

# ALBERTUS MAGNUS COLLEGE



**2024-2025**  
**COURSE CATALOG**  
Graduate Programs

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# General Information

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## Introduction: St. Albert the Great

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### Graduate Programs Course Catalog 2024–2025

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

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

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

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

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

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

Volume X, July 2024

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

Produced by the Office of Academic Affairs

## Academic Year

### ***Adult Degree and Graduate Programs Calendar 2024-2025***

In the Traditional Undergraduate Program, the Albertus Magnus College year is composed of two semesters. In the Adult Degree and Graduate Programs, the academic year is composed of five modules, enabling students to earn thirty credits during the academic year and thus complete their degrees within four calendar years.

<b>FALL 2024 - MOD. 1</b>	
Monday/Wednesday	August 19 - October 9, 2024
Tuesday/Thursday	August 20 - October 10, 2024
Friday	August 23, 2024 - Last day to add and drop a class - can be done through Academic Planning site
Monday	September 2, 2024 - Labor Day - College closed
<b>FALL 2024 - MOD. 2</b>	
Monday/Wednesday	October 21 - December 16, 2024
Tuesday/Thursday	October 22 - December 17, 2024
Friday	October 25, 2024 - Last day to add and drop a class - can be done through Academic Planning site
Monday	November 11, 2024 - Veterans Day - Classes in session
Wednesday	November 13, 2024 - Teach-In Day: Wellness Collaborative
Thursday-Friday	November 25 - 29, 2024 Thanksgiving Break - No classes (College closed Nov. 28-29)
Winter Intersession	January 2 -17, 2025
<b>SPRING 2025 - MOD. 3</b>	
Monday/Wednesday	January 13 - March 5, 2025
Tuesday/Thursday	January 14 - March 6, 2025
Friday	January 17, 2025 - Last day to add and drop a class - can be done through Academic Planning site
Monday	January 20, 2025 - Martin Luther King Jr. Day - College closed

Monday	February 17, 2025 - President's Day - College closed
<b>SPRING 2025 - MOD. 4</b>	
Monday/Wednesday	March 17 - May 7, 2025
Tuesday/Thursday	March 18 - May 8, 2025
Friday	March 21, 2025 - Last day to add and drop a class - can be done through Academic Planning site
Thursday - Monday	April 17 - 21, 2025 - Easter Break – No classes (College closed Apr. 18)
Thursday	April 10, 2025 - Teach-In Day: Service Day
Wednesday	April 23, 2025 - Teach-In Day: Experiential Learning Day
Sunday	May 18, 2025 Commencement
<b>SUMMER 2025 - MOD. 5</b>	
Monday	May 26, 2025 - Memorial Day - College closed
Monday/Wednesday	May 28 - July 16, 2025
Tuesday/Thursday	May 27 - July 17, 2025
Friday	May 30, 2025 - Last day to add and drop a class - can be done through Academic Planning site
Thursday	June 19, 2025 - Juneteenth - College closed
Thursday	July 3, 2025 - No classes
Friday	July 4, 2025 - Independence Day – College closed
<b>SUMMER 2024 - MOD. 5 (SIX-WEEKS ONLINE)</b>	
Tuesday/Thursday	May 27 - July 1, 2025
Friday	May 30, 2025 - Last day to add and drop a class - can be done through Academic Planning site
Thursday	June 19, 2025 - Juneteenth - College closed

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

# The College

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## Mission Statement of Albertus Magnus College

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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.

## Statement of Catholic Identity

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### **We have faith in your future.**

Albertus Magnus College is a Catholic College founded by the Dominican Sisters of Peace. In union with the whole Church, the College affirms the essential dignity of each person as a being of divine origin. In this light, each individual person "...attempts to seek out the wonders of the material universe...and finds...perfection in wisdom, which gently draws the human mind to look for and love what is true and good." (Gaudiam et Spes, Vatican II)

Because it is rooted in the Dominican tradition, Albertus Magnus College is devoted to the pursuit of truth in all of its dimensions and to the proposition that faith and reason are complementary. Thus, this College fosters a commitment to scholarly exploration and to the principles of academic freedom. The College welcomes diversity and is dedicated to



facilitating the intellectual growth of its faculty, students and administrative staff so that they may develop their individual gifts and acquire the habits of mind necessary to pursue truth.

Albertus Magnus College promotes inquiry into such questions as the role of the individual in the natural world and in society; responsibility toward social justice, peace, and the common good; the relationship between faith and reason; and the relationship between theory and practice. The Albertus community is dedicated to creating an open institution environment which supports its members' intellectual, spiritual and social development.

*September, 2001*

*Updated 2012*

## Goals

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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

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

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

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

In 1992, the College offered its first graduate program, the Master of Arts in Liberal Studies. In the years that followed, Albertus has introduced new graduate and undergraduate programs and developed on-ground, blended, and online learning options. Today, Albertus offers its academic programs through the Traditional Undergraduate Program, Adult Degree Program and Graduate Programs.

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

## The Presidents

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### *The Presidents of Albertus Magnus College:*

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

## The Tradition of Honor

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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

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

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

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

The following regulations are in keeping with these standards:

### Examinations

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

## Plagiarism

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Plagiarism is the most serious offense against academic integrity and intellectual honesty. The appropriation of another's writing or work as one's own, including the use of specific words, phrases, or ideas, is dishonest and constitutes plagiarism. Use of any quotation, paraphrase, or summary from another author must be acknowledged and individually cited. No paper or report may be offered in more than one course without permission of the instructor. In completing written assignments, the student must work independently unless the instructor indicates otherwise.

All incidents of plagiarism will result in a penalty and be promptly reported to the Vice President for Academic Affairs or the Dean. Penalties for first-time plagiarism are at the discretion of the instructor and at a minimum require a one grade penalty reduction but

may include failure of the assignment or failure for the course. An academic committee will decide penalties for any incidents of plagiarism, after the first.

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

## Student Code of Conduct

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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

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

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

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

See the Albertus Magnus College website for the most current offerings and locations: [www.albertus.edu](http://www.albertus.edu).

## **Dominican Mission, Ministries, and the Meister Eckhart Center**

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

### **Dominican Mission**

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

### **Dominican Ministries and Service**

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

### **Meister Eckhart Center**

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

## **Location**

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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

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### Institutional Accreditation

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

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

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

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

### Business Programs Accreditation

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

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

### Art Therapy and Counseling Program Accreditation

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

### **Education Programs Accreditation**

Albertus Magnus College's Initial Undergraduate Teacher Preparation Program, Post-Baccalaureate Initial Teacher Preparation Program and Advanced Literacy Specialist Program (AAP) are accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP promotes excellence in educator preparation through content and pedagogy, clinical partnerships and practice, candidate recruitment, progression, and support, program impact, and quality assurance and continuous improvement. Albertus Magnus College's accreditation is effective Fall 2022 - Fall 2029.

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

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

Council for the Accreditation of Educator Preparation (CAEP)

1140 19<sup>th</sup> Street NW, Suite 400

Washington, D.C. 20036

203-227-0077

Website: [caepnet.org](http://caepnet.org)

### **Human Services Program Accreditation**

The Master of Science in Human Services is accredited by the Council for Standards in Human Service Education (CSHSE) located at 3337 Duke Street, Alexandria, VA.

## **Complaint Resolution**

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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

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## **Memberships**

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***Albertus Magnus College holds institutional memberships in the following:***

Alpha Phi Sigma

Alpha Sigma Lambda

American Art Therapy Association

American Association of College Admissions Counselors

American Association of Colleges for Teacher Preparation

American Association of Collegiate Registrars and Admissions Officers

American Council on Education

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of College Unions International

Association of Governing Boards

Association for Orientation–Transition–Retention in Higher Education

Association of Title IX Administrators

Association of Writers and Professional Programs

Chi Alpha Sigma

Clery Center

College Board

College and University Professional Association for Human Resources

College Sports Communicators

Commission on Accreditation of Allied Health Education Programs

Conference of Small Private Colleges

Connecticut Association of Collegiate Registrars

Connecticut Conference of Independent Colleges

Connecticut Library Consortium

Council of Independent Colleges Online Course Sharing Consortium

Council for Adult and Experiential Learning

Council for the Accreditation of Educator Preparation

Council for the Advancement and Support of Education

Council for Higher Education Accreditation

Council for Standards in Human Service Education

Council of Independent Colleges

The Dominican Consortium

Dominican Higher Education Council



Great Northeast Athletic Conference

International Accreditation Council for Business Education

NACADA: National Academic Advising Association

NAFSA: Association of International Educators

National Association of Colleges and Employers

National Association of College and University Business Officers

National Association of Collegiate Directors of Athletics

National Association of Educational Procurement

National Association of Independent Colleges and Universities

National Association of Student Financial Aid Administrators

National Association of Student Personnel Administrators

National Association of Veterans' Program Administrators

National Association for Campus Activities

National Association for Colleges Admissions Counselors

National Catholic Educational Association

National College Athlete Honor Society

National Collegiate Athletics Association

National Collegiate Honors Council

New England Association for College Admissions Counselors

New England Association of Collegiate Registrar and Admissions Officers

New England Commission of Higher Education

New England Hockey Conference

Quality Matters

## The Campus

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

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

Our close-knit campus community provides support, safety and security as well as plenty of facilities to explore and learn. Those facilities include the newly renovated Hubert

Campus Center – the living room of the College that also houses the Behan Community Room, the Pub, and the campus store.

Other facility features are:

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

## Buildings

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### ***Aquinas Hall***

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

### ***Cosgrove, Marcus, Messer Athletic Center***

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

### ***Hubert Campus Center***

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

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

This 18,000-square foot Academic Center, which opened in January, 2005, was designed as a state-of-the-art facility to support the continued growth of academic programs at

Albertus Magnus College. The building includes multi-disciplinary learning areas, a teaching amphitheater, interactive nursing labs, and science classrooms and laboratories. A two-story atrium—dedicated to St. Albert the Great—provides communal space for student, alumni and community activities.

### ***Mohun Hall***

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

### ***Mohun Annex***

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

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

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

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

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

### ***Walsh Hall***

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

### ***Weldon Hall***

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

## **Parking**

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All students, faculty and staff who park on campus must register their vehicle and display a College permit/decal. Permits are available at the Public Safety office located in Dominican Hall. The permit must be affixed to the lower driver side front windshield. Motorcycles are vehicles and must also be registered on campus, however the requirement to display a permit is waived. The transfer, exchange, misuse, or

reproduction of the decal is unauthorized and violators are subject to ticketing and towing enforcement. There is no cost to register a vehicle on campus.

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

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

### **Campus Entrance Gates and Street Addresses**

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

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

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

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

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

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

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

## **Public Safety**

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

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

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

### **Campus Building Addresses:**

**Dominican Hall** - 730 Prospect Street

**McAuliffe Hall** - 760 Prospect Street

**Nilan Hall** - 300 East Rock Road

**Sansbury Hall** - 810 Prospect Street

**Siena Hall** - 790 Prospect Street

### **LiveSafe**

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

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

Community members may request safety escorts by contacting Public Safety.

## **Weather and Emergency Alert System**

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

## **Academic Programs Overview**

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### ***Undergraduate Programs Overview***

#### **The Traditional Undergraduate Program**

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

## The Adult Undergraduate Program

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

## Graduate Programs Overview

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### Arts and Humanities

#### *Department of English and Humanities*

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

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

### Sciences and Social Sciences

#### *Department of Education and Teacher Preparation*

##### **Advanced Alternative Preparation Program**

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

##### **Master of Science in Education**

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

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

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

### **Post-Graduate Certificate in STEM Leadership**

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

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

### **Post-Baccalaureate Initial Teacher Preparation Program**

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

## ***Department of Criminal Justice***

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

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

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

## ***Department of Psychology***

### **Master of Arts in Art Therapy and Counseling**

The Master of Arts in Art Therapy and Counseling (M.A.A.T.C.) prepares professionals who are competent art therapists, functioning independently and as members of multidisciplinary treatment teams in a variety of treatment settings. The M.A.A.T.C. requires 60 credit hours of coursework in art therapy, counseling, and psychology, including 725 hours of supervised field experience. The M.A.A.T.C. is offered on a traditional semester calendar, including fall and spring semesters and a shorter summer

term, with courses scheduled during the daytime, evening, and one weekend per month. Students may enroll on a full-time or part time basis, attending courses fully on-ground or synchronous hybrid in the low residency option. Full-time students are able to complete the degree within a minimum of eight consecutive semesters. Admission to the M.A.A.T.C. Program is selective and competitive.

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

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

### **Master of Science in Human Services**

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

### **Post-Graduate Certificate in Addiction Counseling**

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

## **Business and Leadership**

### **Master of Business Administration**

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

### **Master of Public Administration**

The Master of Public Administration (M.P.A.) is a 36-credit graduate degree program designed for working professionals seeking a long-term career working for nonprofits, nongovernmental organizations (NGOs), or government agencies. The MPA program is based on an interdisciplinary approach that enables students to lead, implement policy,



solve problems, and improve efficiency in nonprofit organizations, institutions, and different levels of government.

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

### **Master of Science in Accounting**

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

### **Master of Science in Healthcare Administration**

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

### **Master of Science in Instructional Design and Learning Technology**

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

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

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

# Admissions

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## Who May Apply

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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

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

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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.

## Time Limits

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

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

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

If accepted back into the program;

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

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

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

## International Students

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

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

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

- A completed online application and US\$50 application fee.
- Bachelor's degree from an accredited college or university. If an applicant obtained a bachelor's degree from a non-US university, please submit a credential report from an accredited company affiliated with the National Association of Credential Evaluation Services (NACES).

- Official transcripts from all universities or colleges attended. (Minimum GPA requirements for acceptance vary by program.)
- Proof of English language proficiency. Submit official test results showing our recommended acceptable minimum score from one of the following:
- At least two letters of recommendation, in English, from former professors or professional associates.
- Personal Statement/Essay. (See program for specific details.)
- Any additional application requirements specific to the program of interest.
- Copy of applicant's valid, unexpired passport. If the applicant is already in the US, please also include a copy of visa/admission stamp and I-20 from the current institution, if applicable. If the applicant plans to bring dependents, please include a copy of each dependent's passport additional funds will need to be available on the bank statement to cover each dependent.
- Official bank statement from the last six months showcasing sufficient funds to cover tuition, cost of living and other fees..

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

- A completed online application and US\$50 application fee.
- Bachelor's degree from an accredited college or university. If an applicant obtained a bachelor's degree from a non-US university, please submit a credential report from an accredited company affiliated with the National Association of Credential Evaluation Services (NACES).
- Official transcripts from all universities or colleges attended. (Minimum GPA requirements for acceptance vary by program.)
- Proof of English language proficiency. Submit official test results showing our recommended acceptable minimum score from one of the following:
- At least two letters of recommendation, in English, from former professors or professional associates.
- Personal Statement/Essay. (See program for specific details.)
- Any additional application requirements specific to the program of interest.

## **Academic Credential Translation and Accreditation**

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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**

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Any applicant whose first language is not English or who has graduated from a non-English speaking high school must demonstrate, to the satisfaction of the college, sufficient mastery of English to enable the applicant to perform college level work. The

applicant must submit evidence of linguistic fluency by submitting scores from any one of the following tests: ACT, SAT, TOEFL or IELTS. Information on examination dates and testing locations may be obtained from EducationUSA, US Embassies, and US Consulates.

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

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

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

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

## Maintaining Immigration Status

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

for new emails and read them. In order to maintain the international visa status, all on campus international students must abide by the following rules:

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

## **Incarcerated Students**

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Albertus Magnus College ensures that no more than 25% of its admitted/enrolled students are incarcerated. An incarcerated student is someone serving a criminal sentence in a federal, state, or local penitentiary, prison, jail, reformatory, work farm, or other similar

correctional institution. A student in a less formal arrangement, such as a halfway house, home detention, or who is sentenced to serve only weekends, is not considered to be incarcerated.

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

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

## **Readmission of Uniformed Services Members**

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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

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## Financial Aid Office

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

## How to Apply for Financial Aid

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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](http://www.albertus.edu/netpartner).
- Students may need to complete additional financial aid documents as necessary. In order to receive financial aid in subsequent years, the FAFSA must be completed annually by priority deadlines set and at least six weeks prior to the start of the Module. It is the responsibility of the student to complete this process annually.

## Awarding Process

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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**

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

### ***Federal Direct Unsubsidized Stafford Loan***

This is a non-need based federal loan. The borrower is responsible for paying all interest accrued from the time that the loan is disbursed. Students eligibility may vary based on dependency status, COA, and federal annual and aggregate loan limits. For a schedule of maximum loan eligibility, please visit Net Partner at [www.albertus.edu/netpartner](http://www.albertus.edu/netpartner), or contact the Financial Aid Office. Repayment starts six months after graduation, or when a student falls below halftime enrollment. The interest rate is currently fixed at 8.08% but is subject to change annually on 7/1. This loan may be subject to a loan origination fee.

### ***Federal Direct Graduate PLUS Loan***

The William D. Ford Federal Direct Graduate PLUS Loan Program (GPLUS) is an unsubsidized loan for graduate students. The GPLUS Loan is awarded to students who are matriculated in a graduate degree or post-graduate certificate-seeking program who have not met their Cost of Attendance (COA) after all need-based aid and other resources have been awarded. A credit check is required at the time of application. Repayment starts six months after graduation, or when a student falls below halftime enrollment. The interest rate is currently fixed at 9.05% 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**

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### ***Federal Work-Study Program***

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

## ***Federal Work-Study Waitlist***

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

## **Scholarships**

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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**

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Various endowed and restricted scholarships may be available to students in the Professional and Graduate Studies Program. Eligibility is subject to restrictions set forth by the donor(s) of each scholarship. Due to our generous alumni and donors, new Endowed Scholarships are created annually. For a full list of Endowed Scholarships and opportunities please contact the financial aid office directly at [financial\\_aid@albertus.edu](mailto:financial_aid@albertus.edu).

## **Alternative Financing Options**

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### ***Private Alternative Loans***

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

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

TILA. Please note that the terms and conditions regarding repayment and forgiveness may be more favorable for federal loans.

### **Graduate PLUS Loan**

Graduate and professional students may apply for this additional federal student loan. Applicants must meet minimum credit requirements and must have exhausted all Federal Stafford Loan eligibility. Loan amounts may not exceed the student's COA. The interest rate is currently fixed at 9.08% as of 7/1/2024. This loan may be subject to a loan origination fee.

## **Appeal Process**

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

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

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

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

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

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

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

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

- Child care costs which exceed the Personal Expenses COA amount

- Transportation costs which exceed the Transportation COA amount
- Loan origination fees which exceed the Loan Origination Fee COA amount

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Parent(s) unable or refusing to contribute to student's education

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

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

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

### ***Special Mitigating Circumstance Appeal***

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

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

### ***Unusual Enrollment History Appeal***

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

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

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

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

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

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

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

## Satisfactory Academic Progress Policy

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

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

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

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

### Undergraduates

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

### Graduates

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

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

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

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

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

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

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

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

All student files are documented accordingly upon SAP review.

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

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

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

Full-time undergraduate students making SAP may receive financial aid for up to six years of full-time attendance, or until the student is certified for graduation by the College, whichever comes first. The Traditional Undergraduate Program academic year consists of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time students in the Traditional Undergraduate Program take 24 credits in 32 weeks per academic year, normally enrolling in 15 to 16 credits a semester. Each semester is considered a payment period. Students are not permitted to carry more than five courses a semester with the exception of CC 102 (formerly 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 Professional and Graduate Studies (PGS) Program undergraduate program academic years consist of two terms (Fall and Spring Semesters) and are offered as credit hours. Full-time PGS undergraduate students take 24 credits in 32 weeks per academic year. Full-time students in PGS typically enroll in 12-15 credits per semester over the course of the Fall and Spring Semesters. Fall semester consists of Modules 1 and 2. Spring Semester consists of Modules 3 and 4. Students are reviewed at the start of the payment period; students may not gain eligibility mid-payment period. Module 5 is an optional summer semester. Semester-long courses are only assessed in the module the course begins. Students are assigned an Academic Advisor to help with course selection and enrollment planning. Students are assigned an Academic Advisor to help with course selection and enrollment planning. Part-time undergraduate students making SAP may receive financial aid for up to 10 years of part-time attendance, or until the student is certified for graduation by the College, whichever comes first. The timeframe cannot exceed 150% of the published length of the program measured in credit hours attempted. Graduate students have seven years from the date of first enrollment to complete all required coursework with the exception of their thesis, regardless of enrollment level. Students who have multiple concentrations that go toward one degree will not receive an extension to the degree completion timeframe. A withdrawn student may submit a new application to the master's program one additional time. If the student was academically dismissed or placed on academic review prior to withdrawal they must follow the guidelines outlined in those sections of the catalog. For readmission into the same master's program, the student will have up to seven years to complete the program from their new first term of enrollment. Albertus Magnus College does not offer academic amnesty. Upon readmission, no adjustments will be made to the cumulative GPA calculation for any graduate-level courses previously taken. At the point the Financial Aid Office determines a student will not graduate within the maximum timeframe, financial aid eligibility is lost.

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

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



## Return of Title IV Funds (R2T4) Policy

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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:

<b>Undergraduate Program Charges</b>	<b>Professional and Graduate Studies Program Charges</b>
Tuition	Tuition
Fees: Information Technology Fee Activity Fee Course Lab Fee Food and Housing	Fees: Information Technology Fee Registration Fee

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

## ***Institutional Refund Policy***

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

### **Tuition Charges Refund Schedule:**

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

### **Undergraduate Food and Housing Charges Refund Schedule:**

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

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

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

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

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](mailto:financial_aid@albertus.edu).

## **Veterans Benefits**

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

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

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

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

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

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

## Veterans Financial Aid

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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](http://www.albertus.edu/student-resources/registrar/veterans-educational-info)

## Contact Us

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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](mailto:financial_aid@albertus.edu)  
[www.albertus.edu/netpartner](http://www.albertus.edu/netpartner)

### Hours of Operation:

Monday-Friday: 8:30 a.m.– 4:30 p.m.

## Military Tuition Assistance

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Military Tuition Benefits are awarded to a VA student or dependent/spouse, or an active-duty member of the U.S. armed forces and/or reserves under the assumption that the student will attend school for the period in which the assistance is awarded. If the student

withdraws or is administratively withdrawn, the student may not be eligible for the full amount of tuition benefits.

### **Veteran (VA) Benefits**

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

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

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

### **Active Servicemember Tuition Assistance**

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

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

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

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

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



for active-duty tuition assistance. A certificate of eligibility (COE) may be required by the School Certifying Official.

## Return of Tuition Assistance

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

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

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

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

### **Schedule for the Return of Unearned Tuition Assistance Funds**

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

#### 8-Week Course Withdrawal Submitted:

Before or During Weeks 1-2 = 100% return

During Weeks 3-4 = 50% return

During Week 5 = 40% return

During Weeks 6-8 = no return

#### 16-Week Course Withdrawal Submitted:

Before or During Weeks 1-2 = 100% return

During Weeks 3-4 = 75% return

During Weeks 5-8 = 50% return

During Weeks 9-10 = 40% return

During Weeks 11-16 = no return

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## 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.

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## 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>

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## Disclosure

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

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

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

# Tuition and Fees

## Tuition

### Graduate Degree Tuition and Fees - Academic Year 2024 - 2025

<b>Tuition</b>	
Master of Arts in Art Therapy and Counseling	\$2,451 per course (\$817 per credit)
Master of Human Services	\$2,451 per course (\$817 per credit)
Master of Science in Clinical Counseling	\$2,451 per course (\$817 per credit)
Master of Fine Arts	\$2,670 per course (\$890 per credit)
Master of Science in Education	\$2,451 per course (\$817 per credit)
Master of Public Administration	\$3,066 per course (\$1022 per credit)
Master of Business Administration	\$3,066 per course (\$1022 per credit)
Master of Science in Accounting	\$3,066 per course (\$1022 per credit)
Master of Science in Criminal Justice	\$3,066 per course (\$1022 per credit)
Master of Science in Management and Organizational Leadership	\$3,066 per course (\$1022 per credit)
Master of Science in Instructional Design and Learning Technology	\$2,451 per course (\$817 per credit)
Master of Science in Healthcare Administration	\$3,066 per course (\$1022 per credit)
Certificate in Addiction Counseling	\$2,451 per course (\$817 per credit)

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

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### Application Fee

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

### Course Fees

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

### Comprehensive Fee

For the 2024-2025 academic year the comprehensive fee in the Traditional Undergraduate Program is \$400 per semester, \$800 annually.

### Audit Fee

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

### Transcript Fee

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

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

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

To request an official transcript, visit [www.albertus.edu/student-resources/registrar/](http://www.albertus.edu/student-resources/registrar/).

## Discounts

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

***Discount for Alumni:*** Albertus Magnus College graduates who have earned a B.A., B.S., or B.F.A degree may receive a discount of 50% on individual, for-credit, undergraduate courses in the Adult Degree Program, provided that the graduate is not seeking a certificate or academic degree.

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

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

## Schedule of Refunds on Tuition, Fees and Food and Housing

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

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

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

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

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

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

# Student Affairs

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## Overview

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

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

## Office of Community Standards

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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 Associate Director of Community Standards is also available to assist individual students with counseling resources and referrals, or general student concerns. They can be contacted at [communitystandards@albertus.edu](mailto:communitystandards@albertus.edu).

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

## Office of International Student Services and Engagement

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

or engaging with the international student community at Albertus please contact [international@albertus.edu](mailto:international@albertus.edu).

### **Maintaining Status**

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

### **Students Must Communicate the Following:**

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

### **Ending your Studies**

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

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

## **Student Health and Wellness Services**

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

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

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

## ***Health Clinic***

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

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

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

## ***The Counseling Center***

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

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

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

## ***Non-Discrimination Policy***

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



socioeconomic status; or veteran status. Every human being on earth is unique and uniquely important.

## Office for Prevention of Power Based Violence

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

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

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

## Veterans Services

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

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

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

### Veteran OASIS

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

The OASIS is located on the ground floor of Aquinas Hall, room G19B, to allow easy access for students looking for a break between classes. The room is equipped with multiple workstations and computers to allow students to get work done, and lounge

chairs to relax or socialize in. The OASIS is the center for veteran activities on campus. This dedicated space serves to assist in a successful transition to life after military service.

### **Student Veterans Association**

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

# Career and Professional Development

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## Overview

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

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

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

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

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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

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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

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

## Employment Opportunities

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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

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

## Career Workshops

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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

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## Center for Teaching and Learning Excellence

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

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

## The Lillian Adley Germain '57 Center for Academic Success

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

Writing Associates (WAs) are students who go through an intensive training program to be able to provide peer consultations on writing and research for student writers across all disciplines at any stage of the writing process. WAs help students develop and improve as mature writers and encourage them to view writing as a means of learning and discovering. Integral to the comprehensive writing program at the College, meeting with a WA is a requirement in completing "W" Course Requirements.

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

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

The Germain Center also provides workshops and resources for students throughout the academic year. Questions about making an appointment with a tutor, workshops, or resources can be directed to [Germain-Center@albertus.edu](mailto:Germain-Center@albertus.edu).

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

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

## Accommodations for Students with Disabilities

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

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

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

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

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

## Computer Labs, Wireless Network and Computer Usage Expectations

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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.

## Institutional Review Board

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

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

- Research is conducted in a manner consistent with established ethical standards
- Research benefits are identifiable
- Human participants are recruited and treated ethically
- Participants by human subjects is fully informed and voluntary
- Risks are minimized
- Data collected and reported maintains anonymity or confidentiality standards

## Library and Information Technology Services

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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

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## Definition of a Credit Hour

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

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

## *Application of Credit Hour Policy*

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

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

## *Contact Time*

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

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

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

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

## Preferred Name

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

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

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

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

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

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

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

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

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

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

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

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

## Course Recording

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

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

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

## Discontinued Programs

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

## Double Concentrations in Graduate Programs

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Albertus Magnus College students who are pursuing a graduate degree might consider a double concentration in their graduate program if they have interests that span two distinct areas of the study. To achieve a double concentration students must declare and

complete the requirements of both concentrations before registering for their capstone or thesis.

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

# Academic Policies and Regulations: Registration, Grading and Cumulative Performance

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## Registration

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

Students with an outstanding financial obligation will not be permitted to register for classes without clearance from the Bursar and/or Financial Aid.

## Adding/Dropping a Course

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

**Dropping a Course:** Students may drop a full semester class through the last day of the second week of classes. Students may drop an ADP, 6 or 8-week course through the last day of the first week of classes. Courses dropped by the deadline do not appear on the student's transcript. After this deadline, students should consult the College calendar for withdrawal dates. Students who drop a course are eligible to receive a refund if the course is officially dropped during the timeframe specified in the refund policy. Students should obtain advisor approval before dropping a course.

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

## Full-time Status

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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

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

## Incompletes

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

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

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

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

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

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

## Transfer Credits from Other Institutions

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Albertus Magnus College will accept a limited number of credits (refer to each graduate program for specific guidelines) completed at nationally or regionally accredited institutions, approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA), provided the following conditions are met:

(1) the program director indicates approval of the transfer of credit(s) at the point of acceptance into the program; (2) the course is at a level appropriate for the student's graduate degree; (3) the coursework was completed within five years of acceptance into the program; and (4) the grade earned in the course is 3.0 or higher.

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

## Withdrawal from a Course

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

Withdrawals will be processed on the following schedule:

**Week 1: Add/Drop** is in effect.

**Weeks 2 – 8: Withdrawal**

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

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

## Attendance Policy

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The Adult Degree Program and Graduate Program have 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 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

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The College uses a system of letter grades and quality points to evaluate graduate student performance. Grade point averages are computed on a scale where A = 4.0 (94-100), A- = 3.7 (90- 93), B+ = 3.3 (87-89), B = 3.0 (84-86), B- = 2.7 (80-83), C+ = 2.3 (77-79), C = 2.0 (74-76), C- = 1.7 (70-73), , F = 0 (failing), UF = 0 (failing - un-earned F).

Students receiving a final grade below a C (2.0) in any course will be required to repeat that course. Students who earn three or more final grades of C (2.0) or below will be dismissed from the program. Graduate students are ineligible for degree conferral with more than 2 final grades of C (2.0) in their program.

Grade points earned in a course are determined by multiplying the point value of the letter grade (shown above) by the number of credits of the course. A cumulative average is obtained by dividing the total number of grade points by the total number of credits taken at Albertus and is calculated at the student level.

<b>GRADING SCALE</b>	
<b>Grade</b>	<b>Meaning</b>
<b>W</b>	A W (Withdrawal) is recorded for students who withdraw from a semester-based course during weeks 3-15 or a mod-based course during weeks 2-8. The recording of a W grade for a course does not impact a student's overall grade-point-average. W grades do impact a student's pace to completion for purposes of financial aid. All students should contact the necessary office contacts before making the decision to withdraw from a course.
<b>WA</b>	A WA (Administrative Withdrawal) is recorded for students taking traditional undergraduate courses and who are absent from class for 14 calendar days during the first 7 weeks of the semester. Students taking adult undergraduate and graduate courses are issued a WA after being absent for 4 consecutive classes during the first 4 weeks of the module.
<b>WF</b>	Students who receive a UF (Un-Earned F) are permitted to convert the UF to a WF (Withdrawal Fail) by requesting such conversion with the Office of the Registrar by the last day of the term in which it was recorded. The recording of a WF grade for a course does not impact a student's overall grade-point-average. Students who record three or more WF grades in a semester may be placed on academic review or be academically dismissed contingent on the overall semester GPA attained. WF grades do impact a student's pace to completion for purposes of financial aid.
<b>I</b>	An I (Incomplete) is approved when a student is unable to complete the requirements of a course by the final grade deadline. At the time the (I) grade is requested, the student must have completed at least 60% of the required coursework in the course, have a passing grade and have a valid reason for not being able to complete



	the remainder of the coursework by the end of the term. Faculty overseeing incompletes must submit a "Change of Grade" form within 30 days of the last class meeting, or the Incomplete is changed to an F. Once the incomplete is resolved the grade will be included in the student's overall grade point average. Undergraduate students with the grade of I in a course(s) are not eligible for the dean's or President's lists.
<b>I/P</b>	An I/P (In Progress) provisional grade is issued for students registered in an undergraduate or graduate practicum or internship or graduate thesis or capstone, but who do not complete the work in the term and who formally apply for a non-credit bearing continuation course. The Office of the Register shall change the I/P notation to a letter grade once the instructor submits a "Change of Grade" form. Undergraduate students with a grade of I/P in a course(s) are not eligible for the dean's or President's lists.
<b>P</b>	A P (Pass) grade indicates performance in an undergraduate course for which specific grades are not given. A P is equivalent to a grade of D- or better.
<b>P/O</b>	A P/O (Pass Option) grade is the pass grade for undergraduate courses taken on an optional Pass/Fail basis.
<b>AUD</b>	An AUD (Audit) grade designates registration for a course as an auditor.

## 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 and graduate from their degree program.

## Grade Reports

### Midterm Grade Reports

Faculty are required to submit midterm grades for all traditional undergraduate courses. Midpoint grades are a powerful tool for students to make informed decisions about their

courses, holistic advising, connecting students to academic and support resources, as well as various administrative processes in financial aid and academic affairs. Students can access grades through Navigate or Self-Service. Though not required, faculty are encouraged to share midpoint grading information with adult undergraduate and graduate students in ADP.

### **Final Grade Reports**

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

## **Changes in Officially Recorded Grades**

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

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

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

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

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

## **Grade Appeals**

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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 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 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

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

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

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

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

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

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

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

to submit the continuation grade and the grade for the original course to the Office of the Registrar.

## Failure of a Course

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

## Course Retake

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Students may repeat courses already taken under the following circumstances:

- 1 A student seeks to repeat the class after passing the course previously. Most often this is requested so the student may improve a previously earned grade or to gain additional knowledge in the content area. Students may repeat a course with a previously earned passing grade one time.
- 2 A student repeats a class after receiving a failing grade. Undergraduate students are limited to repeating at failed course at Albertus Magnus College an additional two times (for a total of 3 attempts at the course). Graduate students are limited to repeating a failed course at Albertus Magnus College one additional time (for a total of 2 attempts at the course). Undergraduate students who wish to retake a course for a fourth time must obtain permission from the Dean. Graduate students who wish to retake a course for a third time must obtain permission from the Dean.
- 3 A student retakes a failed Albertus Magnus College course at another institution. Students must obtain approval of the department chair of their degree program and submit the “Request to Take a Course at Another Institution” form and receive approval from the Office of the Registrar. The final grade for a course taken at another institution is not recorded on the Albertus Magnus College official transcript or is calculated as part of the cumulative grade point average. If the course is successfully completed, it will be recorded as transfer credit (TR) on the Albertus Magnus College transcript and all transfer of credit policies apply to this process.

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

## Academic Review

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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

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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.

## Right to Appeal

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A student has the right to appeal an academic dismissal in writing to the Vice President for Academic Affairs, or the Dean, within one week of receipt of notification of dismissal.

*\*If the appeal is denied or the student does not appeal within the required timeframe, the student may make a formal application for readmission to the College, through the Office of Admission, after one year.*

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

## Academic Amnesty

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

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

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

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

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

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

***In order to qualify for Academic Amnesty:***

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

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

**Medical Issues**

- Attach signed and dated medical documentation.

**Military Obligations**

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

**Death of Immediate Family Member**

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

**Family Emergency**

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

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## **Readmission to the College**

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

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## **Academic Integrity in Graduate Programs**

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

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

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

# Academic Policies and Regulations: Withdrawals

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## Withdrawal from the College

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### Official Withdrawal from the College

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

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

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

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

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

### Unofficial Withdrawal from the College

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

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

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



## Administrative Withdrawal

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### ***Administrative Withdrawal: Failure to Start***

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

### ***Administrative Withdrawal: From the College***

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

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

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

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

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

### ***Administrative Withdrawal: From a Course***

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

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

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

# Academic Policies and Procedures: Graduation, Transcripts and Student Records

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## Time Limits

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

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

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

If accepted back into the program;

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

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

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

## Anticipated Completion Date

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

## Degree Audit

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

## Degree Completion

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

## Graduation with Honors

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### *Associate's Degree*

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

### *Bachelor's Degree*

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

#### **Cum Laude**

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

#### **Magna Cum Laude**

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

#### **Summa Cum Laude**

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

### *Master's Degree*

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

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

Master's degree candidates in the Master of Business Administration, Master of Public Administration, Master of Science in Accounting, Master of Science in Criminal Justice, Master of Science in Healthcare Administration, Master of Science in Instructional

Design and Learning Technology and the Master of Science in Management and Organizational Leadership programs who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

## **Degree Conferral**

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Degrees are awarded three times a year in December, May, and August.

A student's official graduation from Albertus Magnus College occurs on the day the College confers students' degrees. This only occurs after a student has successfully completed all of their degree requirements. Degrees are posted to the transcript approximately 2 weeks after degree conferral. After that date, students can confirm with employers, etc. that they have completed all degree requirements and are graduates of the College.

## **Awarding of a Posthumous Degree**

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

### ***Graduate***

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

### ***Procedure***

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

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

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

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

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

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

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

## Diplomas

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

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

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

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

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

## Commencement

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

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

Undergraduate degree seeking students who have not completed all degree requirements by May, but who (a) are within 6 credits of graduating, (b) have a 2.0 cumulative GPA as well as a 2.0 GPA in their majors and minors, (c) are registered for all remaining requirements for the degree, (d) have met all financial obligations, including those that

will be incurred for the upcoming coursework and (e) will finish all requirements by August are permitted to walk in the earlier May ceremony.

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

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

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

## Verification of Enrollment or Degrees

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

## Transcripts

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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.

Students with outstanding financial obligations to the College will not be permitted to receive an official transcript until payment is made in full to the Bursar's Office. To request an official transcript, visit [www.albertus.edu/student-resources/registrar/](http://www.albertus.edu/student-resources/registrar/).

## Student Records

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### ***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 College's 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.



<b>Type of Record</b>	<b>Location</b>
<b>Academic, Placement, Directory Information</b>	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.)	
<b>Academic Progress/Grades</b>	Office of Academic Affairs
(Correspondence regarding academic progress, grades and status)	Office of Community Standards
<b>Discipline</b>	
(Files concerning extracurricular and non-academic correspondence along with confidential disciplinary files)	
<b>Financial Records</b>	Bursar's Office/Financial Aid Office
(Maintaining financial aid files)	
<b>Medical Records</b>	Health Center
(Medical Records that are submitted to the College are held for 7 years from when a student graduates or leaves the College)	

**Access to Education Records**

If a student wishes to inspect and review their education records, they should make a request in writing to the custodial office of the specific record they wish to review (see the table above for the correct custodial office). If a student does not know to which

custodial office to make the request, they may contact the Office of the Registrar. The custodial office must respond to the written request within 45 days. When a record contains information about more than one student, the requesting student may inspect and review only the portion of the record which relates to them. The College reserves the right to charge the student for copying, copying time, and postage should such services be requested. If a student experiences a financial hardship and is unable to incur the cost of copying records, the College will make reasonable opportunities for the student to view and inspect the records.

### ***The College may refuse access to the following records:***

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

### ***Amendment of Education Records***

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

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

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

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

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

If, as a result of the hearing, the College decides that the information in the education record is deemed inaccurate, misleading, or otherwise in violation of the privacy of

the rights of the student, the College will amend the record, will place a notice in the student's file which will include a summary of the evidence and the reasons for the decision and inform the student of their right to place a statement in the record commenting on decision.

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

### ***Directory Information/Privacy Blocks***

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

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

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

### ***College Officials with Legitimate Educational Interests***

A student's education records may be disclosed, without consent, to College officials with legitimate educational interests. These include, but are not limited by FERPA policy, people employed by the College in administrative, supervisory, academic, research, or support staff roles (including Campus Security and Health Center Staff); people contracted by the College as an agent for the College to perform particular services (such as an attorney, auditor or collection agent); people serving on the Board of Trustees;

students serving on official committees or assisting other school officials in performing tasks, or volunteers or other non-employees with legitimate educational interests; a legitimate educational interest is present if the College official needs to review an education record in order to fulfill professional responsibilities.

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

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

### ***Reports of Academic Progress, Status and Disciplinary Action to Parents***

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

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

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

### ***Record Maintenance***

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

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

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

### ***Inspection and Review of Educational Records***

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

- 1 All students who are or have been in attendance at Albertus Magnus College shall have the right to inspect and review their education records, subject to the limitations provided under applicable regulations of FERPA. Students should submit to the Office of the Registrar, Vice President for Academic Affairs, Dean of Students, or other appropriate official, a written request that identifies the records they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2 Under FERPA, a student ID number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and a student ID number or other unique personal identifier that is displayed on a student ID badge cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- 3 Under FERPA, certain records are not part of the student's education record, such as:
  - Notes about students by individual staff or faculty members which are retained in the sole possession of the maker of the record and not accessible or revealed to any other person
  - Records maintained by the College Health Clinic which are used only for treatment of a student and made available only to those persons providing treatment
  - Employment records of individuals whose employment is not contingent on the fact that they are a student, provided the record is used only in relation to the individual's employment
  - Alumni records which contain information about a student after they are no longer in attendance at the College and which do not relate to the person as a student
  - Records created or received by the College after the student is no longer a student in attendance and that are not directly related to the student's attendance while a student
- 4 Under FERPA, the College is not required to permit students to inspect and review:
  - Financial information submitted by parents
  - Confidential letters and statements of recommendations concerning which the student has waived their rights to inspect and review

5. In cases where the student is not within commuting distance of campus, and is therefore physically unable to be present to view the record on campus, the student may request a copy of the records for a fee (contact the appropriate office for fees). To obtain copies of transcripts and source documents such as test scores from other institutions, students must contact the originator of those records. The College does not copy transcripts of other schools for student use. For students who have unpaid financial obligations to the College, alternative arrangements may be made at the student's expense to view their records. For this service, students need to send a written request addressed to the Office of the Registrar. A copy of the request will be kept in the student's education file.
6. Under FERPA, the College shall not destroy any education records if there is an outstanding request to inspect and review the education records.
7. Under FERPA, the College maintains a record of each request for access to and each disclosure of personally identifiable information from the education records of each student, as well as the names of State and local educational authorities and Federal officials and agencies listed in 99.31(a)(3) that may make further disclosures of personally identifiable information from the student's education records without consent under 99.33(b). The College shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record will include the parties who have requested or received personally identifiable information from the education records and the legitimate interests the parties had in requesting or obtaining the information. Students requesting to review their education record will have access to this record.

### ***Student Consent to Disclose Educational Records***

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

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

- Authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local educational authorities in connection with certain state or federally supported education programs;

- U.S. Immigrations and Customs Enforcement in compliance with the Student Exchange Visitor Information System program for nonimmigrant students with an F, J, or M visa;
- Officials of other institutions in which a student seeks or intends to enroll, in which case the Office of the Registrar will make a reasonable attempt to inform the student of disclosure;
- Persons or organizations providing financial aid to students or determining financial aid decisions;
- State and local officials to whom disclosure is required by State statute adopted prior to November 19, 1974;
- Organizations conducting certain studies for, or on behalf of, educational agencies or institutions;
- Accrediting organizations carrying out their accrediting functions;
- Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1986, Section 152;
- Persons in compliance with a judicial order, lawfully issued subpoena, or IRS Summons in which case a reasonable attempt will be made to inform the student of the disclosure except when required by law or court order;
- Persons in an emergency, if the knowledge of information is necessary to protect the health or safety of students or other persons;
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense (as defined in 34 CFR Part 990, the final results of the disciplinary proceeding conducted by the institution with respect to the alleged crime or offense);
- Interested individuals, subject to the requirement of 34 CFR Part 99, the name, violation committed, and sanction imposed by the institution against a student who has committed a violation of the institutions rules or policies in connection with the alleged perpetration of a crime of violence or a non-forcible sex offense;
- Parents regarding the student's violation of any federal, state or local law, or of any institutional policy or rule governing the use of alcohol or a controlled substance, if the institution has determined that the student has committed a disciplinary violation with respect to the use or possession, and the student is under the age of 21 at the time of the disclosure to the parent.
- Interested individuals, when the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 and the information was provided to the College under 42 U.S.C. 14071 and applicable federal guidelines.

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

Under FERPA, the College will maintain a record when the College discloses personally identifiable information from education records under the health or safety emergency exception. The record of the disclosure will include the articulable and significant threat

to the health or safety of a student or other individuals that formed the basis for the disclosure; and the parties to whom the agency or institution disclosed the information.

### ***Conflicts with State or Local Law***

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

### ***Filing a Complaint***

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

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

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

## **Directory Information Notice**

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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

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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

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## The Curriculum: Definition of Terms

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

# Departments

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## Department of Education and Teacher Preparation

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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](#)

[Post-Graduate Certificate in STEM Leadership](#)

## Department of English and Communications

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The Department of English and Communications 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

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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 Criminal Justice

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The Department of Criminal Justice 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

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

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

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

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

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

### **Graduate Programs**

Master of Business Administration

Master of Public Administration

Master of Science in Accounting

Master of Science in Healthcare Administration

Master of Science in Instructional Design and Learning Technology

Master of Science in Management and Organizational Leadership

# Programs

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## Art Therapy and Counseling, M.A.

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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 and clinical counselors, functioning independently and as members of multidisciplinary treatment teams in a variety of treatment settings. This Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited program 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 licensure in the state of Connecticut as:

- A licensed professional counselor (LPC)
- A clinical licensed art therapist (CLAT)

### *The Art Therapy Profession*

Art therapy is a human service profession that blends the disciplines of art, psychology, and counseling in therapy. The art therapist is trained to utilize applied psychology and counseling theory in the context of art making to facilitate the psychotherapeutic relationship. With 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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 18 credits in studio art including courses in drawing, painting and ceramics with an earned minimum grade point average of 3.0 in each course.\*
- Completion of at least 15 credits in psychology including courses in developmental psychology, abnormal psychology and statistics for behavioral social sciences with an earned minimum grade point average of 3.0 in each course.\*

The applicant must submit:

- Official transcripts from all nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, attended.
- An essay (of at least 600 words typed in 12-point font) on their professional career interests, reasons for entering the program and expectations of the program.
- Two letters of recommendation; one from a clinical supervisor and one from a former professor or professional supervisor.
- Portfolio of original artwork demonstrating competence with a variety of art media, including (but not limited to) painting, drawing, and ceramics/sculpture. A minimum of 10 images must be submitted in a PowerPoint ® converted to PDF format with clearly labeled image titles, sizes, and medium. You may also include a text in the document with information about the process of the artwork. The portfolio must be submitted via the online application form. See the online application for more portfolio submission details.

*\* Applicants who do not meet the requirements may be admitted to the program on a provisional basis. You will not be permitted to take graduate courses without having successfully completed a minimum of 12 undergraduate credits in psychology and 15 undergraduate credits in studio art. Outstanding prerequisites must be completed within the first year of the program.*

*Albertus Magnus College utilizes a rolling admission system; therefore, students may apply throughout the year. New students begin in the fall semester only. An application is reviewed when all relevant materials have arrived. If the applicant is invited for an interview, decisions by the 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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

### **Tuition and Fees**

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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

### **Program Format**

Classes are offered in a traditional semester format, which consists of two, sixteen-week terms and one, eight-week summer module during the calendar year. Courses are scheduled during the afternoon, evening and one Saturday per month. 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 conducted with students to assess professional development skills.

### ***Course Load***

Students may register for no more than 13 credits per semester and no less than 5-6 credits per semester, unless approved by the faculty advisor and program director.

### ***Good Standing***

Students who maintain a cumulative grade point average of at least 3.0 and students who receive fewer than three course grades of 2.0 are considered in good standing. The continued candidacy of a student who is not in good standing will come under review and is subject to dismissal. Students must be in good standing to register for AT 502 and AT 580.

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

As a clinical training program, the 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***

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 are awarded honors and will have the notation included on their transcript and diploma.

## ***PROGRAM OF STUDY***

### **REQUIRED CORE (60 credits)**

#### **YEAR ONE**

##### **Fall (9 credits)**

AT 500            Foundations of Art Therapy

AT 504            Techniques in Art Therapy

PY 532            Personality Structure

##### **Spring (9 credits)**

AT 503            Professional Practices: Ethical Standards and Legal Issues

AT 505            Art Therapy with Children/Adolescents

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
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 (7 credits)**

AT 513	Art Therapy with Adults/Seniors
AT 580	Internship Seminar
ATP 600	Thesis

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

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**(30 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, and complete an internship.

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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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 6 credits before being fully admitted to the program.*

### **Transfer Credits**

Albertus Magnus College will accept a maximum of 6 graduate hours from nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.B.A. program.

### **Tuition and Fees**

- Application Fee: \$50.00

- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

## **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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 management, public administration, accounting and finance 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 five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered with sufficient demand.

## **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**

Master's degree candidates who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

## **PROGRAM OF STUDY**

### **M.B.A.**

#### **REQUIRED CORE (30 credits)**

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

Select one:

MP 504	Labor-Management Relations
MB 580	Internship

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 total of 150 credits are required to receive both the Bachelor of Science in Business Management and Master of Business Administration. 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 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.

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

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## **(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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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:

- **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.
- **Official transcripts** from all nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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:
  - **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***

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### ***Transfer Credits***

Albertus Magnus College will accept a maximum of 6 graduate hours from nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program.

### ***Accreditation***

Albertus Magnus College is accredited by the New England Commission of Higher Education.

The Master of Fine Arts in Writing is accredited by the State of Connecticut Office of Higher Education.

## ***Program Format***

Classes are offered in a traditional semester format, which consists of two, sixteen-week terms and one, eight-week summer module during the calendar year. All classes are fully online.

## ***Academic Advisement***

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

## ***Course Load***

Full-time students must enroll in 9 credits per semester. Part-time students must enroll in 5 credits per semester.

## ***Graduation Requirements***

- 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***

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 are awarded honors and will have the notation included on their transcript and diploma.

## ***PROGRAM OF STUDY***

### **REQUIRED CORE (24 credits)**

EN 500	Writing Portfolio
EN 541	The Creative Process
EN 551	The Literary Marketplace
EN 692	Master Project

*\* Note: EN 500 (1 credit course. Students are required to complete 4 credits throughout the program.) and EN 692 (8 credits)*

Select one (4 credits):

EN 521	Readings in Fiction
EN 522	Readings in Poetry



**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.)**

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**(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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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 nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (18 credits) in the Albertus M.P.A. program.

### **Tuition and Fees**

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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 management, public administration, accounting and finance 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 five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered with sufficient demand.

### ***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***

Master's degree candidates who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

## ***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
MP 611	Research Methods in Public Administration

MP 630 Applied Research Project

**FLEXIBLE CORE (15 credits)**

Select five (15 credits):

AC 520 Accounting Concepts

MB 515 Economic Theory and Application

MB 646 Healthcare: Law, Policy and Systems

AC 651 Governmental and Nonprofit Accounting

MOL 505 Moral Leadership: Defining the Character of Individuals in Organizations

MOL 508 Servant Leadership

MOL 514 Conflict Resolution

MP 507 Urban Policy

MP 511 Politics and Public Policy

MP 521 Performance Measurement and Management

MP 550 Special Topics in Public Administration

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

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### **(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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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 nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.S.A. program.

## **Tuition and Fees**

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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 management, public administration, accounting and finance 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 five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered with sufficient demand.

### **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**

Master's degree candidates who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

**PROGRAM OF STUDY****Accounting, M.S.****REQUIRED CORE (6 credits)**

AC 658            Taxation of Business Entities

AC 661            Accounting Research Project

**FLEXIBLE CORE (24 credits)**

Select eight (24 credits):

MB 516            Organizational Behavior

FIN 612            Financial Theory

FIN 649            Essentials of Personal Financial Planning

AC 520            Accounting Concepts

AC 638            Financial Statement Analysis

AC 650            Advanced Federal Income Taxation

AC 651            Governmental and Nonprofit Accounting

AC 653            Accounting Information Systems

AC 655            Ethics for Accounting Professionals

AC 657            Fraud Investigation

AC 659            Global Financial Reporting

**Accounting, M.S. - Finance****REQUIRED CORE (6 credits)**

AC 658            Taxation of Business Entities

AC 661            Accounting Research Project

**FLEXIBLE CORE (15 credits)**

Select five (15 credits):

MB 516            Organizational Behavior

AC 638            Financial Statement Analysis

AC 650            Advanced Federal Income Taxation

AC 651            Governmental and Nonprofit Accounting

AC 653            Accounting Information Systems

AC 655 Ethics for Accounting Professionals

AC 657 Fraud Investigation

AC 659 Global Financial Reporting

**FLEXIBLE CONCENTRATION (9 credits)**

Select three (9 credits):

FIN 629 Advanced Corporate Financial Management

FIN 631 Banking & Financial Markets

FIN 633 Derivatives Markets & Risk Management

FIN 649 Essentials of Personal Financial Planning

***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.

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## **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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, attended.
  - ▲ substantive writing sample (such as a term paper from an upper-level undergraduate course) or Graduate Record Examination (GRE) general test score.
  - ▲ 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 nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Practicum and internship credits cannot be transferred.

### **Tuition and Fees**

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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

### **Program Format**

Classes are offered in a traditional semester format, which consists of two, sixteen-week terms and one, eight-week summer module during the calendar year.

Students that choose the addiction counseling track will also take eight-week, module-based courses.

### ***Academic Advisement***

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

### ***Course Load***

Students may register for no more than 12 credits per semester.

### ***Good Standing***

Students who maintain a cumulative 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***

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 are awarded honors and will have the notation included on their transcript and diploma.

## ***PROGRAM OF STUDY***

### ***Clinical Counseling, M.S. - Mental Health Counseling***

#### **YEAR ONE**

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

**Fall (9 credits)**

PY 528 Life-Span Human Development

PY 530 Theories of Counseling

PY 533 Psychopathology

**Spring (9 credits)**

PY 537 Counseling Techniques

PY 538 Social and Cultural Issues in Counseling

PY 551 Clinical Assessment I: Understanding and Utilizing Appropriate Instruments

**Summer (6 credits)**

PY 535 Career Counseling

PY 544 Group Dynamics and Counseling

**YEAR TWO**

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

**Fall (9 credits)**

PY 534 Research Methods and Quantitative Analysis

PY 553 Clinical Assessment II: Personality Dynamics

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

**Spring (9 credits)**

PY 570 Counseling Practicum

PY 555 Advanced Counseling and Psychotherapy II: Couples and Family Therapy

PY 556 Advanced Counseling and Psychotherapy III: Integrative Techniques

**YEAR THREE**

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

**Fall (9 credits)**

PY 545	Professional, Ethical, and Legal Issues Seminar I
PY 548	Trauma and Crisis Intervention
PY 549	Addiction and Recovery
PY 579	Counseling Internship I
PY 597	Thesis Research Project I

**Spring (9 credits)**

PY 546	Professional, Ethical, and Legal Issues Seminar II
PY 577	Advanced Seminar in Case Conceptualization
PY 580	Counseling Internship II
PY 598	Thesis Research Project II

***Clinical Counseling, M.S. - Addiction Counseling*****YEAR ONE**

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

**Fall (9 credits)**

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

**Spring (9 credits)**

PY 537	Counseling Techniques
PY 538	Social and Cultural Issues in Counseling
PY 551	Clinical Assessment I: Understanding and Utilizing Appropriate Instruments

**Summer (6 credits)**

PY 535	Career Counseling
PY 544	Group Dynamics and Counseling

**YEAR TWO**

The second year of the program involves immersion in courses relating to one's chosen area of specialization. The fall term also features the foundational course in research

methodology. The spring term also includes the first field experience, a 120-hour practicum.

### **Fall (9 credits)**

PY 534            Research Methods and Quantitative Analysis

PY 583            Drugs and Behavior I: Basic Science

PY 585            Drugs and Behavior II: Applications

### **Spring (9 credits)**

PY 570            Counseling Practicum

PY 587            Addiction Counseling I: Core Concepts and Competencies

PY 589            Addiction Counseling II: Advanced Techniques

## **YEAR THREE**

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

### **Fall (9 credits)**

PY 545            Professional, Ethical, and Legal Issues Seminar I

PY 547            Spiritual Issues and Religious Identity in Counseling

PY 548            Trauma and Crisis Intervention

PY 579            Counseling Internship I

PY 597            Thesis Research Project I

### **Spring (9 credits)**

PY 546            Professional, Ethical, and Legal Issues Seminar II

PY 580            Counseling Internship II

PY 588            Clinical Assessment of Substance Use Disorders

PY 591            Treatment Planning and Evaluation in Addictions Counseling

PY 598            Thesis Research Project II

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

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## (30 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 concentrations in corrections administration or healthcare management. 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 a criminal justice related field.

### **Admission Requirements**

- Bachelor's degree from a nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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 nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.S. in Criminal Justice program.

## ***Tuition and Fees***

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

## ***Accreditation***

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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

## ***Program Format***

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online.

## ***Academic Advisement***

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

## ***Course Load***

Students may register for no more than 6 credits per mod.

## ***Graduation Requirements***

- 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***

Master's degree candidates who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

## ***PROGRAM OF STUDY***

### ***Criminal Justice, M.S. - Correctional 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 (15 credits)**

CJ 521	Probation, Parole and Community-Based Corrections
CJ 530	Issues in Correctional Supervision
CJ 536	History and Future of American Corrections

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

### ***Criminal Justice, M.S. - Correctional Healthcare Management***

#### **REQUIRED CORE (15 credits)**

CJ 510	Criminology
CJ 512	Contemporary Issues in the Criminal Justice System
CJ 514	Research Methods and Statistics
CJ 516	Criminal Justice Ethics
CJ 661	Criminal Justice Thesis

#### **CONCENTRATION REQUIREMENTS (15 credits)**

MB 646	Healthcare: Law, Policy and Systems
MB 647	Financial Management of Healthcare Organizations

**MOL 501 Leadership in Theory and Practice**

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

***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 150 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 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 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.)**

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**(30 credits)**

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

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

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

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

- Know and discuss educational matters within an ethical framework.
- Acquire skills needed to teach STEM concepts effectively.
- Demonstrate the pedagogical skills necessary for leading students to the awareness that all STEM content areas are connected and interdependent.
- Demonstrate the ability to collect and analyze assessment data for the purpose of informing student learning.
- Demonstrate the ability to recognize and to conduct valid educational research for the purpose of writing a grant.
- Master the ability to recognize differences among students, including learning and cultural differences, and to provide differentiated STEM-based instruction that enables all students to learn.
- Demonstrate skills necessary for leading others to effective STEM curriculum development and application.

### ***Admission Requirements***

- Bachelor's degree from a nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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**

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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

### **Program Format**

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online.

### **Academic Advisement**

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

### **Course Load**

Students may register for no more than 6 credits per mod.

### **Graduation Requirements**

- 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***

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 are awarded honors and will have the notation included on their transcript and diploma.

## **PROGRAM OF STUDY**

### ***Education, M.S. - STEM***

#### **REQUIRED CORE (15 credits)**

ED 501	Maps of Education: Tracing the Roots of Contemporary Public Education
ED 503	Capstone Research Practicum I
ED 512	Foundations of Blended, Remote & Online Learning
ED 604	Engaging Diverse Audiences
ED 623	Gamification and Learner Motivation

#### **CONCENTRATION REQUIREMENTS (15 credits)**

ED 510	Curriculum and Methods of STEM
ED 607	Principles of Technology/STEM and Assessment
ED 628	Techniques for Accessibility and Inclusion
ED 677	Leadership in STEM
ED 680	Capstone Research Practicum II

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

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### ***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 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**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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

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

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

Council for the Accreditation of Educator Preparation (CAEP)

1140 19<sup>th</sup> Street NW, Suite 400

Washington, D.C. 20036

203-227-0077

Website: [caepnet.org](http://caepnet.org)

### **Program Format**

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online.

## ***PROGRAM OF STUDY***

### **Part I: Summer Session I**

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

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

RLA 501	Theory and Practice in the Fundamentals of Language and Literacy
RLA 502	Assessment, Test Interpretation, and Program Planning in Reading and Language Arts
RLA 503	Literacy Coaching
RLA 554	Clinical Dyslexia Tutorial

### **Part II: Academic Year: Best Practices**

**Hours:** 9:00 PM – 2:00 PM, Saturday seminars (monthly)

**Content:** Nine seminars designed to prepare participants to assume responsibilities as literacy specialists. In addition to the nine seminars participants will be involved in the following activities during the academic year.

Clinical Practice:

- Working with individual or small groups of students
- Working with classroom teachers
- Observing reading specialists
- Reflecting on professional reading

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

RLA 550	Fall Seminar Series
RLA 551	Spring Seminar Series
RLA 580	Collegial Coaching
RLA 581	Comprehensive Tutorial

### **Part III: Summer Session II**

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

**Content:** Culminating group project

RLA 555	Clinical Dyslexia Tutorial II
RLA 582	Professional Project

## **Post-Baccalaureate Initial Teacher Preparation Program**

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## (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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA), 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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**

July 15 for Fall acceptance. After July 15, applications will be considered for Spring semester admission on an individual basis.

### **Tuition and Fees**

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)

### **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

Albertus Magnus College's Initial Undergraduate Teacher Preparation Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP promotes excellence in educator preparation through content and pedagogy, clinical partnerships and practice, candidate recruitment, progression, and support, program impact, and quality assurance and continuous improvement. Albertus Magnus College's accreditation is effective Fall 2022 - Fall 2029.

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

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

Council for the Accreditation of Educator Preparation (CAEP)

1140 19<sup>th</sup> Street NW, Suite 400  
Washington, D.C. 20036

203-223-0077

Website: caepnet.org

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 a 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.

## **Post-Graduate Certificate in STEM Leadership**

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### **(12 credits)**

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

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

Upon completing the STEM Leadership Certificate, students will:

- Know and discuss STEM educational matters within an ethical framework.
- Acquire skills needed to teach STEM concepts effectively.
- Demonstrate the pedagogical skills necessary for leading students to the awareness that all STEM content areas are connected and interdependent.
- Demonstrate the ability to collect and analyze assessment data for the purpose of informing student learning.
- Master the ability to recognize differences among students, including learning and cultural differences, and utilize STEM to enable all students to learn.
- Demonstrate skills necessary for leading others to effective STEM curriculum development and application.

## **Admission Requirements**

- Master’s degree from a nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- Minimum cumulative grade point average of 3.0.
- 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 nationally and 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**

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

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)

Fees and rates are subject to change.

## **PROGRAM OF STUDY**

### **Education - STEM Certificate**

#### **REQUIRED CORE (12 credits)**

ED 530 Curriculum and Methods of STEM - Certificate Track

ED 610	Engaging Diverse Audiences - Certificate Track
ED 611	Techniques for Accessibility and Inclusion - Certificate Track
ED 612	Principles of Technology/STEM and Assessment - Certificate Track

## Master of Science in Healthcare Administration

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### (36 credits)

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

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

- Demonstrate the five domains of healthcare administration.
- Demonstrate critical thinking and decision-making.
- Demonstrate health law and policy.
- Demonstrate personal and professional responsibility.
- Demonstrate healthcare financial management.
- Demonstrate health information technology.
- Demonstrate leadership skills and behavior.

### **Admission Requirements**

- Bachelor's degree from a nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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.*
- Tuition and Fees

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

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### **Transfer Credits**

Albertus Magnus College will accept a maximum of 6 graduate hours from nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.S. in Healthcare Administration program.

### **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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

### **Program Format**

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered with sufficient demand.

### **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**

Master's degree candidates who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

## **PROGRAM OF STUDY**

### **REQUIRED CORE (36 credits)**

MH 512	Ethical Issues in Healthcare
MH 514	Statistics for Healthcare Managers
MH 536	Strategic Management of Healthcare Organizations
MB 521	Managing Human Resources
MB 646	Healthcare: Law, Policy and Systems
MB 647	Financial Management of Healthcare Organizations
MB 648	Healthcare Informatics
MOL 506	Organizational Behavior
MOL 507	Critical Thinking and Decision Making
MOL 508	Servant Leadership
MP 504	Labor-Management Relations
MH 660	Healthcare Administration Capstone

## **Master of Science in Healthcare Administration: 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 Healthcare Administration degree in a minimal amount of time.



A total of 156 credits are required to receive both the Bachelor of Science and Master of Science in Healthcare Administration. 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 Healthcare 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.

## Master of Science in Human Services

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### (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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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 nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing

proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (21 credits) in the Albertus M.S. in Human Services program.

### ***Tuition and Fees***

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### ***Accreditation***

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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

The Master of Science in Human Services is accredited by the Council for Standards in Human Service Education (CSHSE) located at 3337 Duke Street, Alexandria, VA.

### ***Program Format***

Classes are offered in five, eight-week modules during the calendar year.

### ***Academic Advisement***

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

### ***Course Load***

Students may register for no more than 6 credits per mod. or 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***

Master's degree candidates who have a cumulative grade point average of at least 3.90 or above and a grade of "A-" or above in all components of the final project/capstone

course/thesis are awarded honors and will have the notation included on their transcript and diploma.

## ***PROGRAM OF STUDY***

### ***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):

PY 541	Addictions Counseling
PY 542	Career Counseling and Vocational Rehabilitation

## **Master of Science in Human Services and Addiction Counseling Certificate**

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**(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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).\*
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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 nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (30 credits) in the Albertus M.S. in Human Services program.

### **Tuition and Fees**

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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

The Master of Science in Human Services is accredited by the Council for Standards in Human Service Education (CSHSE) located at 3337 Duke Street, Alexandria, VA.

## ***Program Format***

Classes are offered in five, eight-week modules during the calendar year.

## ***Academic Advisement***

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

## ***Course Load***

Students may register for no more than 6 credits per mod. or 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):

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

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### (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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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**

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

## ***Transfer Credits***

Albertus Magnus College will accept a maximum of 6 graduate hours from nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.S. in Instructional Design and Learning Technology program.

## ***Accreditation***

Albertus Magnus College is accredited by the New England Commission of Higher Education.

The Master of Science in Instructional Design and Learning Technology is accredited by the State of Connecticut Office of Higher Education.

## ***Program Format***

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online. On-ground courses may be offered with sufficient demand.

## ***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***

Master's degree candidates who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.

## **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 150 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**

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## (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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).\*
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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**

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)

Fees and rates are subject to change.

## **Accreditation**

Albertus Magnus College is accredited by the New England Commission of Higher Education.

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

## **Program Format**

Classes are offered in five, eight-week modules during the calendar year. 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.

## **Completion Requirements**

- Completion of all requirements within twelve months of matriculation.
- 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.)**

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### **(30 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. in Management and Organizational Leadership 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.

### ***Mission***

The mission of the Master of Science in Management and Organizational Leadership at Albertus Magnus College is to provide an educational experience that offers its participants ample opportunity to learn about and practice leadership in a nurturing and intellectually invigorating environment while also providing them with the tools to apply their newfound knowledge to their organizations and community.

### ***Vision***

The Master of Science in Management and Organizational Leadership endorses leadership as a relational process that is inclusive of diverse points of view, is purposeful, and builds commitment towards a shared vision. Graduates will attain not just a master's degree, but also the means and drive to become the best leaders and team members they can be.

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 nationally or regionally accredited institution approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).
- 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 nationally and regionally accredited degree-granting institutions, approved by the USDE or CHEA, 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 nationally or regionally accredited institutions approved by the U.S. Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA) toward satisfying the program requirements. Such credits must have been completed prior to entrance into the program and must satisfy degree requirements. Transfer credits must have been

completed with a minimum grade of 3.0 within the last five years. Transfer credits will be considered on an individual basis. Students must submit an official transcript showing proof of completion of the course(s) to be transferred. All requests to transfer credits must be completed prior to starting the program. Internal transfer students from other Albertus graduate programs must complete at least 50% of their requirements (15 credits) in the Albertus M.S. in Management and Organizational Leadership program.

### ***Tuition and Fees***

- Application Fee: \$50.00
- Tutorial Surcharge: \$500.00 (for student requested tutorial)
- Thesis Continuation Fee: \$250.00 per registration period (within seven years of matriculation) until completion of the thesis.

*Fees and rates are subject to change.*

### ***Accreditation***

Albertus Magnus College is accredited by the New England Commission of Higher Education.

The Master of Science Management and Organizational Leadership is accredited by the State of Connecticut Office of Higher Education.

### ***Program Format***

Classes are offered in five, eight-week modules during the calendar year. All classes are fully online.

### ***Academic Advisement***

Admitted students are assigned a faculty advisor, typically the program director. Together the student and advisor will develop a program of study. Throughout the program the advisor will assist students with course planning, registration and regular academic review.

### ***Course Load***

Students may register for no more than 6 credits per mod.

### ***Graduation Requirements***

- 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***

Master's degree candidates who have a cumulative grade point average of at least 3.90 are awarded honors and will have the notation included on their transcript and diploma.



**PROGRAM OF STUDY*****Management and Organizational Leadership, M.S.*****REQUIRED CORE (30 credits)**

MOL 501	Leadership in Theory and Practice
MOL 505	Moral Leadership: Defining the Character of Individuals in Organizations
MOL 506	Organizational Behavior
MOL 507	Critical Thinking and Decision Making
MOL 508	Servant Leadership
MOL 512	Leading an Inclusive Workplace
MOL 514	Conflict Resolution
MOL 601	Coaching and Talent Management
MOL 632	Organizational Development and Change
MOL 630	The Capstone: Practical Leadership

# Directories

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Guilford, CT

**Mr. Paul A. McCraven, Secretary**

President and CEO  
ConnCORP  
New Haven, CT

**Marc M. Camille, Ed.D., President**

Albertus Magnus College  
New Haven, CT

### *Board of Trustees*

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Pastor Emeritus  
Beulah Heights First Pentecostal Church  
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Pentecostal Assemblies of the World, Inc.  
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Founding Director, Siena Learning Center, ret.  
Dominican Sisters of Peace  
Columbus, OH

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Managing Director  
Citigroup, ret.  
Spring Lake, NJ

**Mrs. Hope Kingston Cahoon '99**

Partner  
KPMG  
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**Mr. Alexander Clark**

Founder and Chief Executive Officer  
Technosolutions  
New Haven, CT

**Sister Carol Davis, O.P.**

Leadership Team  
Dominican Sisters of Peace  
Columbus, OH

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Sr. Vice President Wealth Management  
Wealth Advisor  
Dios Castar Wealth Management/UBS Financial Services, Inc.  
Southampton, NY

**Mr. Giovanni Duaqui '96**

Partner and Senior Vice President  
ITO Solutions, Inc.  
Irvine, CA

**Dr. Thomas F. Flynn**

President Emeritus  
Alvernia University  
Reading, PA

**Sister Susan Leslie, O.P.**

Leadership Team  
Dominican Sisters of Peace  
Columbus, OH

**Sister Anne Lythgoe, O.P.**

Leadership Team  
Dominican Sisters of Peace  
Columbus, OH

**Mrs. Tabitha W. Manafort '94**

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TWM Development, L.L.C.  
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**Mr. James T. Olson**

Head of Brand and Communications  
Avelo Airlines  
Houston, TX

**Mr. F. Todd Renz**

President

O,R,&L Construction  
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**Mr. Franklyn D. Reynolds**  
President & CEO  
UIL Holdings  
Orange, CT

**Mr. Theodore Schaffer**  
Realtor  
East Rock Realty  
New Haven, CT

**Mrs. Janice L. Shields '69**  
Co-Founder  
Shields & Company, Inc., ret.  
Boynton Beach, FL

**Mr. Louis F. Tagliatela, Jr.**  
Principal  
Franklin Enterprises  
New Haven, CT

**Tomoko Takahashi '77, '06 D.H.L., Ph.D, Ed.D**  
Vice President, Institutional Research and Assessment  
SOKA University of America  
Aliso Viejo, CA

**Mr. John “Luke” Williams**  
Managing Member  
Oak Tree Development  
Guilford, CT

### ***Trustees Emeriti***

**Ms. Jeanne M. Dennison '78**  
Trustee Emerita  
Verizon International, ret.  
New York, NY

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Trustee Emeritus  
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**Miss Ellin M. Mulholland '51, Esq.**  
Trustee Emerita  
Herzfeld and Rubin, P.C., ret.  
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**Mr. Raymond J. Peach**  
Trustee Emeritus  
TD Bank, ret.  
North Haven, CT

**Bernard A. Pellegrino, Esq.**

Trustee Emeritus  
The Pellegrino Law Firm  
New Haven, CT

**Mrs. Joan E. Sacco '59**

Trustee Emerita  
Pearce Real Estate, ret.  
Guilford, CT

## The Administration

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### ***Office of the President***

*President*

Marc M. Camille, Ed.D.

*Executive Assistant to the President*

Lynne M. Hennessy

*Executive Director of College Events*

Carolyn Behan Kraus, M.A.

*Assistant to the President for Dominican Mission*

Sr. Anne Kilbride, O.P.

### **Academic Affairs**

*Vice President for Academic Affairs and Dean of Faculty*

Rosa E. Rivera-Hainaj, Ph.D.

*Assistant Vice President for Academic Affairs*

Melissa L. DeLucia, M.S.

*Dean of Academic Affairs*

Ross Edwards, Ph.D.

*Dean of the Tagliatela School of Business and Leadership*

William Aniskovich, J.D.

*Dean of Advising and Student Success*

June Sangapore, M.A.

*Assistant Dean of Advising and Student Success*

Heather M. Wotton, M.S.

*Registrar*

Justin Cirisoli, M.S.

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

Rebecca Arnold, Ph.D., ATR-BC

*Director of the Master of Business Administration*

William Aniskovich, J.D.

*Director of Education Programs*

Lauren Carpenter, Ed.M.

*Director of the Master of Fine Arts in Writing*

Sarah Wallman, M.F.A.

*Director of the Master of Public Administration*

Patricia Birungi, Ph.D.

*Director of the Master of Science in Accounting*

Alan DeFavero, D.B.A.

*Director of the Master of Science in Clinical Counseling*

Siobhan Evarts, Ph.D.

*Director of the Master of Science in Criminal Justice*

John Lawrie, J.D., Ed.D.

*Director of Master of Science in Healthcare Administration*

William Aniskovich, J.D.

*Director of the Master of Science in Human Services*

Carol R. Huckaby, M.A.

*Director of the Master of Science in Instructional Design and Learning Technology*

David Garaventa, Ed.D., C.W.E.

*Director of the Master of Science in Management and Organizational Leadership*

Howard Fero, Ph.D.

*Director of Curriculum Services and Faculty Support*

Bonnie Dingus, M.B.A.

*Director of Career & Professional Development*

Patrick J. Clifford, M.A., C.A.S., L.P.C.

*Coordinator of the Germain Center for Academic Success*

Lauren Parisi, M.B.A.

*Coordinator for Accessibility Services and Student Success*

Joel Copperthite, M.S.

*Chair, Department of Arts*

Jerome Nevins, M.F.A.

*Chair, Department of Biology, Chemistry and Mathematics*

Rosemary Whelan, Ph.D.

*Chair, Department of English and Communications*

Paul Robichaud, Ph.D.

*Interim Chair, Department of History, Political Science and Sociology*

Ross Edwards, Ph.D.

*Chair, Department of Languages and Cultures*

Christine Atkins, Ph.D.

*Co-Chairs, Department of Philosophy and Religion*

Matthew Waggoner, Ph.D.;

Jon Sozek, Ph.D.

*Chair, Department of Psychology*

Stephen Joy, Ph.D.

*Chair, Department of Criminal Justice*

John Lawrie, J.D., Ed.D.

*Director of the Aquinas Scholars Program*

Jennifer Dealy, Ph.D., LMFT

*Director of Computer Information Systems & Cybersecurity Programs*

David Garaventa, Ed.D., C.W.E.

*Director of the Healthcare Management Program*

William Aniskovich, J.D.

*Directors of the Honors Program*

Kristen DeCarli, D.B.A.;

Jennifer Dealy, Ph.D., LMFT

*Director of the Nursing Program*

Cynthia Jeffrey, Ed.D., R.N., C.N.E.

*Director of the Undergraduate Accounting and Finance Programs*

Alan DeFavero, D.B.A.

*Director of the Public Health Program*

Nabil Elias, M.D.

*Director of Library and Technical Services*

Timothy Meyers, M.L.S.

*Associate Director of Technical Services*

Greg Knoblesdorff, M.B.A.

**Advancement***Vice President for Advancement*

Mary Young, B.A.

*Assistant Vice President for Advancement*

Kierran Broatch, M.S.

**Dominican Mission***Assistant to the President for Dominican Mission*

Sr. Anne Kilbride, O.P.

*Director of the Meister Eckhart Center for Catholic and Dominican Life*

Edward Dunar, Ph.D.

*Coordinator of Dominican Ministries*

Sr. Cathy Buchanan, O.P.

## **Enrollment Management**

*Vice President for Enrollment Management*

Brian G. Fernandes, M.B.A.

*Director of Admissions*

Jason Riendeau, M.P.A.

*Director of PGS Admissions and Strategic Partnerships*

Jacqueline Patron, M.A.

*Director of Athletics*

Michael Kobylanski, M.S.

*Director of Financial Aid*

Christina Byrd, M.A.

*Director of Enrollment Management Operations*

Maggie Gibeault, M.S.O.M.

## **Finance and Administration**

*Vice President for Finance and Administration*

Lauri Strimkovsky, M.B.A.

*Assistant Vice President for Operations*

James Schafrick, M.A.L.S.

*Director of Human Resources*

Renee Sullivan

*Controller*

John F. Onofrio, CPA

*Director of Institutional Effectiveness*

Jeffrey E. Luoma, M.A.

## **Marketing and Community Relations**

*Vice President for Marketing & Community Relations*

Andrea E. Kovacs, M.A.

*Director of Marketing & Web Strategy*

Jessica De Young, M.B.A.

## **Student Affairs**

*Vice President for Student Affairs and Dean of Students*

Andrew Foster, M.A.

*Associate Dean for Student Engagement & New Student Orientation*

Erin E. Morrell, M.A.

*Assistant Dean for Student Affairs and Title IX Coordinator*

Matthew Lavery, Ed.D.

*Director of Health and Wellness Services*



Courtney Mattiace, Psy.D.

*Director of Public Safety*

John Ritchie, M.J.A.

***[View a complete listing of all Faculty and Administration](#)***

# The Faculty

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(\*denotes full-time faculty)

- \* **William Aniskovich, J.D.**, Associate Professor; Dean, Tagliatela School of Business and Leadership, Director of the Master of Business Administration; Director of the Master of Science in Healthcare Administration; Tagliatela School of Business and Leadership (The Catholic University of America - BA | University of Virginia - MA | University of Virginia - JD)
- \* **Rebecca Arnold, Ph.D., ATR-BC**, Associate Professor; Director of the Master of Arts in Art Therapy and Counseling; Clinical Coordinator of the Master of Arts in Art Therapy and Counseling; Accreditation Coordinator; Department of Psychology (Lebanon Valley College - BA | Marywood University - MA | Lesley University - PHD)
- \* **Christine Atkins, Ph.D.**, Professor; Chair, Department of Languages and Cultures; Department of Languages and Cultures (University of Chicago - BA | University of Chicago - MA | Yale University - MA | Yale University - PHD)
- \* **Mark Barreuther, Ph.D.**, Professor; Department of Biology, Chemistry and Mathematics (Southern Connecticut State University - BS | Southern Connecticut State University - MS | Wesleyan University - PHD)
- \* **Tina Benigno, Ph.D.**, Assistant Professor; Faculty Advisor; Department of English and Communications (University of Toronto - BA | York University - MA | York University - PHD)
- \* **Patricia Birungi, Ph.D.**, Associate Professor; Director of the Master of Public Administration; Tagliatela School of Business and Leadership (Makerere University - BS | Eastern Virginia Medical School - MPH | Old Dominion University - PHD)
- \* **Robert A. Bourgeois, Ph.D.**, Professor; Department of Philosophy and Religion (Yale University - BA | University of Chicago - MA | University of Chicago - PHD)
- \* **Rebecca Brogan, Ph.D.**, Professor; Faculty Advisor; Department of Biology, Chemistry and Mathematics (Ripon College - AB | University of Wisconsin-Milwaukee – PHD)
- \* **Lauren Carpenter, Ed.M.**, 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; Coordinator of Mathematics; 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 Communications (Duke University - BA | Harvard University - MA | Harvard University - PHD)
- \* **Jennifer Dealy, Ph.D., LMFT**, Associate Professor; Faculty Advisor; Co-Director of the Honors Program; Director of the Aquinas Scholars Program; Department of Psychology

(Assumption College - BA | University of Connecticut - MA | University of Connecticut - PHD)

- \* **Kristen DeCarli, D.B.A.**, Associate 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)
- \* **Alan DelFavero, D.B.A.**, Associate Professor; Director of the Master of Science in Accounting Program; Director of Undergraduate Accounting and Finance Programs; Tagliatela School of Business and Leadership (Sacred Heart University - BS | Sacred Heart University - MBA | Sacred Heart University - DBA)
- Edward D. Dunar, Ph.D.**, Assistant Professor; Department of Philosophy and Religion (Yale University - BA | Harvard Divinity School - MDIV | Fordham University - PHD)
- \* **Ross Edwards, Ph.D.**, Associate Professor; Dean of Academic Affairs; Interim Chair, Department of History, Political Science and Sociology; Department of History, Political Science and Sociology (University of Massachusetts, Amherst - BA | University of Massachusetts, Amherst - MA | University of Minnesota - PHD)
- \* **Nabil Elias M.D.**, Professor; Director of the Public Health 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.**, Professor; Director of the Master of Science in Clinical Counseling; Department of Psychology (College of the Holy Cross - BA | Hofstra University - MA | Hofstra University - PHD)
- \* **Howard Fero, Ph.D.**, Professor; Director of the Master of Science in Management and Organizational Leadership; Tagliatela School of Business and Leadership (Hofstra University - BA | Baruch College CUNY - MS | Claremont Graduate University - PHD)
- \* **Deborah Frattini, M.F.A.**, Associate Professor; Department of English and Communications (Albertus Magnus College - BA | Southern Connecticut State University - MS | Albertus Magnus College - MFA)
- \* **David Garaventa, Ed.D.**, Associate Professor; Director of the Master of Science in Instructional Design and Learning Technology; Director of the Computer Information Systems and Cybersecurity Programs; Tagliatela School of Business and Leadership (St. Michael's College - BA | Albertus Magnus College - MS | Champlain College - MBA | Southern New Hampshire University - EDD)
- \* **Michael Geary, J.D.**, Professor; Department of Criminal Justice (Mercy College - BS | Long Island University - MS | Pace University - JD)
- \* **Tammy Hanna, Ed.D.**, Assistant Professor; Human Services Advisor and Undergraduate Coordinator; 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)

- \* **Peter Hsieh, Ph.D.**, Associate Professor, Tagliatela School of Business and Leadership (United States Military Academy West Point – B.S. | Capitol Technology University - PHD)
- Carol R. Huckaby, M.A.**, Director of the Master of Science in Human Services, Department of Psychology (Gateway Community College Drug Addictions Recovery Counselor Program - AS | Albertus Magnus College - BA | Southern Connecticut State University - MA | University of New Haven - MA)
- \* **Cynthia Jeffrey, Ed.D., RN, CNE**, Associate Professor; Director of Nursing; Department of Nursing (University of Phoenix - BSN | Sacred Heart University - MSN | Capella University - EDD)
- \* **Brenda Joslyn, M.B.A.**, Associate 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)
- \* **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 and Undergraduate Criminal Justice Program; Chair, Department of Criminal Justice; Department of Criminal Justice (Westfield State University - BA | Westfield State University - MS | American International College - EDD)
- \* **Neda Moinolmolki, Ph.D.**, Assistant Professor; Department of Psychology (Stony Brook University - BA | Queens College CUNY - MA | Delaware State University - PHD)
- \* **Jerome Nevins, M.F.A.**, Professor; Chair, Department of Arts; Department of Arts (Albright College - BA | Rochester Institute of Technology - MFA)
- \* **Olson, Susan, D.M.A.**, Professor; Department of Arts (Capital University Conservatory of Music - BA | The Ohio State University - MM | The Ohio State University - DMA)
- \* **Bonnie Pepper, Psy.D.**, Associate Professor; Coordinator of Psychology - Adult Degree Program; Coordinator of Psychology in the Master of Arts in Art Therapy and Counseling; Department of Psychology (Rutgers-Douglass College - BA | Yeshiva University - MS | Yeshiva University - PSYD)
- \* **Shiva Rezvan, Ph.D.**, Associate Professor; Internship Coordinator, Master of Science in Clinical Counseling; Department of Psychology (Tehran Azad University - BA | University of Isfahan - MA | University of Isfahan - PHD | Licensed Psychologist in Connecticut)
- \* **Rosa E. Rivera-Hainaj, Ph.D.**, Vice President for Academic Affairs and Dean of Faculty; Professor; Department of Biology, Chemistry and Mathematics (University of Puerto Rico - Mayaguez - BS | Case Western Reserve University - PHD)
- \* **Paul Robichaud, Ph.D.**, Professor; Chair, Department of English and Communications; Department of English and Communications (University of Western Ontario - BA | University of Western Ontario - MA | University of Toronto - PHD)

- \* **Eric Schoeck, M.A.L.S.**, Associate Professor; Department of English and Communications; Faculty Athletic Representative; (Yale University - BA | Albertus Magnus College - MALS)
- \* **James Scott, D.C.J.**, Associate Professor; Faculty Advisor; Department of Criminal Justice; (Albertus Magnus College - BA | Fairleigh Dickinson University - MAS | Saint Leo University - DCJ)
- \* **Nicola Singh, Ph.D.**, Associate Professor; Department of History, Political Science and Sociology (Queens College - BA | Columbia University - MA | Fordham University - PHD)
- \* **Jonathan Sozek, Ph.D.**, Associate Professor; Director of the Arts and Humanities Collaborative; Co-Chair, Department of Philosophy and Religion; Department of Philosophy and Religion (Sarah Lawrence College - BA | McGill University - MA | Katholieke Universiteit Leuven - BA | Katholieke Universiteit Leuven - MA | Brown University - PHD)
- \* **Jenny Spyles, M.A.**, Instructor; Reading and Writing Specialist; Department of English and Communications (Trinity College - BA | New York University - MA)
- \* **Ellen Sutton, MSN, RN**, Assistant Professor; Department of Nursing (Boston College - BSN | Yale University - MSN)
- \* **Tarishi Verma, Ph.D.**, Assistant Professor; Interim Writing Program Coordinator; Coordinator of Communications; Department of English and Communications (University of Delhi - BA | Tata Institute of Social Sciences - MA | Bowling Green State University - PHD)
- \* **Matthew Waggoner, Ph.D.**, Professor; Co-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; Director of the Master of Fine Arts in Writing; Department of English and Communications (University of Virginia - BA | University of Pittsburgh - MFA)
- \* **Rosemary Whelan, Ph.D.**, Professor; Chair, Department of Biology, Chemistry and Mathematics; Department of Biology, Chemistry and Mathematics (University College Dublin - BS | University College Dublin - PHD)
- \* **Elliot Wolfer, MSN-ED, RN**, Assistant Professor; Department of Nursing (Alfred University - BA | Alfred College SUNY - ADN | Western Governors University - BSN | Aspen University - MSN-NE)

# 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.

**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 Tagliateia Academic Center via courtyard.

**8 Tagliateia 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, 11 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

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## All Courses

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### Accounting (AC)

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#### **AC-520      Accounting Concepts**

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

#### **AC-550      Special Topics**

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

#### **AC-590      Independent Study**

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

#### **AC-638      Financial Statement Analysis**

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

#### **AC-650      Advanced Federal Income Taxation**

This course will focus on income tax planning techniques for individuals at a more complex level. Students will examine tax planning through a lifecycle approach that will

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

### **AC-651            Governmental and Nonprofit Accounting**

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

### **AC-653            Accounting Information Systems**

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

### **AC-655            Ethics for Accounting Professionals**

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

### **AC-657            Fraud Investigation**

In this course, students will look at the proactive and reactive areas of fraud auditing and investigation. Students will examine decision making for the prevention, detection, investigation, and reporting of fraud. Different types of management fraud will be covered as well as discussions on consumer fraud, tax fraud, and identity fraud. 3 credits

### **AC-658            Taxation of Business Entities**

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



different forms of business entities and their income tax classifications, gross income, business deductions, and tax liability. 3 credits

### **AC-659 Global Financial Reporting**

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

### **AC-661 Accounting Research Project**

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

## **Applied Data Science (DAT)**

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### **DAT-500 Applied Data Science**

This course will review methods in data acquisition, cleaning, and visualization as well as engage students in the conduct of advanced analyses in R, leading to an exploration of how data and science can be applied to various business contexts, with an emphasis on problem-based learning techniques. DAT 500 is co-listed with DAT 400. Once one course is completed for credit, the other may not be taken for credit at a later time. 3 credits

## **Art Therapy (AT)**

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### **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-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 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)

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### **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. P: ATP-599 2 credits

## Criminal Justice (CJ)

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### **CJ-510      Criminology**

This course examines the development and application of theories of crime causation and social deviance. The course includes an assessment of the issues and problems involved in controlling crime and deviance in society. Students learn about the reason why some behavior is considered deviant and criminalized while other behaviors are not. 3 credits

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

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

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

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

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

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

**CJ-521 Probation, Parole and Community-Based Corrections**

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

**CJ-530 Issues in Correctional Supervision**

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

**CJ-536 History and Future of American Corrections**

This class will address the history and future of American correctional systems. The first half of the class will discuss the history of corrections in America beginning as soon as the first English settlers arrived in 1607. From the Jamestown settlement to today, correctional efforts have been marked by the best of intentions and the worst of abuses. The second half of the class will cover how America enters the twenty-first century and how the prison industry, which had been a growing industry for decades, is shrinking alongside state budgets. The issue presented by this problem is how well corrections professionals can respond to the growing demand to tighten budgets while improving ways to supervise and control released inmates in the community, many of whom continue their criminal careers. 3 credits

**CJ-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-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-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. 3 credits

**Education (ED)**

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**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. This course requires a 15 hour field experience in a school. 3 credits

**ED-228 Special Education for the Classroom Teacher II**

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

**ED-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. 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. It ends with the identification of a problem in education, which students will focus on responding to in their Capstone research. 3 credits

### **ED-503 Capstone Research Practicum I**

This course begins by addressing the problem students identified in ED 501. Students will research literature on STEM pedagogy, curriculum, and educational technology that will help them work toward resolving the problem. The course focuses on guiding students through a rigorous review of the literature on their educational problem and potential solution. Students will leave the course with an annotated bibliography and literature review, which will become the first part of their capstone. 3 credits

**ED-504 Japanese Lesson Study I**

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

**ED-510 Curriculum and Methods of STEM**

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

**ED-512 Foundations of Blended, Remote & Online Learning**

This course will give students the opportunity to explore a range of course delivery modalities and online learning platforms. With a specific focus on current learning management systems and software, students will learn principles of course administration and development in a variety of learning environments. 3 credits

**ED-530 Curriculum and Methods of STEM - Certificate Track**

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

**ED-551 Special Topics**

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

**ED-604 Engaging Diverse Audiences**

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

**ED-607 Principles of Technology/STEM and Assessment**

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

**ED-610 Engaging Diverse Audiences - Certificate Track**

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

**ED-611 Techniques for Accessibility and Inclusion - Certificate Track**

This course is based on the truth that all students can be successful. Participants will learn about types of disabilities as well as research based-strategies to assist the development of all students. Differentiation in instructional design and implementation will be explored. Students will use Universal Design for Learning to plan STEM lessons and design units of study with inclusivity at the forefront. 3 credits

**ED-612 Principles of Technology/STEM and Assessment - Certificate Track**

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

**ED-623            Gamification and Learner Motivation**

Engaging and motivating learners is an important aspect of success in virtual and in-person learning environments. With a focus on learner retention and encouragement of learning, this course will highlight various theories of human motivation, principles of gamification of learning, and address the underlying elements of learner engagement. 3 credits

**ED-628            Techniques for Accessibility and Inclusion**

This course is based on the truth that all students can be successful. Participants will learn about types of disabilities as well as research based-strategies to assist the development of all students. Differentiation in instructional design and implementation will be explored. Students will use Universal Design for Learning to plan STEM lessons and design units of study with inclusivity at the forefront. 3 credits

**ED-675            Japanese Lesson Study II**

Students in this course and those incoming students in Lesson Study I will be combined, and candidates in Lesson Study II will take on a leadership role. First, students in this course will share their lessons/lesson study experiences that took place during the academic year following their Lesson Study I course. That will be used as a springboard for these students and the instructors of this course to co-teach those in Lesson Study I about the lesson study process and how to conduct it. Lesson Study II students will split time between revising the lesson that they developed during the academic year and providing Lesson Study I support and leadership as the new cohort engages in the lesson study process for the first time. P: ED 504. 3 credits

**ED-677            Leadership in STEM**

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

**ED-680            Capstone Research Practicum II**

Each student enrolled in this course will work with an advisor and will select a project related to STEM instruction in the general education classroom. They will use the problem and research they did in previous courses to write a grant proposal to bring a STEM-related project/ curriculum into their classroom. 3 credits

## English (EN)

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### **EN-500          Writing Portfolio**

This course serves as the central mentoring experience for M.F.A. students, in which the student develops a body of work from classes and in preparation for the Master Project. An individual advisor guides the writer in the process of honing the craft and developing the writing portfolio. Through guided revision, students will emerge from the program with a portfolio of work reflecting their strengths as writers. Students will also benefit from responses from other students in the program through periodic workshop meetings that will build a community of writers. 1 credit. Students are required to complete 4 credits throughout the program.

### **EN-521          Readings in Fiction**

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

### **EN-522          Readings in Poetry**

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

### **EN-541          The Creative Process**

An examination of the creative process including the stages, elements, and the products. Students learn ways to explore levels of creative unconsciousness and how and why the creative process works. Topics include: inspiration, authenticity, vision, voice, "performicity." How do creative individuals achieve their ends? Students will develop a critical understanding of their own deepest level of imaginative experience. Also in this course, they will begin to consider an original and artistic approach that will culminate in a directed writing (Master) project in EN 692. 4 credits

**EN-543 Seminar in Poetry I**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in poetic form and technique. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different poetic forms. These courses seek to foster an appreciation for poetry as a genre and provide an occasion for crafting original work. 4 credits

**EN-544 Seminar in Fiction I**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of creative fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different fictional forms. These courses seek to foster an appreciation for fiction as a genre and provide an occasion for crafting original work. 4 credits

**EN-545 Seminar in Nonfiction I**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of nonfiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different literary forms. These courses seek to foster an appreciation for nonfiction as a genre and provide an occasion for crafting original work. 4 credits

**EN-551 The Literary Marketplace**

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

**EN-643 Seminar in Poetry II**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in poetic form and technique. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different poetic forms. These courses seek to foster an appreciation for poetry as a genre and provide an occasion for crafting original work. 4 credits

**EN-644 Seminar in Fiction II**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of creative fiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different fictional forms. These courses seek to foster an appreciation for fiction as a genre and provide an occasion for crafting original work. 4 credits

**EN-645 Seminar in Nonfiction II**

Advanced seminar course(s) aimed at intensive study in exploring and developing students' interests in the form and techniques of nonfiction. Through a workshop approach that emphasizes process, students will share impressions and analyses as they study approaches and read and write different literary forms. These courses seek to foster an appreciation for nonfiction as a genre and provide an occasion for crafting original work. 4 credits

**EN-692 Master Project**

The Master Project is the culminating product of the M.F.A. in Writing. Students will begin in the fall of the first year, and continue throughout the program, to create, revisit, develop, and refine a body of substantial work in their chosen genre. Drawing on extensive background reading of relevant literary works, each student will prepare a manuscript that meets program standards for professional work in one of the following forms: a book-length manuscript of collected poems; a book-length collection of short stories; a completed novel; a book-length manuscript of non-fiction (autobiography, memoir, a sequence of personal essays). Master Projects will be housed in the Albertus Magnus College Library upon completion and final approval. 8 credits

**Finance (FIN)**

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**FIN-550 Special Topics**

Selected topic studied in-depth within a Finance frame of reference. 3 credits

**FIN-590 Independent Study**

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



**FIN-612 Financial Theory**

In this course, students will study the tools and methodologies utilized by financial managers. Students will analyze financial information with emphasis on utilizing this information to make effective and ethical managerial decisions. Topics will include forecasting and planning, investment and financing decisions, cash flows, and financial markets. Students will demonstrate advanced understanding of these topics by analyzing case studies based on real world situations. P: AC 520. 3 credits

**FIN-629 Advanced Corporate Financial Management**

This course will cover advanced topics in corporate finance. Topics will focus on financial projections and modeling, capital structure optimization, equity and debt financing, capital budgeting, cash flow analysis, dividend policy, valuation, and corporate governance issues. P: FIN 612. 3 credits

**FIN-631 Banking & Financial Markets**

This course will cover topics relevant to the financial markets and the banking system in the U.S. Topics will include an assessment of monetary policy, fiscal policy, regulatory policy, the money markets, currency markets, debt markets, and the capital markets. There will be an emphasis on the relationship between government policies and the behavior of financial markets. P: FIN 612. 3 credits.

**FIN-633 Derivatives Markets & Risk Management**

The course will provide an in-depth understanding of the markets for derivatives. Topics will include the following: stock option pricing and strategies, valuation of forward and futures contracts, credit default swaps, arbitrage, Value at Risk (VAR), and advanced forms of risk management. P: FIN 612. 3 credits

**FIN-649 Essentials of Personal Financial Planning**

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

**Healthcare Administration (MH)**

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**MH-512 Ethical Issues in Healthcare**

In this course, students explore a wide variety of ethical issues presented in a healthcare setting through the use of case studies. The course will challenge students to refine their own values and moral principles in relation to healthcare issues, consider the impact of various professional codes of ethics, and apply the four principles of healthcare ethics to resolve ethical conflicts. 3 credits

**MH-514      Statistics for Healthcare Managers**

In this course, students will learn how to apply advanced statistical methods to assist in making business decisions in a healthcare setting, including one-, two- and k-sample problems, regression, elementary factorial and repeated measures designs, and covariance. Students will also be introduced to the application of statistical methods used in behavioral science, including multiple regression and related multivariate techniques. 3 credits

**MH-536      Strategic Management of Healthcare Organizations**

This course examines how healthcare organizations can achieve a competitive advantage in an environment disrupted by unpredictable legislative and regulatory shifts, technological change, competition from rivals, and other economic, social, and political challenges. 3 credits

**MH-660      Healthcare Administration Capstone**

This course will be a faculty-supervised project that is team-based. Students will prepare a project report based on a real-world healthcare problem that demonstrates competence in all five HLA domains of healthcare administration and make an oral presentation of their recommendations for addressing the problem. 3 credits

**Human Services (HS)**

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**HS-504      Writing in the Social Sciences**

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

**HS-530      Ethical and Legal Issues in Human Services**

This course focuses on ethical and legal issues relevant to the delivery of human services. Topics include ethical principles and ethical issues in human services; professional codes of ethics related to human service managers and human service delivery systems; the U.S. legal system and its role in human service delivery systems; and the legal and ethical issues related to vulnerable populations, behavioral interventions, self-determination and self-advocacy, confidentiality, and professional boundaries. 3 credits

**HS-531      Theory, Practice, Trends and Multicultural Issues in Human Services**

This course focuses on the range of populations served and needs addressed by human services. Topics include diversity issues related to clarifying expectations, dealing effectively with conflict, societal context, ethical behavior, techniques for building

rapport in diverse groups, problem-solving, decision-making, and predicting outcomes. 3 credits

### **HS-550 Special Topics**

Selected topic studied in-depth within a Human Services frame of reference. 3 credits

### **HS-580 Field Experience**

This course will provide students with a field-based experience in a private or public human service agency under the supervision of agency staff as well as a college faculty member. Students who have a minimum of five years' direct client or supervisory experience in an accredited human service agency within the last eight years may waive part or all of the field experience. If the field experience is waived, the student must choose an action research project (PY 581) or one to two additional three credit courses related to human services. Either course is an onsite course and runs for a full semester. 3-6 credits.

### **HS-660 Capstone Project**

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

## **Instructional Design/Technolog (IDT)**

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### **IDT-500 Introduction to Curriculum Design**

The Introduction to Curriculum Design course will equip students with the foundational skills and knowledge required of instructional designers. With a focus on principles of curricular alignment, design of learning outcomes, and various curriculum formats, this course offers students the opportunity to engage with the core aspects of instructional design. 3 credits

### **IDT-512 Foundations of Blended, Remote & Online Learning**

This course will give students the opportunity to explore a range of course delivery modalities and online learning platforms. With a specific focus on current learning management systems and software, students will learn principles of course administration and development in a variety of learning environments. 3 credits

### **IDT-523 Principles of Curriculum Assessment**

The inclusion of both formative and summative assessments in learning environments is an essential component of effective course and training delivery, helping to gauge learner progress and competency with the materials. Principles of Curriculum Assessment

will provide students with the skills and knowledge to develop, design, and administer assessment instruments and methods in learning environments. Topics will include assessment methods, promoting integrity of learner assessment, reliability, validity, and alignment with course objectives. 3 credits

### **IDT-534 Collaborative Project Management**

Collaboration and management of projects are essential skills required of instructional design teams. This course will give students the opportunity to develop skills of collaboration, management of project scope, and adherence to deadlines, while using current project management technology to create deliverables for clients. Emphasis will be placed on effective communication and collaboration using common project management software and techniques. 3 credits

### **IDT-542 Developing Multimedia Content**

Developing rich, interactive content for courses and training environments is an essential skill of instructional designers. Working with subject matter experts, and utilizing a variety of advanced multimedia software, students will design and develop a range of engaging multimedia content for learning environments and online courses. In addition, this course will focus on best practices for creating multimedia content, including issues of accessibility and content formats. 3 credits

### **IDT-550 Special Topics**

Selected topic studied in-depth within an Instructional Design and Learning Technology frame of reference. 3 credits

### **IDT-611 Designing for Accessibility and Inclusion**

It is imperative that training and course content be designed in a way which enables learners of all backgrounds and abilities to access it. This course will introduce students to best practices around accessibility, reaching audiences with diverse needs, and promoting equity within course design. Concepts such as universal design for learning, differentiated instruction, and course accommodations will be covered. 3 credits

### **IDT-623 Gamification and Learner Motivation**

Engaging and motivating learners is an important aspect of success in virtual and in-person learning environments. With a focus on learner retention and encouragement of learning, this course will highlight various theories of human motivation, principles of gamification of learning, and address the underlying elements of learner engagement. 3 credits

### **IDT-637 Engaging Diverse Audiences**

The role of instructional designers often includes the design and delivery of professional development and learning activities. This course will focus on methods to engage and connect with learners from diverse backgrounds and areas of expertise. In addition to

developing skills of public speaking and designing effective training materials, students will learn how to foster an environment of inclusion and equity in their instructional design work. 3 credits

### **IDT-650          Future Directions of Learning Design**

Adaptive learning platforms, augmented reality, artificial intelligence, learning analytics, and other progressive concepts are the future of educational design and delivery. This course will expose students to a broad range of tools and techniques that are being developed to progress learning design and delivery in new and novel directions. Students will be encouraged to think critically and creatively about the effectiveness, ethical issues, and potential societal impacts of the tools that will drive learning in the future. 3 credits

### **IDT-660          Capstone Portfolio**

As a culminating course in the Instructional Design program, the Capstone course serves as an opportunity for students to demonstrate their cumulative learning, skills, and knowledge regarding effective design. Working with faculty and subject matter experts, students will design and develop an interactive, multimedia project to serve as their capstone. Student work and projects will incorporate aspects of the program curriculum, including elements of accessibility, multimedia, project management, and learning assessment. P: Students must have completed 21 credits or more in the program to enroll in the Capstone course. 3 credits

## **Management/Organization Lead. (MOL)**

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### **MOL-501          Leadership in Theory and Practice**

Leadership in Theory and Practice introduces students to the study of leadership and management and differentiates between the two disciplines. The course examines seminal and contemporary theories with a focus on the need for and application of both in an organizational setting. Research skills for graduate school are also introduced and explored with students beginning to formulate research ideas which can be developed throughout this graduate program. 3 credits

### **MOL-505          Moral Leadership: Defining the Character of Individuals in Organizations**

In this course we will explore two important and related topics: leadership and ethics in organizations. Questions that will be explored include: What is leadership? How does it differ from management? Does it have an impact on organizational mission and performance? Where are leaders in organizations, and what are their roles? What roles do leaders play in shaping the culture and in shaping what is considered right and wrong within the organization? Can ethical reasoning be taught, and if so, how can one learn the needed skills? How can one learn to make right vs. right decisions and explain their decisions to others? Since all organizational decisions are ultimately made and

implemented by individuals, we will focus primarily on practical aspects of leadership and ethical decision-making as they impact the individual, rather than looking at more broad issues such as the social responsibility of businesses or organizations. 3 credits

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

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

### **MOL-507      Critical Thinking and Decision Making**

Developing leadership competencies to manage quality processes for organizations today is essential for sustaining longterm growth and competitiveness in all industries. To do this effectively, solid critical thinking skills must be utilized. Course participants will evaluate their personal and team decision-making skills that will assist in making effective decisions that link to the overarching quality management philosophies of the organization. The psychology of decision making will also be explored emphasizing the biases and motivations which may prejudice decision-making abilities. Participants will critically analyze contemporary decisions in society and apply the course material to a positive organizational context. 3 credits

### **MOL-507\_23    Critical Thinking and 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-508      Servant Leadership**

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

**MOL-512      Leading an Inclusive Workplace**

This course will enable students to understand the importance of valuing and managing the diversity of people. Students will be asked to challenge themselves and their ideas as they work through different workplace issues related to diversity and leadership, looking at issues from the viewpoint of a leader. Critical thinking will be essential when it comes to examining ideas, feelings, and plans related to diversity and leadership issues. Patience and tolerance of ideas and each other will be key. 3 credits

**MOL-512\_23      Leadership and Diversity**

This course will enable students to understand the importance of valuing and managing the diversity of people. Students will be asked to challenge themselves and their ideas as they work through different workplace issues related to diversity and leadership, looking at issues from the viewpoint of a leader. Critical thinking will be essential when it comes to examining ideas, feelings, and plans related to diversity and leadership issues. Patience and tolerance of ideas and each other will be key. 3 credits

**MOL-514      Conflict Resolution**

The meaning of conflict resolution adopted in this course is focused on peaceful, nonviolent mechanisms, spanning formal and informal interactions and bargaining between disputants to reach procedural and substantive solutions. Levels of conflicts and resolution settings are often differentiated by identifying the adversaries, whether they are nation-states, ethnic groups, business or political organizations, community groups, neighbors, or individuals. We will examine these perspectives in order to understand various layers where conflicts arise, and to make comparisons across issues and participants noting similarities and contrasts in resolution manner, effort, and achievement. 3 credits

**MOL-601      Coaching and Talent Management**

In an era where organizational success hinges on effective talent management and transformative coaching, this course offers a deep dive into cutting-edge strategies and practices. This course is designed for talent leaders or individual contributors who aspire to excel in talent development and organizational growth. MOL 601 combines theoretical foundations with real-world applications, fostering a dynamic learning environment where students will explore strategic talent management, the psychology of coaching, coaching techniques, and the use of data driven decision making in assessing and designing talent management initiatives 3 credits

**MOL-601\_23      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-630      The Capstone: Practical Leadership**

In the Capstone Course for the Master of Science in Management and Organizational Leadership students will apply what they have learned throughout their program to practice. Utilizing the FLIGBY Leadership Simulation students will take on the persona of the new General Manager of an organization and will lead their team to high levels of performance and job satisfaction. Through various assignments and discussions students will reflect on their master's program and will also look ahead towards their future by developing a Personal Development Plan that will guide them in further cultivating and practicing their leadership. 3 credits

### **MOL-630\_23    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

### **MOL-632      Organizational Development and Change**

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



## Master Business Administration (MB)

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### **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-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-580 Internship**

The MBA Internship provides an opportunity for MBA students to complete an internship with a community nonprofit or for-profit organization under the supervision of a faculty member. The MBA Internship requires completion of MB 660 and the approval of a business plan developed to address a management-related issue or opportunity in which students apply principles and frameworks from the MBA curriculum. The MBA Internship serves as a transition for students from education to professional career. P: MB 512, MB 515, MB 516, MB 518, MB 611, MB 614, MB 636, MB 638, MB 660. 3 credits

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

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

### **MB-614 Information Systems Issues for Managers**

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

### **MB-636 Legal Issues in Business**

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

### **MB-638 Financial Statement Analysis**

This course will provide students with an understanding of how firms communicate through financial statements. Students will examine the use of financial statement analysis as an integral part of the strategic analysis of firms. In examining financial

planning concepts, students will create pro-forma spreadsheets. The regulatory and ethical issues related to financial statement preparation and presentation will be examined. Case studies will be utilized to demonstrate the practical application of financial statement analysis and projections. 3 credits

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

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

### **MB-647 Financial Management of Healthcare Organizations**

In this course, students will be taught and asked to apply a variety of financial tools and techniques that they will commonly encounter in the healthcare field. These analytical exercises will be the foundation for teaching students how to make financial decisions within a healthcare setting as a provider organization, payer source or managed care entity. Case studies will be used to give students the opportunity to apply their learning in the areas of company valuation, pricing and risk-sharing arrangements. 3 credits

### **MB-648 Healthcare Informatics**

This course will focus on the role of information technologies and systems in the healthcare field. Students will explore the history and development of I.T. applications in a healthcare setting and the impact of those applications on the quality of patient care. Topics will include telemedicine, electronic medical records, and Big Data applications. Students will also focus on information systems more broadly and their relationship to healthcare industry trends. 3 credits

### **MB-660 Strategic Management Capstone**

In this course, students will integrate the skills and knowledge learned in previous courses and apply these to developing effective and ethical strategies to solve business problems. The course will involve collaboration with a community organization and the identification of a business problem, on the basis of which students will develop a business plan, to be implemented in the MB 580 Internship. P: MB-512, MB-515, MB-516, MB-518, MB-611, MB-614, MB-636, MB-638. 3 credits

## **Psychology (PY)**

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### **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 6 credits of field experience by students who have a minimum of five years' direct client or supervisory experience in an accredited human service agency within the last eight years may waive the field experience. who have extensive experience in a human services agency. 6 credits

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

This course addresses the nature of psychoactive drugs and their modes of action on the functions of the human brain. Anatomy and localization of function in the brain will be reviewed. Major topics will include neurochemistry (e.g. neurotransmitters and receptor mechanisms), psychopharmacology (e.g. pharmacokinetics and pharmacodynamics), the therapeutic uses of psychotropic medications, and basic psychological processes involved in drug self-administration or abuse (e.g. opponent process theory, reinforcement, and classical conditioning). 3 credits

### **PY-584            Ethical and Professional Issues in Addiction Counseling**

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

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

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

### **PY-586            Culture, Gender, and Special Populations in Addictions**

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

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

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

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

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

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

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

**PY-591      Treatment Planning and Evaluation in Addictions Counseling**

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

**PY-597      Thesis Research Project I**

The master's thesis is another of the culminating experiences of the program. Students will conceptualize and carry out an original empirical study related to clinical mental health counseling. This may involve evaluating a treatment program, validating an

assessment technique, using assessment data better to understand groups of clients, or other projects. Students will meet regularly with a faculty sponsor throughout the process. It is strongly advised that students develop thesis projects that can be conducted at their internship sites. In this way, the two capstone experiences will be mutually reinforcing. 1.5 credits

### **PY-598            Thesis Research Project II**

The master's thesis is another of the culminating experiences of the program. Students will conceptualize and carry out an original empirical study related to clinical mental health counseling. This may involve evaluating a treatment program, validating an assessment technique, using assessment data better to understand groups of clients, or other projects. Students will meet regularly with a faculty sponsor throughout the process. It is strongly advised that students develop thesis projects that can be conducted at their internship sites. In this way, the two capstone experiences will be mutually reinforcing. 1.5 credits

## **Public Administration (MP)**

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

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

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

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

### **MP-507            Urban Policy**

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

### **MP-511            Politics and Public Policy**

This course will enable students to examine the political processes that influence the formation of public policies. Students will explore current issues in the public policymaking process and how partisan politics play a role in the formulation and implementation of policies at all levels of government. 3 credits

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

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

**MP-521 Performance Measurement and Management**

The course focuses on how performance is becoming increasingly important in public and non-profit settings and explores performance-based management approaches. Students will learn how to identify appropriate measures and how implement a performance measurement system and manage for performance in the public sector. Emphasis will be placed on establishing performance measurement systems, identifying, collecting, and analyzing performance information, presenting performance analysis results, and utilizing performance information. Management tools covered will include benchmarking, performance dashboards, and balanced scorecards. 3 credits

**MP-550 Special Topics in Public Administration**

Students will explore contemporary topics in public administration, the public policymaking process, and leadership. The focus will be placed on the development of practical skills that can be adapted to any public service setting. Examples of special topics include Performance Measurement and Management in public administration. 3 credits

**MP-581 Implementing Public Policy**

This course will investigate how domestic policy, especially social welfare policy, is implemented, tracing policy from federal laws to administrative agency regulations and the local implementation of the program. This course is intended to expose the student to practical problems of implementing policy and the solutions required at a grassroots level to assure success. Students will be required to apply concepts by analyzing policy implementation in a public or non-profit setting of their choice. 3 credits

**MP-611 Research Methods in Public Administration**

This course examines various methods for designing and conducting empirical research in the field of Public Administration. Students will follow a straightforward step-by-step procedure for starting a social science research project within the field of public administration with topics ranging from formatting a viable research question to creating practical plans for sampling, data collection, data analysis, and dissemination of results. At the end of the course, students will have a complete research proposal that they will implement in their final MPA course, MP 630- Applied Research Project. 3 credits

**MP-630 Applied Research Project**

The culminating project for the Master of Public Administration 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: MP 611. 3 credits

**Reading & Language Arts (RLA)**

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**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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