Graduation Requirements

- Completion of all requirements within five years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in ED 680.

PROGRAM OF STUDY

Education, M.S. - Literacy

REQUIRED CORE (21 credits)

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

ED 503	Research Methods
ED 504	Japanese Lesson Study I
ED 604	Culture and Inter-Group Relations
ED 605	Differentiated Instruction in the Classroom
ED 675	Japanese Lesson Study II

CONCENTRATION REQUIREMENTS (15 credits)

ED 511	Language Development and Learning, including ELLs
ED 608	21st Century Literacy
ED 607	Technology and Assessment in STEM
ED 678	Leadership in Literacy
ED 680	Capstone Research Practicum

Education, M.S. - STEM

REQUIRED CORE (21 credits)

ED 501	Maps of Education: Tracing the Roots of Contemporary Public Education
ED 502	Educational Psychology: Theories, Learning, Development, and Teaching Practices
ED 503	Research Methods
ED 504	Japanese Lesson Study I
ED 604	Culture and Inter-Group Relations
ED 605	Differentiated Instruction in the Classroom
ED 675	Japanese Lesson Study II

CONCENTRATION REQUIREMENTS (15 credits)

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

Advanced Alternative Preparation Program (AAP)

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

The Advanced Alternative Preparation (AAP) Program is a non-credit, non-degree program administered by Albertus Magnus College under the auspices of the Connecticut State Department of Education. This accelerated program is designed for certified teachers seeking cross endorsement certification as specialists in remedial reading/ remedial language arts, grades 1–12 (#102).

The thirteen-month program consists of three parts. An initial summer includes instruction in theory and practice in the fundamentals of language and literacy, in assessment and evaluation pertaining to reading and language arts, and in coaching strategies. Also, during the initial summer, candidates complete the first supervised tutorial of a dyslexic student using the Japanese Lesson Study Model. The following academic year includes nine Saturday seminars designed to prepare participants to assume responsibilities as literacy specialists. In addition, candidates work under the guidance of an advisor to instruct and assess small groups of students, coach classroom teachers, shadow reading specialists, and reflect on a considerable amount of reading from a professional reading list. The third and final part of the program consists of a summer during which candidates complete the second supervised dyslexia tutorial practicum and work in teams to complete an assigned project related to research-based literacy instruction.

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

- Acquire expertise in diagnosis, instruction, and assessment of literacy.
- Provide remedial reading/remedial language arts specialists with coaching skills.
- Improve literacy skills of Connecticut’s school children.

Accreditation

The Advanced Alternative Preparation (AAP) for Literacy Specialists in Reading/ Language Arts Certification Program is accredited by the State of Connecticut Office of Higher Education.

Program Format

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

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.

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

Part III: Summer Session II

Hours: 8:30 AM – 2:30 PM, Monday through Friday (month of July)

Content: Culminating group project

Post-Baccalaureate Initial Teacher Preparation Program

(39 credits)

The Post-Baccalaureate Initial Teacher Preparation Program is designed to prepare candidates to meet Connecticut initial teacher certification requirements. While this program leads to teacher certification, it does not lead to a degree. This program requires a bachelor's degree for admittance.

Upon completing the program of study in the Post-Baccalaureate Initial Teacher Preparation Program, students will:

- Provide a path to teacher certification by offering our already approved program to those who come to the teaching profession after having had life and work experiences, and who meet the requirements in place for our existing approved program;
- Bridge any gaps candidates in this program are discovered to have with regard to content knowledge and pedagogical knowledge;
- Make this program as accessible as possible, given the busy lives of typical adult learners;
- Foster in these teacher candidates the commitment to serve the academic and emotional needs of students and their families, and the communities where they teach;
- Encourage candidates to embrace the Dominican motto *contemplata aliis tradere*, which in translation means “to hand down to others the fruits of contemplation. Those who complete the teacher preparation program at Albertus Magnus College are expected to think deeply about what they read and study and experience, and then to

make their students the beneficiaries of this contemplation, or reflection, as it is more commonly known in education circles.

Admission Requirements

- Bachelor's degree from a regionally accredited college or university, in most cases in the content area in which the candidate seeks certification.
- Minimum cumulative grade point average of 2.7.
- Complete a subject-area major and meet required content knowledge set by the CSDE regulations for the area of endorsement.
- Complete 39 general education credits in five of the six subject areas: English, Natural Sciences, Mathematics, Social Studies (a survey course in U.S. History), Foreign Language, Fine Arts.
- Personal interview.*
- Proficiency in the business application of personal computers.
- Valid Connecticut teaching certificate or eligibility for Connecticut teacher certification. (Applicants who are not certified may request a waiver indicating reasons for the request.)
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- The applicant must submit:
- Official transcripts from all regionally accredited degree-granting institutions attended.
- Scores from one of the following assessments: Praxis Core Academic Skills for Educator Assessment, SAT, GRE, or ACT. Scores must be within the last five years. Individual consideration will be given to scores older than five years. Candidates who do not achieve benchmark scores set by Education Programs will be required to participate in remediation plans.*
- 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.*

**Admission requirements may be waived by the Director of Education Programs, if justified by unusual extenuating circumstances.*

Admission Deadline

August 1 for Fall acceptance. After August 1, applications will be considered for Spring semester admission on an individual basis.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: Contact the Bursar's Office
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit

Accreditation

The Post-Baccalaureate Initial Teacher Preparation Program is accredited by the State of Connecticut Office of Higher Education.

Program Format

Classes are offered in a traditional sixteen-week format. Some classes may be available in an accelerated degree format, which consists of 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 12 credits per semester.

PROGRAM OF STUDY

REQUIRED CORE (39 credits)

ED 170	Health Education for Teachers
ED 190	Orientation to the Schools
ED 212	History and Philosophy of Education
ED 227	Special Education for the Classroom Teacher I
ED 228	Special Education for the Classroom Teacher II
ED 242	Educational Psychology
ED 320	Teaching Reading and Writing Across the Curriculum
ED 321	Curriculum and Methods of Teaching
ED 322	Technological Applications in Classroom
ED 341	Adolescent Psychology
ED 391	Teaching Practicum
ED 392	Student Teaching

ED 393 edTPA Portfolio

Field/Clinical Experiences

Several field experiences are provided as an integral part of the approved program leading to teacher certification. Once a field placement is obtained, teacher candidates must follow the district's procedures for obtaining a fingerprint/criminal history records check. The student teaching experience is the final and culminating clinical experience. Together, these field/clinical experiences provide a balance of urban and suburban school experiences for the teacher candidate.

Additional Information

Teacher candidates must meet all current state regulations regarding Connecticut teacher certification in effect at the time of their certification application.

Fees are attached to criminal history records checks, Praxis Core, Praxis II subject assessments, ACTFL tests, and the edTPA portfolio.

Master of Science in Human Services

(39 credits)

The Master of Science in Human Services is a graduate professional degree designed to prepare students 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 promotes educational access to students from a wide range of backgrounds, provides a transformative educational process in which students gain advanced professional knowledge and skills, and builds students' capacity as informed, effective and ethical citizens.

The program offers two tracks, an 18 month 39-credit degree in Human Services and a 2-year graduate degree in Human Services and Addiction Counseling that includes all the academic preparation necessary to be eligible for the Licensed Alcohol and Drug Counselor (LADC) credential in the State of Connecticut once they have completed the state requirements for licensure.

Upon completing the program of study in Human Services, students will:

- Demonstrate the ability to advocate for clients through knowledge of community resources in the human services network.
- Demonstrate the ability to analyze major social issues, social problems, and current socio-political and socio-cultural events which affect human services.
- Demonstrate the ability to apply basic methods and techniques used to evaluate individuals with mental illness, developmental disabilities or cognitive impairments.
- Demonstrate the ability to implement common psychosocial treatment approaches based on key theories and related concepts.

- Demonstrate the ability to define achievable goals of counseling and contributions and limitations of various treatment modalities.
- Demonstrate the ability to understand and apply legal and ethical standards affecting the delivery of human services.
- Demonstrate the ability to assess behavioral, cognitive, affective, and environmental factors in order to identify and set long-term achievable client goals.
- Demonstrate the ability to understand psychological and socio-cultural aspects of normal and abnormal behavior, theories of causation and treatment approaches.

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 2.8.
- Personal interview.
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- 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.
- The applicant must submit:
 - Official transcripts from all regionally accredited degree-granting institutions attended.
 - 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 a regionally accredited college or university 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.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: \$2163.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

The Master of Science in Human Services is accredited by the State of Connecticut Office of Higher Education.

Program Format

Classes are offered in an accelerated degree format, which consists of 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 9 credits per semester.

Graduation Requirements

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A or A- in HS 660.

PROGRAM OF STUDY

Human Services, M.S.

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):

HS 514	Resolving Conflict Through Dialogue
HS 532	
PY 541	Addictions Counseling
PY 542	Career Counseling and Vocational Rehabilitation

Master of Science in Human Services and Addiction Counseling Certificate

(57 credits)

Human Services, M.S. and Addiction Counseling Certificate

The Master of Science in Human Services is a graduate professional degree designed to prepare students 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 promotes educational access to students from a wide range of backgrounds, provides a transformative educational process in which students gain advanced professional knowledge and skills, and builds students' capacity as informed, effective and ethical citizens.

The program offers two tracks, an 18 month 39-credit degree in Human Services and a 2-year graduate degree in Human Services and Addiction Counseling that includes all the academic preparation necessary to be eligible for the Licensed Alcohol and Drug Counselor (LADC) credential in the State of Connecticut once they have completed the state requirements for licensure.

Upon completing the program of study in Human Services, students will:

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

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.*
- Minimum cumulative grade point average of 3.0.
- Personal interview.
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- 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.*

- The applicant must submit:
- Official transcripts from all regionally accredited degree-granting institutions attended.
- 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 a regionally accredited college or university 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.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course (3 credits): \$2163.00
- Tuition per Credit: \$721.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

The Master of Science in Human Services and certificate in Addiction Counseling are accredited by the State of Connecticut Office of Higher Education.

Program Format

Classes are offered in an accelerated degree format, which consists of 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 9 credits per semester.

Graduation Requirements

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A or A- in HS 660.

PROGRAM OF STUDY

Human Services, M.S. - Addiction Counseling (57 credits)

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):

HS 514 Resolving Conflict Through Dialogue

HS 532

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, under the Tagliatela School of Business and Leadership, is a graduate professional degree designed for students from a variety of professional backgrounds to expand their knowledge and skills and prepares them to deliver 21st century learning and training experiences. The program is rooted in the principles of instructional design, technology use, professional training, education, and learning. 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.

Upon completing the program of study in Instructional Design and Learning Technology, students will:

- Design curriculum and learning experiences that will address best practices and the diverse needs of organizations and institutions in the 21st Century environment.
- Develop teaching and learning materials that ensure accessibility and equity across a range of contexts and situations.
- Create blended, virtual, online, synchronous, and asynchronous learning experiences using a variety of current pedagogical tools.

- Foster and promote learner engagement and dynamic training methodology through progressive applications of technology and software applications.
- Incorporate a variety of formative and summative assessments into teaching, training, and learning contexts.
- Model professional and organizational ideals in the development and delivery of instructional design and content delivery.
- Work collaboratively with a variety of stakeholders and subject matter experts to integrate best practices into curriculum design and delivery.
- Promote a personal and professional character that is aligned with the ideals and values of the field of instructional design, education, and business development.

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 3.0.
- A minimum of two years requisite experience in an organization.
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- For fully online students, a driver's license or DMV photo identification is required.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- The applicant must submit:
 - Official transcripts from all regionally accredited degree-granting institutions attended.
 - 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.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: \$2163.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Transfer Credits

Albertus Magnus College will accept a maximum of 6 graduate hours from a regionally accredited college or university 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

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

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

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in IDT 660.

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

Master of Science in Instructional Design and Learning Technology: Five-Year B.S./M.S. (Traditional Undergraduate Students Only)

This program is designed for traditional undergraduate students who have demonstrated an ability to excel and a desire to obtain a Master of Science in Instructional Design and Learning Technology degree in a minimal amount of time. A total of 153 credits are required to receive both the Bachelor of Arts or a Bachelor of Science and Master of Science in Instructional Design and Learning Technology degrees. Of these, 120 credits are completed in the undergraduate program and 33 credits in the graduate program. During senior year, students take 2 graduate courses in addition to their regular undergraduate schedule.

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

Students should apply to the Master of Science in Instructional Design and Learning Technology program during the spring of their junior year and must have an overall G.P.A. of 3.5 to be accepted into the five-year program. At the time of acceptance, students will be assigned a graduate faculty advisor in addition to their undergraduate faculty advisor.

Post-Graduate Certificate in Addiction Counseling

(18 credits)

The Post-Graduate Certificate Addiction Counseling is designed to prepare professionals for specialized clinical work with clients suffering from substance use disorders (e.g., alcohol or drug abuse/dependence, sometimes termed addictive behaviors or chemical dependency). The program is intended for individuals who already have some background in a counseling-related field.

Upon completing the program of study in Addiction Counseling, students will:

- Have completed all educational requirements for certification or licensure as an Alcohol and Drug Counselor in the State of Connecticut as well as certification by the Connecticut Certification Board (CCB), an affiliate of the IC&RC. Licensure (LADC) is available only to persons holding an appropriate master's degree; those with lesser academic credentials may, however, pursue certification. Supervised experience in the field and a passing score on the International Certification Examination are also necessary before licensure or certification may be conferred.
- Be eligible for entry-level positions as addiction counselors and may immediately pursue the CCB credential of Counselor in Training (CIT).

Admission Requirements

- Master's degree in a relevant field (counseling, social work, family therapy, psychology, human services, expressive arts therapies, public health and nursing) from a regionally accredited college or university.*
- Graduate-level coursework in counseling theories, counseling techniques, and psychopathology is required, either as part of the master's degree program or separately.*
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- The applicant must submit:
 - Official transcripts from all regionally accredited degree-granting institutions attended.
 - A personal statement (of 250-500 words, double-spaced) on their professional career interests and reasons for pursuing the credential.
 - Two letters of recommendation from persons who can judge the applicant's suitability. Ideally, one of these will be from a current or former professor, the other from a current or former supervisor, but having both come from the same type of source is also acceptable.
 - Resume or C.V.

**Applicants who hold an appropriate degree, but lack one or more of these courses, may (with the approval of program director and department chair) be permitted to complete*

that coursework as part of the certificate program. This would increase the total number of credits required for program completion.

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

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Credit: \$721.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit
- Certificate Fee: \$15.00

Accreditation

The Post-Graduate Certificate in Addiction Counseling is accredited by the State of Connecticut Office of Higher Education.

Program Format

Classes are offered in an accelerated degree format, which consists of five, eight-week modules during the calendar year. The program is designed to be completed in one academic year and is a precursor to obtaining certification or licensure as an addiction, substance abuse, or drug and alcohol abuse counselor.

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 9 credits per semester.

Graduation Requirements

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

PROGRAM OF STUDY

REQUIRED CORE (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 Management and Organizational Leadership (M.S.M.O.L.)

(36 credits)

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

Upon completing the program of study in Management and Organizational Leadership, students will:

- Demonstrate skills in quantitative analysis, conflict resolution, information literacy, decision-making, scientific method and leadership.
- Demonstrate knowledge of management principles, quality management, organizational behavior, international and global business, organizational management, business ethics and human resource management.
- Demonstrate critical thinking skills in conducting research including developing hypotheses, conducting research, evaluating research methods, analyzing data and interpreting and presenting findings.
- Demonstrate creative thinking skills in strategically applying learning from diverse disciplines to real world issues.

Admission Requirements

- Bachelor's degree from a regionally accredited college or university.
- Minimum cumulative grade point average of 3.0.
- A minimum of two years requisite experience in an organization.
- Proficiency in the business application of personal computers.
- For non-native English-speakers, a minimum score of 550 paper-based, 80 internet-based, or 213 computer-based on the Test of English as a Foreign Language .
- Proof of immunization in accordance with Connecticut state requirements.
- For fully online students, a driver's license or DMV photo identification is required.
- Applicants intending to use VA benefits submit a copy of their certificate of eligibility to a school certifying official.
- The applicant must submit:
 - Official transcripts from all regionally accredited degree-granting institutions attended.
 - 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 a regionally accredited college or university 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 (18 credits) in the Albertus M.S. in Management and Organizational Leadership program.

Tuition and Fees

2021-2022 Academic Year:

- Application Fee: \$50.00
- Tuition per Course: \$2718.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Registration Fee: \$10.00 per mod.
- Information Technology Fee: \$6.00 per credit
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.
- Graduation Fee: \$150.00

Fees and rates are subject to change.

Accreditation

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

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

- Completion of all requirements within seven years of matriculation, including completion of the capstone course.
- Minimum cumulative grade point average of 3.0.
- Minimum grade in each course of 2.0.
- Payment of all tuition and fees.

Graduation with Honors

- Minimum cumulative grade point average of 3.9 or above.
- Receive an A in MOL 630.

PROGRAM OF STUDY

Management and Organizational Leadership, M.S.

REQUIRED CORE (27 credits)

LDR 502	Leadership and the New Science: Research Design and Methods to Understand Leadership
LDR 508	Servant Leadership
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 Applied Decision Making
MOL 514	Conflict Resolution
MOL 601	Team Building
MOL 630	Applied Research Project

CONCENTRATION REQUIREMENTS (9 credits)

Select three (9 credits): Leadership (LDR) and/or Management and Organizational Leadership (MOL) courses in consultation with the Program Director.

PROGRAM OF STUDY

Management and Organizational Leadership, M.S. - Community Leadership

REQUIRED CORE (27 credits)

LDR 502	Leadership and the New Science: Research Design and Methods to Understand Leadership
LDR 508	Servant Leadership
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 Applied Decision Making
MOL 514	Conflict Resolution
MOL 601	Team Building
MOL 630	Applied Research Project

CONCENTRATION REQUIREMENTS (9 credits)

Select three (9 credits):

LDR 504	Cultural Anthropology and Leadership: Organizations as Culture
LDR 512	Leadership and Diversity
LDR 516	Community Leadership
MP 500	Introduction to Public Administration

PROGRAM OF STUDY***Management and Organizational Leadership, M.S. - Human Resource Management*****REQUIRED CORE (27 credits)**

LDR 502	Leadership and the New Science: Research Design and Methods to Understand Leadership
LDR 508	Servant Leadership
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 Applied Decision Making
MOL 514	Conflict Resolution
MOL 601	Team Building
MOL 630	Applied Research Project

CONCENTRATION REQUIREMENTS (9 credits)

MOL 510	Human Resource Management in a Changing Environment
MB 652	Human Resource Training and Development
MB 654	Compensation Strategies

PROGRAM OF STUDY***Management and Organizational Leadership, M.S. - Human Services*****REQUIRED CORE (27 credits)**

LDR 502	Leadership and the New Science: Research Design and Methods to Understand Leadership
LDR 508	Servant Leadership
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 Applied Decision Making
MOL 514	Conflict Resolution

MOL 601 Team Building

MOL 630 Applied Research Project

CONCENTRATION REQUIREMENTS (9 credits)

LDR 516 Community Leadership

Select two (6 credits): Human Services (HS) courses in consultation with the Program Director.

PROGRAM OF STUDY

Management and Organizational Leadership, M.S. - Organizational Management

REQUIRED CORE (27 credits)

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

LDR 508 Servant Leadership

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 Applied Decision Making

MOL 514 Conflict Resolution

MOL 601 Team Building

MOL 630 Applied Research Project

CONCENTRATION REQUIREMENTS (9 credits)

Select three (9 credits):

MB 632 Organizational Development

MOL 518 Managing Quality

MOL 605 Global Management

MOL 620 Entrepreneurial Thinking: Innovation and Creativity in Creating Value

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Coordinator of Dominican Ministries and Service

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Associate Dean for Student Engagement & New Student Orientation

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Assistant Dean for Student Affairs and Title IX Coordinator

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Director of Residential Life and Community Standards

Haley McConville, M.S.

For a complete listing of all Faculty and Administration [click here](#).

The Faculty

(*denotes full-time faculty)

- * **Jonathan Adongo, Ph.D.**, Associate Professor; Tagliatela School of Business and Leadership (University of Botswana - BA | University of Botswana - MA | Middle Tennessee State University - PHD)
- * **William Aniskovich, J.D.**, Associate Professor; Chair, Tagliatela School of Business and Leadership, Co-Director of the MBA Program; 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**, Associate Professor; Clinical Coordinator; 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; Chair, Department of Languages and Cultures; Department of Languages and Cultures (University of Chicago - BA | University of Chicago - MA | Yale University - MA | Yale University - PHD)
- * **Mark Barreuther, Ph.D.**, Professor; Chair, Department of Biology, Chemistry and Mathematics; Department of Biology, Chemistry and Mathematics (Southern Connecticut State University - BS | Southern Connecticut State University - MS | Wesleyan University - PHD)
- * **Tina Benigno, Ph.D.**, Assistant Professor; Faculty Advisor; Department of English and Humanities (University of Toronto - BA | York University - MA | York University - PHD)
- * **Patricia Birungi, Ph.D.**, Assistant Professor; Director of the Master of Public Administration Program; Tagliatela School of Business and Leadership (Makerere University - BS | Eastern Virginia Medical School - MPH | Old Dominion University - PHD)
- * **Robert A. Bourgeois, Ph.D.**, Professor; Director of the Global Studies Program; Department of Sociology (Yale University - BA | University of Chicago - MA | University of Chicago - PHD)
- * **Corey Brushett, M.B.A.**, Assistant Professor; Faculty Advisor; Tagliatela School of Business and Leadership (Gettysburg College - BA | Albertus Magnus College - MBA)
- * **Lauren Carpenter, Ed.M. in TESOL/Applied Linguistics**, Director of Education Programs; Department of Education and Teacher Preparation (University of Connecticut - BA | City College of New York - MS | Columbia University - EDM | Columbia University, Teachers College - Candidate, EDD)
- * **Mark Case, Ph.D.**, Professor; Department of Biology, Chemistry and Mathematics (United States Coast Guard Academy - BS | Rensselaer Polytechnic Institute - MS | University of Rhode Island - PHD)

- * **Susan Cole, Ph.D.**, Professor; Department of English and Humanities (Duke University - BA | Harvard University - MA | Harvard University - PHD)
- * **Kristen DeCarli, D.B.A.**, Assistant Professor; Co-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)
- * **Natalie DeVaul-Robichaud, M.F.A.**, Associate Professor; Director of the Germain Center for Academic Success and the Writing Program; Department of English and Humanities (University of Michigan - BA | Sarah Lawrence College - MFA)
- * **Jennifer Dealy, Ph.D., LMFT**, Assistant Professor; Faculty Advisor; Director of the Aquinas Scholars Program; Department of Psychology (Assumption College - BA | University of Connecticut - MA | University of Connecticut - PHD)
- * **Alan DelFavero, D.B.A.**, Assistant Professor; Director of the Master of Science in Accounting Program; Director of the Undergraduate Accounting and Finance Programs; Tagliatela School of Business and Leadership (Sacred Heart University - BS | Sacred Heart University - MBA | Sacred Heart University - DBA)
- * **Ross Edwards, Ph.D.**, Associate Professor; Associate Dean of Academic Affairs for the Traditional Undergraduate Program; Department of History and Political Science (University of Massachusetts, Amherst - BA | University of Massachusetts, Amherst - MA | University of Minnesota - PHD)
- * **Nabil Elias M.D.**, Associate Professor; Co-Director of the MBA Program; 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.**, Associate Professor; Director of the Master of Science in Clinical Counseling Program; Department of Psychology (College of the Holy Cross - BA | Hofstra University - MA | Hofstra University - PHD)
- * **Howard Fero, Ph.D.**, Professor; Director of the Master of Science in Management and Organizational Leadership Program; Tagliatela School of Business and Leadership (Hofstra University - BA | Baruch College CUNY - MS | Claremont Graduate University - PHD)
- * **Deborah Frattini, M.F.A.**, Associate Professor; Department of English and Humanities (Albertus Magnus College - BA | Southern Connecticut State University - MS | Albertus Magnus College - MFA)
- * **Lisa Furman, Ph.D., ATR-BC**, Professor; Director of the Master of Arts in Art Therapy and Counseling Program; Department of Psychology (Rhode Island School of Design - BFA | New York University - MA | Lesley University - PHD)
- * **Jeffrey Gangwisch, M.F.A.**, Assistant Professor; Department of Arts and Communication (University New Orleans - BA | Falmouth University - MA | University of Maryland - MFA)
- * **David Garaventa, Ed.D.**, Assistant Professor; Director of the Master of Science in Instructional Design and Learning Technology; Director of the Computer Information

Systems and Cybersecurity Programs; Tagliatela School of Business and Leadership (St. Michael's College - BA | Albertus Magnus College - MS | Champlain College - MBA | Southern New Hampshire University - EDD)

- * **Michael Geary, J.D.**, Professor; Department of Sociology (Mercy College - BS | Long Island University - MS | Pace University - JD)
- * **Tammy Hanna, Ed.D.**, Assistant Professor; Associate Director of the Master of Science in Human Services Program; Department of Psychology (Albertus Magnus College - BA | Albertus Magnus College - MS | American International College - EDD)
- * **Isaac Hon, Ph.D.**, Professor; Department of Biology, Chemistry and Mathematics (University of Malaya - BS | University of Malaya - MS | University of Connecticut - PHD)
- Carol R. Huckaby, M.A.**, Director of the Master of Science in Human Services Program, Part-time Faculty 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)
- * **Brenda Joslyn, M.B.A.**, Assistant Professor; Faculty Advisor; Tagliatela School of Business and Leadership (Albertus Magnus College - BS | Albertus Magnus College - MBA)
- * **Stephen Joy, Ph.D.**, Professor; Chair, Department of Psychology; Department of Psychology (Bowdoin College - BA | Southern Connecticut State University - MS | University of Connecticut - PHD)
- * **Karen Kendrick, Ph.D.**, Professor; Department of Sociology (State University New York at Stony Brook - BA | University of California Irvine - MA | University of California Irvine - PHD)
- * **Barbara Krause, M.S.**, Assistant Professor; Department of Biology, Chemistry and Mathematics (Connecticut College - BA | Southern Connecticut State University - MS)
- * **John Lawrie, Ed.D. J.D.**, Associate Professor; Director of the Master of Science in Criminal Justice Program and Undergraduate Criminal Justice Programs; Interim Chair; Department of Sociology; Department of Sociology (Westfield State University - BA | Westfield State University - MS | American International College - EDD)
- * **Abbe Miller, Ph.D., ATR-BC, LPC**, Professor; Art Show Coordinator; Master of Arts in Art Therapy and Counseling; Department of Psychology (Wesleyan University - BA | University of Bridgeport - MS | Lesley University - PHD)
- * **Neda Moinolmolki, Ph.D.**, Assistant Professor; Department of Psychology (Stony Brook University - BA | Queens College CUNY - MA | Delaware State University - PHD)
- * **Clara Munson, Ph.D.**, Professor; Tagliatela School of Business and Leadership (University of Louisville - BA | University of New Haven - MBA | The Union Institute and University - PHD)
- * **Jerome Nevins, M.F.A.**, Professor; Chair, Department of Arts and Communication; Department of Arts and Communication (Albright College - BA | Rochester Institute of Technology - MFA)

- * **Sean O'Connell, Ph.D.**, Vice President for Academic Affairs & Dean of the Faculty; Professor; Department of Philosophy and Religion (The Catholic University of America - BA | The Catholic University of America - MA | Fordham University - PHD)
- * **Leslie Pena-Sullivan, DSW, LCSW**, Assistant Professor; Department of Sociology (John Jay University - BA | New York University - MSW | New York University - DSW)
- * **Bonnie Pepper, Psy.D.**, Associate Professor; Coordinator of Psychology - Accelerated Degree Program in the Division of Professional and Graduate Studies; Coordinator of Psychology in the Master of Arts in Art Therapy and Counseling Program; Department of Psychology (Rutgers-Douglass College - BA | Yeshiva University - MS | Yeshiva University - PSYD)
- Charles Rafferty, M.F.A.**, Co-Director of the Master of Fine Arts in Writing Program; Department of English and Humanities (Richard Stockton College of New Jersey - BA | University of Arkansas - MFA)
- * **Shiva Rezvan, Ph.D.**, Assistant Professor; Internship Coordinator; Department of Psychology (Tehran Azad University - BA | University of Isfahan - MA | University of Isfahan - PHD | Licensed Psychologist in Connecticut)
- * **Paul Robichaud, Ph.D.**, Professor; Chair, Department of English and Humanities; Department of English and Humanities (University of Western Ontario - BA | University of Western Ontario - MA | University of Toronto - PHD)
- * **Eric Schoeck, M.A.L.S.**, Assistant Professor; Department of English and Humanities (Yale University - BA | Albertus Magnus College - MALS)
- * **James Scott, M.A.S.**, Assistant Professor; Faculty Advisor; Department of Sociology (Albertus Magnus College - BA | Fairleigh Dickinson University - MAS)
- * **Nicola Singh, Ph.D.**, Assistant Professor; Chair, Department of History and Political Science; Department of History and Political Science (Queens College - BA | Columbia University - MA | Fordham University - PHD)
- * **Jonathan Sozek, Ph.D.**, Assistant Professor; Co-Director of the Honors Program; Department of Philosophy and Religion (Sarah Lawrence College - BA | McGill University - MA | Katholieke Universiteit Leuven - BA | Katholieke Universiteit Leuven - MA | Brown University - PHD)
- * **Jenny Spyrès, M.A.**, Reading and Writing Specialist; Germain Center for Academic Success; Department of English and Humanities (Trinity College - BA | New York University - MA)
- * **Loel Tronsky, Ph.D.**, Professor; Department of Psychology (Dartmouth College - BA | University of Massachusetts at Amherst - MS | University of Massachusetts at Amherst - PHD)
- * **Tarishi Verma, Ph.D.**, Assistant Professor; Department of Arts and Communication (University of Delhi - BA | Tata Institute of Social Sciences - MA | Bowling Green State University - PHD)
- * **Joseph Veth, Ph.D.**, Professor; Department of Education and Teacher Preparation; Department of English and Humanities (Fordham University - BS | Maryknoll School of Theology - MA | University of Connecticut - PHD)

- * **Matthew Waggoner, Ph.D.**, Professor; Chair, Department of Philosophy and Religion; Department of Philosophy and Religion (Evangel University - BA | Missouri State University - MA | University of California Santa Cruz - PHD)
- * **Sarah Wallman, M.F.A.**, Professor; Co-Director of the Master of Fine Arts in Writing Program; Department of English and Humanities (University of Virginia - BA | University of Pittsburgh - MFA)
- * **Rosemary Whelan, Ph.D.**, Associate Professor; Department of Biology, Chemistry and Mathematics (University College Dublin - BS | University College Dublin - PHD)

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.

Directions to East Hartford Campus:

The East Hartford Campus, located at 255 Pitkin Street in East Hartford, Connecticut, is easily reached by major highways from anywhere in the Northeast and is convenient to Hartford and the shoreline via I-91 and I-84.

1 Rosary Hall

The College's main building and home to the Library, Information Technology, Career & Professional Development, and the Academic Success Center.

2 McAuliffe Hall

One of four mansion-style housing options for upper-level students.

3 Dominican Hall

Traditional style residence hall for first-year students. Location of Campus Security.

4 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.

5 Cosgrove Marcus Messer Athletic Center

60,000 square feet of athletic and recreational facilities.

6 Hubert Campus Center

Renovated in 2020, a large multi-purpose building which houses the Falcon Store, Dominican Ministries, Student Services, Dining Hall, Tab's Pub, an exercise room, a game room, and Behan Community Room.

7 St. Catherine of Siena Chapel

Located in Walsh Hall and connected to the Tagliatela Academic Center via courtyard.

8 Tagliatela Academic Center

Academic building which includes science classrooms/labs, teaching amphitheater, and video editing studio.

9 Aquinas Hall

Main academic building. Also home to several administrative offices, seminar rooms, faculty offices. Adjacent to Bree Common & Starbucks Cafe.

10, II Sienna Hall and Sansbury Hall

Mansion-style housing options for upper-level students.

12 Mohun Hall

Houses the Admissions, Advancement, and President's Offices.

13 Nilan Hall

Mansion-style housing options for upper-level students.

14 490 Prospect Street

Apartment-style living for upper-level students.



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 Spirit 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/Switchboard** (203) 773-8550 • **Registrar** (203) 773-8514
Residential Life (203) 773-8577 • **Security** (203) 773-8509 • **Student Services** (203) 672-6691



ALBERTUS MAGNUS COLLEGE

700 PROSPECT STREET • NEW HAVEN, CT 06511

Courses

All Courses

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 Registered Art Therapist or other licensed professional. Students begin to get an overview of the duties and roles of the art therapist through direct observation, and begin to learn the skills of interacting with clients directly as well as utilizing clinical supervision on site. In addition to a minimum of 100 hours spent on site, students are required to attend and participate in a once weekly on-campus seminar. A minimum of 50 of the total placement hours needs to be in direct clinical contact with individuals, groups, or families; a minimum of 10 supervision hours are also required. P: AT 500, AT 504. 2 credits

AT-503 Professional Practices: Ethical Standards and Legal Issues

A seminar designed to promote the development of a professional identity for the art therapist and mental health counselor. Lectures, readings, and discussion will focus on the history and recent developments in ethical and legal responsibility, confidentiality, malpractice, human rights, mental health law, professional organizations, and credentialing and licensing. It is preferable that this course be completed in the first year of the program. 3 credits

AT-504 Techniques in Art Therapy

A didactic and experiential course in the use of art in therapeutic settings. Students will engage in an exploration of art media and specific art therapy processes relating to a variety of populations, assessment, as well as the development of treatment goals and objectives. Students will gain experience in facilitating artistic expression, exploring the form and content of art, while developing skills in the understanding of artwork within various dimensions of personality, psychopathology, and treatment. 3 credits

AT-505 Art Therapy with Children/Adolescents

This course will focus on the theories of cognitive, psychosocial development, and artistic expression in children (ages 2-12). Students will gain an understanding of the role of art materials and effective therapeutic techniques for children; an understanding of the diverse theoretical approaches (e.g., developmental, cognitive, behavioral, psychoanalytic) used for these age groups; and learn to synthesize and apply specific art therapeutic approaches and strategies to age-related problems (e.g., bereavement, abuse, medical disorders, learning disabilities, school adjustment, peer group interactions). 3 credits

AT-507 Theory and Practice of Group Art Therapy

This course provides a theoretical and practical foundation for the integration of sound group therapy practices with a variety of art therapy structural components. Students will utilize both didactic and experiential learning models and be asked to develop skills in recognizing and responding ethically to transference and counter-transference issues that are unique to group therapy process. Emphasis will be on the many aspects of group therapy, including group composition, group process, identifying stages of the group, types of populations, group endings, and their unique applications in the field of art therapy. The class is a group with dynamics of its own, and each student will be asked to learn by participating in and at the same time observing the unfolding of group dynamics within this class setting. 3 credits

AT-508 Art Therapy in a Multicultural World

This course provides an exploration of the socio-cultural influences on the creative expressions of major cultural groups in the United States and the student's personal identity as it impacts the therapeutic relationship. Emphasis will be on understanding the mediating role of diversity in the development of the counseling relationship, modes of artistic expression, and the development of multicultural competencies. The instructor will coordinate readings, experiential exercises, and guest lectures to illuminate the importance of multicultural awareness and competency in the practice of art therapy. 3 credits

AT-509 Art Therapy with Adolescents

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

AT-510 Art Therapy in Substance Abuse and Chemical Dependency Treatment

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

AT-512 Art Therapy Assessment

This course surveys important art therapy assessment tools. Using lecture, discussion and interactive participation, students gain exposure to and will be able to administer at least 6 standard art therapy assessment tools. Students will also be able to synthesize collected material from evaluations into a cohesive and concise written summary. 2 credits

AT-513 Art Therapy with Adults/Seniors

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

AT-514 Art Therapy and the Family

Art Therapy and the Family is an elective course designed to provide an overview of the field of family therapy and its various systemic perspectives. It incorporates the hands-on training necessary for gaining the basic professional skills of an art therapist working with diverse family forms. Students will examine their assumptions about what a "family" is, and how it develops within a social/cultural context. Didactic, group, and experiential formats emphasize the importance of the self of the therapist in the family system explored through self-reflection and collaboration. Ethical considerations and multicultural issues will be integrated into the content and process of the course. 2-3 credits

AT-520 Trauma Informed Art Therapy and Counseling

In this combined theoretical and art experiential course, students will understand the concepts of trauma-informed work in art therapy and counseling. Through the creation of their own response artwork, readings, and discussion, students will learn how art-based interventions support the essential features of trauma-informed care and post-traumatic growth: empathy, agency, safety, resilience, and empowerment. Students are required to demonstrate experimentation with and develop knowledge of a variety of art media and trauma informed counseling techniques. Students will develop increased empathy for the client experience of trauma and an improved understanding of the role of the counselor/therapist in trauma treatment. 3 credits

AT-550 Special Topics

This elective seminar is structured with a focus on intensive immersion into the art-making process over a weekend, with exploration into a variety of topics relevant to the field of art therapy. Course topics vary each semester and include didactic and experiential learning. 1 credit

AT-580 Internship Seminar

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

AT-590 Independent Study

In this course, the student will, under the supervision of the program director, research and produce an integrative culminating project that draws together various aspects of the student's course of study. This project will require the student not only to engage new academic research and material, but the student must also draw deliberately upon learning done in previous classes in the major to support and develop the project. By the end of the semester, the project should be a clear expression of, and culminating investigation into, the set of questions or themes that formed the basis of the major course of study. 1-3 credits

Art Therapy / Psych (ATP)

ATP-599 Thesis Proposal Seminar

Each student is expected to formulate a research idea and develop a thesis proposal by the end of the semester. 3 credits

ATP-600 Thesis

Completion of ATP 599 is required before registration for this course. During this course the student will work with thesis advisors, the M.A.A.T.C. Director, and the Psychology Chairperson while completing an approved thesis proposal, collecting and analyzing data, and completing the final thesis. The thesis must be completed within two years of the date of the thesis proposal approval. 2 credits

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-535 The History of Corrections in America

The history of corrections in America began as soon as the first English settlers arrived in 1607. From the Jamestown settlement to today, correctional efforts have been marked by the best of intentions and the worst of abuses. Many different correctional techniques and facilities- shaming, whipping, branding, jails, prisons, and halfway houses- have been created in part, to punish, rehabilitate, or remove the poor and the criminal elements from urban streets. Even today, our nation struggles with rising incarceration rates, looking for new alternatives to incarceration. 3 credits

CJ-537 The Future of American Corrections

As America enters the twenty-first century the prison industry, which had been a growing industry for decades, is shrinking alongside state budgets. The issue presented by this problem is how well corrections professionals can respond to the growing demand to tighten budgets while improving ways to supervise and control released inmates in the community, many of whom continue their criminal careers. 3 credits

CJ-538 Youth, Culture and Crime

Although juveniles make up approximately 15 percent of the population, they account for almost 25 percent of all reported crime. Is there some facet of adolescent experience - a type of culture- that promotes the acceptance of deviant behavior and crime? This course examines the reasons behind the propensity for juveniles to commit crime far out of proportion to their percentage of the overall population. 3 credits

CJ-539 The History of Juvenile Justice in America

Long before the U.S. Supreme court transformed the juvenile justice system in 1967, the states were given wide latitude to mete out justice to juveniles. This course looks at the state of juvenile justice from the late 1700s through the 1960s. This course examines the court process and punishments to which juveniles were subjected, including the death penalty. 3 credits

CJ-541 The Juvenile Justice Process Today

The present state of juvenile/family courts in America can be traced back to the U.S. Supreme Court's 1967 *In re Gault* decision. That decision required that state juvenile courts recognize the need to treat juveniles more justly before the law, granting them many constitutional rights heretofore withheld. This course examines the court process to which juveniles are now subject (including removal to adult courts), seeking to determine if juveniles are indeed getting justice before the law. 3 credits

CJ-543 Issues in Juvenile Probation and Incarceration

Because of the view that most juvenile delinquents can be rehabilitated, family court judges seek to place most juveniles on probation rather than to incarcerate them. However, studies have shown that troubled juveniles often fail on probation and end up back in court facing the possibility of incarceration. This course examines the often troubling dilemma faced by criminal justice professionals working with juveniles as they try to ensure that juveniles who end up in juvenile court do not end up behind bars. 3 credits

CJ-545 Victimology

This course examines the relationship between criminals and their victims. In addition, the course covers the nature and extent of criminal victimization and its effect on American society, including the victims' rights movement. 3 credits

CJ-660 Criminal Justice Internship

This course allows students to use their theoretical knowledge in a practical environment. Students are required to spend 150 hours interning in a criminal justice agency, where they will maintain a log of their activities and confer with the faculty supervisor to discuss their individual progress. The student will also prepare a two-part paper, consisting of a literature review on a topic related to their internship (for example, a student doing an internship with a juvenile justice agency might consider reviewing the literature on some aspect of juvenile delinquency) and a description of their work experience. 3 credits

CJ-661 Criminal Justice Thesis

This is the program's capstone course. Student works with a faculty mentor to develop a research project that culminates in a thesis, which includes the following: 1) original research on a specific topic, 2) a critical review of relevant literature, 3) development and testing of a hypothesis (if applicable), 4) selection of the methodology (if applicable), 5) results of research, and 6) summary of the research findings and conclusions. Note: there will be an oral presentation of the thesis to faculty and students in the program. 3 credits

Education (ED)

ED-170 Health Education for Teachers

This course familiarizes students with the topics of nutrition, first aid, disease, community health, mental health, youth suicide, child abuse, and alcohol and drug abuse, as well as other health considerations, as they may impact school success. The course includes discussion and practice of methods for instructing young people about these health-related topics. 2 credits

ED-190 Orientation to the Schools

A weekly seminar including an overview of major events and court decisions that have affected public schools during the nation's history, and a consideration of social, political, and legal issues on individual schools and school districts, as well as various challenges teachers experience as part of their daily routine. Students are expected to write brief weekly papers and keep reflective journals, as well as to participate in electronic discussion forums. Attention is given to the process of developing a professional Teaching Portfolio. This course includes a field experience requirement consisting of forty hours spent in a school environment under the supervision of a site supervisor. 2 credits

ED-212 History and Philosophy of Education

Overview of why and how we educate children. Topics include implicit and explicit goals of education, social reproduction theory, an analysis of selected educational systems in recorded human history, the history of education in the United States, and contemporary educational philosophies. 3 credits

ED-227 Special Education for the Classroom Teacher I

Teacher candidates in the undergraduate teacher preparation program will understand the diverse needs of all students, especially those likely to be enrolled in inclusion classes, and will gain skills to differentiate instruction in all classes. They also will have understanding of CT and Federal legislation pertaining to exceptionalities (such as IDEA, 504 Plans, RtI/SRBI, Pupil Planning and Placement Team process, Individualized Educational Plan (IEP) development, and accommodations/modifications) to ensure their compliance with current regulations and policies. 3 credits

ED-228 Special Education for the Classroom Teacher II

Teacher candidates in the undergraduate teacher preparation program will acquire an understanding of the diverse needs of all students, especially those likely to be enrolled in inclusion classes. They will acquire skills and strategies to meet special needs of students by devising various activities and assignments within the classroom. Specifically, those enrolled in this course will acquire special education knowledge and skills related to instruction in reading comprehension and content-specific literacy needed for success in classes across the curriculum. The course also includes instruction in the detection and recognition of dyslexia, and develops candidates' skills in providing structured literacy interventions for students with dyslexia. Also, as they learn to differentiate instruction, teacher candidates will acquire skill in the use of assistive technology to meet the learning needs of students with a variety of special needs. Additionally, students will become knowledgeable in strategies for addressing social and emotional needs of students in the general classroom. An important component of this course focuses on teacher candidates' reflection on their own cultural competencies, and the strengthening of these competencies in preparation for the diverse population who will be part of the school community in which they will teach. P: ED 227. 1 credit

ED-242 Educational Psychology

This course is a study of the assumptions about learning and development that underlie various educational practices by acquainting students with different theories in both of these areas. It provides students with opportunities to develop their problem solving skills in the context of education and psychology. Some of the topics the course covers are development and individual differences, learning theories, problem solving, instructional objectives and methods, motivation, behavior management, and assessment. P: PY 111. 3 credits

ED-320 Teaching Reading and Writing Across the Curriculum

Emphasis in this course is on the essential importance of including instruction in reading and writing in every class as a means of enabling students to understand and articulate concepts and vocabulary related to content area studies. By becoming familiar with current ILA Standards, as well as with the RTI (SRBI) approach to effective instruction of all students, those enrolled in the course research, observe, and practice techniques and strategies for effective instruction of verbal literacy as an integral part of content instruction at both the middle and high school levels. Effective differentiated instruction, including instruction for English language learners, is an important component of this course. Also, part of the course is a fifteen-hour field experience, spread over the entire semester. This field experience, that takes place at a local school, enables the teacher candidate to assist with classroom reading and writing instruction, and affords familiarization with working with English language learners. 3 credits

ED-321 Curriculum and Methods of Teaching

This course addresses both curriculum and methods of instruction at both the middle and secondary levels. Attention is given to planning and organization of lessons and study units, effective strategies for classroom teaching, including classroom management techniques, differentiated instruction, and use of appropriate means of assessment. A field experience of at least 20 hours, spread over the entire semester, is a component of this course. Teacher candidates are placed with teachers at the level and in the content area in which they anticipate seeking endorsement. Taken during the same semester as ED 322. 3 credits

ED-322 Technological Applications in Classroom

This course introduces students to educational technology currently available for classroom use and considers various ways in which teachers employ such technology as effective teaching tools. Student projects and class presentations are central to activities in this course. Taken during the same semester as ED 321. 2 credits

ED-341 Adolescent Psychology

This course examines the development of the individual during the period of transition from childhood to adulthood, including physical changes, personality development, and the influence of family, school, and culture on adolescents. P: PY 111. 3 credits

ED-391 Teaching Practicum

This course consists of a weekly seminar that introduces teacher candidates to edTPA, the student teacher assessment used in Connecticut, and (if arrangements can be made) to the Japanese Lesson Study approach to planning and teaching lessons. In addition, a field experience of at least twenty-four hours spread over the entire semester enables the teacher candidate to prepare for the student teaching experience by observing a highly qualified teacher in a classroom setting at the middle or secondary school level. The teacher candidate will write journals reflecting on the relationship between effective instructional strategies and student learning. As part of the field experience, opportunity is provided for the candidate to engage in limited teaching experiences under the supervision of the classroom teacher. 3 credits

ED-392 Student Teaching

Concentrated and full-time classroom teaching, under the supervision of a cooperating teacher and a supervisor from the college's Education Programs Department. This experience enables teacher candidates to experience how theory is applied to practice for the purpose of successful teaching and learning. Credit for this course includes participation in weekly seminars on campus during the semester of student teaching. Credit for this course includes participation in weekly seminars on campus during the semester of student teaching. P: ED 391. 9 credits

ED-393 edTPA Portfolio

At the end of the student teaching experience, student teachers are required to complete an edTPA portfolio. The Connecticut Department of Education requires successful completion of the edTPA portfolio as a culminating summative assessment that is one measure of qualification for initial teacher certification. This performance assessment is designed to evaluate teacher candidates' knowledge and skills in planning, instructing, and assessing student learning. By submission of lesson plans, assessments, and student work, as well as by video recordings and responses to prompts, teacher candidates demonstrate their readiness to teach. This course supports teacher candidates in the aforementioned areas as they move through the edTPA portfolio process. Taken during the same semester as ED 392. This course has a lab fee. 2 credits

ED-501 Maps of Education: Tracing the Roots of Contemporary Public Education

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

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

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

ED-503 Research Methods

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

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-510 Introduction to STEM

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

ED-511 Language Development and Learning, including ELLs

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

ED-551 Special Topics

Selected topic studied in-depth within an Education frame of reference. 1-3 credits

ED-604 Culture and Inter-Group Relations

Given the increasingly multicultural student population in American schools of the twenty- first century, it is important for all educators to become sensitive to diverse cultural contexts, and to establish classroom climates in which all students will feel they are welcome and that they have the ability to succeed. This course addresses a wide range of issues facing teachers in a multicultural society, and leads those enrolled in the course to draw parallels and contrasts between their own culture and a variety of other cultures. 3 credits

ED-605 Differentiated Instruction in the Classroom

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

ED-607 Technology and Assessment in STEM

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

ED-608 21st Century Literacy

This course focuses on emerging technologies and their application to the teaching and learning of literacy in K-12 classrooms. Participants will learn how to teach digital literacy including topics such as cyber security, safety, and ethics, responsible electronic

search techniques, and electronic classroom collaboration. They will also discover currently available technology to supplement literacy instruction and acquire the ability to assess the quality of the available technology. 3 credits

ED-627 Literacy Assessment

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

ED-628 Reading, Writing and Special Populations in STEM

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

ED-675 Japanese Lesson Study II

Candidates in this course and those incoming candidates in Lesson Study I will be combined, and candidates in Lesson Study II will take on a leadership role. First, candidates in this course will share their lessons/lesson study experiences that took place during the academic year following their Lesson Study I course. That will be used as a springboard for these candidates and the instructors of this course to co-teach candidates in Lesson Study I about the lesson study process and how to conduct it. Lesson Study II candidates will split time between revising the lesson that they developed during the academic year and providing Lesson Study I candidates support and leadership as the new cohort engages in the lesson study process for the first time. 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-678 Leadership in Literacy

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

ED-680 Capstone Research Practicum

Each candidate enrolled in this course will work with an advisor and will select a project related to literacy/STEM instruction in the general education classroom. After developing a hypothesis and determining procedure for carrying out research, the candidate will collect and analyze data with the intention of evaluating the hypothesis. Finally, the candidate will explain outcomes of the research practicum, and discuss implications of the outcomes for further research and literacy instruction. In addition to completing the research practicum, the candidate also will compose a reflective summary of the entire program in terms of its influence on the candidate's approach to literacy/STEM instruction. 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 each semester, 4 total credits required

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

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-514 Resolving Conflict Through Dialogue

The meaning of conflict resolution adopted in this course is focused on peaceful, non-violent mechanisms, spanning formal and informal interactions and bargaining between disputants to reach procedural and substantive solutions. Levels of conflicts and resolution settings are often differentiated by identifying the adversaries, whether they are nation-states, ethnic groups, business or political organizations, community groups, neighbors, or individuals. Students will examine these perspectives in order to understand various layers where conflicts arise, and to make comparisons across issues and participants noting similarities and contrasts in resolution, effort, and achievement. 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 the agency staff as well as a College faculty member. Students who are currently employed in a human services setting may choose an action research project in place of part of the field experience. This is an 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/Technology (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

Leadership (LDR)

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

This course provides a wide-view background of the relationship between scientific thinking, decision making, research processes and design, leadership and organizational life. Students will explore the implications of the differing methods of leadership research practices and theories of change on our ideas and practices of leadership in organizations. Students will also review the fundamentals of the scientific research process and will

focus on the use of qualitative and quantitative research methods as an appropriate response to understanding how and why organizations and leadership within them function as they do. 3 credits

LDR-504 Cultural Anthropology and Leadership: Organizations as Culture

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

LDR-506 Moral Leadership: Defining the Character of Individuals in Organizations

In this course we will explore two important and related topics: leadership and ethics in organizations. Questions that will be explored include: What is leadership? How does it differ from management? Does it have an impact on organizational mission and performance? Where are leaders in organizations, and what are their roles? What roles do leaders play in shaping the culture and in shaping what is considered right and wrong within the organization? Can ethical reasoning be taught, and if so, how can one learn the needed skills? How can one learn to make right vs. right decisions and explain their decisions to others? Since all organizational decisions are ultimately made and implemented by individuals, we will focus primarily on practical aspects of leadership and ethical decision-making as they impact the individual, rather than looking at more broad issues such as the social responsibility of businesses or organizations. 3 credits

LDR-508 Servant Leadership

This course is designed as a study of the theory and practice of Servant Leadership. It is also an exploration of how students can apply Servant Leadership in their own lives. Students will explore the gulf between those who lead in order to serve others, and those who lead in order to serve self. This exploration will be undertaken from a variety of angles. Students will trace the origins of the Servant Leader concept and will explore modern-day examples of Servant Leadership in action through the writings of top management thinkers. Students will tie it all together by constructing practical applications of the Servant Leader theory to be used at work, school, and/or in their personal lives. 3 credits

LDR-512 Leadership and Diversity

This course will enable students to understand the importance of valuing and managing the diversity of people. Students will be asked to challenge themselves and their ideas as they work through different workplace issues related to diversity and leadership, looking

at issues from the viewpoint of a leader. Critical thinking will be essential when it comes to examining ideas, feelings, and plans related to diversity and leadership issues. Patience and tolerance of ideas and each other will be key. 3 credits

LDR-516 Community Leadership

Community Leadership will bring students to a deeper understanding of the role of leaders in the communities in which they live and work. Students will explore the impact of social and individual identities, and will understand the importance of serving as leaders within the community. Students will reflect upon, evaluate, and identify personal leadership characteristics in the context of serving a cause and community they are passionate about and discern effective ways to promote positive leadership to those around them. 3 credits

Master Business Administration (MB)

MB-512 Ethical Issues in Business

This course examines business ethics from both theoretical and applied points of view. Students will utilize fundamental ethical theory to analyze and explain contemporary business conditions and current events. Students will be asked to define their responsibilities as an individual and as part of a group, an organization, and society as a whole. Ethical issues in a variety of business areas will be considered; such as finance, marketing, human resources, and international. The focus will be on developing informed responses to the needs of a variety of stakeholders in making ethically-sound business decisions. Throughout the course, students will be required to demonstrate effective communication skills, both oral and written. 3 credits

MB-515 Economic Theory and Application

This course explores the basic concepts of macroeconomics and microeconomics with an emphasis on applying these theories to management decision making. Students will examine issues involved in operating effectively in a market-oriented economy and the measurement of economic performance. Topics include: national income and aggregates, fiscal and monetary policy formation, and price and output determination under various competitive situations. Through course assignments, students will demonstrate analytical skills as well as effective communication skills. 3 credits

MB-516 Organizational Behavior

This course examines the theoretical assumptions of organizational behavior and the issues and challenges that arise when managing and leading. Students will investigate the interrelationships between the individual, the group, and the organization. The course will emphasize managerial practices needed in a variety of settings and the application of these methods to realistic situations. Students will be required to demonstrate effective communication skills throughout the course. 3 credits

MB-518 Marketing Concepts and Strategies

This course introduces students to the techniques and processes of planning, creation, valuation, distribution, and sale of products and services. Students will learn how to segment markets and to identify target markets, survey markets, and interpret data. Students will explore the challenges and ethical issues facing marketing managers. During this course, students will analyze strategic marketing cases that will allow students to exhibit the ability to describe and integrate the key activities of marketing and demonstrate effective analytical, oral presentation, and written communication skills. 3 credits

MB-520 Accounting Concepts

This course is designed to introduce students to the language of business. Students will learn the conceptual foundation of financial accounting and financial reporting of business activities. Assignments will focus on the development of insight about accounting in terms of measuring, recording, reporting, and interpreting economic transactions. Topics will include accrual and cash based measurements of profitability and financing, investing, and operating activities of businesses. This course will emphasize accounting for decision-making and the importance of ethics for business and accounting. 3 credits

MB-521 Managing Human Resources

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

MB-550 Special Topics

Selected topic studied in-depth within a Management and Business frame of reference. 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-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: MB 520. 3 credits

MB-614 Information Systems Issues for Managers

This course examines the principles and issues of managing an information systems service function in a business. Current technologies available for computing and communicating will be explored from the viewpoint of a manager. Students will develop an understanding of how to select the most appropriate technology to meet a particular information need. Topics to be considered include training, evaluation, security, and ethical issues. Case studies will be used to provide examples. 3 credits

MB-615 Global Management

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

MB-630 Entrepreneurial Development

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

MB-632 Organizational Development

This course will focus on issues of business strategy and planning, with an emphasis on organizational structures and processes. Topics will include change management, team development, and continuous improvement practices and experiences. Case studies will be utilized to demonstrate the transformation of business policies and procedures to effectively achieve strategic goals. 3 credits

MB-634 Survey of Operations Management

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

MB-636 Legal Issues in Business

In this course, students examine the legal and ethical aspects of business decision making. The current business environment will be examined in relation to domestic and international law, federal and state regulations, as well as local statutes and ordinances. The social and moral aspects of decision making will also be discussed. Students will be required to analyze realistic problems from these perspectives. 3 credits

MB-638 Financial Statement Analysis

This course will provide students with an understanding of how firms communicate through financial statements. Students will examine the use of financial statement analysis as an integral part of the strategic analysis of firms. In examining financial planning concepts, students will create pro-forma spreadsheets. The regulatory and ethical issues related to financial statement preparation and presentation will be examined. Case studies will be utilized to demonstrate the practical application of financial statement analysis and projections. P: MB 612. 3 credits

MB-643 Principles of Project Management

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

MB-644 Management of Projects

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

MB-645 Leadership of Projects

Advanced course on human aspects of project management. Covers team building and teamwork, communications, stakeholder management, influence without authority, resource management, procurement and negotiations. P: MB 643. 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-649 Essentials of Personal Financial Planning

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

MB-650 Advanced Federal Income Taxation

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

MB-651 Governmental and Nonprofit Accounting

This course is designed to provide a framework for understanding the special accounting and reporting requirements of nonprofit organizations. Students will examine the characteristics of governmental and nonprofit accounting with an emphasis on various fund types and account groups. Topics will include reporting, budgeting, and auditing concepts and practices. The ethical and legal issues faced by nonprofit organizations will be examined. 3 credits

MB-652 Human Resource Training and Development

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

MB-653 Accounting Information Systems

This course analyzes the methods used to gather, process, and communicate accounting information in business firms. Students will examine specific business transaction cycles, and manual and computerized accounting systems. Topics will include internal control, auditing techniques, and system documentation. Case studies will be utilized to demonstrate the practical application of various systems. 3 credits

MB-654 Compensation Strategies

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

MB-655 Ethics for Accounting Professionals

In this course, students will examine the ethical issues encountered in the accounting field. They will study the professional responsibilities outlined for accounting professionals and examine the ethical principles and practices of businesses. Students will study the regulations created by the passage of the Sarbanes-Oxley Act and discuss the current and potential impact of these regulations. Students will examine codes of conduct, stakeholder theory and the concepts of independence, objectivity, integrity, and public trust. Case studies will be used to illustrate these principles and students will be expected to demonstrate effective written communication skills. 3 credits

MB-656 Employment Law

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

MB-657 Fraud Investigation

In this course, students will look at the proactive and reactive areas of fraud auditing and investigation. Students will examine decision making for the prevention, detection,

investigation, and reporting of fraud. Different types of management fraud will be covered as well as discussions on consumer fraud, tax fraud, and identity fraud. 3 credits

MB-658 Taxation of Business Entities

In this course, students will examine the taxation of corporations, partnerships, and sole proprietorships. Students will prepare tax returns for business entities and explore the issues involved in tax planning and preparation. Problems will be worked manually and on the computer using tax preparation software. Topics include an overview of the different forms of business entities and their income tax classifications, gross income, business deductions, and tax liability. 3 credits

MB-659 Global Financial Reporting

This course provides an overview of international accounting and financial reporting practices used in the United States and foreign countries. Students will compare financial reporting standards used by various jurisdictions. Students will examine International Reporting Financial Reporting Standards (IFRS) on a standard-by-standard basis and compare these standards to U.S. GAAP. Students will develop an understanding of these principles and how they are being applied in today's global business world. 3 credits

MB-660 Strategic Management Capstone

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

MB-661 Accounting Research Project

In this course, students will assess their accounting knowledge by completing practice exams from the Uniform Certified Public Accountants Examination. Based on the results, students will independently develop an accounting project focused on an area that needs further development. The extent and format of the project will be agreed upon with the instructor. Students will present their findings to the class at the end of the course. 3 credits

Mgt & Organ. Leadership (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 Applied Decision Making

Seminar participants will evaluate their own decision making skills and consider optimal ways of reaching decisions individually and in a group context. The psychology of decision making will be explored with an emphasis on the biases and motivations which may prejudice our decision making abilities. Participants will critically analyze contemporary decisions in society and apply the course material to a positive organizational context. Students will continue to develop their research techniques and will use the critical thinking skills they develop to identify, explore, and research an issue of their choosing. 3 credits

MOL-510 Human Resource Management in a Changing Environment

This course is a study of techniques and skills necessary to manage and effectively guide human resources in a rapidly changing technological environment. Emphasis is on formulation and implementation of strategies to understand, guide, and develop human resources within the modern organization. It covers analysis of humanistic and ethical issues facing management and employees in the changing workforce and behavioristic concerns as experienced within organizations. 3 credits

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-518 Managing Quality

Developing leadership competencies to manage quality processes for organizations today is essential for sustaining long-term growth and competitiveness in all industries for example: Health, Academia, Service and Manufacturing. This class will explore the theories, concepts and best practices of managing quality. Topics will include: Total Quality Management (TQM), Six Sigma, Lean Principles and Agile Processes. The course will assist students to understand the need for aligning quality management with the strategic and leadership objectives in organizations. Students will be able to link their theoretical learning with actual applications in their business world. 3 credits

MOL-601 Team Building

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

MOL-605 Global Management

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

MOL-620 Entrepreneurial Thinking: Innovation and Creativity in Creating Value

In this course learners will take a self-reflective path introducing them to the benefits of creative and innovative thought. Students will review cross-disciplinary theories of innovation, creativity and entrepreneurship written by seminal authors and will begin to

formulate ideas which will be further examined in their applied research project in MOL 630. 3 credits

MOL-630 Applied Research Project

The culminating project for the Master of Science in Management and Organizational Leadership will have students apply the research skills they learned throughout the program in conjunction with the leadership and management knowledge they have garnered to complete a research project of their choosing. Students will develop a research methodology best suited to the problem they identified in MOL 620 to explore in this course. Students will collect data and tabulate (quantitative or qualitative) and use their findings to present recommendations towards the problem they identify. The project will include a literature review, methods section, data collection and analysis, and recommendations. 3 credits

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-531 Psychological Assessment

This course will familiarize students with the general theory of testing and with various methods of personality and cognitive assessment. Commonly used clinical measures, clinical interviews, standardized tests, and projective drawing tests receive the most attention. Basic scoring and interpretation of selected tests will be covered. In addition, an overview of psychological assessment practice in other areas will be provided. The course will also cover ethical standards governing the development and use of tests and measures. The course will contribute to the development of clinical skills and critical acumen, enabling students to evaluate clients, tests, and test reports effectively. 3 credits

PY-532 Personality Structure

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

PY-533 Psychopathology

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 3 credits of field experience by students who have extensive experience in a human services agency. 3 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-509 Grant-Writing

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

MP-511 Politics and Public Policy

This course will enable students to examine the political processes that influence the formation of public 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-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 Applied Research Project

The culminating project for the Master of Science in Public Administration will have students apply the research skills they learned throughout the program to complete a research project of their choosing. Students will be required to select a research topic relevant to the field of public administration at the beginning of this course and develop this research topic into a research concept paper composed of all the aspects of research covered throughout the course adapted to their specific topic. Course will be taken in the student's final semester. P: MB 611. 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.

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