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St. Thomas University admits students of any gender, race, color, national and ethnic origin to all rights, privileges, and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ACCREDITATION

St. Thomas University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, law, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of St. Thomas University.



BOARD OF TRUSTEES

The Most Reverend
Thomas G. Wenski
Archbishop of Miami

Rev. Msgr. Franklyn M. Casale, President	Ervin A. Gonzalez
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	Mario Trueba

PRESIDENT'S MESSAGE



Welcome to St. Thomas University, home of Biscayne College and the schools of Law; Science, Technology and Engineering Management; Theology and Ministry; Business; and Leadership Studies.

This catalog will give you a glimpse of the many exciting programs St. Thomas University's schools and college offer. For additional information please visit our website at www.stu.edu.

Dedicated to the mission of "Developing Leaders for Life for 50 years," St. Thomas University looks to instill the academic, professional and social skills necessary for each of our students to become exemplary leaders in their chosen field and in their

community as a whole.

At St. Thomas University, our faculty of leaders has dedicated their lives to ensuring the success of each student.

Since its founding in 1961, St. Thomas University has been an integral part of the fabric of Miami, growing with the city, and contributing substantially to the economic, social, and cultural development of its people. Today, with the formation of our schools and college and the opening of new science & technology and health & wellness buildings, the University is in the midst of one of the most exciting periods in its history.

I look forward to meeting you and sharing ideas in this challenging new environment.

A handwritten signature in cursive script that reads "Franklyn M. Casale". The ink is dark and the signature is fluid and elegant.

Rev. Monsignor Franklyn M. Casale
President

VISITING THE UNIVERSITY

The faculty and administration at St. Thomas University would certainly encourage you to visit our campus. We believe that this is a particularly effective way for you to get a first-hand introduction to who and what we are.

Arranging a visit is quite simple. Please call the Office of Graduate Admissions one to two weeks prior to your visit. After the date and time of your visit has been confirmed, we will make arrangements for you to meet with a financial aid counselor as well as an admissions officer. One of our graduate students will take you on a tour of the university. If you would like to meet with a member of our faculty within your academic program, we can arrange that, too.

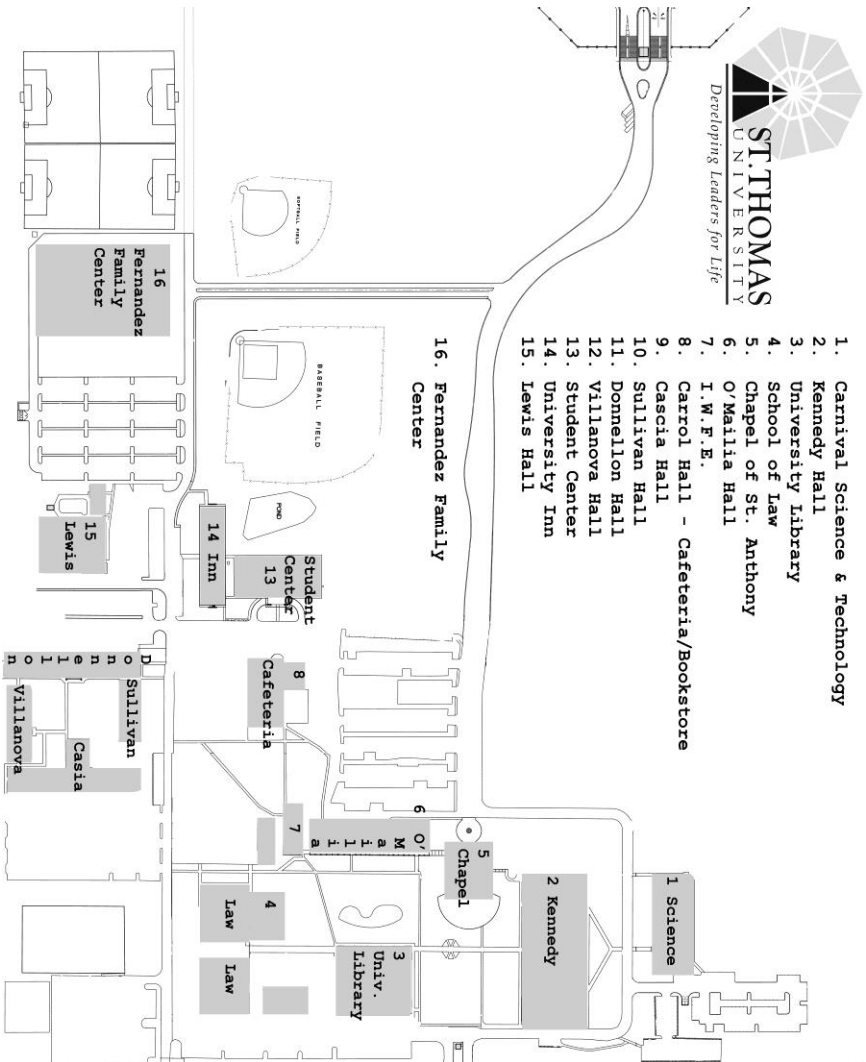
Specific questions that are hard to answer via correspondence or telephone calls can be addressed directly to faculty members or admissions personnel. We are here to work with you during the application process.

ST. THOMAS UNIVERSITY LOCATION MAP

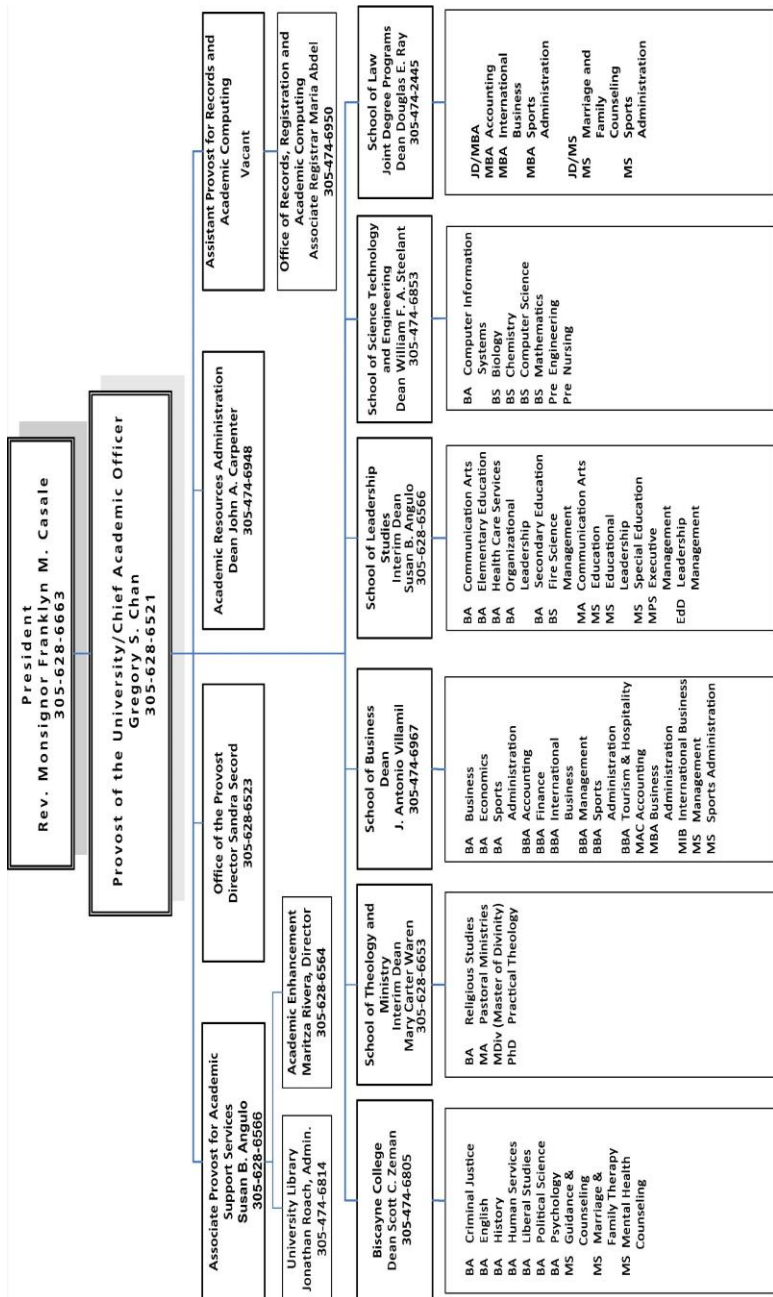


St. Thomas University
Main Campus
16401 NW 37th Ave
Miami Gardens, Florida 33054-6459
(305) 628-6614/6770

FAX: (305) 628-6591



**ACADEMIC AFFAIRS
ORGANIZATIONAL CHART**



ASSOCIATIONS AND MEMBERSHIPS

St. Thomas University holds membership in the following consortia and professional organizations.

Academy of Hospitality and Tourism (National Academy Foundation NAF)
Academy of Finance (National Academy Foundation NAF)
American Association of Collegiate Registrars and Admissions Officers
American College Health Association (ACHA)
American College Personnel Association (ACPA)
American Conference of Academic Deans
American Council on Education (ACE)
American Institute of Certified Public Accountants (AICPA)
American Psychological Association
Association for Student Affairs Catholic Colleges & Universities (ASACCU)
Association of Catholic Colleges & University (ACCU)
Association of Graduate Programs in Ministry
Catholic Library Association
Caribbean Tourism Organization (CTO)
College and University Professional Association (CUPA)
Council of Independent College
Florida Association of College and University
Florida Association of Colleges for Teacher Education
Florida Association of Student Financial Aid Administrators (FASFAA)
Florida Board of Education Division of Colleges and Universities (FBE-DCU)
Florida Campus Compact
Florida Independent College Fund
Greater Miami Chamber of Commerce
Greater Miami Convention and Visitors Bureau
Greater Miami Society for Human Resource Management (GSHRM)
Higher Education Partnership of Southeast Florida (HEPSEF)
Hispanic Association of Colleges and Universities
Independent Colleges and Universities of Florida
International Assembly of Collegiate Business Education (IACBE)
International Society of Travel & Tourism Educators (ISTTE)
Marine Industries Association of South Florida (MIASF)
National Association of College Admissions Counseling (NACAC)
National Association of College Directors of Athletics (NACDA)
National Association of College and University Food and Services (NACUFS)
National Association of College and University Business Officers (NACUBO)
National Association of Graduate Admissions Professionals (NAGAP)
National Association of Independent Colleges and Universities
National Association of Intercollegiate Athletics
National Association of Student Financial Aid Administrators (NASFAA)
National Association of Student Personnel Administrators (NASPA)
National Catholic Campus Ministry Association
National Intramural Recreation Association (NIRSA)
National Restaurant Association
North Dade Regional Chamber

Society for Human Resource Management (SHRM)
South Florida Career Consortium (SFCC)
South Florida Educational Consortium (SFEC)
Southeast Florida Library Information Network (SEFLIN)
Southeastern Library Network (SOLINET)
Southern Association of Colleges and Schools (SACS)
Southern Association of Collegiate Registrars and Admission Officers
Southern Association of Pre-Law Advisors
Southern Association of Student Financial Aid Administrators (SASF AA)
The Sun Conference



MISSION OF ST. THOMAS UNIVERSITY

MISSION STATEMENT

St. Thomas is a Catholic university with rich cultural and international diversity committed to the academic and professional success of its students who become ethical leaders in our global community.

CORE VALUES

- Catholic identity
- Global diversity
- Student success
- Leadership development

The St. Thomas University graduate is a multilingual, internationally experienced individual, who rises to professional and community leadership guided by ethics enriched through an understanding of the Catholic social and intellectual heritage.

VISION STATEMENT

St. Thomas will position as the leading Catholic university in the Southeast by developing, through its academic programs, recognized global leaders in ministry, science, business and justice, and will serve as a model resource that prepares its students to engage in the business, legal, social and scientific universe of the global community.



Chapel of St. Anthony

INTRODUCTION

St. Thomas University's commitment to human development - throughout the life cycle - stems from its Catholic heritage. For almost fifty years, the Catholic and internationally diverse institution has been developing leaders who contribute to the economic and cultural vitality of the regions they serve. The Graduate programs are a natural extension of the University's concern for the development of the total person and its commitment to instill the academic, professional and social service skills necessary for each of its graduates to become exemplary leaders.

St. Thomas University recently launched an academic expansion, introducing exciting new programs, research and teaching methodologies that include more in-depth studies in economics and online programs in Professional Studies. The University is home to:

- Biscayne College of Liberal Arts & Social Sciences
- School of Business
- School of Law
- School of Leadership Studies
- School of Science, Technology & Engineering
- School of Theology and Ministry

Graduate degrees at the Master's level are offered in the following areas: Accounting, Business Administration, Communication Arts, Divinity, Educational Administration, Guidance and Counseling, International Business, Management, Marriage and Family Therapy, Mental Health Counseling, Pastoral Ministries, Professional Studies, Special Education, and Sports Administration. Specializations in the MBA program include: Accounting, International Business, Management, and Sports Administration. Specializations in the MSM program include: Church Business Administration General Management, Human Resource Management, International Business, Justice Administration, Management Accounting and Public Management. Studies at the Law School lead to the Juris Doctor degree.

In addition to main campus programs, St. Thomas University offers to eligibly employed persons the M.S. in Management at convenient locations throughout Dade County. The Graduate faculties are well versed in the theory and application of their specific disciplines. All are committed to excellence in teaching, a hallmark of the University.

The Graduate faculty has a working relationship with a variety of governmental agencies churches and businesses which in turn provide graduate professionals from business, industry, government, education, counseling centers, law enforcement, health care, professional sports management, and the ministry to serve as adjunct faculty or guest lecturers. This dynamic mixture of academics and practitioners provides an exciting learning environment.

At the Graduate level, St. Thomas also offers Certificate Programs that are designed for career professionals who possess a Bachelor's degree and want to develop additional skills, but may not want to pursue a Master's degree. The Certificates are also designed for those possessing a Master's degree in a specific field and desiring a structured Graduate program in another, without having to complete a second Master's degree.

As a major metropolitan center and focus of international commerce, South Florida offers a wide range of employment opportunities, professional development activities, and cultural and leisure events. The general South Florida area offers an unlimited number of attractions and activities, which have helped to add to its growth and continuing appeal to tourists. The climate allows enjoyment of year-round activities, which are not possible in many other parts of the United States. St. Thomas' 140-acre campus provides the setting for a variety of sports and activities for leisure time.

OFFICE OF UNIVERSITY ADVANCEMENT

Mission Statement

The Office of University Advancement is focused on fostering relationships, building partnerships, creating awareness and generating support amongst alumni, donors, leaders, business partners, legislators and the community for the University's mission in academics, research, scholarships and outreach. Our goal is to engage and connect these constituents to create meaningful partnerships with the University to garner support and secure resources that will enhance St. Thomas University's place in higher education.

ALUMNI ASSOCIATION

The St. Thomas University Alumni Association (STUAA) mission is to promote the welfare of St. Thomas University and to establish a mutually beneficial relationship between St. Thomas University and its alumni. The Alumni Association supports and strengthens the University, involves and enriches its alumni and fosters a life-long relationship with St. Thomas. We seek both to encourage alumni to become involved in alumni and University activities and to recognize those graduates who have contributed to the University through such activities.

ACADEMIC RESOURCES ADMINISTRATION (ARA)

Academic Resources Administration is a division of Academic Affairs established on July 1, 2008, to seek and acquire financial and other external resources to support and advance academic programs, faculty development and compensation, research, and student enrollment, services and academic achievement. ARA seeks resources from federal and state agencies, international organizations, foundations, partnerships and private sector agencies to support our University academic development and fulfillment of its goals. ARA is directed by a dean. This Dean of ARA reports to the Provost with the coordination and guidance of the Associate Provost for Student Services.

ARA innovative academic initiatives seek to plan, sponsor and support such developments as

- Science and Mathematics Fellows programs and Fellows programs in other academic areas
- Partnerships with School Districts and Miami Dade, Broward and other colleges.
- Consortia with corporations, community organizations, and governmental agencies such as the South Florida Regional Planning Agency.
- University Schools and other cooperative programs formed with individual public, private and Catholic schools.
- University Centers and other initiatives for academic and social advancement of low income and diverse students.
- Research by faculty and students and support for doctoral research, masters requirements, and research-based undergraduate and graduate programs
- International development projects, education centers, research and on-line education
- Supporting cooperating professionals who want to engage in research, development initiatives and highly creative projects.
- Cooperating with STU academic schools in service to special groups such as military personnel and Peace Corps.
- Supporting and partnering in the provision of graduate courses and programs designed to serve on-site and/or on-line the needs of school districts, governmental agencies, international organizations and colleges professional development and special private sector personnel and research needs.

To contact ARA call Dean John A. Carpenter at 305 342-7959, or Asst. Director Angela Rodriguez at 305 331-7567 or Email jacarpenter@stu.edu or arodrigue@stu.edu Office: O'Mailia Hall A6

ADMISSION

REQUIREMENTS FOR ADMISSION

All applicants must possess a bachelor's degree or its equivalent from an accredited college or university prior to enrollment. The Admissions Committee considers all applicants for admission on the basis of their academic record, personal and professional accomplishments, motivation, talents, recommendations, personal statement, and test results, as applicable. Some programs require an interview. Applicants may be required to submit the results of the Graduate Record Examination (GRE), the Graduate Management Test (GMAT), the Miller Analogies Test (MAT) and/or the Test of English as a Foreign Language (TOEFL).

PROCEDURES FOR ADMISSION

All required application materials, including official undergraduate and graduate transcripts, must be submitted to the Office of Admissions prior to the semester for which the applicant plans to enroll. All documents become the sole property of St. Thomas University (STU) and cannot be forwarded to another institution or returned to the applicant.

In order for an applicant's file to be reviewed by the Admissions Committee, the file must contain the following:

1. A completed and signed Application for Admission.
2. A non-refundable application fee of \$40 US currency (money orders, treasurer or bank checks made payable to St. Thomas University). The application fee is waived for STU alumni.
3. Official college and/or university transcripts from all undergraduate and graduate institutions attended. Official transcripts are those sent directly from the institutions attended to the Office of Admissions at St. Thomas University.
4. Letters of recommendation or the recommendation forms (letters of recommendation forms can be obtained on line at www.stu.edu or from the Office of Admissions)
 - All programs require two (2) letters of recommendation except for the following programs which require three (3) recommendation letters.
 - Ministries
 - MBA/MS Sports Administration
 - Ph.D. in Practical Theology
 - Ed.D. in Leadership Management
5. Admissions test scores, personal statements, resume and a personal interview, if required by the graduate program.
6. All graduate applicants who have an undergraduate GPA of less than 3.0 will be required to take the University Graduate Writing Assessment. Applicants must achieve a score of 166 or above on the Accuplacer Assessment Instrument and a score of 4 or higher on the Essay Assessment before being allowed to register for classes. If scores are below these criteria, the student must register for and pass GWR 500 during their first term.

PROGRAM OFFERINGS

The following graduate programs are offered three terms a year (Fall, Spring and Summer):

- ☐ M. in Divinity
- ☐ M.S. in Guidance and Counseling
- ☐ M.S. in Marriage and Family Therapy
- ☐ M.S. in Mental Health Counseling
- ☐ M.A. in Pastoral Ministries
- ☐ M.P.S. in Executive Management
- ☐ Ph.D. in Practical Theology
- ☐ Ed.D. in Leadership Management

These graduate programs are offered five terms a year (January, March, May, August and October):

- ☐ Master of Accounting
- ☐ M.A. in Communication Arts
- ☐ Master of Business Administration
- ☐ Master in International Business
- ☐ M.S. in Management
- ☐ M.S. Sports Administration

These graduate programs are offered six terms a year (January, March, May, June, August, and October):

- ☐ M.S. in Educational Administration
- ☐ M.S. in Educational Leadership
- ☐ M.S. in Special Education (Exceptional Student Education, K-12)
- ☐ M.S. in Education

APPLICATION DEADLINES

Admission to the university is on a "rolling" basis. Applications will be considered for admission according to the number of spaces available for the semester for which you are applying. Application for admissions will be reviewed upon receipt of all required documents. The preferred date for submission of all application materials for all programs, except Sports Administration is two months before the start date for domestic students, and three months before the start date for international students.

Application Deadlines For The Sports Administration Programs

A1: October 1 **A2:** January 1 **A3:** March 1 **A6:** June 1 **A7:** August 1

INTERNATIONAL STUDENTS

International graduate students must fulfill the same requirements as all other students applying for graduate admission. In addition, international students must provide the following information:

1. **Educational Documents:** Official transcripts or Statement of Marks must be mailed to the Office of Admissions at St. Thomas University directly from the educational institution(s) attended. The official transcript or Statement of Marks must contain:

- Subjects studied
- Marks or grades awarded
- Length of class periods (optional)
- Number of periods per week for each subject (optional)
- Grading scale with minimum passing marks

Note: If transcripts or Statement of Marks do not indicate the type of degree and date awarded, certified copies of the diploma or other proof of the awarding of the degree must be presented. Certified copies of transcripts or Statement of Marks from foreign institutions may be submitted, but the University requires that such transcripts or Statement of Marks be sent directly to St. Thomas University from the issuing institution(s).

2. **English Translations:** Documents in a language other than English must be accompanied by the original official English translation.
3. **Evaluations:** An accredited evaluator must evaluate all transcripts from institutions outside the United States. However, the Admissions Committee reserves the right to request an accredited evaluation of a transcript from an English speaking institution during the admissions process, if the accreditation of the institution is in doubt. International applicants can obtain information regarding accredited evaluators by contacting the Office of Admissions. International applicants must request that the evaluator provide the Admissions Committee with a course-by-course evaluation and a grade point average equivalent. Also, applicants must request that the evaluator send the original evaluation directly to the Office of Admissions.
4. **TOEFL/IELTS:** International students educated in foreign institutions where the language of instruction is not English are required to submit the results of either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Applicants who submit a TOEFL score of at least 213 on the computer-based test, or 79 on the Internet-based test or their equivalents or an IELTS score of at least 6 will not be required to take any course in English as a second language. Applicants transferring from U.S. or non-U.S. institutions where the language of instruction is English, who have demonstrated proficiency in the English language, are exempt from the TOEFL.

Academically qualified applicants unable to take the TOEFL/IELTS or who have a TOEFL score below 213 on the computer-based test, or below 79 on the Internet-based test or their equivalents or an IELTS score below 6 may be offered admission on the condition they must take the Level Of English Proficiency (LOEP) pre-test to assess English skills.

As a result, students may be required to pursue additional coursework in English, if their command of the English language is judged to be insufficient for graduate study. Depending upon the level of proficiency, as determined by the TOEFL or LOEP, international students may be allowed to take a limited number of courses in their degree program, while completing

their English coursework. The Graduate Admissions Committee and Director of the Academic Enhancement Center will make this determination.

Intensive English and TOEFL Preparation

Intensive English instruction is offered at St. Thomas University through the Rennert Miami Program. Rennert Miami's English Language Program offers intensive group classes or private individual lessons.

These language sessions integrate English as a Second Language (ESL) instruction with daily life in Miami. The program includes preparation for the TOEFL, Business English, Oral Presentations, and Business Writing instruction. For more information on the Rennert Miami Program, please contact the Office of Admissions or call 305-622-7300.

- 5. GRE, GMAT, and MAT:** International students entering a graduate program may be required to take the GRE, GMAT, or MAT. The Graduate Admissions Committee will notify students who are required to submit either the GRE, GMAT, or MAT. St. Thomas University's Institutional Code for score reporting is 5076. If the GRE, GMAT, or MAT is required, the official test results must come directly from the testing organization.

Once all the documents required for admission by the graduate program have been received, the Admissions Committee will begin review of the applicant's file. An admissions decision will be made, usually between two and four weeks, and communicated to the applicant by mail.

United States Citizen and Immigration Services Requirements

Most international students require a Student Visa (F-1/J-1) to study in the United States. Some international students may already have an immigration status, which allows them to pursue studies in the United States without having to fulfill any other special visa requirements. International applicants are solely responsible for obtaining the appropriate information concerning U.S. immigration requirements in order to pursue their studies in the United States. Applicants who need to obtain a student visa (F1/J-1) should allow sufficient time to process their application for admission and acquire their student visa.

Certification of Eligibility (Form I-20 A F-1 Visa, Form DS-2019 J-Visa)

International students who are required to have a student visa (F-1/J-1) in order to enter and study in the United States must fulfill the following requirements upon their acceptance to the University:

1. Statement of Financial Sponsorship (Form A). The individual or agency that will act as the Financial Sponsor for the student must complete this form.
2. Certification or Letter of Finances (Form B). This form must be completed and signed by the student, sponsor, and government representative or sponsoring agency. Students may elect to have their sponsor's bank forward a certified letter verifying that the funds required are available. (Please contact the Office of Admissions for the minimum amount that must be certified).

International students who do not require a student visa (F-1/J-1) because they already have a visa in force that allows them to study in the United States must send a photocopy of the following:

- Identification page of their passport
- Passport page with corresponding visa

- I-94 card

Procedure for Obtaining a Student Visa (F-1/J-1)

To secure a student visa (F-1/J-1), admitted students must take the following documents to their local U.S. Consulate:

- Letter of acceptance from St. Thomas University
- I-20
- Passport
- Financial Guarantee

It is recommended that international students contact the U.S. Consulate in their country to clarify what documents will be required as evidence of financial support to meet the stipulations for the Financial Guarantee. Please contact the Office of Admissions at the address or telephone number listed below for additional questions on international student admissions.

St. Thomas University
Office of Admissions
16401 N.W. 37th Avenue
Miami Gardens, FL 33054-6459
(305) 628-6546
graduate@stu.edu

ADMISSION TESTS

GRE and GMAT:

Students entering a graduate program may be required to take the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT), or Miller Analogies Test (MAT). The GRE, GMAT and MAT information bulletins contain all necessary registration information, and may be obtained from the Educational Testing Service at GRE: <http://www.gre.org> , GMAT: <http://www.gmat.com>, or MAT: <http://www.milleranalogies.com>. The Graduate Admissions Committee will notify students who are required to submit either the GRE , GMAT, or MAT. If the graduate program does not require the GRE , GMAT or MAT test score, applicants may voluntarily submit their test score to enhance their credentials.

Test Centers for the GRE , GMAT and MAT in Florida are listed in the information bulletin. GRE, GMAT and MAT information is also available by mail from:

Educational Testing Services
P.O. Box 6004 (GRE)
P.O. Box 6103 (GMAT)
Princeton, NJ 08541 USA

Harcourt Assessment, Inc
P.O. Box 7247-6707 (MAT)
Philadelphia, PA 19170-6707

TOEFL/IELTS:

The TOEFL and IELTS are the only acceptable tests for English proficiency. These tests are offered in the United States and many foreign countries. Further information may be obtained at U.S. Consulates or from the test website <http://www.toefl.org>, <http://www.ielts.org>, or from the following addresses:

TOEFL Services Educational Service
P.O. Box 6151
Princeton, NJ 08541 USA
(609) 771-7100

IELTS International
825 Colorado Boulevard
Suite 112
Los Angeles, CA 90041

INSTITUTIONAL EXAMINATION

Graduate applicants may be required to take the Graduate Writing Assessment as part of their programs admission requirements or because their GPA is less than a 3.0. If required to take the writing assessment, students must score a 166 or above on the Accuplacer Assessment Instrument and must score a 4 or higher on the Essay Assessment. Any student who scores below this criteria will be required to enroll in and pass a writing skills class (GRW 500) during the first semester. Any exceptions must be approved by the appropriate Graduate Program Coordinator and the appropriate Dean of the College/School. This examination is administered on campus and at no cost to the applicant. International students should contact the Office of Admissions to inquire as to which graduate program(s) require the Graduate Writing Assessment.

ADMISSION CLASSIFICATIONS

Graduate students may be admitted to St. Thomas University in one of four categories:

1. Full Admit - a student who meets all degree requirements, and who has submitted all required official documentation for admission.
2. Probational Admit - a student whose academic credentials are below the recommended program level, and has submitted evidence that he/she is capable of meeting the rigorous academic challenge of graduate study. A student admitted on probation is limited to six (6) credits during the first term of study. In addition, students in this category may, in some cases, be limited to less than six (6) credits, required to take specific courses, and/or have other academic limitations imposed on coursework. If students on probation receive a "B" or better in a course(s) taken during their first term at St. Thomas University, they may be taken off probation and placed in a full admit status upon subsequent review and approval by the Admissions Committee.
3. Conditional Admit - a student who meets all degree requirements; however the application is incomplete or is missing required official documents.
4. Probational/Conditional - see both Probational and Conditional Admit above.

SPECIAL STUDENTS

A student who wishes to take graduate courses for credit on a non-degree seeking basis is categorized as a "Special Student." To enroll as a special student, an applicant must complete a Special Student (non-degree) Application, submit a copy of undergraduate transcript with degree posted or copy of diploma, \$40 (US currency) application fee, and fill out a Registration Form for class selection. The Office of Admissions, under the direction of the Admissions Committee, processes all Special Student applications. In order to take graduate courses, applicants must possess a bachelor's degree from an accredited college or university. No financial aid or assistance is available to students in the Special Student category.

A special student is limited to six (6) credits only. A special student who is taking a St. Thomas University course(s) for transfer back to another academic institution should contact that school to ensure transferability of the course(s) before

registering. A special student wishing to take more than six (6) credits must be admitted to a graduate or certificate program. St. Thomas University graduate credits earned prior to admission to a Master's degree program will be applied toward the graduate program only with the approval of the Graduate Program Coordinator. Graduate-level credits from other institutions are not automatically accepted, but will be evaluated on a course-by-course basis under the Transfer of Credit Policy of the University.

Admissions Policy on Undocumented Students

Students seeking admission into St. Thomas University who are unable to demonstrate legal status as defined by Department of Homeland Security can be considered for admission to the university provided they have fulfilled and met the stated entrance requirements applicable to all candidates for admissions.

Students considered as "undocumented" are not eligible for receipt of federal or state government financial aid funds.

For purposes of tuition payments, "undocumented" students will be subject to the same payment requirements as international students, namely they must pay 50% of the total tuition charges for each semester at the time of registration for classes and the balance no later than eight days after that start of the semester/term.

OFFICE OF ADMISSIONS ADDRESS

All requests for information and application forms or admission status inquiries should be directed to:

St. Thomas University
Office of Admissions
16401 NW 37th Avenue
Miami Gardens, FL 33054-6459
Phone: 305-628-6546
FAX: 305-628-6591
Toll free in Florida: 1-800-367-9006 (in Florida)
Toll free Outside of Florida: 1-800-367-9010 (outside of Florida)
graduate@stu.edu

GENERAL INFORMATION

STUDENT AFFAIRS

St. Thomas University adheres to the philosophy that students will succeed if they are given support in their academic and social life. The mission of the Department is to provide learning experiences that promote personal development of each student while supporting and assisting them in their academic achievement. Services available through the Student Affairs Department include: Athletics and Intramurals, Campus Activities, Career Services, Counseling Services, Health and Wellness, International Students and Scholar Services, Residential Life and Housing, Emergency Management and Student and Staff Development.

These offices oversee all aspects of student services relating to residence life, campus activities, student retention, and student success. Offices are located in the Student Center, with Residence Life located in Donnellon Hall 104. For detailed information regarding student's rights and responsibilities please reference the St. Thomas University Student Handbook.

See Student Handbook for further information regarding services, processes and procedures of the Department of Student Affairs at:

<http://www.stu.edu/studenthandbook>

HEALTH AND WELLNESS

Health and Wellness is dedicated to promoting your health and well-being from the foundation of Catholic Identity guidelines for University communities. We base our work on the principles of Catholic Social teachings and Catholic Health Care; the care and dignity of the individual, attention to the needs of the marginalized and disenfranchised, respect for workers, care of the environment and the promotion of peace and nonviolence in our world. At St. Thomas University we have the unique advantage of providing an intimate, family education model aimed at developing leaders for life.

Goal:

We hope to offer the STU community with holistic wellness care.

Location:

The Center is located on the south end of the Student Center Building near Rathskeller Hall.

Services Offered:

We offer psychological (counseling) and acute medical care for the STU community. If we are unable to help you directly, we will assist you in your search for resources.

>Psychological Care (Counseling) Our programs typically include brief psychotherapy, crisis intervention, referral programs, and psycho-educational resource materials. We offer wellness themed monthly workshops that give students an opportunity to be proactive in their overall health. Health and Wellness also offers consultation services for faculty and staff to contribute to the overall goal of student success. Also, be aware that confidentiality is a foundational principle supporting our services.

>**Medical Care** Another area of Health and Wellness service is in our response to the primary health needs of the student community. To address your general health care concerns, we have weekly clinic days staffed by an Advanced Nurse Practitioner (ARNP). An ARNP is a master's or doctoral level health specialist who is licensed to diagnose and treat major primary health needs, order tests and prescribe medications. Please contact us if you have a minor illness or injury. We do not provide outpatient surgical, urgent, ER gynecological, visual, radiology or other specialty medical services. Medical issues requiring more specific care or students with emergency situations are referred to a physician, clinic or hospital in our community. Medical services provided off campus are provided strictly at the student's expense. Emergency and urgent care medical and ambulance services MAY BE covered in part by your health insurance provider and in part are out of pocket expenses.

Contact Us:

For non-emergency questions regarding student health insurance, health care in general, to make an appointment in our University clinic, or to make an appointment for counseling contact Nellie Baez, RN: nbaez@stu.edu. For emergency call 911.

Hours:

Monday - Friday 9am-5pm.

Student Insurance:

All fulltime undergraduate students, international and law students are required to have adequate health insurance. This policy is in place for the sole purpose of safeguarding the well being of our students. There are no exceptions to this policy. If you do not have personal health insurance, a plan is available for students of St. Thomas University. If you wish to verify the fact that you hold personal health insurance, you must document this request every year of your enrollment. **Health and Wellness communicates to you by using your St Thomas University e-mail account, this includes the waive/enroll insurance information and deadline.** Please be very careful in checking your STU email regularly for updates on how you will be required to verify existing health insurance, enroll for student health insurance, and for all of the deadlines applicable. It is the **student's sole responsibility** to assure that they have cooperated fully with the guidelines for health insurance enrollment every calendar year. Each student is required to submit proof of insurance along with their University registration. Your active insurance status will be checked regularly for accuracy. All students at all levels who reside on campus must submit a completed medical form and updated immunization records before moving into the residence hall. ALL FIRST YEAR STUDENTS RESIDING ON CAMPUS MUST SHOW PROOF OF HAVING RECEIVED A RECENT MENINGITIS IMMUNIZATION. **PLEASE CHECK THE HEALTH AND WELLNESS PAGE TO DETERMINE THE UNIVERSITY IMMUNIZATION GUIDELINES. CONTACT HEALTH AND WELLNESS WITH QUESTIONS:** Health forms are maintained by Health and Wellness. In compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), only expressly designated staff of the University may confirm your proof of medical insurance.

Online:

For more information, please visit our web page, www.stu.edu@healthandwellness there you may access **ONLINE REFERRAL FORMS, MAKE AN APPOINTMENT SCHEDULER**

FORMS, educational health and wellness resources and patient information regarding the student health insurance coverage at this site.

HEALTH AND WELLNESS LOOKS FORWARD TO SUPPORTING YOU IN YOUR LIFE AND STUDIES HERE AT ST. THOMAS UNIVERSITY.

DEPARTMENT OF ATHLETICS

St. Thomas University offers athletics programs through the National Association of Intercollegiate Athletics (NAIA) and is a member of The Sun Conference (TSC). Men's teams compete in baseball, basketball, golf, soccer, tennis and cross-country; while women's teams compete in basketball, softball, volleyball, soccer, tennis and cross-country. The University has also added Cheer and Dance to its varsity roster of sports. The athletics programs at St. Thomas has a long history of athletics and academic success. In the past year, 5 of its 12 athletic teams qualified for national tournaments and the athletics program as a whole finished 2nd in the Sun Conference Commissioner's Cup. 5 of 12 teams also received NAIA Scholar Team honors. The athletics department annually maintains a 3.0 overall GPA. According to the 2004 IPED report, the athletics program has a 44% graduation rate within a six year period. With increased academic support and mandatory study halls, this rate is sure to increase. The success of our overall GPA and scholar team honors is a true sign of the university's commitment toward our "student first" mission..

Department Of Athletics Mission Statement:

Intercollegiate athletics at St. Thomas University provides student-athletes with a competitive and diverse environment where they can challenge themselves athletically and academically. The Department of Athletics places a priority on the mental, social, physical, emotional, moral and spiritual well-being of the student-athletes, a practice that allows the student-athletes to flourish and reach their full potential. Participation in athletics prepares student-athletes for future endeavors by developing leadership and encouraging teamwork, values that enhance good citizenship. Consistent with the University's Catholic tradition, rooted in diversity and service, the Department of Athletics emphasizes community engagement in the region. Whether on the field, in the classroom, or in the community, the student-athletes and staff respect the rights, dignity, and worth of every human being, maintain the highest standards of ethical behavior, and conduct themselves in a manner which brings credit to the University.

Department Of Athletics Philosophy Statement:

The President of St. Thomas University and the Department of Athletics firmly believe in supporting the academic progress of student-athletes and encouraging the values of respect for others, quality sportsmanship, and ethical conduct in amateur intercollegiate athletics. These are key values in achieving our mission of developing leaders for life. The President of St. Thomas University in cooperation with the Department of Athletics ensures that all student-athletes, athletic staff, and institutional personnel understand and practice the highest ethical conduct on and off the field or court and comply fully with all the rules of our Division. These values are the standards for all our fans, alumni, boosters, and the members of our immediate collegiate community at all events throughout the athletics program.

The Department of Athletics places a high priority on the health, safety, well-being and academic success of its student-athletes, and encourages the growth of well-

balanced student-athletes in the student centered environment established by the University mission and its Catholic tradition. Participation in athletics facilitates the learning of values which improve the mental, social, physical, emotional, moral and spiritual development of student-athletes. These lifelong values teach teamwork, sportsmanship, and leadership. The Department of Athletics fully supports student-athletes and their efforts to meet their educational objectives and to maintain good academic progress toward their degrees.

In addition, the athletic programs afford student-athletes high-level, amateur athletic competition where they can challenge themselves on the field or court through equitable participation. Excellence in competition is always approached within the framework created by our Division's constitution, bylaws, policies, and principles of sportsmanship. The Department of Athletics schedules the majority of its competitions with other members in its Division, within the University's regional and geographical location. An equal opportunity to participate in intercollegiate athletics is provided for all students regardless of gender, race, ethnicity, religion, national origin and sexual orientation. Furthermore, the Catholic tradition and mission of the University ensures that all students have opportunities for volunteer service and community engagement in order to develop leaders who contribute in the region in which they reside.

Eligibility:

Student-athletes will follow all eligibility guidelines that are set forth by the National Association of Intercollegiate Athletics (NAIA) and the Sun Conference (TSC), whichever is most stringent, in addition to the University's admissions requirements.

Graduate students that are interested in participating in athletics at St. Thomas University must have completed and received an undergraduate degree from St. Thomas University and be enrolled full-time in a graduate program according to the graduate admissions standards. For specific NAIA rules, student-athletes and other interested parties should review the NAIA rules and procedures regarding athletics participation requirements at: <http://naia.cstv.com/member-services/legislative/>.

To remain eligible to participate in intercollegiate athletics, the following must be met:

***Four –Year Completion**

Student-athletes have 10 semesters (or terms of attendance) in which to complete four (4) athletic seasons in a sport, whichever comes first. Student-athletes will be charged a term of attendance upon enrollment in 12 or more institutional credit hours. Summer sessions are not included, but night school, extension or correspondence courses are applicable to this ruling. Student-athletes' eligibility begins when a student first registers for 12 or more credits or when a student athlete first competes (practices, scrimmages or contests) at any two or four year collegiate institution. These years are continuous. A student-athlete may be granted an extra year of competition if they are ill or injured and meet the criteria of the NAIA medical hardship, only if the student-athlete has the eligible semesters and/or seasons remaining.

***Twelve Credit Rule**

The NAIA and St. Thomas University require that a student-athlete must be a full-time student in order to participate. It must also be verified that the student-athlete

is registered and fees are paid for at least 12 credits. Under University policy a student-athlete is ineligible to practice or compete during any time if:

1. He/she is registered for less than 12 credit classes
2. Registration or admission is canceled; or
3. Change in enrollment occurs

Changes in enrollment (e.g., petitions to add/drop courses, late enrollment, instructor drops, etc.) should be submitted prior to the published deadlines to ensure that records are accurate and complete. If a student-athlete drops a course, it costs credits toward graduation. **A student-athlete is not permitted to drop a class without a signature from the Director of Athletics or Faculty Athletics Representative.** This policy is designed to prevent a student-athlete from making changes in their academic schedule that may jeopardize their academic and/or eligibility status.

Progress Reports and Mandatory Study Halls:

To ensure that student-athletes are making normal progress towards graduation, the Department of Athletics administers progress reports for all student-athletes at the mid-point of each semester. Upon return of the progress reports, coaches meet with student-athletes to review them individually. Reports are also generated throughout the semester via professors who deem students at risk. From these various reports coaches will mandate study hall.

Financial Aid/Grants/Scholarships:

Athletic teams are provided with a specific number of one-year renewable grants-in-aid (athletic scholarships) in accordance with budgetary restrictions and regulations. Athletic grants are awarded by the Office of Financial Aid upon the recommendation of the Head Coach and the approval of the Director of Athletics. Grant-in-aids are not reimbursements for services performed, but to help student-athletes with their educational expenses. An athletic and/or academic grant is restricted to covering educational expenses such as tuition, room/board and fees. All grants cover only a portion of the current academic year and do not include summer or mini-mester term classes. All grants have a minimum GPA and full-time status requirement to receive such grants. For more information, see the B.A.S.I.C. office. Athletic grants require certification of eligibility. If deemed ineligible, student athletes may lose their athletic grant (scholarship).

Academic Dishonesty:

Academic dishonesty is considered to be the representation of another's work as one's own, either directly or through complicity in falsification; cheating; plagiarism; facilitating academic dishonesty; or infringing on the academic rights of others.

Forms of dishonesty such as cheating, plagiarism, stealing or deceiving may be referred to the Coaches and Athletic Director. Any of these could result in the student athlete being removed from his/her sport and no longer being eligible to compete in intercollegiate athletics. (For further information regarding the policy as it relates to the general student population, please see the St. Thomas University Student Handbook).

All forms of dishonesty such as cheating, plagiarism, stealing or deceiving will be referred to your Coaches and Athletic Director. If found guilty, according to the Academic Conduct Code, the Dean of the School in which the violation occurred will submit a report to the Provost. Upon recommendation, the Dean of the School and/or Provost will inform the Vice President of Planning and Enrollment of the outcome. It is at this point that the student-athlete will be immediately removed from his/her sport and will no longer be eligible to compete in intercollegiate athletics.

Use the following as a guideline to make sure you are practicing proper conduct.

1. Prepare thoroughly all assignments.
2. Prepare thoroughly for all tests.
3. Do not let other students copy from your work or tests.
4. Discourage dishonesty among other students.
5. Refuse to assist dishonest students who cheat or plagiarize or are dishonest in other ways.
6. Know what academic dishonesty is and avoid any occurrence of it.

Department of Athletics Missed Class Policy

Student-athletes are not permitted to miss class time for sports practice at any point during the academic year. Student-athletes are not permitted to miss class time for competition or practice outside of the championship segment **(the off season)**.

A schedule of games/competitions from the Faculty Athletics Representative will be emailed to all faculty for the fall, winter and spring sports indicating when student-athletes should be excused from class for games/competitions. **It is still the responsibility of the student-athlete to communicate with each faculty member, in advance, regarding missed class time and the class work that should be completed.**

INTRAMURALS AND RECREATION

Through the Department of Athletics and the Fernandez Family Center for Leadership and Wellness, St. Thomas University offers a variety of activities featuring team and individual/dual competition. These year around activities include flag football, softball, and basketball, volleyball, street hockey, billiards, and more. The Athletics Department also offers many special event opportunities on and off campus designed to meet the needs of the students, faculty and staff.

The department has several recreational facilities located on campus for use by faculty, staff, students and alumni including the new Fernandez Family Center for Leadership and Wellness. The new Fernandez Family Center includes a new state of the art fitness center, a café, full size gymnasium for volleyball and basketball, athletic department offices, media room, 3 classrooms for sports administration and a fitness studio. Additional recreational facilities include a swimming pool, outdoor basketball courts and tennis courts. Use of all recreational facilities requires a valid STU ID. All guests must be accompanied by a St. Thomas University member of the community and must complete a liability waiver in the Fernandez Family Center before using any recreational facilities.

Intramurals and Recreational Sports Mission Statement:

St. Thomas University is dedicated to placing an emphasis on providing students ongoing social, physical, intellectual, and cultural development. Students will have the ability to achieve these developmental needs through the participation in Intramurals and Recreational Sports activities. Intramurals and Recreational Sports affords students, faculty, and staff the opportunity to work together to strengthen personal development while enhancing academic productivity through the increase of physical fitness, psychological health, wellness, and exercise. All Intramurals and Recreational Sports programs highlight and reward values such as sportsmanship, leadership, teamwork, and lifelong leisure skills. The goal of Intramurals and Recreational Sports is to be as varied as possible to support its diverse population at St. Thomas University in addition to the participation among the local educational institutions around us.

**For more information call (305) 628-6678 or log onto:
<http://stubobcats.com/>**

CAREER SERVICES

The Office of Career Services is dedicated to assisting St. Thomas University students and alumni in attaining their career goals. Students, who visit Career Services early-on in their pursuit of a degree, learn about a variety of methods useful in making career decisions. We specialize in combining one-on-one career advising with the latest in career related technology, including an internet based system for job openings and resume writing/referrals. Additional services available to students include:

1. *Self-assessment:* Students work one-on-one with a Career Advisor to identify their interests, abilities and work values. When appropriate, students utilize the Myers-Briggs Personality Type Indicator (MBTI). Once a student / alumni completes the MBTI and meets with a Career Advisor, he/she is better positioned to choose a major or decide on a career path.
2. *Job search assistance – One-on-one and Online:* Whether you are looking for professional employment, an internship, summer employment, or a seat in graduate school, you can obtain assistance with resumes, cover letters, and interviews either in a classroom setting or one-on-one.
3. *Internships and Experiential Learning:* Students who secure an internship or experiential learning assignment enhance their marketability by developing valuable skills. Further, they increase their awareness of career options while developing a professional network. Please visit the office or our website to learn more about how we can assist you in securing an internship: <http://www.stu.edu/internships>.
4. *Web-based Career Services:* Students are able to post their resume and cover letter online giving them the ability to apply for job/internship openings posted by employers.
5. *Career Expos:* Fall and Spring Career Expos are planned resulting in approximately 60-75 employers converging on campus to hire students for all types of jobs and internships.
6. *Career Resources:* Holdings include information on scholarships, a variety of career topics, job hunting handbooks and industry directories. Students are encouraged to visit the Career Services web site for 350 career podcasts and streaming video related to the telephone interview, interview questions,

dinner etiquette and choosing a major. Employers who attend the Career Expo provide details of their openings on the <http://itunes.stu.edu> web site.

7. **Career Workshops and Class Visits:** Participate in workshops on a variety of career topics including: The Career Planning Timeline (Freshmen through Senior year), Resume Writing, Interviewing Skills, Florida Industry & Occupational Employment Projections, Skills Employers Seek, Cover Letter Writing, Going to Graduate School and more. Career Advisors visit undergraduate and graduate classes to provide an overview of Career Services.

Office Hours and Location: Office hours are 9:00am to 5:00pm Monday through Friday. Contact info: (305) 628-6577; careerservices@stu.edu. The Career Services website has a wealth of resources too; visit us online at: www.stu.edu/career. Career Services is located in the Student Center.

INTERNATIONAL STUDENT AND SCHOLAR SERVICES

St. Thomas enrolls students and scholars from over 65 countries. We seek qualified international students and scholars who bring a special richness and diversity to the cultural life of the University community. We concentrate on assisting international students and scholars in achieving educational goals while providing an insight into American culture.

Certificate of Eligibility SEVIS I-20 Document & Arrival/Departure Card I-94 The United States Citizen and Immigration Services (USCIS) Certificate of Eligibility SEVIS I-20 is issued to admitted students, who have provided an official financial affidavit. The student is required to attend St. Thomas University as indicated on the SEVIS I-20 for the time specified on the I-94 Arrival/Departure Card by the immigration officer at the U.S. port of entry. Students are expected to complete at least one semester of study at this institution prior to requesting an institutional transfer.

Department of State DS-2019

The DS-2019 is the document issued by the sponsor of the Exchange Visitor Program (i.e. STU). It is the document used by the students or scholars for issuance of the J-1 visa at a U.S. Consulate or Embassy. The U.S. Customs & Border Patrol officer will stamp the DS-2019 at the port of entry and return it to the student/scholar along with the Arrival/Departure Card I-94. The DS-2019 must be valid at all times.

International students on an F-1/J-1 student visas while in the U.S. must:

- be degree seeking and registered as a full time student (graduate/doctorate students 6 credit hours and undergraduate students 12 credit hours);
- check-in with the international student advisor within the first 15 days of the start of each semester;
- not engage in off-campus employment without the permission from USCIS or the principal designated school official;
- keep a current valid passport; and
- have medical health insurance.

Important Note: J-1 students may be degree or non degree seeking and are required to register as full time students.

The International Student Advisor assists international students and scholars by providing services and support related to immigration regulations and maintaining legal F-1/J-1 status while attending St. Thomas University. The advisor serves as the liaison between international students and scholars and the USCIS. Additionally, the advisor serves as a resource to the University community. All international students and scholars are encouraged to visit the International Student Advisor for detailed information with regards to their F-1/J-1 status.

PERMANENT RESIDENT STATUS

If a current student changes his or her status to that of a permanent resident a copy of the Alien Registration Receipt Card "green card" must be submitted to the Office of Admissions and the Office of International Student & Scholar Services. Additionally, the International Student Advisor must be notified to update university records to reflect the change of status.

CAMPUS MINISTRY

Campus Ministry takes a leading role in the mission of St. Thomas University by assisting students, staff and faculty in the ongoing tasks of spiritual and religious formation. While faithful to and supportive of the Catholic Identity of St. Thomas, the staff and programs of campus ministry are attentive and sensitive to the ecumenical and interfaith dimensions of the university's population.

The staff provides direct service to students in the office (Kennedy Hall 114) and in the Chapel of Saint Anthony. The Kennedy Hall office has become a place of hospitality and friendship for students, staff and faculty. It is the center of the staff's efforts to provide for spiritual needs. Programs and projects are developed here that support liturgical and sacramental life, community outreach, spiritual development and leadership training. Each year the Rite of Christian Initiation of Adults (RCIA) process is offered for those who wish to be baptized, confirmed, or to join the Catholic Church from another faith tradition. There is an annual weekend retreat, faith sharing groups, Advent and Lenten reflections, and many service opportunities through the office of campus ministry, open to all students. The staff is always interested in learning about unmet spiritual needs of the community, so please stop in and talk with our staff if you have new ideas.

In addition to faith sharing groups and service opportunities offered in the School of Law, there is a chaplain for the School of Law, Monsignor Andrew Anderson, whose office is located in the Student Services suite of the Law School.

In the Chapel of Saint Anthony, Mass is celebrated daily at 12:15 p.m. The chapel is open throughout the day and provides our university community with a quiet place for private prayer and reflection. All are welcome and encouraged to spend time in the chapel. It is also where community worship will take place, in the Mass of the Holy Spirit at the beginning of each academic year, and in the Baccalaureate Mass, the night before graduation each semester.

We encourage all students to visit the office and become involved in the various activities and programs that are offered. We exist to serve you, so please give us that opportunity.

UNIVERSITY LIBRARY

The University Library provides space, resources, and support services to foster learning for all members of the University community. The 50,000 square foot building offers a modern wireless learning environment with networked seminar rooms, group study rooms, and personal study areas.

The Library houses over 215,000 print resources and over 696 print magazine, journal, and newspaper titles. The building contains four computer labs and is the center for a virtual library providing access to over 275,106 full-text journals, magazines, and newspapers in digital format and 98,500 electronic books.

Educational DVDs and videos are housed adjacent to the Reference Desk, and can be borrowed by faculty for classroom instruction. Students may use this media on the first floor of the library in the Reference area or in the fully equipped Study Rooms. The Library also provides popular movies and documentaries as well as New York Times Best Sellers in fiction and non-fiction for student's reading and viewing pleasure.

The Library provides online interlibrary loan and document delivery request forms for receiving material from other libraries in Florida, the United States, and from around the world. For distance students, the University Library also provides full-service reference assistance through e-mail or telephone and provides books via the US Mail. Reference and research assistance is available in person at the reference desk and via telephone and e-mail. In-depth assistance is also available by appointment.

The Information Literacy instruction program teaches students how to conduct effective research using both electronic and print resources is also available by appointment for all undergraduate and graduate classes.

The wireless café is on the first floor and offers coffee, tea, and hot chocolate. The University Art Gallery is on the second floor as well as the John C. Favalora Archive and Museum.

Please visit our website at <http://www.stu.edu/library> for hours and to learn more about the services and collections.

VETERANS ADMINISTRATION

St. Thomas University is approved for undergraduate and graduate education of Veterans and eligible dependents under current public laws. Students who may be eligible for educational benefits under any Veterans Administration program should contact:

Veterans Administration Regional Office
P.O. Box 1437
St. Petersburg, Florida 33731

Eligible students MUST contact the Veterans Administration at least one semester in advance of the date of their intended enrollment at the University. For further information contact the Veterans Administration Regional Office at (800) 827-1000.

FINANCIAL AID

At St. Thomas University our financial assistance program is designed to provide financial assistance to students who need monetary support in order to continue working toward their educational goals. Although aid for graduate/doctoral students is limited, St. Thomas does work closely with all students in order to make the cost of education affordable.

Graduate/doctoral students at St. Thomas University typically secure funds from a variety of sources to finance their education. Sources include graduate assistantships, loans, and scholarship awards based on academic merit. Graduate/doctoral students may also participate in tuition reimbursement plans if offered through their place of employment. A graduate/doctoral student at St. Thomas may receive a financial assistance packet combining aid from more than one of these sources. Aid from all sources may not exceed the cost of education.

GENERAL ELIGIBILITY FOR FINANCIAL AID

To be considered for Federal Financial Aid programs, a student must:

- Be a citizen, national or eligible non-citizen of the United States
- Be accepted and enrolled into a degree-seeking program at least half time (3 credits per term).
- Maintain satisfactory academic progress (as determined by the school).
- Not owe a refund or be in default of any Title IV funds.
- Register with Selective Service (if you are a male 18 through 25 years of age).
- Apply within designated deadlines.
- Demonstrate financial need (except for some loan programs).
- Have a valid Social Security Number.
- Sign a statement on the FAFSA certifying that you will use federal student aid only for educational purposes.
- Sign a statement on the FAFSA certifying that you do not owe a refund on a federal student grant or that you are not in default on a federal student loan.
- Not be a convicted drug offender during the period for which you will be receiving Title IV assistance.

HOW TO APPLY FOR FINANCIAL AID

To be considered for most form of financial assistance, the student must:

1. Be admitted to the university, or, if in attendance, be a student in good academic standing (please refer to the section below on satisfactory academic progress).
2. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. To complete the FAFSA online, you must have a Personal Identification Number (PIN). To obtain your PIN, please go to www.pin.ed.gov. The federal school code for St. Thomas is **001468**.
3. Complete the Direct Stafford Master Promissory Note (MPN) if you wish to apply for the Direct Stafford Loans. The Direct Stafford MPN is available online using the electronic signature option E-sign at www.stu.edu/financialaid. Before applying for a Direct Stafford Loan, select

"Student Loan Programs" from the menu for additional information. This loan is subject to a 0.5% federal default fee. If you are a first time Stafford Loan borrower, you will need to complete the "Loan Entrance Counseling" at www.stu.edu/faforms.

4. Complete the Direct Stafford Loan Request Form and indicate the type of loans and amounts you wish to borrow. This form is available online at www.stu.edu/faforms.
5. Complete the Direct Federal PLUS Loan MPN for Graduate/Professional Students (**optional**). You must exhaust your loan option for the Direct Stafford Loan before the Office of Financial Aid can award you the Direct PLUS Loan. Keep in mind this loan is subject to credit approval by the U.S. Dept. of Education, a 2% origination and a 0.5% federal default fees. You must complete the FAFSA and a new PLUS Loan Request Form for each year you wish to apply for the Direct PLUS Loan. You can complete the Direct PLUS MPN using the electronic signature option E-sign at www.stu.edu/financialaid. Before applying for a Direct PLUS Loan, select "Student Loan Programs" from the menu for additional information. If you are a first time GradPLUS Loan borrower, you will need to complete the "Loan Entrance Counseling" at www.stu.edu/faforms.
6. Provide additional information as requested to satisfy institutional and federal program requirements.

Some applicants may be selected for verification, which is the required federal process of checking the accuracy of information students provide on the FAFSA. Selected students must complete an independent verification worksheet online at www.stu.edu/faforms and will be requested to submit your and your spouse's (if married) 2010 federal income tax returns with all W-2s. Financial aid funds will not be disbursed until the verification process has been completed.

You may complete financial aid forms before you are accepted to a degree seeking program at St. Thomas University. However, no offer of financial aid will be awarded until you have been officially accepted for admission to the university.

Financial aid is not available for audited or minimesters courses.

TYPES OF FINANCIAL AID

Direct Subsidized Stafford Loans are awarded on the basis of financial need. The federal government pays the interest on the loan while you are in school, in grace, and in deferment.

Direct Unsubsidized Stafford Loans are awarded without consideration of financial need. You are responsible for all interest; interest accrues while in school and, if not paid, is added to your balance when your loan goes into repayment.

Graduate/doctoral students must be enrolled in at least three (3) **graduate level** credits to be eligible for a graduate level loan amount. If this criterion is not met, you must enroll in at least six (6) **undergraduate level** credits to receive up to the undergraduate maximum at the junior level. Effective for loans disbursed after July 1, 2008, the junior level loan limit is \$2,750 subsidized and \$3,500 unsubsidized Stafford loan per semester.

All Stafford loans have a six-month grace period following graduation (or unless you drop below half time enrollment) before you must begin repayment. For graduate/doctoral students, the annual combined limits for Stafford loans are \$20,500 of which no more than \$8,500 can be in subsidized loans. As of July 1, 2008, your total borrowing limit under the Stafford program is \$138,500 (no more than \$65,500 can be subsidized and limit includes undergraduate loans borrowed). All Stafford Loan disbursed on or after July 1, 2008, has a fixed interest rate of 6.8%.

In accordance with federal regulations, all students who have received a Direct Stafford and/or GradPLUS Loan while attending at the University must complete in the Loan Exit Counseling prior to leaving the University or graduating, whichever comes first. The purpose of the Loan Exit Counseling is to advise the borrower of the amount of indebtedness, deferment, forbearance, and consolidation provisions related to loan repayment. The student can complete the Loan Exit Counseling online at www.stu.edu/faforms.

Direct PLUS Loan for Graduate/Professional Students (optional). Effective July 1, 2006, graduate/professional students are eligible to borrow the Direct PLUS Loan. This loan allows you, not your parents, to borrow up to the cost of attendance less any other financial aid you receive; it has a fixed interest rate of 7.9% and no aggregate limits. You must exhaust your loan option for the Direct Stafford Loan before the Office of Financial Aid can award you the Direct PLUS Loan. Keep in mind this loan is subject to credit approval by the U.S. Dept. of Education, a 2% origination and 0.5% federal default fees. You must complete the FAFSA and a new PLUS Loan Request Form for each year you wish to apply for the Direct PLUS Loan. This is an unsubsidized education loan that has no grace period, interest and repayment begins after the loan is fully disbursed; however, the Direct PLUS Loan has the same deferments and forbearance options as the Direct Stafford Loan program.

HOW TO BORROW WISELY

- Don't borrow without looking into alternate methods of financing your education (e.g. scholarships, fellowships, employee tuition reimbursement, veteran's benefits, savings, family, etc.).
- If you must borrow, carefully compare repayment incentives.
- Repay your debts as soon as possible; the longer you owe, the more you will pay.
- To help secure your financial future, stay in touch with your lender.
- Try to borrow as little as possible. Borrow ONLY what you need.

NOTIFICATION

Once St. Thomas University's Office of Financial Aid receives the results of your FAFSA and you have submitted ALL required document(s) to process your file, an estimated Financial Aid Award notification will be sent to you. We strongly recommend that you register for your classes for the entire semester (fall/spring/summer) as soon as possible. Your award may include a Direct Stafford (*Subsidized and/or Unsubsidized*), Direct PLUS Loan for Graduate/Professional Student and/or Private Loans. **Keep in mind this is only an estimated award notice, final eligibility for loans will be determined by the U.S. Dept. of**

Education. By accepting a loan as part of your financial aid package, you incur a binding obligation to repay the loan in full, including processing and guarantee fees, interest and any applicable late fees. It is essential when you plan your educational costs that you also plan for future repayment of any amounts borrowed.

RENEWAL OF AWARDS

Financial Aid awards are not automatically renewed. A student must reapply each year to receive an award determination. The FAFSA for the current academic year is available after January 1st online at www.fafsa.gov.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Federal regulations require the University to establish Standards of Satisfactory Academic Progress. You must maintain Satisfactory Academic Progress towards a course of study regardless of whether you previously received financial aid at the University. The programs affected by the Standards of Satisfactory Academic Progress include: Direct Subsidized Stafford, Direct Unsubsidized Stafford and the Direct PLUS Loan for Graduate/Professional Students. Institutional scholarships and/or grants are subject to the same standards. All courses taken at the University will be counted towards determining satisfactory academic progress.

Satisfactory Academic Progress is measured in both qualitative and quantitative terms.

Qualitative Measure: Students must maintain a minimum grade point average of 3.0.

Quantitative Measure: Full time students must complete a minimum of 75% of all credits attempted for each academic year (fall/spring). Less than full time students must earn ALL credits attempted for each academic year (fall/spring).

MAXIMUM TIME FRAME

Students are eligible to receive financial aid up to 33% over and above the maximum number of credit hours required to obtain his/her degree as defined in the University's Catalog. All undergraduate/graduate courses attempted at the University will be counted towards maximum time frame limitation. All period of enrollment (including Summer), will be counted towards maximum time frame.

Note: The Summer semester may be used to make up credit hour deficiencies and GPA for the new academic year.

CHANGE OF MAJOR

Students are eligible for aid up to 33% over and above the maximum number of credits required for their new degree. All transfer credits and credits attempted at the University from their previous major will be included in the calculation of maximum time frame. **Financial assistance will not be extended to cover lost credits due to change of major.**

DEFICIENCIES/PREREQUISITES

Students who are admitted with deficiencies and/or prerequisites will have those credits added to their minimum degree requirements.

TREATMENT OF PUNITIVE AND NONPUNITIVE GRADES AND COURSES

All courses with a grade of F, I, W, UW and repeated courses will be considered in the calculation of credit hours attempted and will be subject to the Standards of Satisfactory Academic Progress. Audited courses are not considered in awarding financial aid; therefore, they will not be counted in the determination of satisfactory academic progress. Incomplete (I) grades will be calculated as failing grades in regard to Credit Hour Completion until the course has been satisfactorily completed.

It is the student's responsibility to inform an Enrollment Specialist at B.A.S.I.C. Office if grade changes have been made to his/her academic record.

NOTIFICATION OF SATISFACTORY ACADEMIC PROGRESS STATUS

Before issuing an award for an academic year, the Office of Financial Aid will review the applicant's eligibility based on the student's academic performance at the end of each semester for the previous academic year. Students who have not met the minimum standards of satisfactory academic progress as outlined will be placed on financial aid warning for one semester. Failure to meet the requirements of satisfactory academic progress during the warning period will result in the student being suspended from receiving any form of Title IV funding (including federal loans).

REINSTATEMENT OF FINANCIAL AID ELIGIBILITY

A student may regain eligibility by:

- Achieving the required GPA and Credit Hour Completion as outlined.
- Attend summer school to make up credit hour deficiencies and GPA for the new academic year.
- Appealing the financial aid decision as described below.

APPEAL PROCESS

Any student who does not meet satisfactory academic progress standards and is able to document extenuating circumstances may appeal the suspension or termination of financial aid eligibility.

1. To appeal, submit the Satisfactory Academic Progress Appeal Form (available at www.stu.edu/faforms) with proper documentation to B.A.S.I.C. Office explaining the reason(s) for the request.
2. Provide in writing a one page "academic plan" on how you will regain academic standards.
3. The student will be notified of the decision within 15 business days of the receipt date.

If the Financial Aid Administrator denies the appeal, the student may request a "Final Appeal Request" form from B.A.S.I.C. Office. The Final Appeal Request will be reviewed by the Financial Aid Appeal Committee and the student will be notified of their decision within 30 days. **This decision shall be final. Only one final appeal per academic year is allowed.**

Note: All charges incurred during any period of time for which a student's aid is denied/suspended are the sole responsibility of the student. Under no circumstances will awards be made retroactively, unless specifically provided for herein. If the appeal is approved, financial assistance will be awarded based on availability of funds at the time.

DROPPING/WITHDRAWING

The funds you are awarded are intended to help meet your educational expenses while attending the University. If you withdraw, drop out of school, drop below half-time, change enrollment status or leave without notice in any given enrollment period, your financial aid award may be reduced or canceled, and you may be required to return a portion of the aid awarded to you. If you are entitled to a refund of your tuition, all or part of the refund may be applied to the financial fund from which your aid was awarded. You may also be required to refund a portion of the funds disbursed directly to you. The amount of the refund is based on formulas established by the U.S. Department of Education. **You should consult with an Enrollment Specialist at B.A.S.I.C. Office prior to dropping or withdrawing to avoid an unnecessary financial hardship.**

Financial aid is refunded based on the date of withdrawal from St. Thomas University. Title IV aid is earned in a prorated manner on a per diem basis up to the 60% point in the semester. After this point in time, Title IV aid is viewed as 100% earned. Refunds to the federal student financial aid programs must be made prior to issuing a refund to the student. In accordance with federal regulations, refunds are allocated in this order:

1. Direct Unsubsidized Stafford Loan
2. Direct Subsidized Stafford Loan
3. Federal Perkins Loan
4. Direct PLUS Loan for Graduate/Professional Students
5. Other Title IV Programs
6. Other non-federal financial aid.
7. Student

STU will complete the Return of Title IV Funds calculation for these students and will return any Title IV funds that are due to the Title IV programs. Students will be notified in writing of balance owed to STU and have 45 days from the date of the letter to arrange payment with the Business Office. Failure to pay within this deadline will result in your student account being reported to the collection agency. Student will be responsible for any fees access by the collection agency.

RIGHTS & RESPONSIBILITIES FOR FINANCIAL AID RECIPIENTS

RIGHTS:

1. Students have the right to expect that their financial assistance eligibility will be determined in an equitable manner, consistent with Federal regulations and university policies.
2. Students have the right to full information about financial assistance programs, pertinent regulations, policies and procedures.
3. Students eligible for financial assistance have the right to be considered for those programs for which they qualify, as long as funds are available.
4. Students have the right to complete information about how their financial assistance eligibility was determined.

5. Students have the right of access to their financial assistance records and assurance of confidentiality of family information as defined by the Buckley Amendment of 1973 and St. Thomas University student records policy.
6. Students have the right to accept all or any portion of their university assistance award, but the reduction of one portion will not necessarily be a basis for an increase in another portion and may affect the type of assistance students receive.
7. Students have the right to review their financial assistance upon written request to the Office of Financial Aid.
8. Information regarding tuition and fees, as well as, refund policies and procedures (available in the Business Office Handbook)

RESPONSIBILITIES:

1. Students are responsible for supplying complete, accurate, and current information upon which their eligibility for financial assistance is based.
2. Students have the responsibility of providing all additional documentation, verification, corrections, and/or new information requested by the Office of Financial Aid.
3. Students are expected to read, understand, and keep copies of all forms they are asked to sign.
4. Students have the responsibility of planning for moderate spending, and to contribute to the costs of education.
5. Once financial assistance is accepted, students are responsible for notifying the Office of Financial Aid if they:
 - a) receive a loan, grant, scholarship, work or other additional aid.
 - b) change their marital status, permanent address or state of residence.
 - c) change their attendance status (e.g. half-time, three-quarter time, or full-time).
 - d) withdraw from the university.
6. Students must notify the Office of Financial Aid if they are, or plan to be employed on campus in a non-work study position while receiving financial aid from federal sources.
7. Students are responsible for using student aid funds awarded to them for educationally related expenses only.
8. It is the students' responsibility to know and comply with the deadlines for application or reapplication for assistance.
9. Know and comply with rules governing the aid you received including enrollment requirements and satisfactory academic progress.
10. Financial assistance is awarded by semester for periods up to one academic year. Students should reapply for assistance for the following academic year.
11. Students who withdraw from the university before the end of the semester may be required to refund a portion of the aid received from Direct Stafford Loans, Federal Perkins Loan, Direct PLUS Loan and/or certain private scholarships, as determined by federal formula for Return of Title IV Funds.
12. Complete the Loan Exit Interview prior to graduation or separation from school. Students are responsible for understanding the conditions and repayment terms of all their loans, both federal and private.
13. Pay any tuition, fees, room, board or other expenses not covered by financial aid.

FINANCIAL AFFAIRS

REGISTRATION AND PAYMENT POLICY

In order for registration to be complete, tuition and fees must be paid or payment arrangements must be made at the time of registration. Students are also required to sign a promissory note which gives details of student obligations. Registration is considered complete only when all charges are paid or authorized payment arrangements have been made.

Payments may be paid by cash, check (subject to being honored by the bank on which drawn), credit card (currently VISA, MasterCard, and Discover), financial aid authorization, or bank wire transfers.

If a student wishes to use anticipated Financial Aid funds toward payment at registration, he/she MUST have previously received a Financial Aid award. Should the Financial Aid award be less than the amount owed to the University; the difference must be paid in full at the time of registration. Grants and loans administered by the University are credited to a student's account once the award process has been completed. Student loans are electronically disbursed to the University weekly excluding holidays or University closures. Some student loans are disbursed in the awarded amount less 4% processing fees others are disbursed in the awarded amount. Student loans disbursed in the form of a paper check usually requires endorsement from the student before it can be applied to his/her account. Students should visit the Office of Financial Affairs with valid identification to endorse the check. Valid identification includes a state driver's license, student ID or passport.

If student opts not to get financial aid, a 50% payment is due upon registering, and the balance in full due by the 8th day of the term. If suspended from receiving financial aid, payment is required in full.

LATE REGISTRATION

Students that have not completed registration before the first day of the semester/term will be assessed a late registration fee. This fee varies based on the time registration is complete. **SEE BUSINESS OFFICE BULLETIN ONLINE FOR DETAILS.**

INTERNATIONAL STUDENTS

International students are required to pay 50% of the tuition and fee charges at the time of registration. The remaining 50% is due by the 100% refund period (8th day of the term). International students are not permitted to register via the WEB.

In addition, all unpaid balances (net of financial aid and payment plans) are assessed 5% interest charge (APR) annually until balance is paid in full. (NO EXCEPTIONS).

ADD/DROP CLASS ADJUSTMENTS AND REFUND POLICY

When you complete an add/drop form and your credit hours increase from your original registration credit hours (during the posted add/drop period), payment is due immediately for any resulting additional charges. When you authorize a decrease in credit hours below full-time (12 hours for UG during the posted add/drop period), your tuition and general fee assessment will be/adjusted AND your Financial Aid

award(s) will be adjusted accordingly. A fee of **\$10** will be charged per course added/dropped.

EXCEPTION: If class changes occur due to cancellation by university's administration and your new total credits fall below full-time, (12 hours for UG) you will receive 100% tuition and fee adjustment for this change only.

"A" SESSIONS AND TERMS

Students enrolled in "A" Terms or Sessions are allowed to withdraw by the 8th day of **the first session**. Example, if registered for "A6" and "A7", you may withdraw from either session during the first eight (8) days of either term and be eligible for a 100% refund **AS LONG AS YOU ARE NOT RECEIVING FEDERAL OR STATE AID.**

ST. THOMAS UNIVERSITY REFUND POLICY

Tuition refunds are based on total tuition charges and **not** on the amount paid. If you have been awarded federal aid, these programs from which the funds were disbursed will be refunded in accordance with Federal Law. Federal law requires St. Thomas University to refund any excess funds as a result of financial aid by the 14th business day after aid has been posted to the students' account. **Registration fees and deposits are non refundable. IN THE CASE OF "A" TERMS, THE TERM BEGINS ON THE FIRST BUSINESS MEETING DAY OF CLASSES FOR THAT SESSION, NOT THE STUDENT'S FIRST CLASS DAY.** Students who register but do not attend classes, or who stop attending classes, **will not** receive credit unless they withdraw officially by submitting a completed official withdrawal (add/drop) form to the B.A.S.I.C. The effective date of withdrawal is the date on which B.A.S.I.C receives the form. Students who receive financial aid refunds in error, are required to return the funds to St. Thomas University immediately. Failure to do so will be subjected to late charges, administrative drop and will be sent to collections. St. Thomas requires all students to enroll in direct deposit. Paper checks will not be issued. **SEE BUSINESS OFFICE BULLETIN ONLINE FOR DETAILS.**

SPECIAL BILLING TO THIRD PARTIES

Authorization from third parties and/or students is required in order for the Office of Financial Affairs-Student Accounts Business Office to invoice for payments. Common examples of third party organizations are: Americorps, Florida Prepaid, U.S. Customs, Veterans Affairs, and Vocational Rehabilitation. Most of these organizations provide documentation. In the absence of such documentation, students should provide written authorization (including email) and detailed contact information for the Business Office to contact and invoice the organization on his/her behalf. Students should deliver documentation to B.A.S.I.C at the time of registration **or email stufa@stu.edu**. Students can also request a Tuition Invoice/Receipt online on B.A.S.I.C or the Financial Affairs webpage. Please allow 5 to 10 business days for your request to be processed. Sponsorship payments are due within 30 days after the semester begins. **If the third party fails to honor its agreement, payment is due immediately from the student.**

TUITION INSTALLMENT PAYMENT PLAN

You may choose to pay charges owed for an upcoming academic year (Fall and Spring semesters only) through a University approved tuition installment plan. A non-refundable payment plan application fee of \$75.00 is required. **See Business Office Bulletin ONLINE for Details.**

THE RIGHT TO PRIVACY AND DISCLOSURE REGARDING FINANCIAL RECORDS

The Gramm-Leach Bliley Act enacted in 1999 provides for safeguarding customer information and their right to privacy and disclosure. In accordance with this, all phone queries received from students or third parties requesting account information will have to be authenticated. **Students should also print their full name or ID # on any check payment sent by mail.**

STUDENT ACCOUNT CLEARANCE REQUIRED FOR FUTURE REGISTRATION, TRANSCRIPTS, AND DIPLOMAS

The University prohibits the registration or release of transcripts or the issuance of a certificate of completion or diploma to any student who has not satisfied their obligations to the University. Students who are not cleared for Graduation will not participate in the graduation ceremony. The total balance due must be paid. **See Business Office Bulletin online for details.**

GRADUATION POLICY

Students applying for graduation must be cleared by the Business Office in order to participate in the commencement ceremony. All financial obligations must be fulfilled.

DELINQUENT STUDENT ACCOUNTS

Students are responsible for their course selection and will be held liable for tuition and fees incurred as stated on their registration statement unless a written withdrawal form is filed with B.A.S.I.C before the end of the specified 100% refund period). **Therefore, the university reserves the right to refer student accounts to a collection agency, and or attorney and to disclose any relevant information to credit bureau organizations if payment of total charges is not made within 120 days.** In such an event, the student shall be liable for all collection expenses and, if required, all reasonable attorney fees associated with the collection of the outstanding balances and accumulated interest.

Students who wish to drop classes in order to receive a full refund must report to B.A.S.I.C no later than the final full refund drop date (100% Refund Withdrawal Date). **Please see Business Office Bulletin online for details.** Courses officially dropped with a 100% refund will be removed from the student's record. Amounts due to the University will be deducted before refund disbursement or credit is issued.

Truth in Lending Act

The Higher Education Opportunity Act of 2008 (Pub. L. 110-35) (HEOA) added section 128(e)(3) to the TILA to require that before a private educational lender may consummate a private education loan for a student in attendance at an institution of higher education, the private education lender must obtain the completed and signed Self-Certification Form from the applicant. The Federal Reserve Board's Final Regulations published on August 14, 2009 incorporate this new requirement at 12 CFR 226.48(e).

THE SELF-CERTIFICATION FORM MUST BE COMPLETED AND SUBMITTED TO THE BUSINESS OFFICE.

This student form is located via the web under the Office of Financial Affairs.

Payment should be made to B.A.S.I.C or mailed to:

St. Thomas University
Business Office ATTN: Cashier
16401 NW 37th Avenue
Miami Gardens, FL 33054-6459

WIRE TRANSFER PAYMENTS

Wire transfer of funds for payment on your account at St. Thomas University can be handled through and full service bank. Direct your wire transfer to:

Sun Trust/Miami, N.A.
Corporate Cash Management
777 Brickell Avenue
Miami, Florida 33131
Phone: 1-800-947-3786

ABA Number: 061000104
Account Number: 0189001210477
St. Thomas University
16401 Northwest 37th Avenue
Miami Gardens, Florida 33054
Phone: 305-474-6977

FEDERAL PERKINS LOAN PROGRAM

The Office of Financial Affairs manages the Federal Perkins Loan Program. The Perkins fund is a revolving fund; that is, funds are replenished by student borrowers who fully repay their loans. Students who are awarded this loan are required to complete entrance and exit counseling which discloses their rights and responsibilities regarding timely repayment and the consequences of loan default. **Please see Business Office Bulletin for details.**

FINANCIAL INFORMATION

THE UNIVERSITY RESERVES THE RIGHT TO CHANGE WITHOUT NOTICE ITS TUITION, FEES, SERVICE CHARGES, RULES AND REGULATIONS AT THE BEGINNING OF ANY SEMESTER OR TERM AND DURING THE YEAR SHOULD CONDITIONS SO WARRANT. THIS RIGHT WILL BE EXERCISED JUDICIOUSLY.

TUITION

Academic year 2011 – 2012 (effective July 1, 2011).

FULL-TIME UNDERGRADUATE (12-17 credits)	\$11955	per semester
Medical Insurance (unless proof of existing coverage)	\$1013	per year
Tuition rate for credits in excess of 17 credits	\$797	per credit

PART-TIME UNDERGRADUATE (1-6 credits)	\$478	per credit
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GRADUATE	\$797	per credit
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OFF-SITE GRADUATE PROGRAM	\$518	per credit
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MASTER OF PROFESSIONAL STUDIES	\$518	per credit
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DOCTORAL PROGRAMS	\$797	per credit
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+FULL TIME TEACHER		
Undergraduate Course	\$478	per credit
(Must submit proof of applicable full time employment at time of registration)		

+CLERGY & IPM STUDENTS		
Undergraduate Course	\$478	per credit
(Must submit proof of applicable full time Employment or other required documentation at time of registration)		

+Only students enrolled in a degree seeking program are eligible for tuition discounts.

COHORT PROGRAMS

ORGANIZATIONAL LEADERSHIP	\$419	per credit
HEALTH CARE SERVICES	\$419	per credit
ONLINE RELIGIOUS STUDIES	\$3419	per credit

DUAL ENROLLMENT-HIGH SCHOOL PROGRAM	\$55	per credit
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***ROOM AND BOARD**

Donellon Halls

Single	\$5565	per semester
Double	\$3570	per semester

University Inn

Single	\$7875	per semester
Double	\$4830	per semester
Triple	\$3938	per semester

Villanova Hall

Single	\$8190	per semester
Double	\$5145	per semester
Triple	\$4200	per semester

Room Reservation and Damage Deposit (Refundable upon departure from dormitories)	\$250
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*** For full contract details regarding Room & Board options and fees, contact Campus Life**

GENERAL FEES AND DEPOSITS

*Audit Course Fee	\$797
*Credit by Exam	\$300
*Course Drop/Add Fee (<i>after 1st week of term/semester</i>)	\$10 per course
*Late Registration Fee (<i>1st week</i>)	\$150
(<i>thereafter (after 1st week of term/semester</i>)	\$300
*Late Payment Fee (<i>assessed monthly</i>)	5% APR
*Administrative Drop Fee	\$300
*Health Insurance Fee (<i>annual rate</i>)	\$1013
*Health Insurance Fee (<i>semester rate</i>)	\$578
<i>(Health Insurance fee will be waived upon submission of proof of private coverage by the posted deadline.)</i>	
*Parking Permit/Decal replacement fee	\$30
*Portfolio Assessment Fee (<i>27 credit maximum</i>)	\$695
*Returned check fee (<i>plus 5% if over \$300</i>)	\$35 per check
*Laboratory Fee (<i>Computer Lab & Science Labs</i>)	\$100 per course
*Laundry Card	\$50
*Replacement Diploma Fee	\$65
*Official Transcript (3 free per calendar year)	\$15
*Official Transcript (Express Service additional fee)	\$25
*Tuition Payment Installment Plan	
10 month installment (<i>2 semesters</i>)	\$75
5 month installment (<i>1 semester</i>)	\$75

TESTING

*Miller's Analogies Test	\$80
*CLEP	\$112
*LOEP	\$30
*Accuplacer (re-test whole exam)	\$45
*Accuplacer (partial re-test)	\$15
*ELLIS	\$25
*TOEFL	\$170
*GRE	\$160
*DSST	\$115

NEW STUDENT FEES & DEPOSITS

*Application Processing Fee	\$40
*Room Reservation and Damage Deposit	\$250
*Tuition Deposit	\$100
*Law School Application Processing Fee	\$60
*School of Law (JD) Seat Deposit	\$500

NOTE: All items designated by an asterisk (*) are non-refundable.

ACADEMIC POLICIES

ACADEMIC CONDUCT. Graduate students at St. Thomas University shall observe the highest standards of academic conduct, ethics and integrity. No student shall engage in any form of fraudulent, deceitful, dishonest or unfair conduct with respect to examinations, papers, presentations, or other academic endeavor. The consequences of this conduct may result in expulsion from the University.

ACADEMIC DISHONESTY. Academic dishonesty is considered to be the representation of another's work as one's own, either directly or through complicity in falsification; cheating; plagiarism; facilitating academic dishonesty; or infringing on academic rights of others. Instructors show responsibility toward the prevention of academic dishonesty by explaining to students what constitutes academic dishonesty within the particular requirements of a course. Academic dishonesty can also occur when the action does not impact grade related work of the student. Refer to the **Academic Code of Conduct** in the Student Handbook for specific examples of academic dishonesty and procedures for resolving the charge of academic dishonesty (<http://www.stu.edu/studenthandbook>).

AUDIT. Students must register for all courses which they attend. Students may audit a course only with the instructor's approval. Audited courses appear on the student's transcript, but do not receive a grade or academic credit. Audited courses are not financial aid eligible. The fee for auditing a course is equivalent of one credit.

CHANGE OF DEGREE PROGRAM. A student is accepted into a specific degree program within the Graduate School. A student wishing to change from one program to another must submit a new application to the Office of Admission. Such a request will be evaluated on the same basis and according to the same standards and policies as a newly applying student. No more than nine (9) credits may be transferred from one program St. Thomas University graduate program to another program, regardless of similarity of individual course content. Additional limitations may exist. Students wishing to change specializations within a program must complete the change of degree program form. Forms are available in B.A.S.I.C.

COMPREHENSIVE EXAMINATIONS. Many St. Thomas University graduate programs require the student to pass a written examination in their field of specialization. Each program has a policy as to the minimum requirements that must be met in order to be eligible to take the Comprehensive Examination in that program. These criteria are available through the Office of the Dean of the College/School. No student will be permitted to sit for the Comprehensive Examination without the written authorization. No student on academic probation is eligible to take the Comprehensive Examination. Eligible students must complete an application and submit it no later than the scheduled deadlines. Applications are available in the office of the Dean of the College/School.

Comprehensive Examinations must be taken no later than one year after completion of course work. "Course work" does not include field experience, thesis, and similar credits. In the event of failure, and not more than one year after failure, one re-examination may be permitted, but not within the same semester. Extra course work and/or remedial steps may be required before the student is allowed to take the Comprehensive Examination a second time.

APPEAL OF A COMPREHENSIVE EXAMINATION FAILING GRADE

Appeals must be initiated NO LATER than 45 days after the student receives notice of the failing grade. Requests for an appeal filed after the 45-day deadline will be automatically rejected from consideration.

1. The student should present in writing a specific appeal to the Dean of the College/School. This appeal should include the specific reasons why the grade should be reviewed. The Dean will consult with the coordinator of the program and any other appropriate parties and render a written decision within 30 days of receiving the appeal. The decision of the Dean of the College/School is final and may not be appealed. In colleges/schools where there is no Dean, the Associate Provost will serve in the Dean's absence.

CONFIDENTIALITY OF RECORDS. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University 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 University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. A third party can be given information about a student's records only with the written consent of the student. Exceptions to this policy can include: (a) parents and legal guardians of students who are dependent as defined by the Internal Revenue Service, upon presentation of proof of that IRS status; (b) courts presenting a court order or subpoena for disclosure; (c) agencies needing information regarding students on F-1 or J-1 visas; (d) the U.S. Department of Education; (e) school officials with legitimate educational interests. A school official has legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as an

attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. At St. Thomas University, directory information (that information which is freely given to those requesting it) is limited to name, dates of attendance/enrollment and degrees/certificates earned, if any.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC, 20202-4605

COURSE CANCELLATION POLICY. St. Thomas University cancels courses for which there are insufficient enrollments. In general, courses with less than 10 students are subject to cancellation. When courses are cancelled, the department is in charge of notifying the student in a timely fashion. Students are advised to contact their academic advisor to find a suitable replacement for the cancelled course. All fees related to the cancelled course are refunded if the student is unable to find a suitable replacement.

EXCEPTIONS TO ACADEMIC POLICIES. No exceptions to policies are made except in writing. The only person authorized to grant exceptions is the Provost of the University or his/her duly appointed academic representative. Additional University policies may be found in the St. Thomas University Handbook. Students may obtain a copy from the Student Services Office (<http://www.stu.edu/studenthandbook>).

EXCESSIVE WITHDRAWALS. Graduate students who receive more than a total of four Unauthorized Withdrawal (UW) and/or Withdrawal (W) grades combined during their tenure with St. Thomas University will be placed on probation for two semesters. If they do not receive any further ``UW" or ``W" grades during this period, obtain at least a grade of ``B" or better and meet other standard academic requirements, they will be removed from probation at the end of the second probationary semester.

GRADES AND GRADE POINTS. The following symbols are used, effective with Fall Semester 1991: A=4.00; A-=3.67; B+=3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; C-=1.67; D+=1.33; D=1.00; F=0.00, where the following terms are used: (A) Superior; (A-) With Merit; (B+) Satisfactory; (B) Passing; (C) and (D) Unsatisfactory; (F) Failure. Other grade indicators are: AD=Administrative Drop (Permanent grade for non-payment, no credit or grade points, used in the calculation of GPA.); AU=Audit (no credit or grade points); AW=Administrative Withdrawal (permanent grade no credit or grade points, not used in calculation of the GPA); CP=Course in Progress (temporary grade for internship courses); I=Incomplete; NG=No Grade Submitted (temporary grade); NP=(Unsatisfactory, for pass/no credit courses); P=(credit earned, for courses graded pass/fail or pass/no credit); UW=Unofficial Withdrawal (no credit or grade points, not used in calculation of GPA, can only be given if the student never attended the course.); W=Official Withdrawal (no credit or grade points).

Grades are considered permanent upon awarding at the end of each term. A grade assigned for work in a course is not subject to change except:

1. In the case of specific error which may be corrected upon petition to the instructor of the course and approval of the Dean of the College/School. A grade may be changed by the instructor no later than one year from the completion of the course.
2. In the case of a successful appeal by a student, challenging a failed grade "F" on the grounds that it reflects other than appropriate academic criteria.

Grade replacement is not allowed for any graduate level course.

At the end of each semester or term, grades are available on WebAdvisor. Students may have access to their records in accordance with federal legislation. Students wishing to review their records may make arrangements to do so through the Registrar's Office.

GRADE APPEALS. A graduate student who wishes to appeal a course grade must follow the procedure outlined below. Appeals must be initiated NO LATER than 45 days after the end of the semester or term in which the grade was received. Requests for an appeal filed after the 45-day deadline will be automatically rejected from consideration.

1. The student must discuss the grade with the course instructor and attempt to resolve any differences.
2. The student should present, in writing, a specific appeal to the chairperson of the academic department responsible for the course. In disciplines where there is no chairperson, the Dean will appoint an appropriate faculty member to serve in this capacity. This appeal should include the specific reasons why the grade should be reviewed. The chairperson or Dean's designee will consult with the instructor of the course and any other appropriate parties and render a written decision within 30 days of receiving the appeal.
3. The student may appeal the decision of the chairperson or Dean's designee to the appropriate Dean. Such an appeal must be filed in writing no more than 30 days after the departmental decision is rendered. The decision of the Dean is final and may not be appealed. In colleges/schools where there is no Dean, the Associate Provost will serve in the Dean's absence.

GRADUATION REQUIREMENTS. St. Thomas University awards degrees three times per year: the end of the Fall Semester (Commencement Day - December), Spring Semester (Commencement Day - May), and Summer Session (August). Verification of graduation and subsequent posting of degrees to transcripts may take up to 60 days after the official graduation date. Students must meet all degree requirements including the filing of the formal application for the degree prior to the application deadline before any degree is awarded or posted to the transcript. Check with B.A.S.I.C for more information.

The following are general graduation requirements for the Graduate degrees:

1. Attendance at St. Thomas University for at least one academic year.
2. Successful completion of all academic and functional degree requirements including submission of all required documentation.
3. Payment of all required tuition and fees.
4. Demonstrated capability in the area of specialization; this includes maintaining a cumulative 3.0 (B) grade point average.

Specific programs may have other requirements. Students should consult with their advisors to review program requirements.

PARTICIPATION IN COMMENCEMENT. The University considers commencement to be an academic event, and thus available only to students who have met all requirements for graduation by the date of commencement or are enrolled in courses which, if successfully completed, will result in all requirements for graduation being met by the date of commencement. In addition, students must fulfill all financial obligations to the university in order to participate in the Commencement Ceremony. If a student is unable to participate in Commencement, the student may participate in the next scheduled commencement. In such cases, it is the student's responsibility to obtain their commencement robes at the time of their originally scheduled commencement.

Commencement ceremonies are held twice a year in May and December. In order to be eligible to participate in Commencement, a student must:

1. Make formal application for graduation, including fee payment, through B.A.S.I.C by the deadline stated in the academic calendar for the term in which graduation is expected. Making application for graduation, regardless of participation in commencement, is a requirement for posting degrees on transcripts and issuing diplomas. Candidates who do not meet graduation requirements must repeat the application process.
2. Meet all contractual obligations to St. Thomas University and its Graduate Admissions Policy.

INCOMPLETE. A professor may give the grade of Incomplete (I) in unusual and exceptional circumstances. Incompletes are extremely rare at the graduate level and are given at the sole discretion of the professor. The usual criteria involve a family or personal emergency occurring near the end of the term or semester; the student should have completed most of his/her course work and be in good academic standing in the class. All incompletes must be finalized prior to the midpoint of the following semester or term, including the summer semester. Incompletes not finalized automatically convert to an F (failure). If it is necessary for the student to attend the course in another semester in order to make up an incomplete, the student must register for that course as an Audit. Students who are on Academic

Probation will not be allowed to register if they have a course(s) remaining as Incomplete.

INTERNSHIPS. Internships and Field Experience courses are graded on a Pass/Fail basis. A Pass grade will not be included in the computation of the Grade Point Average (GPA), but a Fail grade will be included in the computation. Graduate students must have a 3.0 GPA to participate in the internship.

LEAVE OF ABSENCE. Students who must interrupt their studies for sufficient reason, such as sustained ill health or military service, may be granted a leave of absence for a stated period, usually not to exceed one year. Students should apply in writing to the Dean of the College/School, stating the specific reason for requiring the leave. The Dean of the College/School will respond in writing, either granting or denying the leave. This decision is final.

The period of leave of absence is not counted as part of the time allowed for the completion of degree requirements. Students who are not granted a leave of absence in writing by the Dean of the College/School will be deemed to have withdrawn after two semesters of absence.

MULTIPLE MASTER'S DEGREES. A student desiring to pursue an additional Master's degree at St. Thomas University must make an application for such additional Master's degree. The application will be evaluated on the same basis and according to the same standards and policies for new applicants. No more than nine (9) credits may be transferred forward from one St. Thomas University Master's degree to another. In general, students may not pursue a second degree that shares more than nine credits of required course work with their first degree. Additional limitations also exist.

ON-LINE/WEB ENHANCED COURSES. Any course may be web enhanced requiring the student to have access to the internet. A course that is delivered on-line/blended will be specified in the course schedule.

PROBATION AND TERMINATION.

1. Probational status will be imposed for failure to maintain a 3.0 cumulative grade point average (GPA) and may be imposed for other reasons.
2. The Dean and Program Coordinator may impose various restrictions during a student's probationary period. These restrictions include, but are not limited to requirements to take specific course(s), which may involve remedial courses not counted toward the student's degree; limitation of the maximum number of credits per semester; reduction or elimination of various types of financial aid; remedial work in addition to course work; and exclusion from certain courses, such as internships.
3. In general, probation is limited to one semester or term of study.
4. During the course of a student's enrollment, excluding probational admission, a student may be placed on probation one time. Subsequent events that would otherwise result in the imposition of probation, such as failing to maintain a 3.0 cumulative GPA for a second time, may instead result in immediate termination from St. Thomas University.

5. A student receiving Veterans Administration educational benefits who has not maintained satisfactory progress (cumulative GPA of 3.00 GPA or better) at the end of any Fall or Spring Semester will be placed on academic probation. If the student has not been removed from academic probation by the end of two semesters subsequent to this posting of probation, the student's VA educational benefits will be terminated for unsatisfactory progress. The VA student may petition St. Thomas University to re-certify him/her for educational benefits after one semester has elapsed. St. Thomas University will re-certify the student only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of his/her academic career.

RECENCY OF ST. THOMAS CREDITS. St. Thomas University credits taken within (6) years may be accepted toward degree requirements with the approval of the graduate advisor. No St. Thomas credits older than six (6) years will be applied toward degree requirements.

REGISTRATION. Registration is a formal written procedure, which represents both a financial and an academic commitment. The obligations, which a student incurs by registration, remain unless the University cancels the course or the student officially withdraws from the course.

Although faculty and advisors will help the student choose appropriate courses, the students are responsible for fulfilling all requirements. Degrees and/or certificates will be awarded only if all requirements are met.

After registration, all changes of schedule must follow the formal procedure established by the University. This includes completion of a Registration-Add form and/or Drop form and submission of the appropriately signed forms to B.A.S.I.C. The change becomes effective on the date the forms are received by B.A.S.I.C. Unless the official change of schedule procedure is followed, a student is officially responsible for those courses listed on the Registration-Add form and receives a grade for each of those courses. Discontinuing class attendance does not constitute official withdrawal, just as attending class does not in itself constitute official registration.

Students will be permitted to register only after they have received an official letter of acceptance to graduate study. All students, whether registered in a previous year or not, whether continuing in a course of study or significant project are required to register at the beginning of each semester.

FULL- TIME GRADUATE STUDENT. No student is allowed to register later than the last day to add courses without special permission of the Dean of the College/School. The normal load for a full-time student is nine (9) credit hours per semester. A student may be permitted to register for up to 12 credit hours but only with the special permission of the Dean of the College/School. Six (6) credit hours constitute the minimum full-time load per semester/term. Three (3) credit hours constitute a one-half time load.

WEBADVISOR. Registration will be available to students through *WebAdvisor* after their first semester. A **Personal Identification Number (PIN)**, which gives access

to WebAdvisor, will be assigned upon admission to St. Thomas University. If you do not know your PIN, please contact B.A.S.I.C. WebAdvisor gives you access to your Academic Evaluation Report, account balance, grades, unofficial transcript, and schedule. Online registration is denied to all students who have an Academic Enhancement hold flag, have an outstanding balance, have failed to meet course prerequisite, have not declared a major, or are on academic probation/suspension. **Online registration through WebAdvisor does not substitute for academic advisement.** Students should continue to meet with their academic advisor on a regular basis so the advisor may help in selecting the appropriate courses to ensure academic success.

Deadlines for adding, dropping, and withdrawing from classes are published in the course schedules for each semester and summer session in the University Academic Calendar. During the first week of the Fall or Spring Semester (and an equivalent period, approximately 7% of the teaching days for any other academic term) students may be admitted to, register in, or add a course with the advisors signature. A student may drop a course by submitting a signed Drop form to B.A.S.I.C. No fee is charged for changes of schedule during this period. After the first week (7% of the teaching days), it is mandatory that the student obtain both the instructor's and Dean of the School signatures in order to be admitted to, register in, or add a particular class. A drop/add fee will be assessed for any change in schedule. The deadline for adding courses with the instructor's and Dean's signatures is the end of the tenth instructional day of the Fall or Spring Semester (and an equivalent period, approximately 14% of days teaching days of any other academic term.) The deadline for withdrawing from courses is the end of the 55th instructional day of the Fall or Spring semester (and an equivalent period, approximately 75% of the teaching days of any other academic term). Students withdrawing from any course will receive a "W" grade on their transcripts. Drop/add, late fee and refund policies are listed in the "Financial Information" section of this catalog. (*See Academic Calendar in back of catalog for additional dates.*)

Students who fail to meet their financial obligations to the University may have their registration cancelled. These students must obtain the approval of the Business Office and the approval of each of their instructors before their registration can be reinstated.

To add, drop, or withdraw from any course, a student must submit to B.A.S.I.C the appropriate Registration-Add or Drop forms. The student should keep their copy of these forms as proof of date of adding, dropping or withdrawing from a course.

TRANSCRIPTS.

1. All students who attended St. Thomas University from 1984 to present are required to submit their transcript request online at **<https://kenedy.stu.edu>** (login required). Students who do not know their login ID and/or PIN number should complete the PIN Request form available online and fax it to 305-474-6930. **The first three transcript requests are free of charge.**
2. Student's who attended St. Thomas University/Biscayne College prior to 1984 should fax the transcript request to 305-474-6930 or send the transcript request to B.A.S.I.C, St. Thomas University, 16401 N.W. 37th Avenue, Miami Gardens, Florida 33054.

3. Transcript requests from anyone other than the student will not be honored.
4. Official transcripts are sent regular mail delivery and will normally be sent or ready for pick-up within five (5) working days. Mailed requests have a 10 – 14 working day turn around time. However, at the end/beginning of Fall, Spring and the Summer semesters, a period of up to ten (10) working days may be required for walk-in transcript requests.
5. Outstanding obligation to the University (past due student account balance and/or Perkins loans) is sufficient cause to prohibit registration and the release of transcripts and/or diplomas.
6. The University reserves the right to assign past due accounts to a collection agency.

All transcripts from other institutions other materials submitted to St. Thomas University become the sole property of the University and cannot be returned to the student. St. Thomas University does not provide transcripts from other colleges, universities, or high schools, or transcripts of standardized tests. Transcripts of records from other institutions must be obtained from those other institutions.

TRANSFER CREDIT. Transfer credit is not automatic. Graduate work completed at another accredited school prior to enrollment at St. Thomas University may be accepted as transfer credit if the course work parallels courses offered in the student's graduate program at St. Thomas.

In General

1. Students may transfer a maximum of six (6) hours of Graduate level course work to be applied to a St. Thomas graduate degree.
2. Transfer credits will be accepted only from regionally accredited colleges and Universities within the United States. International credit transfer requests must be approved by the Program Coordinator and the appropriate Dean.
3. Transfer credit may be only from courses taken within six (6) years previous to the date transferred.
4. It is the responsibility of the student to provide official copy(s) of transcript(s) and both a catalog course description and course syllabus of the work intended to be transferred to be eligible to receive transfer credit.
5. Acceptable course work will be transferred only if it is "equivalent" to a St. Thomas course allowed in the student's degree program. Students may not take an "equivalent" course at St. Thomas and also receive transfer credit for the same course.
6. Transfer credit for coursework will be accepted only for courses completed prior to the student's enrollment in the St. Thomas University Graduate Program.
7. Graduate transfer credits may not have been course work which was part of the work used to complete the student's undergraduate degree.
8. Transfer credit must be completed during the first semester/term of the graduate student's fully accepted enrollment in a St. Thomas Graduate Program.
9. Credits for courses transferred will not be included in the calculation of the Grade Point Average at St. Thomas University.
10. Only grades of B or higher may be applied as transferred credit.

A student requesting transfer credit must file a written request with the required documentation to the Program Coordinator during the first semester of enrollment.

Verification of all documents is the responsibility of the appropriate Program Coordinator. No requests for transfer of credit will be honored after the first semester of graduate study.

WITHDRAWAL FROM THE UNIVERSITY. Notice of withdrawal from the University for any reason whatsoever is NOT official until the student has obtained a signed withdrawal from the appropriate Program Coordinator and B.A.S.I.C. The withdrawal becomes effective on the date it is received by B.A.S.I.C, NOT the date on which the student discontinues class attendance.

Any student who does not register for two consecutive semesters or terms will be considered withdrawn from the University. Once a student has withdrawn, the student may not resume studies until he/she is formally readmitted to the University. To initiate the readmission process, the student must complete and submit a new application form, a non-refundable fee, and new letters of recommendation to the Office of Graduate Admissions. Graduation requirements at the time of readmission may be different, as degree programs are enhanced.

NEW ATTENDANCE POLICY. Beginning July 1, 2011, any institution that requires the faculty to take attendance for any part of the semester, now is defined as an institution required to take attendance and the institution must return any unearned Title IV funds within 45 days of the students last actual date of attendance. In addition, we can no longer use an official withdrawal as the last date of attendance. The institution must document a student's unofficial withdrawal (last date of attendance) and maintain that documentation.

Beginning July 1, 2011, attendance is course specific. In addition, the definition is somewhat different for regular courses which meet in a classroom and distance education courses. For regular classroom courses, the student can attend the class, turn in an assignment or engage in any interactive course related activity with the instructor. The requirement to demonstrate attendance is engaging in a current course activity.

In order to be counted as in attendance for an on-line course, the student must actively respond to a current activity in the course. No longer will logging on or submitting a previously assigned paper or project be considered as attending the class. The U.S. Department of Education has decided that this does not in any way identify the individual as the person who will receive the credit for the course. These changes will impact A-term courses and cohort courses where the individual courses do not span the full semester. Previously we treated these courses like all other courses. Beginning July 1, 2011, any student who stops attending a compressed course who is not also registered for and attending some other course, who does not confirm that they plan on attending another modular/compressed or regular course within 45 days, will be considered withdrawn. This change implies that institutions can no longer assume based on an earlier registration, that the student will attend a later compressed course if they stop attending a current course.

ST. THOMAS UNIVERSITY NETWORK ACCEPTABLE USE POLICY

GENERAL USAGE:

1. Faculty, staff, students and others with STU authorized accounts may use the available computing facilities, including transmissions of data for scholarly purposes, official STU business, and for personal purposes so long as such use:
 - A. Does not violate any law or University policy.
 - B. Does not involve significant use of University resources, direct cost, or substantial interference with the performance of University duties/work.
 - C. Does not result in commercial gain or private profit.
2. ALL USERS are expected to preserve the integrity of the STU network by prohibiting any person from sharing personal passwords or sharing personal accounts. It is the USERS' responsibility to report any unauthorized use of their account(s). Policies and procedures for system(s) security will be determined by OIT.
3. Owners of an account are responsible for actions that occur from that account.
4. Any attempt to circumvent system security, guess other's passwords, or in any manner gain unauthorized access to STU or INTERNET resources is prohibited.
5. WITH the exception of the 'FAIR Use Doctrine' transferring copyrighted materials to or from any system or via the STU network without express consent of the owner may be a violation of Federal Law and is a felony under State Law. Such violations will be subject to case-by case review and may result in censure, removal of network access, or reported to pertinent authorities.
6. Use of electronic mail and other network communications facilities to harass, offend, or annoy is prohibited.
7. The use of STU network facilities for running graphics-based interactive applications (programs) is prohibited unless approved by OIT.

BISCAYNE COLLEGE

***"A Leader Is an Individual with a Dream
and the Will to Make It Real"***

**Dr. Scott Zeman, Dean of the College
& Professor of History**

Faculty: R. Arango, J. Bachay, T. Brezenski, B. Buzzi, P. Cingel, G. Feinberg, E. Ferrero, J. Grace, D. Goodman, J. Holland, G. Jamison, R. Lovett, R. Montes, J. Pickens, R. Raleigh, P. Reckford, B. Robinson, L. Rubin, F. Sicius, C. Silitsky

Biscayne College, the home of Liberal Arts, Social Sciences, and Counseling, is composed of the Department of English & Humanities; the Department of History, Philosophy, & Global Studies; the Department of Social Sciences & Counseling; the Institute for World Languages; the University Writing Center; and the University Honors Program.

The Mission of Biscayne College is "to empower students as future leaders and career professionals who will make a difference in life. Through teaching, scholarship, and service in the Liberal Arts, the Social Sciences and Counseling, the College cultivates in its students the knowledge to advance human values including peace, justice, ecology and spirituality."

Biscayne College remains committed to a rigorous liberal arts and professional education. The vast majority of teaching faculty in the College hold doctoral degrees and regularly pursue research and publish in professional journals and books. It provides individualized attention to the nurturing of students and gives them the tools, academic record, and confidence to succeed in graduate school or law school. The College offers students practical leadership training through participation in Interdisciplinary and International Programs. The small classes emphasize face-to-face instruction and small group social interaction, carried out in a fine, private, living and cooperative learning environment.

Biscayne College offers Master's degrees in three areas: Guidance & Counseling, Marriage & Family Therapy, and Mental Health Counseling. Joint degree programs include BA/JD, JD/MSMFC and MSM/Justice Administration, along with numerous Certificate Programs and Minor Programs.

DEGREE PROGRAMS

GRADUATE COUNSELING PROGRAMS

Three counseling degree programs are offered at St. Thomas University: Master of Science in Guidance and Counseling, Master of Science in Marriage and Family Therapy, and Master of Science in Mental Health Counseling. All three counseling programs share core coursework; however, their respective curricula vary with regard to content specific to their area of focus. While students must select one degree based upon their primary area of interest and their certification/licensure needs, they are encouraged to explore coursework outside of their primary track from among the other counseling degrees and certificates.

The process of counseling requires the development of a trusting relationship between the client and the practitioner through which the client learns new and different ways to cope with personal issues as well as with life's dilemmas and challenges. As such, its interactive relationship requires both the client and the practitioner to engage in meaningful dialogue, dedicated to problem solving.

Consequently, counseling is among the most personally fulfilling, while also among the most emotionally demanding, professions. The stressors placed on the counseling professional require a high degree of self-awareness, ethical integrity and an ongoing responsibility to develop both intellectually and emotionally from one's life experiences.

St. Thomas is committed to providing high quality professional education in the fields of Guidance and Counseling, Marriage and Family Therapy, and Mental Health Counseling. The University seeks to contribute to the emotional health and welfare of consumers of counseling services both in schools and communities by preparing knowledgeable as well as ethically and emotionally mature practitioners.

Prospective School Guidance and Counseling students pursuing certification in Florida are advised to seek information from the Bureau of Educator Certification which has the responsibility for the certification of instructional staff for the public school system in Florida (FL Statute 231, and Florida Administrative Code). The Internet home page is <http://www.firn.edu> and the in-state and out-of-state telephone numbers are 800.445.6739 and 850.488.2317 respectively.

Prospective Marriage and Family Therapy as well as Mental Health Counseling students pursuing licensure and/or certification in Florida are advised to seek information from the Department of Health, and in particular, the Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling. Licensing and practice information can be found in FL Statute 491 and Florida Administrative Code 64B4. The Internet home page is <http://www.doh.state.fl.us/mqa/491/> and the telephone is (850) 245 – 4474.

ADMISSION REQUIREMENTS

1. Completed and signed application form.
2. Non-refundable application fee of \$40 US currency, made payable to St. Thomas University.
3. Official college or university transcripts from ALL undergraduate and graduate institutions attended.
4. A cumulative undergraduate grade point average of at least 3.0.
5. Two letters of recommendation (use forms included in application package from persons who are qualified to comment on the applicant's potential to work effectively with others in a therapeutic capacity.
6. An autobiographical statement that is no more than six (6) typed pages in length. The statement must include a description of the applicant's life experiences which have led to his/her choice of career as a counselor.
7. The School Guidance and Counseling program requires a summary of the applicant's personal and professional goals (two-page maximum).
8. Please attach a current resume to the application.
9. In the event that an applicant's undergraduate grade point average (GPA) is below 3.0 (a 'B' average) or if there is evidence of deficiencies in written and/or spoken language, he or she may be required to take a writing and/or language exam to determine proficiency in written or expressive language. Based upon performance, the applicant may either be admitted fully, admitted probationally pending completion of a writing seminar or language enhancement training, or denied admission.
10. After all these documents have been received by the Graduate Admission Office, a member from the Social Sciences and Counseling Department will contact the applicant to schedule an interview with the Program Director for the degree to which the applicant wishes to be admitted. The purpose of this interview is to assess the applicant's potential to serve within the community as a therapeutic professional. The interview also helps to establish suitability for the academic preparation program.

All applicants to the counseling programs must meet the minimum admission requirements stated in the general admission section.

The factors considered by the Graduate Admissions Committee in determining an applicant's status are (1) previous academic record, (2) oral and written communication skills, (3) motivation to excel academically, (4) openness to beliefs and values other than one's own, (5) capacity for self-reflection and personal growth, (6) maturity as reflected by one's attitude toward self and others, (7) psychological stability as communicated through the admission interview, and (8) a willingness to seek as well as provide therapeutic assistance.

In determining an applicant's admission status, all criteria are equally considered. Admission may be denied by the Graduate Admissions Committee on the basis of one or more criteria. Applicants are notified of their admission status by the Office of Graduate Admissions.

APPLICANT'S RESPONSIBILITIES

It is the responsibility of the applicant to submit all required admission materials directly to the Office of Graduate Admissions. In addition, it is the responsibility of the applicant to contact a member of the counseling faculty for the initial as well as subsequent interview appointments.

PROBATIONAL ADMISSION

Applicants may be admitted on probation. Probational admission to the M.S. counseling degree programs does not guarantee eventual full admission status. A change of status from probational to full admission status may be contingent upon the applicant obtaining one or more of the following: (1) additional, supplementary educational preparation, (2) a minimum of six months of ongoing individual psychotherapy focusing on personal and professional development, and/or, (3) a minimum of a 3.0 grade point in the first six (6) credits of counseling course work.

It is at the discretion of the Graduate Admissions Committee to require that a student fulfill one or more of the above mentioned requirements. Supplementary education and individual psychotherapy lie outside the purview of the Counseling Programs. Thus, it is the responsibility of a probationally admitted student to independently undertake and document the successful completion of any such activities. Documentation must be submitted to the Graduate Admissions Committee through the Office of Graduate Admissions.

Following submission of documentation, an overall review of a probationally admitted student's performance and status will be conducted by the Graduate Admissions Committee. At that time a student may be fully accepted, terminated, or continued on probation. Probational status will not exceed two academic terms.

'ONLINE' COURSEWORK

St. Thomas University's graduate counseling programs strive to provide close personal oversight of the student's education. This takes the form of face-to-face classes, small class size, faculty availability and individualized advisement. On occasion, selected courses are offered in a completely 'online' format. Because of the high demand in such courses for initiative, independence, time management skills and technological sophistication, only students who (beyond the first semester) have earned a 3.5 overall GPA in their class work and who have been approved by their advisor, may take an online course.

PERSONAL AND PROFESSIONAL GROWTH

Personal and professional development are critical elements in the training of a mental health practitioner. It is imperative that graduate counseling students explore their motivations for choosing this career, examine personal issues which may interfere with their professional effectiveness and be continually open to feedback from faculty regarding their readiness to transition from the academic to the clinical/experiential portion of their training. Once a student applies for field placement or school counseling practicum (after completion of required foundation and specialization courses), their progress, both academic and personal/emotional will be reviewed by the counseling faculty, who will make a recommendation of either readiness or lack of readiness to enter their field placement. In the event that faculty determines a student is not ready for this transition, a formal recommendation for

counseling and/or other remedial measures will be made and professional referrals offered. A student may be required to take a graduate writing seminar to improve his/her skills. In this circumstance, the student will be permitted to begin field placement once their readiness is determined in collaboration with both the counseling and/or other professionals to whom the student has been referred and the counseling faculty.

DEGREE REQUIREMENTS

The M.S. degree program in Marriage and Family Therapy requires completion of forty-eight (48) credits, maintenance of a minimum of 3.00 (B) average and passing a Comprehensive Examination. This represents twenty-one (21) credits of required foundation courses, eighteen (18) credits of specialization courses in Marriage and Family Therapy, and nine (9) elective credits within the general field. All students must achieve a 3.0 GPA each semester and maintain a 3.0 cumulative grade point average (GPA). If a student's semester GPA or cumulative GPA falls below 3.0, student will be placed on probation for one semester at the discretion of the Dean.

The M.S. degree program in Mental Health Counseling requires completion of sixty (60) credits, maintenance of a minimum of 3.00 (B) average, passing a Comprehensive Examination, and completion of 1,000 hours of clinical internship. This represents twenty-four (24) credits of required foundation courses, twenty-seven (27) credits of specialization courses in Mental Health counseling, and nine (9) elective credits within the general field. All students must achieve a 3.0 GPA each semester and maintain a 3.0 cumulative grade point average (GPA). If a student's semester GPA or cumulative GPA falls below 3.0, student will be placed on probation for one semester at the discretion of the Dean.

Requirements for the M.S. in Guidance and Counseling include: successful completion of all pre-requisite courses needed for the program; successful completion of 45 semester hours (fifteen 3-credit courses); maintenance of a minimum of 3.00 (B) average; a supervised 150 hour unpaid practicum experience in a school; and passing a Comprehensive Examination. All general academic policies apply. Guidance and Counseling is categorized by the Florida State Department of Education as a Professional Service Area (grades PK - 12). All students are required to achieve a 3.0 GPA each semester and maintain a 3.0 cumulative grade point average (GPA). If a student's semester GPA or cumulative GPA falls below 3.0, the student will be placed on probation for one semester at the discretion of the Dean.

MASTER OF SCIENCE IN GUIDANCE AND COUNSELING (MS)

Program Director: Judith Bachay, Ph.D., LMHC

Academic Credentials: Ph.D. Leadership in Education with a Specialization in Counseling (Barry University, Miami, FL); M.S. Community Counseling (Barry University, Miami, FL); B.A. Public Administration, St. Thomas University, Miami, FL).

Contact Information: Office Phone: 305-628-6583; email: jbachay@stu.edu

Program Advisor(s): Judith Bachay

The M.S. in Guidance and Counseling program was designed to prepare students for counseling positions in public and private elementary, middle, and secondary schools. The curriculum combines courses in theory, practice, and specific areas of specialization. Graduate students are invited to become an integral part of a diverse, learning community committed to life-long learning and counselor/education leadership. The program faculty encourages opportunities for professionalization including collaborative research, presentations and university intellectual life offerings. A comprehensive developmental guidance model provides a framework for the provision of professional and compassionate school guidance services.

Students who do not have the Florida Teacher Certification may obtain certification in Guidance and Counseling by completing the program and meeting the additional requirements of the State of Florida Department of Education. Applicants are encouraged to contact the Department of Education in order to determine additional coursework and testing requirements. (Professional Preparation, Florida State Board of Education Rule (6A-4.006(2))). It is advisable to fulfill these requirements prior to admissions into the Graduate degree seeking Guidance and Counseling Program.

Interested persons are strongly encouraged to have transcripts evaluated by the Florida State Department of Education before making formal application to the Guidance and Counseling program. Undergraduate courses and testing requirements can be clarified before pursuing the master's degree.

Forty-five (45) semester hour credits are required for the M.S. in Guidance and Counseling program. The courses in the curriculum have been approved by the State of Florida Department of Education. Certification is an individual responsibility; therefore all students are advised to contact the Department of Education Certification Office for specific information prior to enrollment in the Program.

All guidance candidates must meet the criteria for security clearance according to the policies and procedures of the public school districts, and private school rules. The cost of required finger printing is the responsibility of the student. Should the student not meet the criteria for the security clearance, they will not be allowed access to any school site, which may be a requirement of any of the Guidance course offerings. Students are encouraged to seek security clearance upon admittance to the program.

ADMISSION REQUIREMENTS

In addition to the requirements listed for all counseling programs, it is recommended that, prior to entering the program, students have:

1. Basic Florida Teaching Certification on the early childhood, elementary, middle school, or secondary level.
2. One or more years of teaching experience or social service work experience.
3. Professional writing proficiency.
4. A cumulative undergraduate grade point average of at least 3.0.
5. Personal goal statements that demonstrate the capacity for professional commitment and dedication to lifelong learning, ongoing self-reflection and both professional and personal development.

COURSE REQUIREMENTS

45 credits

Foundation Courses

24 credits

CPS	503	Applied Research Methods	3
CPS	660	Psychology of Learning and Personality Theory	3
CPS	733	Introduction to Counseling	3
CPS	735	Group Therapy	3
CPS	736	Legal and Ethical Issues in Counseling	3
CPS	745	Abnormal Psychology	3
CPS	749	Intermediate Counseling	3
CPS	750	Introduction to Community Consultation	3

Specialization Courses

18 credits

CPS	662	Principles and Procedures of Psychological Testing	3
CPS	663	Occupational and Educational Principles of Guidance	3
CPS	664	Principles, Phi., & Org. of Guidance & Counseling	3
CPS	665	Org. & Development of School Guidance Programs	3
CPS	667	Counseling Special and Diverse Populations	3
CPS	669	Supervised Counseling Practices	3

Elective Courses: (3 credits) chosen from the following

3 credits

CPS	710	Play Therapy in Counseling	3
CPS	734	Therapeutic Issues of Infancy and Childhood	3
CPS	737	Therapeutic Issues of Adolescence	3
CPS	740	Introduction to Family Therapy and Evaluation	3
CPS	744	Substance Abuse and the Family	3
CPS	746	Human Sexuality Counseling	3
CPS	753	Crisis Intervention and Management	3

Additional Counseling courses can be selected in consultation with advisor and applied as elective.

Program Student Learning Outcomes. Master of Science candidates in Guidance and Counseling is:

1. Prepared as an ethical, and culturally competent professional school counselor.
2. Able to provide a comprehensive school guidance program.
3. Has completed the educational requirements for certification as a school counselor in the state of Florida.

Program Student Learning Outcomes Assessment: These outcomes are assessed in the following manner:

1. Passing score on Graduate Comprehensive Exam
2. Field supervisor evaluation scores of 3 or above on all items in the Field Supervisor Evaluation process.
3. Passing score on the State of Florida Guidance Counseling Certification Exam

THE FACULTY

Experienced full-time faculty members with degrees in counseling and counselor education teach courses in the program. Adjunct faculty members currently working as practitioners in the schools and in other community settings add expertise and diversity to the curriculum. The faculty, committed to academic excellence and community service, believe students should: strive for personal and professional growth, become advocates for their clients and for the counseling profession, and maintain high professional and ethical standards. Counseling faculties have diverse research and practice interests and support the personal and intellectual growth of Guidance and Counseling candidate.

MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY (MS)

Program Director: Barbara Buzzi, Ph.D., LMFT

Academic Credentials: Ph.D. Leadership in Education with a Specialization in Counseling (Barry University, Miami, FL); M.S. Family Therapy (St. Thomas University, Miami, FL); B.S.N. Nursing (Barry University, Miami, FL).

Contact Information: Office Phone: 305-628-6584; email: bbuzzi@stu.edu

Program Advisor(s): Barbara Buzzi

Over the past several decades, family therapy has grown from an experimental innovation to a significant force in the mental health field. Today, the knowledge and skills of the family therapist are recognized as integral to the treatment of a host of issues such as marital conflict, chemical addiction, eating disorders, child and elder abuse, foster care, and juvenile delinquency. Family therapy practitioners are found in an array of professional settings: mental health clinics, public service agencies, private practices, churches and synagogues, businesses, schools, hospitals, courts and prisons.

All families experience and must cope with the stress that accompanies milestones within the family life cycle: courtship, marriage/coupling, birth, child rearing, aging, and death. In addition, separation, divorce, remarriage, chronic and terminal illness, and the dramatic change in both women's and men's roles are social issues which challenge all families today. Rather than obstacles to growth and change, these stressors and challenges, with the assistance of a skilled family therapist, offer families opportunities and new options for more satisfying, effective functioning.

The Master of Science degree in Marriage and Family Therapy provides graduate students with a broad conceptual understanding of both healthy and dysfunctional family relationship patterns within a multicultural context. A systems theory and process view is applied to behavior, growth and change within individuals, couples, groups, families and communities. Students develop an understanding of the dynamics of relationships within the family, e.g., alliances, cutoffs, triangles and enmeshments. Relationship and communication patterns are considered within the context of the family life cycle. Students acquire skills and competencies to effectively facilitate and manage the therapeutic intervention process leading to realignment of the family's relationship system and healthier functioning in a post-modern world.

The Master of Science degree program in Marriage and Family Therapy is designed to provide advanced training for those who intend to serve or are currently serving the community in a therapeutic capacity within public or private, human service settings. The curriculum is based on an integrative approach to professional preparation as a family therapist. Course work emphasizes the acquisition of knowledge of a variety of theoretical approaches and methods of family therapy as well as the development of therapeutic skills. Theoretical learning and skill development takes place within the context of the student's personal family life experience as it influences the intervention process.

Additionally St. Thomas offers a joint J.D. (LAW) and Master of Science in Marriage and Family Counseling degree program. Students in the joint degree program will transfer eight credits from the J.D. program to the graduate Master of Science in Marriage and Family Counseling program. The joint J.D. and Master of Science in

Marriage and Family Counseling is available only to students who have been fully admitted to the St. Thomas University School of Law and who maintain satisfactory progress in their law studies. This 35-credit degree program does not include all the required coursework for the Master of Science in Marriage and Family Therapy program (48 credits), and students have the option for completion of the lengthier Master of Science in Marriage and Family Therapy program which leads to licensure.

ACADEMIC PROGRAM

The academic program is theoretically and experientially based. A foundation in family systems theory provides a basis for understanding and assessing the therapeutic needs of families, couples, and individuals. Experiential learning is achieved through in-class simulation exercises and videotaping as well as evaluation of therapeutic techniques, site visits to successful family service agencies, and field-work internships which provide students with the opportunity to practice intervention skills with families as well as individuals.

While the development of the Marriage and Family Therapy curriculum was guided by both state and national credentialing requirements, matriculating and prospective students are encouraged to direct questions regarding licensure to the Florida Department of Health, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling at <http://www.doh.state.fl.us/mqa/491>.

Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling
4052 Bald Cypress Way, BIN C08
Tallahassee, Florida 32399-3258
(850) 245 – 4474

At present, this agency is the only official source of information.

Marriage and Family Therapy students may earn a Certificate in the Study of Loss and Healing through the Center for Loss and Healing by completing the five required courses listed under the graduate certificate. Three of these courses may be used as electives in the Marriage and Family Therapy degree program with advisor approval.

COURSE REQUIREMENTS

48 credits

Foundation Courses

21 credits

CPS	503	Applied Research Methods	3
CPS	730	Theories of Personality	3
CPS	733	Introduction to Counseling	3
CPS	736	Legal and Ethical Issues in Counseling	3
CPS	745	Abnormal Psychology	3
CPS	746	Human Sexuality Counseling	3
CPS	760	Multicultural Counseling	3

Specialization

18 credits

CPS	740	Introduction to Family Therapy and Evaluation	3
CPS	741	Transitions in Family Life	3
CPS	742	Intermediate Family Therapy	3
CPS	743	Theory and Practice of Counseling Couples	3

CPS	792	Field Experience I	3
CPS	793	Field Experience II	3

Electives **9 credits**

Three courses chosen from the following:

CPS	663	Occupational and Educational Principles of Guidance	3
CPS	734	Therapeutic Issues of Infancy and Childhood	3
CPS	735	Group Therapies	3
CPS	737	Therapeutic Issues of Adolescence	3
CPS	739	Therapeutic Issues of Aging	3
CPS	744	Substance Abuse and the Family	3
CPS	747	Individual Assessment and Treatment Planning	3
CPS	749	Intermediate Counseling	3
CPS	750	Introduction to Community Consultation	3
CPS	752	Selected Topics in Psychotherapy	3

Other courses may be taken as electives with the approval of the program coordinator.

Program Student Learning Outcomes. The Marriage and Family Therapy program candidate are:

1. Prepared as a professional marriage and family therapist, with compassion, multicultural sensitivity and skill.
2. Able to bring therapeutic change to individuals, couples, families.
3. Able to complete the educational requirements for licensure as Marriage and Family Therapist in the state of Florida.

Program Student Learning Outcomes Assessment: These outcomes are assessed:

1. Passing score on Graduate Comprehensive Exam
2. Field supervisor evaluation scores of 3 or above on all items in the Field Supervisor Evaluation process.

Joint J.D. (LAW) and Master of Science In Marriage and Family Counseling

Program Director: Barbara Buzzi, Ph.D., LMFT

Academic Credentials: Ph.D. Leadership in Education with a Specialization in Counseling (Barry University, Miami, FL); M.S. Family Therapy (St. Thomas University, Miami, FL); B.S.N. Nursing (Barry University, Miami, FL).

Contact Information: Office Phone: 305-628-6584; email: bbuzzi@stu.edu
Program Advisor(s): Barbara Buzzi

COURSE REQUIREMENTS **35 credits**

Foundation Courses **20 credits**

LAW	635	Legal Analysis, Writing, & Research	3
LAW	850	Professional Responsibility	3
LAW	819	Alternative Dispute Resolution	2
CPS	730	Theories of Personality	3
CPS	745	Abnormal Psychology	3
CPS	746	Human Sexuality Counseling	3
CPS	760	Multicultural Counseling	3

Required Family Courses**15 credits**

CPS	740	Introduction to Family Therapy and Evaluation	3
CPS	741	Transitions in Family Life	3
CPS	742	Intermediate Family Therapy	3
CPS	743	Theory and Practice of Counseling Couples	3
CPS	792	Field Experience I	3

The joint J.D. (LAW) and Master of Science In Marriage and Family Counseling program requires prior acceptance into the University's School of Law in addition to admission into the Master of Science In Marriage And Family Counseling degree program. Nine (8) credits from the student's Law program courses will transfer to the Master of Science in Marriage and Family Counseling. LAW 635 (Legal Analysis, Writ'g & R'sch) will replace CPS 503 (Applied Research Methods) and LAW 850 (Professional Responsibility) will replace CPS 736 (Legal & Ethical Issues in Counseling) as a required foundation courses in The Master of Science program. LAW 819 (Alternative Dispute Resolution) will replace CPS 733 (Introduction to Counseling) as a required foundation course in the Master of Science program. Students in the joint degree program must complete 27 additional credits required for the Master of Science degree. JD/MFC students are not required to take and pass the comprehensive examination. CPS 503, CPS 733, and CPS 736 are commonly needed for Florida Licensure as LMFT. Although these three areas are covered to a degree in the Law program courses, the Florida Department of Health (Florida Statute 491, Rule Chapter 64B4, F.A.C.) determines education requirements for licensure and mental health practice in the state of Florida.

Program Student Learning Outcomes. The Joint J.D. Law and Master of Science in Marriage and Family Counseling candidate is:

1. Prepared with knowledge of marriage and family therapy, family systems, the family life cycle, and couples and family relationships.
2. Prepared to work with clients with compassion, multicultural sensitivity and skill.
3. Able to bring therapeutic change to individuals, couples, and families.

Program Student Learning Outcomes Assessment: These outcomes are assessed through a:

1. Capstone Exam in CPS 742 Intermediate Family Therapy
2. Field supervisor evaluation scores of 3 or above on all items in the Field Supervisor Evaluation process.

MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING (MS)

Program Director: Lawrence Rubin, Ph.D., Lic. Psychologist, LMHC

Academic Credentials: Ph.D. in Clinical Psychology (Nova University, Ft. Lauderdale, FL); MA Psychology (Wayne State University, Detroit, MI); BS Psychology, Brooklyn College, Brooklyn, NY).

Contact Information: Office Phone: 305-628-6585; email:lrubin@stu.edu

Program Advisor(s): Lawrence Rubin

Trends over the past decade have substantially broadened the practice and responsibilities of the professional counselor, increasing employment opportunities in mental health agencies, businesses, hospitals, schools and private practices. Additional trends include the advent of licensure and certification for counselors and a growing emphasis on accountability in the provision of therapeutic services. Coupled with these trends is an increasing diversity among those seeking direct mental health services in terms of age, ethnicity, cultural background, lifestyle, and socioeconomic status. With an exceedingly diverse consumer base, counselors also face an increasingly challenging array of issues such as chemical dependency, child and elder abuse, juvenile delinquency, divorce, physical disability and terminal illness. The counselor of today, as well as of the future, must be a knowledgeable and skilled practitioner who can draw upon a wide range of approaches to meet the multifaceted needs of clients in achieving optimal mental health.

The Master of Science degree in Mental Health Counseling provides graduate students with the concepts and beginning clinical competencies required to effectively facilitate and manage the process of intrapersonal and interpersonal change. Students are equipped to assist others through a helping relationship in achieving optimal mental health through personal and social adjustment, development, and prevention. The program is designed to provide training for those who intend to serve, or are currently serving the community as counselors in public and private settings.

The Mental Health Counseling curriculum offers the graduate student foundation and specialization courses designed to enhance theoretical knowledge and counseling skills, as well as personal and professional development. Coursework emphasizes the exploration of social, professional, and personal issues and values as they influence the provision of mental health services. Throughout the program, students are expected to demonstrate practical application of their knowledge and development through projects, papers, presentations, and field work.

Mental Health Counseling students may also obtain a Specialization Certificate in Child and Adolescent Studies. The requirements for this certificate include CPS 720 (Lifespan Psychology) along with three specific additional courses focusing on the theory and practice of counseling minors (CPS 734-Therapeutic Issues of Infancy and Childhood, CPS 737-Therapeutic Issues of Adolescence & CPS 710 - Play Therapy) as well as at least one field experience in an appropriate child/family community treatment setting. A specialization certificate will be awarded to students who make appropriate admissions application and maintain 3.0 G.P.A.

ACADEMIC PROGRAM

The academic program emphasizes the integration of theoretical knowledge and counseling skills with the student's personal and professional development. In addition, courses are designed to encourage the development of each student's unique approach to counseling with clients from diverse backgrounds in varied work settings.

While the development of the Mental Health Counseling curriculum is guided by both state and national credentialing requirements, matriculating and prospective students are encouraged to direct questions regarding licensure to the Florida Department of Health. Students may be required to take a writing seminar to improve their skills in this area, and become involved in their own personal counseling.

MS in Mental Health Counseling Course Requirements **60 credits**

Foundation Courses **24 credits**

CPS	503	Applied Research Methods	3
CPS	720	Life Span Psychology	3
CPS	730	Theories of Personality	3
CPS	735	Group Therapies	3
CPS	736	Legal and Ethical Issues in Counseling	3
CPS	745	Abnormal Psychology	3
CPS	746	Human Sexuality Counseling	3
CPS	747	Individual Assessment and Treatment Planning	3

Specialization **27 credits**

CPS	733	Introduction to Counseling	3
CPS	744	Substance Abuse and the Family	3
CPS	749	Intermediate Counseling	3
CPS	750	Introduction to Community Consultation	3
CPS	663	Occupational and Educational Principles of Guidance	3
CPS	667	Counseling Special & Diverse Populations	3
	or		
CPS	760	Multicultural Counseling	3
CPS	790	Field Experience I	3
CPS	791	Field Experience II	3
CPS	795	Field Experience III	3

Electives **9 credits**

Three courses chosen from either the following or from courses in other graduate programs:

CPS	710	Play Therapy in Counseling	3
CPS	734	Therapeutic Issues of Infancy and Childhood	3
CPS	737	Therapeutic Issues of Adolescence	3
CPS	739	Therapeutic Issues of Aging	3
CPS	740	Introduction to Family Therapy and Evaluation	3
CPS	741	Transitions in Family Life	3
CPS	742	Intermediate Family Therapy	3
CPS	743	Theory and Practice of Counseling Couples	3
CPS	752	Selected Topics in Psychotherapy	3
CPS	789	Directed Readings	3

Program Student Learning Outcomes. The Masters of Science degree candidate in Mental Health Counseling is:

1. Prepared as a professional mental health counselor with the requisite knowledge, awareness and skills.
2. Able to provide effective counseling services within community venues
3. Able to complete the educational requirements for licensure as a mental health counselor within the state of Florida.
4. Able to obtain their Registered Mental Health Counseling Intern License and to ultimately pass the Florida State Licensing Exam.

Program Student Learning Outcomes Assessment: These outcomes are assessed through a:

1. Passing score on Graduate Comprehensive Exam
2. Field supervisor evaluation scores of 3 or above on all items in the Field Supervisor Evaluation process.

CHILD ADOLESCENT STUDIES CERTIFICATE

Program Director: Lawrence Rubin, Ph.D., Lic. Psychologist, LMHC

Academic Credentials: Ph.D. in Clinical Psychology (Nova University, Ft. Lauderdale, FL); MA Psychology (Wayne State University, Detroit, MI); BS Psychology, Brooklyn College, Brooklyn, NY).

Contact Information: Office Phone: 305-628-6585; email:lrubin@stu.edu
Program Advisor(s): Lawrence Rubin

Mental Health Counseling students may obtain a Certificate in Child and Adolescent Studies. The requirements for this certificate include three courses focusing on the theory and practice of counseling minors and field experience in an appropriate community setting. A certificate will be awarded to students who make appropriate admissions application and maintain 3.0 G.P.A.

St. Thomas University offers the following eighteen (18) credit hours (Six courses):

CPS	720	Lifespan Development	3
CPS	734	Therapeutic Issues of Infancy and Childhood	3
CPS	737	Therapeutic Issues of Adolescence	3
CPS	710	Play Therapy	3
CPS	790	Field Experience I	3
CPS	791	Field Experience II	3
or			
CPS	795	Field Experience III	3

Program Student Learning Outcomes. The CHILD ADOLESCENT STUDIES Certificate candidate will have advanced knowledge in theory and practice of counseling children and adolescents.

Program Student Learning Outcomes Assessment: The certificate's outcome is assessed through a field supervisor evaluation scores of 3 or above on all items in the Field Supervisor Evaluation process.

Estimated Tuition Cost: \$14, 346.00

Estimated Cost of Books: \$360.00

Employment Opportunities: The Child & Adolescent Studies Certificate is designed for individuals who are studying to become mental health counselors as well as marriage and family therapists, guidance counselors and those in law, business, public service, or education whose practice entails counseling minors.

ONET Code. 21-1014.00

CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

Program Director: Barbara Buzzi, Ph.D., LMFT

Academic Credentials: Ph.D. Leadership in Education/Specialization in Counseling (Barry University); M.S. Family Therapy (St. Thomas University); B.S.N. Nursing (Barry University)

Contact Information: Office Phone: 305-628-6584; email: bbuzzi@stu.edu

The Marriage and Family Therapy Certificate program is designed to meet the needs of individuals who desire specialized training in marriage and family therapy and possess at least a Master's degree in counseling or a related field.

The MFT Certificate will appeal to licensed clinical social workers, mental health counselors, psychologists and advanced registered nurse practitioners desiring dual licensure as marital and family therapists. The curriculum would also provide the family counseling training that guidance counselors need to deal most effectively with the family issues of their students and their parents and siblings. The MFT certificate allows those with graduate degrees in other disciplines, such as Pastoral Counseling and Human Resources, to specialize in an area of interest to them. Counselors with family therapy training are increasingly needed in the areas of juvenile justice, early childhood development, pastoral care and employee assistance.

The Graduate Certificate in Marriage and Family Therapy consists of six marriage and family therapy specialization courses, including one field placement in a marriage and family therapy setting.

CPS	740	Introduction to Family Therapy and Evaluation	3
CPS	741	Transitions in Family Life	3
CPS	742	Intermediate Family Therapy	3
CPS	743	Therapeutic Issues of Counseling Couples	3
CPS	746	Human Sexuality Counseling	3
CPS	792	Field Experience in Marriage and Family Therapy	3

A minimum of two courses must be completed before beginning field work. A maximum of one course would be allowed for transfer credit, with the approval of the academic advisor. Students must pass a capstone exam assessing their specialized knowledge and skills.

Admissions and academic requirements are: the appropriate graduate degree, 3.0 or higher GPA in graduate course work, two letters of recommendation, and recommendation after an interview by an MFT faculty member.

Certificate Student Learning Outcomes. The Certificate in Marriage and Family Therapy candidate is:

1. Prepared as a professional marriage and family therapist, with compassion, multicultural sensitivity and skill.
2. Able to bring therapeutic change to individuals, couples, and families, based on family systems theory and practice.
3. Have completed the educational requirements that demonstrate a focused course of advanced study in Marriage and Family Therapy.

Certificate Student Learning Outcomes Assessment: These outcomes are assessed through:

1. Passage of the Capstone Exam in CPS 742 Intermediate Family Therapy
2. Field supervisor evaluation scores of 3 or above on all items in the Field Supervisor Evaluation process.

Estimated Tuition Cost: \$14,346.00

Estimated Cost of Books: \$360.00

Employment Opportunities: The Certificate in Marriage and Family Therapy is designed for clinical social workers, mental health counselors, psychologists and advanced registered nurse practitioners desiring dual licensure as marital and family therapists as well as for individuals otherwise employed in the counseling field and those qualified to do so because of the Masters degree in counseling or a related specialization.

ONET Code. 21-1013.00

POST MASTER'S CERTIFICATE IN GUIDANCE AND COUNSELING

Program Director: Judith Bachay, Ph.D., LMHC

Academic Credentials: Ph.D. Leadership in Education with a Specialization in Counseling (Barry University, Miami, FL); M.S. Community Counseling (Barry University, Miami, FL); B.A. Public Administration, St. Thomas University, Miami, FL).

Contact Information: Office Phone: 305-628-6583; email: jbachay@stu.edu
Program Advisor(s): Judith Bachay

Professionals currently working in the public or private schools who have attained a Master's degree in education, counseling, educational administration, educational curriculum, or a related field may apply for admission to the certificate program. The certificate program requires that students take only those courses specified by the Florida Department of Education needed to obtain certification in guidance and counseling. A certificate is awarded upon successful completion of these courses. Students are advised to contact the State Department of Education for specific information regarding certification requirements.

CPS	660	Psychology of Learning & Personality Theory	3
CPS	733	Introduction to Counseling	3
CPS	735	Group Therapies	3
CPS	736	Legal and Ethical Issues in Counseling	3
CPS	750	Introduction to Community Consultation	3
CPS	662	Principles & Procedures of Psy Testing	3
CPS	663	Occ. & Edu. Prin of Guidance & Counseling	3
CPS	664	Principles, Philosophy, and Org. of Guidance & Counseling	3
	or		
CPS	665	Org. & Dev. of School Guidance Programs	3
CPS	667	Counseling Special and Diverse Populations	3
CPS	669	Supervised Counseling Practices	3

6A-4.0181 Specialization Requirements for Certification in Guidance and Counseling (grades PK-12)—Specialty Class Beginning July 1, 1990.

1. Plan One. A master's or higher degree with a graduate major in guidance and counseling or counselor education which includes three (3) semester hours in a supervised counseling practicum in an elementary or secondary school, or
2. Plan Two. A master's or higher degree with thirty (30) semester hours of graduate credit in guidance and counseling to include the areas specified below:
 - (a) Three (3)-semester hours in principles, philosophy, organization and administration of guidance,
 - (b) Three (3)-semester hours in student appraisal including administration and interpretation of standardized test,
 - (c) Three (3)-semester hours in education and career development information practices and systems,
 - (d) Three (3)-semester hours in learning, personality theory, and human development,
 - (e) Three (3)-semester hours in counseling theories and individual counseling techniques,

- (f) Three (3)-semester hours in group counseling and guidance techniques,
- (g) Three (3)-semester hours in consultation skills and techniques for conferring with group such as agencies, teachers, and parents,
- (h) Three (3)-semester hours in legal, ethical, and current issues affecting school counselors,
- (i) Three (3)-semester hours in specialized counseling techniques for use with elementary or secondary level special populations such as exceptional students, drop outs, and minorities, and
- (j) Three (3)-semester hours in a supervised counseling practicum in an elementary or secondary school.

This rule took effect July 1, 1990.

Certificate Student Learning Outcomes. Certificate candidates in Guidance and Counseling outcomes are:

1. Prepared as an ethical, and culturally competent professional school counselor.
2. Able to provide a comprehensive school guidance program.
3. Have completed the educational requirements for certification as a school counselor in the state of Florida.

Certificate Student Learning Outcomes Assessment: These outcomes are assessed through:

1. Passing score on the State of Florida Guidance Counseling Certification Exam
2. Field supervisor evaluation scores of 3 or above on all items in the Field Supervisor Evaluation process.

Estimated Tuition Cost: \$23,910.00

Estimated Cost of Books: \$600.00

Employment Opportunities: The Post Master's Certificate in Guidance and Counseling is designed to enhance professionals currently working in the public or private schools who have attained a Master's degree in education, counseling, educational administration, educational curriculum, or a related field.

ONET Code. 21—1012.00

THE STUDY OF LOSS & HEALING

Program Director: Barbara Buzzi, Ph.D., LMFT

Academic Credentials: Ph.D. Leadership in Education/Specialization in Counseling (Barry University); M.S. Family Therapy (St. Thomas University); B.S.N. Nursing (Barry University)

Contact Information: Office Phone: 305-628-6584; email: bbuzzi@stu.edu

Program Description

The graduate certificate program of the Study of Loss & Healing consists of six (6) courses: Spirituality & Death, Culture & Death, Counseling the Dying & Caregiver, Crisis Intervention & Management, and Special Issues in Grieving & Loss. The certificate program also requires three credits of clinical internship (field experience) or three one-credit practicums.

The goal is to promote compassionate and holistic care among professionals, spiritual leaders, and caregivers working with the dying, the bereaved, and others experiencing loss. Through an interdisciplinary approach, this Certificate will cultivate a healing community dedicated to understanding and embracing the diverse cultural, societal, psychological, and spiritual aspect of the grief experience.

Program Requirements. Certificate recipients must complete all six of the following courses.

STM	570	Spirituality & the Death & Dying Process	3
CPS	753	Crisis Intervention and Management	3
CPS	754	Counseling Needs of the Dying and their Families/Caregivers	3
CPS	755	Culture and Death	3
CPS/STM	757	Special Issues in Grieving and Loss	3
CPS	790	Field Experience in MHC I	3
or			
CPS	792	Field Experience in MFT II	3
or			
STM	791	Practicum I	1
STM	792	Practicum II	1
STM	791	Practicum III	1

Admission requirements

1. A bachelor's degree in a Human Services field or a bachelor's degree with significant experience in the area of human services.
2. A two-three page autobiographical essay
3. Two letters of recommendation
4. An interview with the program director

Program Student Learning Outcomes

The interdisciplinary graduate certificate program of the Study of Loss and Healing is designed to promote compassionate and holistic care among professionals, spiritual leaders, and caregivers working with the dying, the bereaved, and others experiencing loss.

(1) Learners will understand the diverse cultural expressions of loss, the psychological processes of healing and resilience, the spiritual aspects of the grief and the mourning experience.

(2) Learners will have an awareness of the dying process, anticipatory grief and mourning, and extant and emerging research in the field of thanatology.

(3) Learners will demonstrate the ability to challenge myths about grief and loss, provide support for the family during the process of death and after death, and address the needs of children, adolescents, adults and the aged populations.

Program Student Learning Outcomes Assessment

Practicum supervisor evaluation scores of 3 or above on all items in the Practicum Supervisor Evaluation process

Estimated Tuition Cost: \$14, 346.00

Estimated Cost of Books: \$360.00

Employment Opportunities: The Certificate in the Study of Loss & Healing is designed to enhance individuals who serve as counseling professionals, spiritual leaders, and caregivers working with the dying, the bereaved, and others experiencing loss

ONET Code. 21-1013.00



Kennedy Hall

SCHOOL OF BUSINESS

"Ethics and Leadership Are the Keys to Success"

**J. Antonio Villamil, Dean of the School and
Research Professor of Economics**

Associate Dean for Administration: James R. Bussey TEL: (305) 474-6807
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Faculty: T. Abernethy, J. Bell, R. Carrillo, G. Chan, M. Espino, N. Gariboldi, H. Gringarten, S. Gupta, P. Klein, L. Knowles, R. Kulzick, P. Maxwell, L. Mitchell, A. Ogazon, J. Peart, C. Reese, C. Samms, and S. Song.

Program Associate: Sarah E. Tuskey TEL:(305) 474-6872
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Mission: The School of Business supports the University's mission of **Developing Leaders for Life** by providing high-quality, convenient and affordable educational opportunities that represent superior value to diverse groups of part-time, full-time, traditional and adult students with undergraduate, graduate and certificate programs

The distinguished School of Business faculty is driven by a passion to develop the next generation of leaders. Working closely with faculty, students will expand upon the business concepts and principles necessary in today's globally competitive business environment and borderless society. Each program emphasizes the many distinct facets of business theories and principles along with their practical application.

Following graduation, St. Thomas University alumni will have a mastery of advanced skills and business knowledge to help them succeed in the 21st century economy. Many graduates take advantage of the growth of international business in South Florida and use their graduate degree to help them become leaders of industry and their communities. A brief introduction to the various graduate degrees offered by the School of Business follows. A more detailed look at the School's graduate programs is found in the Degree Programs section of this catalog.

Intended as further study in professional accounting, the **Master of Accounting (MAC)** degree is offered with specializations in forensic accounting and taxation. Certificates in forensic accounting and taxation are also offered.

PROGRAM OUTCOMES – MASTER OF ACCOUNTING

This program has been designed for those desiring preparation for a professional career in the field of accounting in pursuit of either a public or private accounting career. An undergraduate degree in Accounting, or the equivalent, serves as the program entry requirement. Successful completion of the program will enable each graduate to:

- Express their ideas and recommendations in a concise and professional fashion by utilizing their enhanced verbal, analytical, and writing skills.

- Apply critical thinking skills acquired from exposure to specific subject theories and practices to strategic organizational issues involving Accounting, Finance and general management considerations.
- Learning achievements are evaluated by employing a combination of specific subject assignments, examinations, an internship, and projects.

The **Master of International Business (MIB)** degree prepares students for the complexities of international trade, management and business with an emphasis on thriving in a global context.

PROGRAM OUTCOMES – MASTER OF INTERNATIONAL BUSINESS

This program is designed for those graduate students who desire to pursue a career in any of the many aspects of International Business such as international trade and commerce, importing and exporting, in a global or multi-national organization. Successful completion of an undergraduate degree serves as an entry foundation, regardless of the major or “specialization” at the undergraduate level. All accepted applicants are required to have completed a course in Accounting, Economics and Statistics. A series of faculty-directed, self-study courses are available to assist those candidates who have not met these requirements. Successful completion of the program will enable each graduate to:

- Apply their critical thinking skills acquired from exposure to specific functional theories and practices to strategic organizational issues affecting such areas as marketing, operations, finance, economics, and international commerce and trade.
- Express their ideas and recommendations in a concise and professional fashion by utilizing their enhanced verbal, analytical and writing skills.

Learning achievements are evaluated by employing a combination of subject assignments, examinations, an internship and projects. Final achievement will be measured by completion of a Comprehensive Examination administered by the School of Business.

The **Master of Business Administration (MBA)** degree can be earned in the following major fields of study: accounting, general management, global entrepreneurship, human resource management, international business and sports administration. The MBA degree is also available with a general business orientation without a specialization. In collaboration with the St. Thomas University Law School, the MBA degree in accounting, international business or sports administration is offered jointly with the J.D. (law) degree.

PROGRAM OUTCOMES—GENERAL MBA

This program is designed for those graduate students who desire to pursue a rigorous MBA degree. Successful completion of an undergraduate degree serves as an entry foundation, regardless of the major or “specialization” at the undergraduate level. All accepted applicants are required to have completed an approved course in Accounting, Economics and Statistics. A series of faculty-directed, self-study courses are available to assist those candidates who have not met these requirements. Successful completion of the program will enable each graduate to:

- Apply a balance of quantitative and qualitative concepts to executive decision-making cases or applications.
- Apply critical thinking skills acquired from exposure to specific functional theories and practices to strategic organizational issues affecting such areas as Accounting, Finance, and Operations.
- Express their ideas and recommendations in a concise and professional fashion by utilizing their enhanced verbal, analytical, and writing skills.

Learning achievements are evaluated by employing a combination of subject assignments, examinations, an internship, and projects. Final achievement will be measured by the completion of a Comprehensive Examination administered by the School of Business.

PROGRAM OUTCOMES—WITH SPECIALIZATION

This program is designed for those graduate students who desire to expand their knowledge in a specific area of specialization while pursuing their degree. Successful completion of an undergraduate degree serves as an entry foundation, regardless of the major or “specialization” at the undergraduate level. All accepted applicants are required to have completed an approved course in Accounting, Economics and Statistics. A series of faculty-directed, self-study courses are available to assist those candidates who have not met these requirements. Areas of specialization include: Accounting, Global Entrepreneurship, Human Resources, International Business, Management and Sports Administration. Successful completion of the program will enable each graduate to:

- Apply a balance of quantitative and qualitative concepts to executive decision-making cases or applications.
- Apply critical thinking skills acquired from exposure to specific functional theories and practices to strategic issues affecting areas such as Accounting, Finance and Operations.
- Express their ideas and recommendations in a concise and professional fashion utilizing enhanced verbal, analytical and writing skills.

Learning achievements are evaluated by employing a combination of subject assignments, examinations, an internship and projects. Final achievement will be measured by completion of a Comprehensive Examination administered by the School of Business.

Intended primarily for students with more focused professional interests, the **Master of Science in Management (MSM)** degree program is available with specializations in general management, human resource management, international business, justice administration, management accounting and public management. The MSM program is often delivered off-campus through on-site, organization cohort groups.

PROGRAM OUTCOMES – MASTER OF SCIENCE IN MANAGEMENT

This program is designed for those graduate students who desire to pursue studies in the non-quantitative areas of organizational leadership and management. Successful completion of an undergraduate degree serves as an entry foundation, regardless of the major or “specialization” at the undergraduate level. Students may focus their studies in any of the following specializations: Human Resource Management, General Management, International Business, Justice Administration, Management Accounting and

Public Management. Successful completion of the program will enable each graduate to:

- Apply behavioral science concepts to a private, public or government organizational environment.
- Apply their critical thinking skills acquired from exposure to specific functional theories and practices to strategic organizational issues.
- Express their ideas and recommendations in a concise and professional fashion by utilizing their enhanced verbal, analytical, and writing skills.

Learning achievements are evaluated by employing a combination of subject assignments, examinations, an internship, and projects. Final achievement will be measured by completion of a Comprehensive Examination administered by the School of Business.

The **Master of Science in Sports Administration (MS-SA)** degree is also a more focused program designed for the further study of sports management. This degree is also available as a joint degree program with St. Thomas' School of Law.

PROGRAM OUTCOMES – MS-SPORTS ADMINISTRATION

This program has been designed for those graduate students who desire to pursue a management-oriented degree in the field of Sports Administration. Successful completion of an undergraduate degree serves as an entry foundation, regardless of the major or "specialization" at the undergraduate level. Program contents will enable each student to pursue a variety of specializations within the sports industry. Successful completion of the program will enable each graduate to:

- Apply critical thinking skills acquired from exposure to specific functional theories and practices to strategic organizational and managerial issues in a sports setting.
- Acquire a keen perspective of the importance of employing ethical practices in all aspects of the sports setting.
- Seek to acquire practical experience by successfully completing a supervised internship in the field of sports.
- Conduct research and prepare an organized report of findings in a class room organizational setting; additional research opportunities may become available thru sponsorships offered by professional, public or private organizations.
- Express their ideas and recommendations in a concise and professional fashion by utilizing their enhanced verbal, analytical and writing skills.

Learning achievements are evaluated by employing a combination of specific subject assignments, examinations, an internship and projects. Final achievement will be measured by completion of a Comprehensive Examination administered by the School of Business.

Finally, 9 graduate certificate programs of 12 credits each are offered by the School in most areas of specialization:

- Finance
- Forensic Accounting
- Human Resource Management
- International Business
- Justice Administration
- Management Accounting
- Public Management

- Sports Administration
- Taxation

DEGREE PROGRAMS

MASTER OF ACCOUNTING (MAC)

The Master of Accounting degree program provides the student with intensive professional preparation in accounting and with an opportunity to specialize in Taxation or Forensic Accounting. The program is designed to enhance the professional development and competence of students and professionals who are planning to enter public accounting, public institution accounting, or private accounting.

Upon completion of the Master of Accounting degree, the graduate should meet the requirement of the Florida State Board of Accountancy for 30 credits of education beyond the baccalaureate degree. Final determination of one's eligibility to take the Uniform CPA Examination rests with the State Board.

Program Coordinator Dr. Craig Reese

Academic Credentials: Ph.D. in Accounting (University of Texas, Austin, TX); MBA (St. Mary's University, San Antonio, TX); BBA in Accounting (University of Texas, Austin, TX)

Contact Information: Office Phone: 305-628-6623; Office E-mail: creese@stu.edu

Program Advisor(s): Dr. Craig Reese, Dr. Ray Kulzick

ADMISSION REQUIREMENTS

The Office of Graduate Admissions requires the following materials:

1. Completed and signed application. (Fee required.)
2. Official transcripts from all undergraduate and graduate institutions attended.
3. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor, but none from a relative.
4. An undergraduate degree in accounting (or its equivalent) with a GPA of 2.75 or higher in upper-division accounting, business and economics courses. Admitted students should review graduate course prerequisites.
5. Testing:
 - a. Domestic applicants and international students who attended U.S. institutions with a GPA of 2.75 or higher (as explained above) are not required to take any admissions tests.
 - b. Dade and Broward County applicants with a GPA below 2.75 but above 2.49 are required to take a formal writing test offered through St. Thomas University's Academic Enhancement Center. Students with a GPA below 2.75 and living outside these two counties must submit a GMAT score. Dade/Broward County applicants with a GPA below 2.50 must submit a GMAT score.
 - c. International students and domestic students whose language of instruction is other than English are required to take the TOEFL. Students taking the TOEFL with the TWE subtest are not required to take the English writing assessment prior to course registration. A TOEFL score of 550 or higher on the paper-based, 213 or higher on the computer-based test, or 79 or higher on the Internet-based test is required for admission consideration. Students with a TOEFL score

lower than the required minimum of 550, 213, or 79 must register in the University's English Language Development Program.

6. If appropriate, international students must submit transcript evaluations of their documents by an accredited evaluator. Copies of certificates and/or diplomas must be submitted.
7. All international students requiring I-20 visas must submit a Certification or Letter of Finance and a Letter of Sponsorship.

DEGREE PROGRAM

To earn the Master of Accounting degree the student must successfully complete:

Required accounting courses	15 credits
Business-related courses	6 credits
Accounting elective courses	3 credits
General elective courses	6 credits
Total degree program requirements	30 credits

All School of Business graduate academic standards apply, including the requirement that students must maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. Withdrawal for more than one (two consecutive nine-week terms) semester subjects the student to reapplication procedures. All other academic policies apply.

SPECIALIZATION IN FORENSIC ACCOUNTING or TAXATION

Students may obtain a specialization with the Master of Accounting degree in either Forensic Accounting or Taxation by completing the required 12 credits (four courses) within the specialization area. This can be accomplished within the 30 credit MAC program only through careful planning and scheduling of coursework.

Consult with an advisor in advance if you are interested in these specializations. Specialization courses normally require at least one and one-half years to complete. Details of course requirements are presented below.

MAC Course Requirements

30 credits

Accounting

15 credits

ACC	502	Advanced Auditing	3
ACC	503	Management Accounting II - Cost Analysis	3
ACC	504	Advanced Accounting Information Systems	3
ACC	505	Advanced Taxation	3
ACC	508	International Financial Reporting Standards	3

Management

6 credits

BUS	670	Advanced Operations Management	3
MAN	510	Management Ethics	3

Accounting Electives

3 credits

One course from:

ACC	507	Governational and Institutional Accounting	3
ACC	540	Fraud Examination	3
ACC	541	Forensic Accounting Applications	3
ACC	542	Forensic Accounting Practice Issues	3

ACC	543	Computer Auditing and Investigation	3
ACC	605	Seminar in Accounting Theory	3
ACC	755	Seminar: Selected Topics in Accounting	3
ACC	781	International Taxation	3
ACC	783	Tax Research	3
ACC	785	Taxation of Estates, Trusts and Gifts	3
ACC	786	Advanced Corporate Taxation	3
ACC	788	"S" Corporation and Partnership Taxation	3
ACC	790*	Accounting Internship I	3

Electives

6 credits

Two courses from any of the above listed Accounting Electives, or the following:

ACC	791*	Accounting Internship II	3
BUS	536	Entrepreneurship	3
BUS	673	Management Writing and Reporting	3
BUS	707	Marketing of Services	3
BUS	771	International Business Law	3
BUS	775	International Business	3
ECO	671	International Economics	3
FIN	772	International Finance and Banking	3

*These courses are available with some restrictions and only with the advanced approval of the MAC Program Coordinator.

Forensic Accounting Specialization

The specialization in Forensic Accounting is designed for the Master of Accounting students who wish to expand their knowledge in the broad area of forensic accounting. Courses in this specialization are designed to provide the accountant with a broad base of knowledge across the field of forensic accounting and more specialized knowledge within the areas of fraud and computer applications and investigation. Forensic career opportunities are available with private companies, government agencies, public accounting and consulting firms, as well as in specialized individual practices.

The graduate specialization will be awarded to those who complete four courses (12 credits) at St. Thomas University from the following forensic accounting courses at the same time as they complete the MAC degree:

ACC	502	Advanced Auditing	3
ACC	540	Fraud Examination	3
ACC	541	Forensic Accounting Applications	3
ACC	542	Forensic Accounting Practice Issues	3
ACC	543	Computer Auditing and Investigation	3

Taxation Specialization

The specialization in Taxation is designed for the Master of Accounting students who wish to expand their knowledge in the area of taxation. Many candidates for the specialization will be practicing public accounting professionals desiring to improve their skills. For this reason, a practical viewpoint will prevail, i.e., an emphasis on case-problem solution analysis.

The graduate specialization will be awarded to those who complete four courses (12 graduate credit hours) at St. Thomas University from the following graduate taxation courses at the same time as they complete the MAC degree:

ACC	505	Advanced Taxation	3
ACC	755*	Seminar: Selected Topics in Accounting	3
ACC	781	International Taxation	3
ACC	783	Tax Research	3
ACC	785	Taxation of Estates, Trusts and Gifts	3
ACC	786	Advanced Corporate Taxation	3
ACC	788	"S" Corporation and Partnership Taxation	3

* Taxation topics only, e.g., Seminar: State and Local Taxation.

Prerequisites:

Although an undergraduate degree in accounting or its equivalent is a prerequisite for admission to the MAC, it is possible for an applicant to be admitted to the MAC program with a baccalaureate degree in another business discipline or some other discipline if he or she agrees to complete the prerequisites for the MAC program. Each prerequisite must be taken before the student may take the advanced graduate course related to the prerequisite, e.g., ACC 303 before ACC 503. Thus, a student may be taking both undergrad and grad courses at the same time until the prerequisites are completed. The prerequisites as expressed in terms of St. Thomas University courses are as follows:

Course prefix/number(s)/name(s)

ACC	201 + ACC 202	Principles of Accounting I + II	6
ACC	301 + ACC 302	Financial Accounting I + II	6
ACC	303	Management Accounting I: Cost Principles	3
ACC	304	Accounting Information Systems	3
ACC	305	Federal Income Tax	3
ACC	401	Advanced Accounting	3
	or		
ACC	420	Governmental and Institutional Accounting	3
ACC	402	Auditing	3
BUS	220	Business Law I	3
BUS	322	Business Law II	3
Business and economics courses (upper division)			12 to 18

Total prerequisite credits

45 to 51

If a student is admitted without one or more prerequisites, he or she must complete the prerequisite course(s) with a grade of B or higher before he/she can take the graduate course(s) for which the prerequisite(s) is (are) necessary.

Some students with an undergraduate degree in accounting may be interested in completing their graduate accounting education by earning our MBA specialization in Accounting or Master of Science in Management (MSM) specialization in Management Accounting. Although the general admission requirements for the MBA and MSM differ from those for the MAC, the above listed accounting prerequisites are the same for all three graduate programs.

MASTER OF BUSINESS ADMINISTRATION (MBA)

The St. Thomas University Master of Business Administration degree is designed for students who are currently in, or plan to enter, responsible positions of management. The MBA program provides a balance between the quantitative and qualitative aspects of management and focuses on the needs of part-time students who may have special concerns because of their employment responsibilities. The MBA also provides an opportunity for full-time students to complete the degree program in as few as seven nine-week terms, i.e., less than 18 months.

St. Thomas offers two options for students interested in pursuing a Master of Business Administration, a General MBA or an MBA with intensive preparation in one of six areas: accounting, general management, international business, global entrepreneurship, sports administration, or human resource management. Additionally St. Thomas offers a joint J.D. (Law) and MBA degree with a specialization in Accounting, International Business or Sports Administration. The joint degree program requires prior acceptance into the University's School of Law in addition to separate admission into the MBA program.

The St. Thomas University Master of Business Administration program has full-time and adjunct faculty representing a broad background in management, human resource management, international business, sports administration, entrepreneurship, and accounting.

Program Coordinator Dr. Craig Reese

Academic Credentials: Ph.D. in Accounting (University of Texas, Austin, TX); MBA (St. Mary's University, San Antonio, TX); BBA in Accounting (University of Texas, Austin, TX)

Contact Information: Office Phone: 305-628-6623; Office E-mail: creese@stu.edu

Program Advisor(s): Dr. Craig Reese, Prof. Lloyd Mitchell, Dr. Paul Maxwell, Dr. Maria Espino, Dr. Raul Carrillo, Dr. Ray Kulzick, Dr. Seok-Ho Song, Dr. Jan Bell, Dr. Ted Abernethy

ADMISSION REQUIREMENTS

The Office of Graduate Admissions requires the following materials:

1. Completed and signed application (fee required).
2. Official transcripts from all undergraduate and graduate institutions attended.
3. Two letters of recommendation (three for the Sports Administration specialization), one of which must be submitted by the applicant's supervisor or academic advisor. None can be from a relative.
4. Testing:
 - a. All applicants are required to take a formal writing assessment through the St. Thomas University Academic Enhancement Center.
 - b. Applicants who are unable to take the formal writing assessment and who have an undergraduate GPA below 3.0 should submit a GMAT or GRE score.
 - c. International students and domestic students whose language of instruction is other than English are required to take the TOEFL. Students taking the TOEFL with the TWE subtest are not required to take the English writing assessment prior to course registration. A

TOEFL score of 550 or higher on the paper-based, 213 or higher on the computer-based test, or 79 or higher on the Internet-based test is required for admission consideration. Students with a TOEFL score lower than the required minimum of 550, 213, or 79 must register in the University's English Language Development Program.

5. Current resume detailing work experience and education.
6. Career Objectives and Interview (Sports Administration specialization only):
 - a. A double-spaced typed one to two-page statement of goals that includes career objectives.
 - b. Those Sports Administration applicants who meet the quantitative admissions standards will be invited to St. Thomas University at their own expense for a personal interview. As part of the interview process, each interviewee will be asked to sit for an assessment of his/her writing skills. (see 4a above).
7. If appropriate, international students must submit transcript evaluations of their documents by an accredited evaluator. Copies of certificates and/or diplomas must be submitted.
8. All international students requiring I-20 visas must submit a Certification or Letter of Finances and a Letter of Sponsorship.

DEGREE PROGRAMS

The program consists of (42) credits, thirty (30) credits of core courses and twelve (12) credits in the area of specialization, except for the accounting and sports administration specialization which require 27 hours of business core and 15 hours in the specialization area. The accounting specialization is only available to students with an undergraduate degree in accounting or its equivalent. An additional three preparatory courses might be required to provide the needed base-skills for those students who have not successfully completed the following undergraduate equivalencies: accounting-6 credits, economics-6 credits, and business statistics-3 credits. Preparatory courses are offered in a one (1) semester hour, self-paced, independent-study format.

Six areas of specialization are offered: Accounting, General Management, Global Entrepreneurship, Human Resource Management, International Business, and Sports Administration. Part-time students taking two courses per nine-week term can complete the program in as little as 18 months, if no preparatory courses are needed.

Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. Failure to register for more than one semester or two consecutive nine-week terms results in withdrawal from the University. See Academic Policies.

Passing a Comprehensive Examination is required for graduation. All other graduate academic policies apply.

Course Requirements			42 credits
Preparatory Courses (if required)			
ACC	500	Fundamentals of Accounting	1
ECO	500	Fundamentals of Economics	1
BUS	500	Fundamentals of Statistics	1

Core Courses			30 credits
ACC	770	Managerial Accounting	3
BUS	533	Quantitative Methods for Business	3
BUS	670	Advanced Operations Management	3
BUS	673	Management Writing and Reporting	3
BUS	704	Policy, Planning and Strategy Systems	3
BUS	705	Advanced Information Systems	3
ECO	534	Managerial Eco. For Bus. Decision-Making	3
FIN	751	Financial Management	3
MAN	510	Management Ethics	3
MAN	700	Organizational Behavior	3

Accounting Specialization*/*** **15 credits**

Five of the following courses, one of which substitutes for ACC 770:

ACC	502	Advanced Auditing	3
ACC	503	Management Accounting II-Cost Analysis	3
ACC	504	Advanced Accounting Information Systems	3
ACC	505	Advanced Taxation	3
ACC	508	International Financial Reporting Standards	3
ACC	540	Fraud Examination	3
ACC	541	Forensic Accounting Applications	3
ACC	542	Forensic Accounting Practice Issues	3
ACC	543	Computer Auditing and Investigation	3
ACC	605	Seminar in Accounting Theory	3
ACC	755	Seminar: Selected Topics in Accounting	3
ACC	781	International Taxation	3
ACC	783	Tax Research	3
ACC	785	Taxation of Estates, Trusts and Gifts	3
ACC	786	Advanced Corporate Taxation	3
ACC	788	"S" Corporation and Partnership Taxation	3

Human Resource Management Specialization **12 credits**

Four of the following courses:

MAN	607	Human Resource Planning and Staffing	3
MAN	703	Human Resource Management	3
MAN	710	Legal & Regulatory Aspects of Management	3
MAN	712	Labor-Management Relations	3
MAN	727	Organizational Development	3
MAN	730	Compensation Administration	3
BUS	789	Graduate Project	3
BUS	792**	Business Internship I	3

Global Entrepreneurship Specialization **12 credits**

BUS	509	Social Entrepreneurship	3
BUS	536	Entrepreneurship	3

Two of the following courses:

BUS	672	Multinational Mar. Concepts & Strategies	3
BUS	771	International Business Law	3
BUS	774	Issues and Applications in Import/Export	3

BUS	775	International Business	3
BUS	780	Regional Business Environment	3
BUS	795	International Management	3
ECO	671	International Economics	3
FIN	772	International Finance and Banking	3

International Business Specialization ***

12 credits

Four of the following courses:

ECO	671	International Economics	3
BUS	672	Multinational Mar. Concepts & Strategies	3
BUS	775	International Business	3
BUS	771	International Business Law	3
FIN	772	International Finance and Banking	3
BUS	774	Issues and Applications in Import/Export	3
BUS	780	Regional Business Environment	3
BUS	795	International Management	3
BUS	789	Graduate Project	3
BUS	792**	Business Internship I	3

Management Specialization

12 credits

Four of the following courses:

BUS	750	Marketing Management	3
BUS	795	International Management	3
MAN	701	Organizational Design and Theory	3
MAN	703	Human Resource Management	3
BUS	536	Entrepreneurship	3
MAN	712	Labor-Management Relations	3
BUS	789	Graduate Project	3
BUS	792**	Business Internship I	3

Sports Administration Specialization***

15 credits

(See Sports Administration Graduate Programs Section for further detail)

SPO	717	Seminar & Principles of Sports Adm.	3
SPO	719	Legal Aspects of Sports Administration	3

Three of the following courses, one of which substitutes for BUS 670:

SPO	510	Sports Ethics – may substitute for MAN 510	3
SPO	540	Sports Media and Public Relations	3
SPO	543	Sports Financial Management	3
SPO	544	Sports Marketing and Promotion	3
SPO	546	Facility and Event Management	3
SPO	547	Principles of Leisure Services Management	3
SPO	548	Sports Psychology	3
SPO	549	Athletic Fund Raising	3
SPO	551	Negotiations in the Sports Industry	3
SPO	552	Governance of Intercollegiate Athletics	3
SPO	750	Issues in Sports Administration	3
SPO	755	Special Topics in Sports Administration	3
SPO	790**	Supervised Internship	3

*The MBA-Accounting specialization is designed to enable a student who has earned an undergraduate degree in accounting from a regionally accredited institution to complete the educational requirements for the CPA exam in Florida while earning the MBA degree. The MBA-Accounting student must substitute one graduate accounting course for the accounting core course (ACC 770-Managerial Accounting); and therefore, this specialization requires only nine core courses (27 credits) rather than ten (30 credits).

If the student is considering taking the Florida CPA Examination, he/she must work with his/her program advisor prior to beginning the program. Final determination of one's eligibility rests with the State Board of Accountancy.

**These courses are available with some restrictions and only with the advanced approval of the Program Coordinator.

*** The joint J.D. (Law) and MBA program in Accounting, International Business or Sports Administration requires prior acceptance into the University's School of Law in addition to admission into the MBA degree program. Nine (9) credits from the student's Law program courses will transfer to the MBA. The following grid shows what Law School courses are required, with satisfactory completion, to replace/substitute for the designated MBA courses:

Joint J.D./MBA Students take:	MBA-Accounting	MBA – International Business	MBA – Sports Administration
LAW 635 – Legal Research & Writing	Replaces BUS 673	Replaces BUS 673	X
LAW 850 – Professional Responsibility	Replaces MAN 510	Replaces MAN 510	Replaces MAN 510
LAW 812 – Federal Income Taxation	Replaces ACC 505	X	Replaces SPO elective
LAW 700 – International Law or LAW 832 – International Business Transactions	X	Replaces BUS 771 or BUS 775	X
LAW 745 – Sports Law	X	X	Replaces SPO 719

Students in the joint degree programs must complete all of the other 33 credits (plus any prerequisite accounting, business and economics courses) required for the MBA degree.

GENERAL MBA

The General MBA with no specialization consists of thirty-nine (39) semester credit hours. An additional three preparatory courses may be required to provide the needed base skills for those students who have not successfully completed each of the following undergraduate equivalencies: accounting-6 credits (Principles of Accounting I and Principles of Accounting II), economics-6 credits (Principles of Macroeconomics and Principles of Microeconomics), and business statistics or applied statistics-3 credits. Preparatory courses are offered in a one (1) semester hour, self-paced, independent-study format.

The program is often offered at other site locations. It can be completed in as little as 18 months, i.e., seven nine-week terms.

Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. Failure to register for more than one semester (or more than two consecutive nine-week terms) results in withdrawal from the University. See Academic Policies.

Passing a Comprehensive Examination is required for graduation. All graduate academic policies apply.

Program Coordinator Dr. Craig Reese

Academic Credentials: Ph.D. in Accounting (University of Texas, Austin, TX); MBA (St. Mary's University, San Antonio, TX); BBA in Accounting (University of Texas, Austin, TX)

Contact Information: Office Phone: 305-628-6623; Office E-mail: creese@stu.edu

Program Advisor(s): Dr. Craig Reese, Prof. Lloyd Mitchell, Dr. Paul Maxwell, Dr. Seok-Ho Song

Course Requirements			39 credits
Preparatory Courses (if required)			
ACC	500	Fundamentals of Accounting	1
ECO	500	Fundamentals of Economics	1
BUS	500	Fundamentals of Statistics	1

Core Courses			39 credits
ECO	534	Managerial Economics for Business Decision-Making	3
BUS	533	Quantitative Methods for Business	3
BUS	670	Advanced Operations Management	3
ACC	770	Managerial Accounting	3
BUS	705	Advanced Information Systems	3
FIN	751	Financial Management	3
BUS	737	Ethical & Legal Environment of Business	3
BUS	750	Marketing Management	3
BUS	775	International Business	3
MAN	700	Organizational Behavior	3
BUS	794	Seminar in Business Administration	3
BUS	704	Policy, Planning & Strategy Systems	3
BUS	673	Management Writing & Reporting	3

MASTER IN INTERNATIONAL BUSINESS (MIB)

The Master in International Business (MIB) program has an exclusive international focus and is designed to enable graduates to operate successfully in positions of managerial responsibility in global corporations. The 30 credit curriculum combines quantitative and basic business skills (12 credit hours) needed for sound decision-making with an international business core (18 credit hours) to provide students with a uniquely global perspective. [Pre-requisites may apply, see Degree Program Section]. Cross-cultural management skills and regional business practices are essential components of the program. Business internships are also available.

Program Coordinator Dr. Raul Carrillo

Academic Credentials: D. Arts in Economics, MA in Economics, BBA in Economics (University of Miami, Miami, FL)

Contact Information: Office Phone: 305-628-6534; Office E-mail: rcarrillo@stu.edu

Program Advisor(s): Dr. Raul Carrillo, Dr. Maria Espino, Dr. Craig Reese

ADMISSION REQUIREMENTS

The Office of Graduate Admissions requires the following materials:

1. Completed and signed application (Fee required).
2. Official transcripts from all undergraduate and graduate institutions attended.
3. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor. None can be from a relative.
4. Testing:
 - a) All applicants are required to take a formal writing assessment exam through the St. Thomas University Academic Enhancement Center.
 - b) Applicants who are unable to take the formal writing assessment exam and who have an undergraduate GPA below 3.0 should submit a GMAT or GRE score.
 - c) International students and domestic students whose language of instruction is other than English are required to take the TOEFL. Students taking the TOEFL with the TWE subtest are not required to take the English writing assessment prior to course registration. A TOEFL score of 550 or higher on the paper-based, 213 or higher on the computer-based test, or 79 or higher on the Internet-based test is required for admission consideration. Students with a TOEFL score lower than the required minimum of 550, 213, or 79 must register in the University's English Language Development Program.
5. If appropriate, international students must submit transcript evaluations of their documents by an accredited evaluator. Copies of certificates and/or diplomas must be submitted.
6. All international students requiring I-20 visas must submit a Certification or Letter of Finances and a Letter of Sponsorship.

DEGREE PROGRAM

To earn the Master in International Business degree, the student must successfully complete:

Management-related courses	12 credits
Required international business courses	15 credits
International business electives	3 credits

Total degree program requirements 30 credits

An additional three preparatory courses might be required to provide the needed base- skills for those students who have not successfully completed the following undergraduate equivalencies: 6 credits in accounting (3 credits in Accounting Principles I, and 3 credits in Accounting Principles II), 6 credits in economics (3 credits in Micro-economics, and 3 credits in Macro-economics), and 3 credits in business statistics. Preparatory courses are offered in a one (1) semester hour, self-paced, independent-study format.

Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. Failure to register for more than one semester (or two consecutive nine-week) terms results in withdrawal from the University. See Academic Policies.

Passing a Comprehensive Examination is required for graduation. All graduate academic policies apply.

MIB Course Requirements 30 credits

Preparatory Courses (if required)

ACC	500	Fundamentals of Accounting	1
ECO	500	Fundamentals of Economics	1
BUS	500	Fundamentals of Statistics	1

MAN	510	Management Ethics	3
ECO	534	Managerial Eco. for Bus. Decision Making	3
ACC	770	Managerial Accounting	3
FIN	751	Financial Management	3

International Business Core 18 credits

Required (15 credits)

ECO	671	International Economics	3
BUS	775	International Business	3
BUS	672	Multinational Mar. Concepts and Strategies	3
BUS	780	Regional Business Environment	3
BUS	795	International Management	3

Electives 3 credits

BUS	792*	International Bus. Internship/Field Exp.	3
BUS	771	International Business Law	3
FIN	772	International Finance & Banking	3
ACC	508	International Financial Reporting Standard	3
BUS	774	Issues and Applications in Import/Export	3

*Credits for the optional course BUS 792, International Business Internship/ Field Experience, can be obtained by either completing a business internship with a multinational firm or by attending approved course work at overseas institutions.

MASTER OF SCIENCE IN MANAGEMENT (MSM)

The Master of Science in Management program provides graduate students with the skills to effectively manage today's organizations by using applied behavioral science concepts. It is designed for those who are currently in or plan to enter responsible staff and management positions in the public or private sectors. Significant work experience is helpful.

The Master of Science in Management curriculum provides core knowledge and skills foundation. Concepts and theories are combined with practical applications. The Master of Science in Management program has full time and adjunct faculty representing broad experience in human resource management, international business, justice administration, management accounting, and public management.

Courses within the program's core requirements are offered at the main campus. The public management and justice administration specializations may be offered at off-campus locations, such as Archbishop McCarthy High School, Miami Police Department and the City of North Miami Beach.

Program Coordinator Dr. Seok-Ho Song

Academic Credentials: Ph.D. in Health, PE, Recreation (University of New Mexico, Santa Fe, NM); M.S. in Education (Southern Illinois University, Carbondale, IL); B.S.(eq) Athletic Training and Coaching (Incheon University, Incheon, South Korea)

Contact Information: Office Phone: 305-628-6909; Office E-mail: ssong@stu.edu

Program Advisor(s): Dr. Seok-Ho Song, Dr. Lisa Knowles, Dr. Raul Carrillo, Dr. Craig Reese

ADMISSION REQUIREMENTS

The Office of Graduate Admissions requires the following materials:

1. Completed and signed application (fee required).
2. Official transcripts from all undergraduate and graduate institutions attended.
3. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor.
4. A cumulative undergraduate grade point average of at least 3.0 is preferred.
5. An interview with the MSM program director or designated faculty member may be requested by the program director in certain circumstances.
6. Each applicant will be required to take the writing assessment through Academic Enhancement Center. If the applicant submits a satisfactory GRE or GMAT score and earned at least a 3.0 GPA, the writing assessment can be waived.
7. Full-time healthcare, public-sector and not-for-profit organization employees must submit employment documentation to be eligible for the On-Site/Off-Campus Program tuition discount.
8. A typed, double-spaced two-page professional goals statement.
9. Current resume detailing work experience and education.
10. If appropriate, international students must submit transcript evaluations of their documents by an accredited evaluator. Copies of certificates and/or diplomas must be submitted.
11. Each international student requiring an I-20 visa must submit a Certification or Letter of Finances and a Letter of Sponsorship.

DEGREE PROGRAM

The Master of Science in Management (MSM) degree program requires a total of 36 credit hours; 18 credits in required courses, 12 credits in specialization courses, and 6 credits in general electives (excluding the general management specialization). All courses are three credit hours. Individual advising and answers to questions about courses are available by contacting the MSM program director.

Specialization courses may require prerequisites. Carefully review course descriptions for details and contact the Program Coordinator for clarification.

Passing a comprehensive examination is required for graduation. All general graduate program academic policies apply.

MS in Management Course Requirements	36 credits
Required Core Courses	18 credits

MAN	704	Policy, Planning and Strategy Systems	3
MAN	503	Applied Research Methods	3
MAN	510	Management Ethics	3
MAN	700	Organizational Behavior	3
MAN	701	Organization Design and Theory	3
MAN	703	Human Resource Management	3

General Management Specialization*	18 credits
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BUS	705	Advanced Information Systems	3
BUS	707	Marketing of Services	3
	or		
BUS	750	Marketing Management	3
MAN	560	Finance for Non-Financial Managers	3
MAN	711	Managerial Psychology	3
MAN	710	Legal and Regulatory Aspects of Management	3
	or		
MAN	712	Labor-Management Relations	3
BUS	771	International Business Law	3
	or		
BUS	774	Issues and Applications in Import/Export	3

*Six (6) credits in general electives are not required.

Human Resource Management Specialization	12 credits
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Four courses chosen from:

MAN	607	Human Resources Planning and Staffing	3
MAN	710	Legal and Regulatory Aspects of Management	3
MAN	712	Labor-Management Relations	3
MAN	727	Organizational Development	3
MAN	729	Human Resources Development	3
MAN	730	Compensation Administration	3

International Business Specialization	12 credits
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Four courses chosen from:

BUS	672	Multinational Marketing Concepts and Strategies	3
BUS	771	International Business Law	3
BUS	774	Issues and Applications in Import/Export	3

BUS	775	International Business	3
BUS	780	Regional Business Environment	3
BUS	795	International Management	3
ECO	671	International Economics	3
FIN	772	International Finance and Banking	3

Justice Administration Specialization

12 Credits

Four courses chosen from:

CJA	650	Advanced Criminology	3
CJA	760	Analysis of Law Enforcement Operations	3
CJA	766	Legal Aspects for Criminal Justice Administration	3
CJA	775	International Comparative Criminal Law & Justice Sys.	3
CJA	780	Problems and Issues in Criminal Justice	3
CJA	790	Directed Management & Development Project	3
CJA	795	Special Topics in Justice Administration	3

Management Accounting Specialization**

12 credits

Four courses chosen (with the advance approval of the student's advisor) from:

ACC	502	Advanced Auditing	3
ACC	503	Management Accounting II - Cost Analysis	3
ACC	504	Advanced Accounting Information Systems	3
ACC	505	Advanced Taxation	3
ACC	508	International Financial Reporting Standards	3
ACC	540	Fraud Examination	3
ACC	541	Forensic Accounting Application	3
ACC	542	Forensic Accounting Practice Issues	3
ACC	543	Computer Auditing and Investigation	3
ACC	605	Seminar in Accounting Theory	3
ACC	755	Seminar: Selected Topics in Accounting	3
ACC	770	Managerial Accounting	3
ACC	781	International Taxation	3
ACC	783	Tax Research	3
ACC	785	Taxation of Estates, Trusts and Gifts	3
ACC	786	Advanced Corporate Taxation	3
ACC	788	"S" Corporation and Partnership Taxation	3

*** If the student specializing in Management Accounting is considering taking the Florida CPA examination, he/she must contact his/her advisor prior to beginning the program. Final determination of one's eligibility rests with the State Board of Accountancy.*

Public Management Specialization

12 credits

Four courses chosen from:

BUS	707	Marketing of Services	3
MAN	521	State and Local Government	3
MAN	528	Problems of Metropolitan Government	3
MAN	530	Planning, Budgeting and Financing for Public Agencies	3
MAN	532	Regulatory Agencies	3
MAN	709	Public Administration	3
MAN	725	Community Development	3

General Electives**6 credits**

Two courses from any of the specializations listed above or from the following courses:

MAN	767	Seminar I: Issues in Management	3
MAN	768	Seminar II: Issues in Management	3

Other graduate level courses may be substituted for the above electives with approval of the student's advisor. A course substitution form signed by the program office must be submitted to the Registrar's Office.

SPORTS ADMINISTRATION GRADUATE PROGRAMS

As a leader in the field of Sports Administration, St. Thomas University (Biscayne College) pioneered the first undergraduate sports administration program in the nation in 1973. In 1977, St. Thomas University began offering a Master of Science (MS) in Sports Administration as a vehicle for teaching the unique skills of management necessary for the modern sports administrator. The curriculum design, blending management and sports business courses, meets the challenge of the rapidly changing world of sports. The growth of professional sports, college athletics, leisure and wellness services, facility management, and media and business participation has created a need for specialized professional preparation. The complex nature of today's sports programs is increasing the need for professionally prepared sports managers.

In 1994, a Master of Business Administration (MBA) with a specialization in Sports Administration was introduced to meet the need for more accounting and financially trained professionals. America is on the move, and the business of sports, from professional baseball to managing a fitness and wellness center, needs well-prepared administrators.

Two joint degrees with the law school, a J.D./MS and a J.D./MBA, were first offered in 2000 and 2006 respectively. With so many aspects of sports having legal ramifications, these alternatives for the law school students interested in the sports business aspects are growing in popularity. (Note: The joint degrees require prior acceptance into the University's School of Law in addition to admission into a Sports Administration Master's program.)

All graduate degrees in Sports Administration at St. Thomas University have been approved by the North American Society for Sport Management (NASSM) and the National Association for Sports and Physical Education (NASPE).

Professionals from all areas of sports and athletics are engaged in lending counsel and instruction through adjunct professorships, classroom presentations, volunteer opportunities, and internships. Throughout the year, leaders from the sports industry are invited as seminar speakers on specific topics related to sports management.

The uniqueness of the sports administration programs at St. Thomas University revolves around three elements:

1. Business courses with an application to sports comprise the curriculum.
2. South Florida is a natural laboratory setting which affords numerous opportunities for aspiring sports administrators to gain valuable experience while pursuing their graduate degrees.
3. The South Florida area, a major sports market, exposes students to a network of sports industry professionals who serve as guest lecturers and adjunct professors.

Program Coordinator Dr. Jan Bell

Academic Credentials: Ed.D. in Physical Education (Temple University, Philadelphia, PA); M.S. in Education (State University College, Brockport, NY); B.S. in Secondary Education (Salisbury State College, Salisbury, MD)

Contact Information: Office Phone: 305-628-6634; Office E-mail: jbelle@stu.edu

Program Advisor(s): Dr. Jan Bell, Dr. Ted Abernethy, Dr. Seok-Ho Song

ADMISSION REQUIREMENTS

St. Thomas University's Sports Administration program utilizes a selective admissions process to ensure the high quality of its students and graduates. The specific admission requirements are:

1. Completed and signed application. (Fee required.)
2. A double-spaced typed one to two page statement of goals that includes career objectives.
3. Official transcripts from all undergraduate and graduate institutions attended.
4. Three letters of recommendation, one of which should be submitted by the applicant's supervisor or academic advisor.
5. A minimum overall GPA of 2.75 (3.00 for MBA) for all undergraduate course work.
6. Interview: Those applicants who meet the quantitative admissions standards will be invited to St. Thomas University, at their expense, for a personal interview. As part of the interview process, each interviewee will be required to take the writing assessment through the Academic Enhancement Center.
7. Current resume detailing work experience and education.
8. If appropriate, international students must submit transcript evaluations of their documents by an accredited evaluator. Copies of certificates and/or diplomas must be submitted.
9. All international students requiring I-20 visas must submit a Certification or Letter of Finances and a Letter of Sponsorship.

MASTER OF BUSINESS ADMINISTRATION (MBA) IN SPORTS ADMINISTRATION

The MBA degree requires from 42-45 credits - three (3) credits of graduate preparatory courses, twenty-seven (27) credits of core courses and fifteen (15) credits in Sports Administration. Graduate preparatory courses may be waived, based on the satisfactory completion of the following undergraduate equivalencies: accounting - six (6) credits, economics - six (6) credits, and/or business statistics - three (3) credits. All courses offered beyond the preparatory courses carry three (3) hours of credit.

Program Coordinator Dr. Seok-Ho Song

Academic Credentials: Ph.D. in Health, PE, Recreation (University of New Mexico, Santa Fe, NM); M.S. in Education (Southern Illinois University, Carbondale, IL); B.S.(eq) Athletic Training and Coaching (Incheon University, Incheon, South Korea)

Contact Information: Office Phone: 305-628-6909; Office E-mail: ssong@stu.edu

Program Advisor(s): Dr. Seok-Ho Song, Dr. Jan Bell, Dr. Ted Abernethy

MBA Course Requirements

42 credits

Preparatory Courses (if required)

ACC	500	Fundamentals of Accounting	1
ECO	500	Fundamentals of Economics	1
BUS	500	Fundamentals of Statistics	1

Core Courses*

27 credits

ACC	770	Managerial Accounting	3
BUS	533	Quantitative Methods for Business	3
BUS	673	Management Writing and Reporting	3
BUS	704	Policy, Planning and Strategy Systems	3
BUS	705	Advanced Information Systems	3
ECO	534	Managerial Economics for Business Decision-Making	3
FIN	751	Financial Management	3
MAN	510	Management Ethics	3
or			
SPO	510	Sports Ethics	3
MAN	700	Organizational Behavior	3

Sports Administration Specialization

15 credits

SPO	717	Seminar and Principles of Sports Administration	3
SPO	719	Legal Aspects of Sports Administration	3
Three of the following courses, one of which substitutes for BUS 670 in the core:			
SPO	540	Sports Media and Public Relations	3
SPO	543	Sports Financial Management	3
SPO	544	Sports Marketing and Promotion	3
SPO	546	Facility and Event Management	3
SPO	547	Principles of Leisure Services Management	3
SPO	548	Sports Psychology	3
SPO	549	Athletic Fund Raising	3
SPO	551	Negotiations in the Sports Industry	3
SPO	552	Governance of Intercollegiate Athletics	3

SPO	750	Issues in Sports Administration	3
SPO	755	Special Topics in Sports Administration	3
SPO	790	Supervised Internship	3

*The core requirements for the MBA in Sports Administration does not include BUS 670 (Advanced Operations Management).

MASTER OF SCIENCE IN SPORTS ADMINISTRATION

The Master of Science in Sports Administration is open to students who desire a career in the management of sports. The program requires thirty-six (36) credit hours including up to six (6) hours of internship credit, for those who elect this option. All courses are three (3) hours of credit.

The program is designed to enable full-time students to complete 30 hours of coursework during one calendar year, leaving the final six (6) hours for an internship at a location agreeable to all parties involved.

Program Coordinator Dr. Jan Bell

Academic Credentials: Ed.D. in Physical Education (Temple University, Philadelphia, PA); M.S. in Education (State University College, Brockport, NY); B.S. in Secondary Education (Salisbury State College, Salisbury, MD)

Contact Information: Office Phone: 305-628-6634; Office E-mail: jbelle@stu.edu

Program Advisor(s): Dr. Jan Bell, Dr. Ted Abernethy, Dr. Seok-Ho Song

COURSE REQUIREMENTS

Required Courses

12 credits

MAN	503	Applied Research Methods	3
MAN	703	Human Resource Management	3
or			
SPO	510	Sports Ethics	3
SPO	717	Seminar and Principles of Sports Administration	3
SPO	719	Legal Aspects of Sports Administration	3

Guided Electives chosen from:

24 credits

MAN	510	Management Ethics	3
MAN	700	Organizational Behavior	3
MAN	703	Human Resource Management	3
SPO	510	Sports Ethics	3
SPO	540	Sports Media and Public Relations	3
SPO	543	Sports Financial Management	3
SPO	544	Sports Marketing and Promotions	3
SPO	546	Facility and Event Management	3
SPO	547	Principles of Leisure Services Management	3
SPO	548	Sports Psychology	3
SPO	549	Athletic Fund Raising	3
SPO	551	Negotiations in the Sports Industry	3
SPO	552	Governance of Intercollegiate Athletics	3
SPO	750	Issues in Sports Administration	3
SPO	755	Special Topics in Sports Administration	3
SPO	789	Directed Readings	3
SPO	790	Supervised Internship I	3
SPO	791	Supervised Internship II	3

Other Business and/or Management electives as available

Each student, in conjunction with his/her advisor, designs an approved program of study taking into account the student's prior academic programs, areas of interest, and course availability.

Joint J.D. (Law) and Master's Degrees in Sports Administration

Since 1977, St. Thomas' sports administration program has been a national leader in graduate sports administration/management education. Professionals from all areas of sports and athletics are engaged in lending counsel and instruction through adjunct professorships, classroom presentations, volunteer opportunities, and internships. Throughout the year, leaders from the sports industry are invited to be speakers on specific topics related to sports management.

Since most U.S. colleges and universities with law schools have added joint degree programs to fulfill the educational needs of law students who want to succeed in the business world today, these colleges and universities have gained a competitive advantage when compared to colleges and universities that do not provide these programs. As no two students are the same, neither should they be forced into only one degree option. Therefore, two sports administration master's degree options are available to St. Thomas law students: a Joint J.D. (Law) and Master of Science in Sports Administration and a Joint J.D. (Law) and Master of Business Administration in Sports Administration. While the School of Business and the School of Law work together in providing these joint degree programs, a joint JD/MS-SA or a JD/MBA-SA degree program offers clear benefits to its law students who are eager to pursue opportunities in not only sports but in entertainment in general.

Admission to a Joint Degree Program

Applicants for the JD/MS-SA or MBA-SA joint program must apply separately to the School of Law and to the School of Business's graduate sports administration program. Acceptance into the School of Law allows the student to begin the required first year law school program of study. The interested joint-degree student will make application by March 1 of the spring semester of the first year of law school to allow thorough review of the application materials and interview process. This will allow sufficient time for successful applicants to begin the joint degree program in May after their successful completion of the first year of law school.

To facilitate the application process for the joint JD/MS-SA or JD/MBA-SA programs, the School of Law catalog should direct an applicant for the joint program to communicate directly with the Sports Administration Office within the School of Business. In applying to the MS-SA or MBA-SA program, the joint program applicant's law school application and supporting materials are applicable to the MS-SA or MBA-SA program application. Admission into St. Thomas University's School of Law does not guarantee admission into either of the joint Master's degree programs.

The following grid shows what Law School courses are required with satisfactory completion to replace the designated MS or MBA courses:

All Joint J.D. /Spo Ad students take:	MS – Sports Administration	MBA – Sports Administration
LAW 850 – Professional Responsibility	Replaces MAN 510	Replaces MAN 510
LAW 812 – Federal Income Taxation	Replaces SPO elective	Replaces SPO elective
LAW 745 – Sports Law	Replaces SPO 719	Replaces SPO 719

Joint degree students should consult with their law school advisor regarding courses from the master's programs that transfer into their law school program of study.

Students in the joint degree programs must complete all other MS (27 credits) and MBA (33 credits plus any prerequisite accounting, business and economics courses) credits required for the degrees. All graduate policies apply (see other portions of the graduate catalog).

Joint J.D. (Law) and Master of Science in Sports Administration

(NOTE: The degree requirements that follow are ONLY for current St. Thomas University Law School students who are also pursuing the Master of Science in Sports Administration degree.)

COURSE REQUIREMENTS (in addition to the law degree course and credit requirements) 27 credits

REQUIRED COURSES: 9 credits

MAN	503	Applied Research Methods	3
MAN	703	Human Resource Management	3
SPO	717	Seminar/Principles of Sports Administration	3

GUIDED ELECTIVES (six approved courses chosen from:) 18 credits

SPO	510	Sports Ethics	3
SPO	540	Sports Media & Public Relations	3
SPO	543	Sports Financial Management	3
SPO	544	Sports Marketing & Promotions	3
SPO	546	Facility & Event Management	3
SPO	547	Principles of Leisure Services	3
SPO	548	Sports Psychology	3
SPO	549	Athletic Fund Raising	3
SPO	551	Negotiations within the Sports Industry	3
SPO	552	Collegiate Sports Governance	3
SPO	719	Legal Aspects of Sports Administration	3
SPO	755	Special Topics	3
SPO	790	Supervised Internship I	3

Joint J.D. (Law) and Master of Business Administration in Sports Administration

(NOTE: The degree requirements that follow are for current St. Thomas University Law School students ONLY who are also pursuing the Master of Business Administration in Sports Administration degree.)

COURSE REQUIREMENTS (in addition to the law degree courses and credit requirements)

PREPARATORY COURSES: 3 credits

(may be waived depending on undergraduate preparation)

ACC	500	Fundamentals of Accounting	1
ECO	500	Fundamentals of Economics for Business	1
BUS	500	Fundamentals of Statistics for Business	1

REQUIRED MBA CORE COURSES: 24 credits

ACC	770	Managerial Accounting	3
BUS	533	Quantitative Methods for Business	3
BUS	673	Management Writing and Reporting	3
BUS	704	Policy, Planning and Strategy Systems	3
BUS	705	Advanced Information Systems	3
ECO	534	Managerial Economics for Business Decision-Making	3
FIN	751	Financial Management	3
MAN	700	Organizational Behavior	3

SPORTS ADMINISTRATION SPECIALIZATION: 9 credits

Core Sports Administration Specialization Courses: 3 credits

SPO	717	Seminar and Principles of Sports Administration	3
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Electives: Two courses from the following: 6 credits

SPO	510	Sports Ethics	3
SPO	540	Sports Media and Public Relations	3
SPO	543	Sports Financial Management	3
SPO	544	Sports Marketing and Promotion	3
SPO	546	Facility and Event Management	3
SPO	547	Principles of Leisure Services Mgmt	3
SPO	548	Sports Psychology	3
SPO	549	Athletic Fund Raising	3
SPO	551	Negotiations Within the Sports Industry	3
SPO	552	Collegiate Sports Governance	3
SPO	719	Legal Aspects of Sports Administration	3

This program is intended for MBA students at St. Thomas University who are also STU law students.

GRADUATE PROGRAM POLICY REMINDERS

- Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program.
- Failure to register for more than one semester or two consecutive nine-week terms results in withdrawal from the University.
- Passing a Comprehensive Examination is required for graduation.
- All other graduate academic policies apply.
- Each student, in conjunction with his/her advisor, designs an approved program of study taking into account the student's prior academic programs, areas of interest, and course availability.

GRADUATE CERTIFICATE PROGRAMS

Graduate certificates are a means by which individuals may increase their knowledge and skills by completing four courses in an area. Certificates are available **ONLY** in conjunction with degree programs, and students should apply for the certificates when they apply for the degree. Please see your advisor and/or the program coordinator for more information.

Each certificate consists of 12 credit-hours (four courses of three credit-hours each). The cost of a certificate is \$797 per credit, or \$9,564.00.

FINANCE

The graduate Certificate program in Finance is available to individuals who possess at least a bachelor's degree with two principles of accounting courses (or their equivalent) and have been admitted to the MAC, MBA, MIB or MSM program. The Certificate in Finance is designed for the graduate business student who wishes to expand his/her knowledge of financial services. A practitioner's viewpoint prevails, insofar as the case method is used extensively.

The certificate is awarded to those who complete 12 credit hours (four courses) in graduate finance, international economics and/or graduate project at St. Thomas University. To earn the Certificate, the student must successfully complete four of the following courses earning a grade of B or higher in each:

FIN	741	Investment Analysis	3
FIN	742	Financial Markets and Intermediaries	3
FIN	751	Financial Management	3
FIN	772	International Finance and Banking	3
BUS	789	Graduate Project	3
ECO	671	International Economics	3

Admissions and academic requirements for the Graduate Certificate Program are the same as those for the Master of Accounting (MAC) degree program.

Average Textbook Cost: \$636.96

O*NET CODE: 11-3031.02 Financial Managers, Branch or Department

LINK TO O*NET CODE: <http://www.onetonline.org/link/summary/11-3031.02>

FORENSIC ACCOUNTING

The graduate Certificate in Forensic Accounting is designed for the accounting graduate or the MBA or MSM student who wishes to expand his/her knowledge in the broad area of forensic accounting. Courses in this specialization are designed to provide the accountant with a broad base of knowledge across the field of forensic accounting and more specialized knowledge within the areas of fraud and computer applications and investigation.

The certificate is awarded to those who complete four courses (12 graduate credits) at St. Thomas University from the following forensic accounting courses.

ACC	502	Advanced Auditing	3
ACC	540	Fraud Examination	3
ACC	541	Forensic Accounting Applications	3
ACC	542	Forensic Accounting Practice Issues	3
ACC	543	Computer Auditing and Investigation	3

Admissions and academic requirements for the Graduate Certificate Program are the same as for the Master of Accounting degree program. In addition, a student must earn a minimum overall GPA of 3.0 for courses applied to a graduate certificate.

Average Textbook Cost: \$336.00

O*NET CODE: 13-2011.01 Accountants

LINK TO O*NET CODE: <http://www.onetonline.org/link/summary/13-2011.01>

HUMAN RESOURCE MANAGEMENT

The graduate Certificate program in Human Resource Management program is designed for career professionals who desire additional skills in their capacities as directors of human resource departments or as managers of training and development.

The Graduate Certificate in Human Resource Management is awarded after completing at St. Thomas University twelve (12) credit hours (four courses) as approved by the program office from the following list:

MAN	607	Human Resources Planning and Staffing	3
MAN	703	Human Resource Management (required)	3
MAN	710	Legal and Regulatory Aspects of Management	3
MAN	712	Labor-Management Relations	3
MAN	727	Organizational Development	3
MAN	729	Human Resources Development	3
MAN	730	Compensation Administration	3

Admissions and academic requirements for the Graduate Certificate Program are the same as for the Master of Science in Management degree program. In addition, a student must earn a minimum overall GPA of 3.0 for courses applied to a graduate certificate.

Average Textbook Cost: \$528.00

O*NET CODE: 11-3040.00 Human Resources Managers

LINK TO O*NET CODE: <http://www.onetonline.org/link/summary/11-3040.00>

INTERNATIONAL BUSINESS

The graduate Certificate program in International Business is designed to meet the needs of individuals with a desire to participate in the opportunities available in international business. This program spans export/import, U.S.-owned foreign subsidiaries, cross-border licensing, multi-country investments, foreign-owned subsidiaries in the United States, as well as many other issues.

The certificate program is designed for individuals, who are currently active in or planning to enter international business, possess a Bachelor's degree, and may not wish to pursue a Master's degree.

The Graduate Certificate in International Business is awarded after completing at St. Thomas University twelve (12) credit hours (four courses) as approved by the program coordinator from the following list:

BUS	672	Multinational Mar. Concepts & Strategies	3
BUS	771	International Business Law	3
BUS	774	Issues and Applications in Import/Export	3
BUS	775	International Business	3
BUS	780	Regional Bus. Environment	3
BUS	795	International Management	3
ECO	671	International Economics	3
FIN	772	International Finance and Banking	3

Admissions and academic requirements for the Graduate Certificate Program are the same for the Master of Science in Management degree program. In addition, a student must earn a minimum overall GPA of 3.0 for courses applied to a graduate certificate.

Average Textbook Cost: \$454.56

O*NET CODE: 11-1021.00 General and Operations Managers

LINK TO O*NET CODE: <http://www.onetonline.org/link/summary/11-1021.00>

JUSTICE ADMINISTRATION

The graduate Certificate program in Justice Administration is designed to provide the student with the concepts and information utilized by administrators within the criminal justice system. This program emphasizes problems, solutions and contemporary issues related to the correctional, law enforcement and judicial areas of the justice system. The certificate is intended to enhance a student's career in the criminal justice profession.

The certificate program is designed for individuals who are currently active in or planning to enter justice administration, and possess a bachelor's degree, but may not wish to pursue a master's degree.

The Graduate Certificate in Justice Administration is awarded after completing at St. Thomas University twelve (12) credit hours (four courses) from the following list:

CJA	760	Analysis of Law Enforcement Operations	3
CJA	766	Legal Aspects for Criminal Justice Administration	3
CJA	775	Int. Comparative Criminal Law and Justice Systems	3
CJA	780	Problems and Issues in Criminal Justice	3
CJA	790	Directed Management and Development Project	3
CJA	795	Special Topics in Justice Administration	3

Admissions and academic requirements for the Graduate Certificate Program are the same as for the Master of Science in Management degree program. In addition a student must earn a minimum overall GPA of 3.0 for courses applied to a graduate certificate.

Average Textbook Cost: \$352.00

LINK TO O*NET CODE: <http://www.onetonline.org/link/summary/43-1011.00>

MANAGEMENT ACCOUNTING

The graduate Certificate program in Management Accounting is available to individuals who wish to acquire additional skills and knowledge in the area of management accounting.

The certificate is designed for those who currently possess a Bachelor's degree and do not wish to pursue a graduate degree or who possess a Master's degree and wish to expand their area of knowledge.

The Graduate Certificate in Management Accounting is awarded after completing at St. Thomas University four courses (12 credit hours) as approved by the program coordinator from the following list:

ACC	502	Advanced Auditing	3
ACC	503	Management Accounting II - Cost Analysis	3
ACC	504	Advanced Accounting Information Systems	3
ACC	505	Advanced Taxation	3
ACC	508	International Financial Reporting Standards	3
ACC	540	Fraud Examination	3
ACC	605	Seminar in Accounting Theory	3
ACC	755	Seminar: Selected Topics in Accounting	3
ACC	770	Managerial Accounting	3

Admission and academic requirements for the graduate certificate program are the same as for the Master of Science in Management degree program. In addition, a student must earn a minimum overall GPA of 3.0 for courses applied to a graduate certificate. Finally, most graduate accounting courses can not be taken until the undergraduate accounting prerequisites for that course are completed.

This Certificate is not available to students enrolled in the Master of Accounting (MAC) or MBA-Accounting degree programs.

Average Textbook Cost: \$520.00

O*NET CODE: 13-2011.01 Accountants

LINK TO O*NET CODE: <http://www.onetonline.org/link/summary/13-2011.01>

PUBLIC MANAGEMENT

The graduate Certificate program in Public Management is designed for the manager or the individual who has the desire to be a manager in the public sector. This program emphasizes the opportunities, constraints, and unique role of public administration.

The certificate program is designed for individuals who are currently employed in the public sector, possess a Bachelor's degree, and may not wish to pursue a Master's degree.

The Graduate Certificate in Public Management is awarded after completing at St. Thomas University four courses (12 credit hours) from the following list:

MAN/ACC530/531	Planning, Budgeting & Fin. for Public Agencies	3
BUS 707	Marketing of Services	3
MAN 521	State and Local Government	3
MAN 528	Problems and Metropolitan Government	3
MAN 532	Regulatory Agencies	3
MAN 700	Organizational Behavior (required)	3
MAN 709	Public Administration	3
MAN 725	Community Development	3

Admissions and academic requirements for the Graduate Certificate Program are the same as for the Master of Science in Management degree program. In addition a student must earn a minimum overall GPA of 3.0 for courses applied to a graduate certificate.

Average Textbook Cost: \$416.00

O*NET CODE: 11-1021.00 General and Operations Managers

LINK TO O*NET CODE: <http://www.onetonline.org/link/summary/11-1021.00>

SPORTS ADMINISTRATION

The graduate Certificate program in Sports Administration is available to individuals who possess at least a Bachelor's degree and wish to acquire some of the knowledge and skills deemed necessary for a career in the management of sports "but may not wish to pursue a Master's degree" in Sports Administration at St. Thomas University at the time.

The Graduate Certificate in Sports Administration is awarded after completing 12 hours at St. Thomas University - 6 required hours and 6 elective hours. All courses carry 3 hours of credit.

Required:

SPO	717	Seminar and Principles of Sports Administration	3
SPO	719	Legal Aspects of Sports Administration	3

Two of the following:

SPO	510	Sports Ethics	3
SPO	540	Sports Media and Public Relations	3
SPO	543	Sports Financial Management	3
SPO	544	Sports Marketing	3
SPO	546	Facility and Event Management	3
SPO	547	Principles of Leisure Service Management	3
SPO	548	Sports Psychology	3
SPO	549	Athletic Fund Raising	3
SPO	551	Negotiations in the Sports Industry	3
SPO	552	Governance of Intercollegiate Athletics	3

The admissions and academic requirements for the graduate certificate program are the same as for any Master's degree in Sports Administration at St. Thomas University. In addition a student must earn a minimum overall GPA of 3.0 for courses applied to a graduate certificate.

Average Textbook Cost: \$248.00

O*NET CODE: 11-1021.00 General and Operations Managers

LINK TO O*NET CODE: <http://www.onetonline.org/link/summary/11-1021.00>

TAXATION

The Certificate in Taxation is designed for the accounting graduate or the MBA or MSM student who wishes to expand his/her taxation knowledge. A practitioner's viewpoint prevails.

The Certificate is awarded to those who complete 12 graduate taxation credit hours at St. Thomas University from the courses listed below.

ACC	505	Advanced Taxation	3
ACC	775*	Seminar: Selected Topics in Accounting	3
ACC	781	International Taxation	3
ACC	783	Tax Research	3
ACC	785	Taxation of Estates, Trust and Gifts	3
ACC	786	Advanced Corporate Taxation	3
ACC	788	'S' Corporation and Partnership Taxation	3

*Taxation topics only, e.g., Seminar: State and Local Taxation.

The admissions and academic requirements for the graduate certificate program are the same as for the Master of Accounting degree at St. Thomas University. In addition a student must earn a minimum overall GPA of 3.0 for courses applied to a graduate certificate.

Average Textbook Cost: \$892.00

O*NET CODE: 13-2011.00 Accountants and Auditors

LINK TO O*NET CODE: <http://www.onetonline.org/link/summary/13-2011.00>

SCHOOL OF LEADERSHIP STUDIES

"Leadership Is Learned"

**Susan Angulo, Interim Dean of the School and
Associate Provost for Academic Support Services**

Associate Dean: Thomas Hilroy, Ed.D., Ed.M.

Faculty: S. Angulo, E. Blackwell, K. Cadeau-Stephenson, A. Campbell, J. Carpenter, O. Casse, W. Cegelka, G. Chan, Y. Chiang, J. Eddings-Booker, S. Gillig, G. Haley, S. Walters-Malcolm, S. Massey, M. Moyano, Z.J. Mushipe, G. Ruiz, H. Thomas, A. Zupan

The School of Leadership Studies houses three distinct institutes: Communication, Entertainment & Media, Education and Professional Studies. Through its three institutes the school develops responsible, service-oriented professionals. It offers undergraduate, graduate, and certificate programs in the areas of communication, education and professional studies. The curricula emphasize core leadership competencies, infuse technology, and provide local and global perspectives.

The faculty members in these areas are committed to the conviction that leadership can be learned. While leadership is present in all organizations, the School's faculty members believe individuals in communication, education, and public services have unique leadership roles extending beyond their immediate organizations and into the larger local and global community. The School's graduates are prepared to be leaders for the 21st century at each of these levels.

Institute for Communication, Entertainment & Media: The Institute for Communication, Entertainment & Media offers a Bachelors of Arts (B.A.) in Communication Arts. The Institute develops professional comprehensive communicators who are leaders in diverse communication specialties in professional work and advanced graduate work. Programs emphasize the highest standards of academic quality and innovation while acknowledging the complexity of the communication process particularly the needs of multicultural audiences and incorporate the diverse educational, professional and cultural resources within the University and the South Florida Community.

At the graduate level, the Institute offers a Master of Arts (M.A.) in Communication Arts with specializations in Electronic Media Arts and Art Management. Graduate certificates are offered for each specialization. Graduates from this program have the historical and theoretical knowledge along with the practical skills to gain a competitive edge in the media workplace and are prepared for studies at the doctoral level. In Electronic Media Arts, graduates are experts in visual media with skills to manage an array of visual media projects. Successful graduates in Art Management will have a comprehensive understanding of sound communications practices within the art industry and management of art galleries, museums and events.

Institute for Education: The Institute for Education offers degrees at the undergraduate and graduate levels. The B.A. in Elementary Education prepares graduates for classroom instructors for the K-6 setting. The B.A. in Secondary Education with specializations in the subject areas of Biology, Chemistry, English, Mathematics, and Social Science prepares classroom instructors for middle and high schools.

Four master-level programs are offered. The Master of Science (M.S.) in Education prepares graduates to become instructional leaders in the areas of ESOL, Instructional Technology or Reading. The M.S. in Educational Leadership prepares graduates to become school-site administrators with an emphasis of educational leadership in Florida. The M.S. in Special Education prepares graduates to become instructional leaders for students with special needs. Certificates are also offered in many of these subject areas.

Institute for Professional Studies: The Institute for Professional Studies serves adult students through both traditional and innovative instruction. It offers a bachelor's degree for personal and professional development and responds to the needs of the lifelong learner. The degree is targeted primarily towards employed persons serving in business, industry, labor, government and occupational fields serving in the private and non-profit sectors. Students will also learn to address workplace related problems in an information and technological society.

The Institute aims to provide effective teaching using high performance standards, engaging in andragogy and scholarship specifically to promote professional and personal leadership and improve workplace performance.

The Master of Professional Studies in Executive Management strives to create effective leaders through a program that synthesizes cutting-edge concepts and the student's professional experiences. This program serves adults who wish to advance their careers. The degree is for persons who hold managerial, executive and other leadership positions in industry, government and non-profit organizations. Students gain first-hand knowledge of current business practices and trends using a mixture of theory and practice.

The Doctorate in Educational Leadership (Ed.D.) prepares its graduates for leadership roles at the institutional and community levels. It provides a strong interdisciplinary focus with full-time faculty from education, psychology, and business teaching the doctoral candidates in its 6 core courses in leadership and 4-course research sequence. Individuals are able to align the program with personal and professional goals through the 6 courses required in a particular cognate area. Its unique format with 5 starts a year and a computer enhanced learning environment allows an individual to start when ready.

MASTER OF ARTS IN COMMUNICATION ARTS (M.A.)

Program Coordinator: Dr. Andrea Campbell

Academic Credentials: Ph.D. in Theatre & Media Arts, Brigham Young University; M.S. in Film, Boston University; B.A. in Communication Arts, Loyola University

Contact Information: 305- 628-6526; acampbell@stu.edu

Program Advisors: Dr. Andrea Campbell and Dr. Gloria P. Ruiz

The M.A. in Communication Arts establishes a graduate-level venue for studies and research in Communications. The two specializations offer courses that develop analytical and practical skills for effective media-related writing and speaking, provide an understanding of media and cultural communication theories, and foster the capability to work in varied roles within the communications and arts industry or succeed in further studies leading to the Ph.D.

In relationship to the St. Thomas University Mission, the M.A. in Communication Arts emphasizes the highest standards of academic quality and innovation. It specifically addresses the University's mission-based commitment to Catholic Identity, Diversity, and Leadership for Life. Influenced by the Papal Decree on the Media of Social Communication (*Inter Mirifica*, 1963), the program educates professionals to embrace ethical communications that convey respect for humanity while acknowledging the complexity of the communication process and in particular the communication needs of multicultural audiences.

The curriculum is infused with a multicultural approach that trains students to work in the diverse communication environments of today. In addition to providing a global perspective, the program develops in students the necessary analytical skills and technological applications to successfully manage communication projects in today's technologically oriented world. Through its multidisciplinary curriculum, the program incorporates the diverse educational, professional and cultural resources within the University and the South Florida community.

Students will graduate with the competitive edge needed to work at a professional or managerial level in the broad fields of communications and the arts and succeed in the changing technological and cultural landscape of the 21st century.

The **Specialization in Art Management**

Art Management gives successful graduates a comprehensive understanding of the communication requirements for effective management of art galleries, museums and events. Specialization courses include the study of art economics, production, marketing, finances and fundraising and legal aspects of administering art projects.

The **Specialization in Electronic Media Arts**

Electronic Media Arts focuses on film, television and video gaming. Through a multidisciplinary approach, students gain a comprehensive understanding of electronic media. This specialization would be an asset for both an academic or business career in media, providing a competitive edge in the media workplace and/or preparing students for continuing their education in a doctoral program.

The core courses required for both specializations focus on communications principles and uses enhancing the ability to apply the knowledge to these areas of study.

Graduate Certificates: Graduate certificates are available in both specializations. Both are designed to familiarize students with the skills needed to address the analysis and management of the specialization areas along with the concepts and uses of good communication practices applicable to these areas.

Graduate Certificate Program Learning Outcomes:

Art Management: Students will gain a comprehensive understanding of management of art galleries, museums and events.

Electronic Media: Students will develop an awareness of the history, social impact and basic production values of film, television, video gaming and the Internet.

Assessment: Certificate program learning outcomes are measured throughout the coursework.

ADMISSION REQUIREMENTS

The Office of Graduate Admissions requires the following materials:

1. Completed and signed application. Fee required.
2. Official transcripts from all undergraduate and graduate institutions attended.*
3. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor.
4. A cumulative undergraduate grade point average of at least 3.0.
5. An interview with the MA in Communication Arts Program Coordinator or designated faculty member.
6. Full-time healthcare, public-sector and not-for-profit organization employees must submit employment documentation.
7. Testing:
 - a. All applicants are required to complete a formal writing assessment.
 - b. International students and domestic students whose language of instruction is other than English are required to take the TOEFL, LOEP, or GRE. Academically qualified applicants unable to take the TOEFL or who have a score below 550 on the paper-based, below 213 on the computer-based test, or below 79 on the Internet-based test or their equivalents may be offered admission on the condition they must take the Level Of English Proficiency (LOEP) pre-test to assess English skills.
8. If appropriate, international students must submit English translations of their documents. Copies of certificates and/or diplomas must be submitted.
9. All international students requiring I-20 visas must submit a Certification or Letter of Finances and a notarized Letter of Sponsorship.

*Students in the **M.A. in Communication Arts** program will have either graduated with a Bachelor of Arts Degree in Communications or Art or, if an applicant's undergraduate degree is completed in another discipline, have worked in a professional capacity in communications, the arts or related fields. Those applicants not meeting these criteria will be individually assessed for admittance to the program.

In addition to the University's standard requirements for admissions to graduate programs, below are **specific requirements for the M. A. in Communication Arts** as well as for the **Graduate Certificate programs**.

1. All applicants will be required to produce a writing sample as well as complete standardized tests to ensure acceptable levels of language abilities in English. Testing and referrals will be managed by the St. Thomas University Academic Enhancement Center.
2. If the applicant does not score the requisite grade, he/she may be probationally admitted and be required to take the graduate writing course and/or other remedial courses before beginning the degree program. Upon completion of the course, the applicant will retake the university's entrance exam.
3. Applicants to this program must provide two letters of recommendation.
4. Applicants for the Specialization in Art Management that lack degrees, coursework or experience in either management or art need to take preparatory courses in those areas as needed.
6. For the **Art Management Specialization** additional requirements are sufficient knowledge either from course work or professional experience in business and art. Students with limited business education or training at the graduate level may need to take a course in addition to the MA program in one or more of the following
 - Accounting
 - Economics
 - StatisticsStudents with limited art education or experience may need to take a preparatory course in art such as
 - ART 102 Enhanced Art Appreciation
 - ART 244 Introduction to Drawing
 - ART 335 Contemporary Art

Program Student Learning Outcomes: The Institute for Communication, Entertainment and Media Arts' curriculum is guided by eight learning outcomes to support the Institute's goals. They are to:

1. Acquire and demonstrate **critical thinking skills**.
2. Develop and integrate the ability to **write** in an articulate, complex, and clear manner.
3. Identify and produce quality **production** materials for their area of study.
4. Express themselves **orally** in a clear, articulate and intelligent manner in a variety of situations.
5. Be proficient in **current technology**.
6. Be familiar with, value and demonstrate **culturally competency** in a multi-cultural environment.
7. Understand the power of media and the **ethical use** of that power.
8. Establish and develop **leadership skills**.

Program Student Learning Outcomes Assessment. Learning outcomes are assessed through individual course testing and assignments. Additionally, all graduates are required to complete a thesis as determined by the specialization and to produce an electronic synopsis of the thesis, summary and reflection about academic and professional experiences associated with the degree.

Goals for the Master of Arts in Communication Arts

Graduates of the MA in Communication Arts are expected to have achieved:

1. strong analytical skills that can be applied to communications projects;
2. professional-level speaking and presentation ability;
3. an understanding of the standards for ethical behavior for communications and their specialization
4. expertise in multicultural communications as reflected in understanding the issues affecting communications among diverse populations; and
5. a theoretical foundation for continued studies.

Goals for the Specialization in Arts Management

This program, through the student's choice of electives, allows scholars to focus their studies in areas of their own interest. Students who successfully complete the program will have a comprehensive understanding of the management of art galleries and events. This understanding may include:

1. Effects and use of communications and media
2. Practical knowledge of events management
3. History, development, and marketing of art
4. Fundamentals of business and economics in managing art projects
5. Legal and ethical practices in art industry

Goals for the Specialization in Electronic Media Arts

This program, through the student's choice of electives, allows scholars to focus their studies in areas of their own interest. Students who successfully complete the program will have a comprehensive understanding of the major areas of electronic media – film, television and video gaming. This understanding may include:

1. History and development of selected media
2. Major social impact, especially in the area of diversity
3. Film & gaming theory
4. Understanding and familiarity with cutting edge media and the technological convergence of media
5. Practical knowledge of film festivals and gaming tournaments
6. Fundamentals of media production
7. Fundamentals of business structure

All students will have the skills to undertake academic research in these areas and will have a solid grounding in theory & ethics

PROGRAM REQUIREMENTS

The Art Management and Electronic Media specializations require a total of thirty-six (36) credit hours: twenty-one (21) credits in required core courses and fifteen (15) credits in specialization courses.

As part of the core courses students must complete at least three (3) credits of COM 691 (Advanced Research and Development) and three (3) credit hours of COM 692 (Graduate Thesis). Individual advising and answers to questions about courses are available by contacting the appropriate MA in Communication Arts Program advisor. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0.

M.A. in Communication Arts - Core Courses**21 credits**

MAN 503	Applied Research Methods
COM 510	Media Ethics
COM 511	Multicultural Communication Theory
COM 520	Mass Communication Theory (Electronic Media Arts only)
COM 530	Creative Processes in Visual Imaging
COM 623	Communication Arts Events Management *
COM 691	Graduate Thesis Research and Development
COM 692	Graduate Thesis

Specialization in Art Management**15 credits**

ART 515	Management of Art Organizations: Production Side
ART 520	Legal Aspects of Art Administration
BUS 680	Arts Marketing
ECO 680	Arts Economics
FIN 680	Financial Management & Fundraising for Arts Organizations

Specialization in Electronic Media Arts**15 credits****(Choose 5 courses)**

COM 620	World of Cinema
COM 621	Genres of Television
COM 622	Videogame Art and Analysis
COM 624	The Cutting Edge: Media Techno-trends
COM 627	Web Page Analysis & Design
COM 623	Communication Arts Events Management*

***Note: COM 623 Communication Arts Events Management serves as a required core course for Art Management and as a choice for the Electronic Media specialization.**

**COM 693 Special Projects is reserved for students participating in special activities that may be applied to their course of studies. COM 694 Special Topics is designed to allow the curriculum to address current topics and events of interest that may be applied to students' course of studies.

***Courses in the program will use teaching strategies that integrate practical applications through fieldwork or other applied practices with research. Likewise, courses will include web-enhanced materials and a multicultural perspective.

COMMUNICATION ARTS CERTIFICATE PROGRAMS

Graduate Certificates are available to individuals who wish to acquire additional and practical knowledge about their respective area of interest in either **Arts Management** or **Electronic Media Arts**. Programs are designed for professionals working in the field or related professions or with personal experience in the chosen area of study. Candidates must possess a Bachelor's degree and must satisfy all other admissions requirements identified for the MA in Communication Arts and the chosen specialization. All certificates require completion of 15 credits of specialization courses.

Courses completed in the certificate program with a grade of A or B may be transferred toward the M.A. in Communication Arts upon acceptance into the master's degree program.

ART MANAGEMENT CERTIFICATE

Description: Art Management gives successful graduates a comprehensive understanding of the communication requirements for effective management of art galleries, museums and events. Specialization courses include the study of art economics, production, marketing, finances and fundraising and legal aspects of administering art projects.

Admission Requirements: The Office of Graduate Admissions requires the following materials:

1. Completed and signed application. Fee required.
2. Official transcripts from all undergraduate and graduate institutions attended.*
3. Three letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor.
4. A cumulative undergraduate grade point average of at least 3.0.
5. An interview with the MA in Communication Arts Program Coordinator or designated faculty member.
6. Full-time healthcare, public-sector and not-for-profit organization employees must submit employment documentation.
7. Testing:
 - a. All applicants are required to complete a formal writing assessment.
 - b. International students and domestic students whose language of instruction is other than English are required to take the TOEFL, LOEP, or GRE. A TOEFL score of 550, or 213 or higher for computerized testing since June, 1998, is required for admission consideration.
8. If appropriate, international students must submit English translations of their documents. Copies of certificates and/or diplomas must be submitted.
9. All international students requiring I-20 visas must submit a Certification or Letter of Finances and a notarized Letter of Sponsorship.

*Students in the M.A. in Communication Arts will have either graduated with a Bachelor of Arts Degree in Communications or Art or, if an applicant's undergraduate degree is completed in another discipline, have worked in a professional capacity in communications, the arts or related fields. Those applicants not meeting these criteria will be individually assessed for admittance to the program.

Graduate Certificate Program Learning Outcomes: To develop a comprehensive understanding of management of art galleries, museums and events

Graduate Certificate Program Learning Outcomes: To develop a comprehensive understanding of management of art galleries, museums and events
Courses: **15 credits**

Choose 5 courses:

ART	515	Management of Art Organizations: Production Side
ART	520	Legal Aspects of Art Administration
COM	623	Communication Arts Events Management
BUS	680	Arts Marketing
ECO	680	Arts Economics
FIN	680	Financial Management & Fundraising for Arts Organizations

Graduate Certificate Program Learning Assessment: Assessments of the learning outcomes are conducted throughout the certificate curriculum.

Average Cost of Tuition: \$11,955

Average Cost of Textbooks: \$625

Link to O*NET CODES: <http://www.onetonline.org/find/quick?s=art+management>

Employment Opportunities: You may obtain media related jobs as production, marketing and visual media managers.

O*NET CODES:

27-1011.00	Art Directors
25-4012.00	Curators
25-4013.00	Museum Technicians and Conservators
11-2031.00	Public Relations Managers
11-1011.00	Chief Executives
11-2021.00	Marketing Managers
25-1122.00	Communications Teachers, Postsecondary
19-3021.00	Market Research Analysts
27-3022.00	Reporters and Correspondents

For Information Contact, Gloria Ruiz, Ph.D.

Ph: (305) 628-6508

Email: gruiz@stu.edu

ELECTRONIC MEDIA ARTS CERTIFICATE

Description: Electronic Media Arts focuses on film, television and video gaming. Through a multidisciplinary approach, students gain a comprehensive understanding of electronic media. This specialization would be an asset for both an academic or business career in media, providing a competitive edge in the media workplace and/or preparing students for continuing their education in a doctoral program.

Admission Requirements: The Office of Graduate Admissions requires the following materials:

1. Completed and signed application. Fee required.
2. Official transcripts from all undergraduate and graduate institutions attended.*
3. Three letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor.
4. A cumulative undergraduate grade point average of at least 3.0.
5. An interview with the MA in Communication Arts Program Coordinator or designated faculty member.
6. Full-time healthcare, public-sector and not-for-profit organization employees must submit employment documentation.
7. Testing:
 - a. All applicants are required to complete a formal writing assessment.
 - b. International students and domestic students whose language of instruction is other than English are required to take the TOEFL, LOEP, or GRE. A TOEFL score of 550, or 213 or higher for computerized testing since June, 1998, is required for admission consideration.
8. If appropriate, international students must submit English translations of their documents. Copies of certificates and/or diplomas must be submitted.
9. All international students requiring I-20 visas must submit a Certification or Letter of Finances and a notarized Letter of Sponsorship.

*Students in the M.A. in Communication Arts will have either graduated with a Bachelor of Arts Degree in Communications or Art or, if an applicant's undergraduate degree is completed in another discipline, have worked in a professional capacity in communications, the arts or related fields. Those applicants not meeting these criteria will be individually assessed for admittance to the program.

Graduate Certificate Program Learning Outcomes: To develop awareness of the history, social impact and basic production values of film, television, video gaming and the Internet

Courses:

15 credits

Choose 5 courses:

COM	520	Mass Communication Theory
COM	620	World of Cinema
COM	621	Genres of Television
COM	622	Videogame Art & Analysis
COM	623	Communication Arts Events Management
COM	624	The Cutting Edge: Media Techno-trends
COM	627	Web Page Analysis & Design

Graduate Certificate Program Learning Assessment: Assessments of the learning outcomes are conducted throughout the certificate curriculum.

Average Cost of Tuition: \$11,955

Average Cost of Textbooks: \$625

Link to O*NET CODE:

<http://www.onetonline.org/find/quick?s=electronic+media+arts>

Employment Opportunities: You may obtain a job as in electronic arts and multimedia, computer graphics, hypermedia, web design and authoring, animation and game design as well as communications based jobs.

O*NET CODES:

27-1014.00	Multi-Media Artists and Animators
27-3099.00	Media and Communication Workers, All Other
27-4099.00	Media and Communication Equipment Workers, All Other
27-3031.00	Public Relations Specialists Bright Outlook Green
11-2011.00	Advertising and Promotions Managers

For Information Contact, Gloria Ruiz, Ph.D.

Ph: (305) 628-6508

Email: gruiz@stu.edu

INSTITUTE FOR EDUCATION

GRADUATE EDUCATION PROGRAMS

Rev. Edward A. Blackwell, Jr., Ed.D., Director

Faculty: S. Angulo, K. Cadeau-Stephenson, J. Carpenter, W. Cegelka, G. Chan, Y. Chiang, S. Gillig

The Institute for Education offers degrees, certificates, and courses at the undergraduate and graduate levels. These degrees and courses fulfill the requirements of Florida's Administrative Rule 6A-4.003 which states, "*degrees and credits awarded by an institution of higher learning accredited by The Southern Association of Colleges and Schools shall be acceptable for educator certification purposes.*" Graduates of these programs are eligible to apply for a Florida Educator's *Temporary Certificate*.

At the graduate level, several Master of Science (M.S.) degrees are offered in:

- Education with concentrations in Elementary Education, Earth/Space Science, Instructional Technology, and Reading,
- Educational Leadership, and
- Special Education with specializations in Gifted, ESOL, and Reading.

In addition to these degree programs, the Institute provides several graduate-level certificates and endorsements.

MASTER OF SCIENCE IN EDUCATION

CONCENTRATION IN EARTH SPACE SCIENCE

Program Coordinator: Edward A. Ajhar, Ph.D.

Academic Credentials: Ph.D. in Physics (Massachusetts Institute of Technology, Cambridge, MA); M.M. in Performance (The University of Arizona, Tucson, AZ); S.B. in Physics (Massachusetts Institute of Technology, Cambridge, MA)

Contact Information: 305-628-6720; eajhar@stu.edu

Program Advisors: Edward A. Ajhar, Ph.D.; Rev. Edward A. Blackwell, Jr., Ed.D.

Program Description: The concentration in Earth Space Science is designed to help fulfill three different career paths.

1. It is ideal for career changers who desire to work in an elementary school setting with a focus on science instruction or in a 6-12 setting with a focus on earth space science.
2. It can assist individuals who need to complete a master's degree in earth space science to qualify to teach in an undergraduate education program.
3. It can provide a second degree for individuals who hold an undergraduate degree in special education and need to qualify for additional certification in another subject area.

The core courses consist of 6 courses designed to deepen an individual's knowledge of instructional practice and curriculum design. The concentration consists of the 6

content courses required for certification in Earth Space Science. The program includes course-based clinical and field experiences.

The program is currently accepted by the **Florida Department of Education's Bureau of Certification** under *Rule 6A-4.003*. "Degrees, programs, and credits shall be determined acceptable for educator certification purposes when awarded by an institution of higher learning accredited by one (1) of the accrediting associations." St. Thomas University is accredited by The Southern Association of Colleges and Schools.

Admission Requirements: Candidates seeking admission to this concentration must file an application form (either written or online) with the University's Office of Admissions and complete the other necessary form listed below. The program coordinator reviews each completed application file and makes a recommendation on admissions to the Office of Admissions. The Office of Admissions notifies applicants of the decision on their applications.

1. Completed and signed application.
2. Official transcripts from all undergraduate institutions attended with a grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester hours of undergraduate work;
3. Two letters of recommendation.
4. Letter of Supervising Principal
5. Passing scores on Florida's General Knowledge Test or equivalent Praxis test

Course Requirements	36 Credits
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Foundation Courses	6 Credits
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| EDF 621 | Psychological Foundations of Education |
| EDF 660 | Social, Philosophical and Historical Foundations of Education |

Curriculum and Instruction	12 Credits
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| EDU 521 | Effective Reading Instruction (K-12) |
| EDU 540 | Effective Teaching and Classroom Management |
| EDA 606 | Curriculum and Instruction for Diverse Student Populations |
| EDU 530 | Educational Measurement |

Earth Space Science Subject Area Requirements	18 Credits
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| SCI 520A | Science, Technology, and Society: Earth/Space Examples |
| SCI 521 | Astronomy I: The Solar System |
| SCI 522 | Astronomy II: Stars, Galaxies, and Cosmology |
| SCI 523 | Introduction to Astrobiology |
| SCI 525 | Earth Science: An Integrated Approach |
| EDU 541 | Teaching Earth/Space Science |

Program's Earth Space Science Learning Outcomes The Earth Space Science 6-12 program learning outcomes are based on the Earth Space Science 6-12 competencies published in The **Competencies and Skills Required for Teacher Certification in Florida** (14th Edition). The candidate for this degree candidate will have demonstrated the following competencies.

Competency 1 Knowledge of the nature of science

Competency 2 Knowledge of the composition, characteristics, and structure of Earth

Competency 3 Knowledge of plate tectonics and related processes

Competency 4 Knowledge of Earth's surface processes

- Competency 5 Knowledge of mapping and remote sensing
- Competency 6 Knowledge of the scope and measurement of geologic time
- Competency 7 Knowledge of the characteristics and management of Earth's resources
- Competency 8 Knowledge of oceans and coastal processes
- Competency 9 Knowledge of factors that influence atmospheric conditions and weather
- Competency 10 Knowledge of Earth's climate patterns
- Competency 11 Knowledge of astronomical objects and processes
- Competency 12 Knowledge of space exploration

Program Earth Space Science Learning Outcomes Assessment A locally developed instrument drawn from questions in a national test bank is used to assess a candidate's competency in each of these areas. This multiple choice test contains questions related elementary language arts and reading; social sciences; music and the visual arts; health and physical education; and science, technology and mathematics.

Graduation Requirements

1. A candidate must maintain an overall GPA of 3.0.
2. A candidate must complete the entire program's required course work.
3. A candidate must present a copy of an electronic portfolio at the time of application for the degree. Directions concerning this portfolio are available from the program's advisors.
4. A candidate must present his/her scores on the Earth Space Exit Examination at the time of application for the degree.

MASTER OF SCIENCE IN EDUCATION

CONCENTRATION IN ELEMENTARY EDUCATION (ONLINE)

Program Coordinator: Katsia M. Cadeau-Stephenson, Ed.D.

Academic Credentials: Ed.D. Organizational Leadership (Nova Southeastern University, Davie, FL); M.S. Elementary Education (Nova Southeastern University, Davie, FL); B.A. Criminal Justice (St. Thomas University, Miami Gardens, FL)

Contact Information: 305-628-6576; kcadeau@stu.edu

Program Advisors: Katsia M. Cadeau-Stephenson, Ed.D.; Susan R. Massey, Ph.D.

Program Description: The concentration in elementary education is designed to help fulfill three career paths.

1. It is ideal for career changers who desire to work in an elementary school setting and are seeking an alternative route to teacher certification.
2. It can assist individuals who need to complete a master's degree in elementary education to qualify to teach in an undergraduate elementary education program.
3. It can provide a second degree for individuals who hold an undergraduate degree in special education and need to qualify for additional certification in another subject area.

The core courses consist of 7 courses designed to fulfill the professional education course requirements and to prepare an individual to take Florida's Professional Educator Test. The concentration consists of the 7 content/methods courses required for certification and to prepare an individual to take Florida's Elementary Education .The program focuses on course-based clinical and field experiences and is designed for individuals who cannot complete a formal internship.

The program is currently accepted by the **Florida Department of Education's Bureau of Certification** under *Rule 6A-4.003*. "Degrees, programs, and credits shall be determined acceptable for educator certification purposes when awarded by an institution of higher learning accredited by one (1) of the accrediting associations." St. Thomas University is accredited by The Southern Association of Colleges and Schools.

Admission Requirements: Candidates seeking admission to this concentration must file an application form (either written or online) with the University's Office of Admissions and complete the other necessary form listed below. The program coordinator reviews each completed application file and makes a recommendation on admissions to the Office of Admissions. The Office of Admissions notifies applicants of the decision on their applications.

1. Completed and signed application.
2. Official transcripts from all undergraduate institutions attended with a grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester hours of undergraduate work;
3. Two letters of recommendation.
4. Letter of Supervising Principal
5. Passing scores on Florida's General Knowledge Test or equivalent Praxis test

MASTER OF SCIENCE IN EDUCATION

CONCENTRATION IN ELEMENTARY EDUCATION (ONLINE)

Course Requirements

42 Credits

Professional Education Requirements

21 Credits

EDF 621	Psychological Foundations of Education
EDF 660	Social, Philosophical and Historical Foundations of Education
EDU 521	Effective Reading Instruction (K-12)
EDU 540	Effective Teaching and Classroom Management
EDA 606	Curriculum and Instruction for Diverse Student Populations
EDU 503	Applied Research Methods
EDU 530	Educational Measurement

Elementary Subject Area Requirements

21 Credits

EDU 523	Content & Methods for Teaching Health & Physical Education
EDU 524	Literature & Multimedia in the Classroom
EDU 525	Content & Method for Teaching Language Arts
EDU 526	Content & Method for Teaching Science
EDU 527	Content & Method for Teaching Mathematics
EDU 528	Content & Method for Teaching Social Science
EDU 529	Content & Method for Teaching the Arts

Professional Education Learning Outcomes and Program Learning: These learning outcomes are based on the professional education competencies published in *The Competencies and Skills Required for Teacher Certification in Florida* (14th Edition). The undergraduate teacher candidate will have demonstrated the following competencies at the pre-service level.

- Outcome 1 Knowledge of various types of assessment strategies that can be used to determine student levels and needs (Assessment)
- Outcome 2 Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English (Communications)
- Outcome 3 Knowledge of strategies for continuous improvement in professional practices for self and school (Continuous Improvement)
- Outcome 4 Knowledge of strategies, materials, and technologies that will promote and enhance critical and creative thinking skills (Critical Thinking)
- Outcome 5 Knowledge of cultural, linguistic, and learning style differences and how these differences affect classroom practice and student learning (Diversity)
- Outcome 6 Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida (Ethics)
- Outcome 7 Knowledge of how to apply human development and learning theories that support the intellectual, personal, and social development of all students (Human Development and Learning)
- Outcome 8 Knowledge of effective reading strategies that can be applied across the curriculum to increase learning (Subject Matter)
- Outcome 9 Knowledge of strategies to create and sustain a safe, efficient, supportive learning environment (Learning Environment)

- Outcome 10 Knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with state and district standards (Planning)
- Outcome 11 Knowledge of collaborative strategies for working with various education professionals, parents, and other appropriate participants in the continual improvement of educational experiences of students (Role of the Teacher)
- Outcome 12 Knowledge of strategies for the implementation of technology in the teaching and learning process (Technology)
- Outcome 13 Knowledge of the history of education and its philosophical and sociological foundations (Foundations of Education)
- Outcome 14 Knowledge of specific approaches, methods, and strategies appropriate for students with limited English proficiency (ESOL)

Professional Education Learning Outcomes Assessment

The program outcomes for professional education are documented and assessed using an electronic portfolio. The portfolio is used as a diagnostic tool. It must include an artifact for each Florida Educator Accomplished Practice, a copy of the instructor's first rubric and a remediation plan, if necessary. A copy of the portfolio must accompany the graduation application.

Program's Elementary Education Learning Outcomes: The elementary education program learning outcomes are based on the elementary subject area competencies published in *The Competencies and Skills Required for Teacher Certification in Florida* (14th Edition). The candidate for this degree candidate will have demonstrated the following competencies at the pre-service level.

- Competency 1: Knowledge of the elementary subject matter and appropriate instructional methods for language arts and reading
- Competency 2 Knowledge of the elementary subject matter and appropriate instructional methods for social sciences
- Competency 3 Knowledge of the elementary subject matter and appropriate instructional methods for music and the visual arts
- Competency 4 Knowledge of the elementary subject matter and appropriate instructional methods for health and physical education
- Competency 5 Knowledge of the elementary subject matter and appropriate instructional methods for science, technology, and mathematics

Program Elementary Education Learning Outcomes Assessment. A locally developed instrument drawn from questions in a national test bank is used to assess a candidate's competency in each of these areas. This multiple choice test contains questions related elementary language arts and reading; social sciences; music and the visual arts; health and physical education; and science, technology and mathematics.

1. A candidate must maintain an overall GPA of 3.0.
2. A candidate must complete the entire program's required course work.
3. A candidate must present a copy of an electronic portfolio at the time of application for the degree. Directions concerning this portfolio are available from the program's advisors.
4. A candidate must present his/her scores on the Elementary Education Exit Examination at the time of application for the degree.

MASTER OF SCIENCE IN EDUCATION

CONCENTRATION IN ESOL

Program Coordinator: Yi-Ying Chiang, Ed.D.

Academic Credentials: Ed.D., St. Thomas University, M.A. Education & M.A. TESOL, The University of Findlay, B.A., Sheng-Te Christian College, Assistant Professor of Teaching English as a Second Language, 2011

Contact Information: 305-474-6948; ychiang@stu.edu

Program Advisor: Yi-Ying Chiang, Ed.D.

Program Description. The concentration in ESOL consists of six 3-credit courses. These courses are designed to prepare student to work with limited English speakers in a variety of settings. Five of the courses satisfy Florida's ESOL Endorsement for Category 1 teachers (Elementary and Secondary English) and one course satisfies Florida's ESOL requirement for Category 2 teachers and administrators.

The program is currently accepted by the **Florida Department of Education's Bureau of Certification** under *Rule 6A-4.003*. "Degrees, programs, and credits shall be determined acceptable for educator certification purposes when awarded by an institution of higher learning accredited by one (1) of the regional accrediting associations." St. Thomas University is accredited by The Southern Association of Colleges and Schools.

Admission Requirements: Candidates seeking admission to this program must file an application form (either written or online) with the University's Office of Admissions and complete the other necessary form listed below. The program coordinator reviews each completed application file, arranges a formal intake interview with the candidate, and makes a recommendation on admissions to the Office of Admissions. The Office of Admissions notifies applicants of the decision on their applications.

1. Completed and signed application.
2. Official transcripts from all undergraduate institutions attended with a grade point average of at least 3.0 (on a 4.0) scale) in the last 60 semester hours of undergraduate work.
3. Two letters of recommendation.
4. Passing scores on Florida's General Knowledge Test or taking the formal writing assessment at the St. Thomas University Academic Enhancement Center and obtaining a score of 180 or above and a score of 5 or higher on the essay section.
5. An intake interview with the program's coordinator.

Course Requirements 36 Credits

Psychological and Sociological Foundations

6 credits

EDF 621 Psychological Foundations of Education

EDF 660 Social, Philosophical and Historical Foundations of Education

Curriculum and Instruction

6 credits

EDU 540 Effective Teaching and Classroom Management

EDA 606 Curriculum and Instruction

Educational Research**6 credits**

EDU 503	Applied Research Methods
EDU 530	Educational Measurement

ESOL Courses**18 credits**

EDU 506	Methods of Teaching English as a Second Language
EDU 511	Cross Cultural Communication
EDU 512	ESOL Curriculum & Material Development
EDU 516	Testing & Evaluation of ESOL
EDU 517	ESOL Issues & Strategies
EDU 555	Applied Linguistics: Language and Literacy through ESOL

Program Student Learning Outcomes: The graduate ESOL program is designed to prepare student to work with limited English speakers in a variety of settings. Program learning outcomes are aligned with the TESOL/NCATE'S Standards that are organized around five domains.

- Domain 1: Language.* Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.
- Domain 2: Culture.* Candidates know, understand, and use the major concepts, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.
- Domain 3: Planning, Implementing, and Managing Instruction.* Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content institution, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
- Domain 4: Assessment.* Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.
- Domain 5: Professionalism.* Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with the new instructional techniques, research results, advances, in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaborate to improve the learning environment.

Program Student Learning Outcomes Assessment. A locally-develop exit examination is used for program level assessment. The examination is designed to assess a candidate's proficiency in the five domains covered in the program. A candidate is required to take the examination before graduation.

Graduation Requirements: A candidate must maintain an overall GPA of 3.0; must complete the entire program's required course work; and must present his/her scores on the exit examination.

MASTER OF SCIENCE IN EDUCATION

CONCENTRATION IN INSTRUCTIONAL TECHNOLOGY

Interim Program Coordinator: Scott E. Gillig, Ph.D.

Academic Credentials: Ph.D., Master of Education, B.A., University of Toledo,
Professor of Student Counseling and Personnel Services, 2006

Contact Information: 305-628-6539; sgillig@stu.edu

Program Advisor: Scott E. Gillig, Ph.D.

Program Description: The M.S. in Education with a concentration in Instructional Technology consists of six 3-credit courses in core subjects and six 3-credit courses in instructional technology. It is designed for graduate students, educators, administrators, media/technology specialists, and other educational professionals who are interested in how to enhance teaching and learning through the use of technology and stay abreast of changes in learning technologies and their impact on education.

The program is currently accepted by the **Florida Department of Education's Bureau of Certification** under *Rule 6A-4.003*. "Degrees, programs, and credits shall be determined acceptable for educator certification purposes when awarded by an institution of higher learning accredited by one (1) of the regional accrediting associations." St. Thomas University is accredited by The Southern Association of Colleges and Schools.

Admission Requirements: Candidates seeking admission to this concentration must file an application form (either written or online) with the University's Office of Admissions and complete the other necessary form listed below. The program coordinator reviews each completed application file and makes a recommendation on admissions to the Office of Admissions. The Office of Admissions notifies applicants of the decision on their applications.

1. Completed and signed application.
2. Official transcripts from all undergraduate institutions attended with a grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester hours of undergraduate work;
3. Two letters of recommendation.
4. Passing scores on Florida's General Knowledge Test or taking the formal writing assessment at the St. Thomas University Academic Enhancement Center. (Students who do not obtain a passing score are required to enroll in GRW 500.)

Course Requirements	36 Credits
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Psychological and Sociological Foundations	6 credits
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|-----|-----|---|
| EDF | 621 | Psychological Foundations of Education |
| EDF | 660 | Social, Philosophical and Historical Foundations of Education |

Curriculum and Instruction	6 credits
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| EDU | 540 | Effective Teaching and Classroom Management |
| EDA | 606 | Curriculum and Instruction |

Educational Research	6 credits
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|-----|-----|--------------------------|
| EDU | 503 | Applied Research Methods |
| EDU | 530 | Educational Measurement |

Concentration Instructional Technology Courses

18 credits

EDT	600	Introduction to Instructional Technology
EDT	610	Instructional Design: Theories & Models
EDT	620	Technology Integration
EDT	630	Multimedia Design and Development
EDT	640	Advanced Multimedia Design and Development
EDT	650	Practicum in Instructional Technology

Pre-requisites: EDT 600, 610, 620, 630, 640

Program Student Learning Outcomes: The program's learning outcomes include 8 competencies and are based on the Technology Facilitation Standards for teacher education programs developed by the International Society for Technology in Education (ISTE) and the National Council for Accreditation of Teacher Education (NCATE):

- Competency 1: Technology Operations and Concepts: Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts.
- Competency 2: Planning and Designing Learning Environments and Experiences: Educational technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology.
- Competency 3: Teaching, Learning, and the Curriculum: Educational technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning.
- Competency 4: Assessment and Evaluation: Educational technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Competency 5: Productivity and Professional Practice: Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice.
- Competency 6: Social, Ethical, Legal, and Human Issues: Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and assist teachers in applying that understanding in their practice.
- Competency 7: Procedures, Policies, Planning, and Budgeting for Technology Environments: Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 schools.
- Competency 8: Leadership and Vision: Educational technology facilitators will contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision.

Program Outcomes Assessment: EDT 650 (Practicum in Instructional Technology) is designated as the capstone course for program assessment in this concentration. Candidates need to complete two program assessments activities in EDT 650 (a field experience and a capstone ePortfolio) and have their performances evaluated via rubrics aligned with the ISTE's and NCATE's Technology Facilitation Standards.

Graduation Requirements: A candidate must maintain an overall GPA of 3.0. and must complete the entire program's required course work.

MASTER OF SCIENCE IN EDUCATION

CONCENTRATION IN READING

Program Coordinator: Susan R. Massey, Ph.D.

Academic Credentials: Ph.D. in Teaching and Learning: Special Education and Reading, (University of Miami, Coral Gables, FL); M.Sc. in Learning Disabilities and Emotional Behavior (University of Miami, Coral Gables, FL); B.A. in Elementary Education (Nova Southeastern University, Davie, FL)

Contact Information: 305-474-6997; smassey@stu.edu

Program Advisor: Susan R. Massey, Ph.D.

Program Description. The concentration in reading consists of six 3-credit courses. These courses are designed to prepare students to be able to teach reading, and diagnose and remediate children's reading problems K-12. Current research and theory of literacy and how children learn to read is translated into meaningful classroom application and practice while utilizing current research and materials. Knowledge and understanding of the principles of reading are directly applied while working with children in a clinical setting. Students have the opportunity to reflect on their own teaching and receive immediate feedback from the instructor so that subsequent teaching can incorporate and apply new insights, techniques and strategies for improvement.

The program is currently accepted by the **Florida Department of Education's Bureau of Certification** under *Rule 6A-4.003*. "Degrees, programs, and credits shall be determined acceptable for educator certification purposes when awarded by an institution of higher learning accredited by one (1) of the regional accrediting associations." St. Thomas University is accredited by The Southern Association of Colleges and Schools.

Admission Requirements: Candidates seeking admission to this program must file an application form (either written or online) with the University's Office of Admissions and complete the other necessary form listed below. The program coordinator reviews each completed application file, arranges a formal intake interview with the candidate, and makes a recommendation on admissions to the Office of Admissions. The Office of Admissions notifies applicants of the decision on their applications.

1. Completed and signed application.
2. Official transcripts from all undergraduate institutions attended with a grade point average of at least 3.0 (on a 4.0) scale) in the last 60 semester hours of undergraduate work.
3. Two letters of recommendation.
4. Passing scores on Florida's General Knowledge Test or taking the formal writing assessment at the St. Thomas University Academic Enhancement Center and obtaining a score of 180 or above and a score of 5 or higher on the essay section.
5. An intake interview with the program's coordinator.

Course Requirements

36 Credits

Research Course

6 credits

- EDU 503 Applied Research Methods
- EDU 530 Educational Measurement

Core Reading Courses

18 credits

- EDU 521 Effective Reading Instruction (K-12)
- EDU 522 Diagnosis and Remediation of Reading Difficulties
Pre-requisite: EDU 521
- RED 500 The Reading Process in the Content Area
Pre-requisite: EDU 521
- RED 505 Techniques of Remedial and Corrective Reading
Pre-requisite: EDU 521
- RED 506 Processes in Reading Comprehension
Pre-requisites: EDU 521, RED 505
- RED 510 Reading Practicum
Pre-requisites: EDU 521, EDU 522, RED 500, RED 505 and RED 506

Candidates must select from either of the following options depending on an individual's professional needs or goals.

Electives - Option 1: Reading for Special Student Populations 12 credits

- EEX 502 Language Development and Language Disabilities
- EEX 524 Instructional Strategies for Students with Learning Disabilities
- EDU 555 Applied Linguistics
- EDU 506 Methods of Teaching English as a Second Language

Electives - Option 2: Professional Development Courses 12 credits

- EDF 621 Psychological Foundations of Education
- EDF 660 Social, Philosophical and Historical Foundations of Education
- EDU 540 Effective Teaching and Classroom Management
- EDA 606 Curriculum and Instruction for Diverse Populations

Program Student Learning Outcomes: The graduate reading program is designed to develop competent reading professionals who understand how literacy theory and research guide decisions to choose diagnostic assessments and strategies decisions in order to design appropriate instruction for all students. Learning outcomes are aligned with the 2002 International Reading Association Standards for Reading Professionals and the Florida State Competencies for Reading K-12. They include the following:

1. Candidates who complete the program are reading professionals who have the understanding of both historical and current knowledge of theoretical foundations for reading, language and writing and identify the variables that will influence students engaged in the reading process (IRA Standard 1).
2. Candidates who complete the program are reading professionals who possess knowledge of comprehension processes to determine techniques and approaches to teaching developmental reading (IRA Standard 3).
3. Candidates who complete the program are reading professionals who have knowledge to apply skills of the learning processes to develop interactive, balanced literacy instruction across all grade levels (IRA Standards 2, 4)

4. Candidates who complete the program are reading professionals who possess knowledge and skills to select, administer, and analyze diagnostic assessment tools to evaluate students' reading ability that will influence instructional decisions for appropriate instruction for each student (IRA Standard 3).
5. Candidates who complete the program are reading professionals who have knowledge and understanding of the individuality of each student in order to implement differentiated instruction that supports cognitive, sociocultural and linguistic diversity (IRA Standards 1, 2, 4).
6. Candidates will complete a practicum that provides significant opportunities to synthesis and apply the knowledge of skills identified in IRA Standards 1-5 in a clinical setting and one-on-tutoring of a child.

Program Student Learning Outcomes Assessment: A capstone course (RED 510: Reading Practicum) is used for program level assessment. The course requires each student to complete case studies related to IRA Standard 1 through IRA Standard 5. The case study assignment establishes virtual classroom situations and the individual must demonstrate his or her ability to apply the foundational knowledge, instructional strategies and curriculum materials, administration of a variety of assessment tools and groupings as well as demonstrate knowledge and skill of creating a literate environment in a real setting. The student practicum portfolio is used to assess the ability of an individual to apply learned skills and knowledge in a clinical setting. Finally, candidates will complete a survey test of basic reading knowledge at the start of the capstone course. This test serves as a diagnostic instrument for the previous courses in the program.

Graduation Requirements: A candidate must maintain an overall GPA of 3.0 and must complete the entire program's required course work.

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP (M.S.)

Program Coordinator: Rev. Edward A. Blackwell, Jr., Ed.D.

Academic Credentials: Ed.D. in Supervision and Administration (Florida International University, Miami, FL); M.A. in Theology (Mt. St. Mary's Seminary, Emmitsburg, MD); B.A. in Sociology (Bloomsburg University, Bloomsburg, PA)

Contact Information: 305-628-6576; ebblackwe@stu.edu

Program Advisor: Rev. Edward A. Blackwell, Jr., Ed.D.

Program Description: The Master of Science (M.S.) in Educational Leadership consists of coursework and experiences designed to develop entry-level competencies for principals. The program provides allows an individual student design the best program of study to meet individual professional goals. A unique feature of the program is the opportunity for a student to document instructional leadership in a particular subject area. These areas of instructional leadership could help distinguish a particular candidate's credentials in the crowded field of individuals wanting to enter educational administration. Overall, the program is designed to address the Interstate School Leaders Licensure Consortium standards and Florida's educational leadership competencies.

The program is currently accepted by the **Florida Department of Education's Bureau of Certification** under *Rule 6A-4.003*. "Degrees, programs, and credits shall be determined acceptable for educator certification purposes when awarded by an institution of higher learning accredited by one (1) of the accrediting associations." St. Thomas University is accredited by The Southern Association of Colleges and Schools.

Admission Requirements: Candidates seeking admission to the M.S. in Educational Leadership must complete an application file with the University's Office of Admissions. The program coordinator conducts a candidate interview, reviews each application file and makes its recommendation on admission to the Office of Admissions. The Office of Admissions notifies an applicant of the faculty's decision. The file must contain:

1. A completed application form.
2. Official transcripts from all undergraduate institutions attended with a grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester hours of undergraduate work
3. At least two years of successful full-time teaching experience
4. A copy of the Florida Professional Teaching Certificate or equivalent
5. Two letters of recommendation
6. A completed Administrators Experience Survey Form (Available at Admissions Office)

Course Requirements

30-48 credits

Educational Administration Courses

24 credits

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| EDA | 600 | Microcomputer Application for Administrators |
| EDA | 601 | Leadership in Education |
| EDA | 602 | Communication in Educational Leadership |
| | | <i>Pre-requisite: EDU 530 or permission of instructor</i> |
| EDA | 603 | School Law |
| EDA | 604 | School Finance |

- EDA 606 Curriculum and Instruction for Diverse Populations
Pre-requisite: EDU 530 or permission of instructor
- EDA 608 School Personnel Management
- EDA 612 The Principalship: A Field Experience
Pre-requisites: EDA 600, EDA 601, EDA 602, EDA 603, EDA 604, EDA 606, EDA 608 or permission of instructor

Option 1: Guided Electives

6-15 credits

Please check with the program advisor in making these selections.

Option 2: Instructional Leadership Specializations

15-18 credits

The following areas of instructional leadership in special education, ESOL, reading, instructional technology, or in-field subject area may lead to approval for teacher credential pay. Please check with your district for their policies and procedures related to teacher credential pay. Please check with a program advisor in selecting these courses.

Program Learning Outcomes: The program's learning outcomes are based on the 2002/2008 standards for school-based leadership developed by the National Policy Board for Educational Administration. The program's coursework is based on national standards and addresses the three broad areas of instructional leadership, operational leadership and institutional leadership. They include:

- 1 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school and the community it serves.
- 2 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- 3 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- 4 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- 5 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
- 6 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
- 7 Candidates will complete an internship that provides significant opportunities for candidates to synthesize and apply the knowledge and

practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school personnel for graduate credit.

Program Learning Outcome Assessment: A capstone course (EDA 612 The Principalship: A Field Experience) is used for program level assessment. The course requires each student complete activities related to Standard 1 through Standard 6 in a guided field setting. These activities document the individual's ability to apply these standards in a real setting (Standard 7).

Graduation Requirements: A candidate must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

MASTER OF SCIENCE IN SPECIAL EDUCATION (M.S.)

Program Coordinator: Walter J. Cegelka, Ed.D.

Academic Credentials: Ed.D. in Education (Syracuse University, Syracuse, N.Y.); M.S. in Educational Psychology (Syracuse University, Syracuse, N.Y.); B.A. in Biology (University of Scranton, Scranton, PA)

Contact Information: 305-628-6576; wcegelka@stu.edu

Program Advisors: Walter J. Cegelka, Ed.D.; Susan R. Massey, Ph.D.

Program Description The Master of Science in Special Education prepares individuals to teach exceptional children in grades kindergarten through twelfth grade (K-12). The curriculum consists of 9 core courses in the theory and best practices of exceptional student education and 3 electives.

The program is currently accepted by the **Florida Department of Education's Bureau of Certification** under *Rule 6A-4.003*. "Degrees, programs, and credits shall be determined acceptable for educator certification purposes when awarded by an institution of higher learning accredited by one (1) of the regional accrediting associations." St. Thomas University is accredited by The Southern Association of Colleges and Schools.

Program Admission Requirements: Applicants seeking admission to this program must file an application form (either written or online) with the University's Office of Admissions and complete the other necessary form listed below. The program coordinator reviews each completed application file, arranges a formal intake interview with the applicant, and makes a recommendation on admissions to the Office of Admissions. The Office of Admissions notifies each applicant of the decision on his/her application.

1. Completed and signed application.
2. Official transcripts from all undergraduate institutions attended with a grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester hours of undergraduate work;
3. Two letters of recommendation.
4. Passing scores on Florida's General Knowledge Test or taking the formal writing assessment at the St. Thomas University Academic Enhancement Center. (Students who do not obtain a passing score are required to enroll in GRW 500.)
5. An intake interview with a program's coordinator.

Course Requirements

36 Credits

Core Courses

27 credits

EEX	500	Survey of the Education of the Exceptional Child
EEX	501	Assessment of the Exceptional Child
EEX	502	Language Development & Language Disabilities
EEX	503	Educational Management of Students with Exceptionalities
EEX	504	Vocational & Functional Life Skills
EEX	505	Education of Students with Mild Handicaps
EEX	514	Instructional Strategies for Students with Mental Handicaps
EEX	524	Instructional Strategies for Students with Learning Disabilities

Specializations

9 credits

Students should select one of the four options listed below, for example: if you select Gifted Specialization, three courses are needed to graduate. For an Endorsement in Gifted, reading or ESOL all five courses must be completed.

Option 1: Reading Specialization. These courses are offered two times per year. Anyone who wishes to receive a Reading Endorsement will need to take the last two courses in this specialization as additional course work. Please check with your advisor when planning your academic schedule.

EDU	521	Effective Reading Instruction (K012)
EDU	522	Diagnosis and Remediation of Reading Disabilities
		<i>Pre-requisite: EDU 521</i>
RED	500	The Reading Process in the Content Area
		<i>Pre-requisite: EDU 521</i>
RED	505	Techniques of Remedial and Corrective Reading
		<i>Pre-requisite: EDU 521</i>
RED	510	Reading Practicum
		<i>Pre-requisites: EDU 521, EDU 522, RED 500, RED 505</i>

Option 2: ESOL Specialization. These courses are offered online and once per term each academic year. Anyone who wishes to receive an ESOL Endorsement will need to take the last two courses in this specialization as additional course work. Please check with your advisor when planning your academic schedule.

EDU	506	Methods of Teaching English as a Second Language
EDU	511	Cross Cultural Communication
EDU	512	ESOL Curriculum & Material Development
EDU	516	Testing & Evaluation of ESOL
EDU	555	Applied Linguistics

Option 3: Gifted Specialization. These courses are offered once per academic year. Anyone who wishes to receive a Gifted Endorsement will need to take the last two courses in this specialization as additional course work. Please check with your advisor when planning your academic schedule.

EEX	540	Nature & Needs of Gifted Students
EEX	541	Educating Special Populations of Gifted Students
EEX	542	Theory & Development of Creativity
EEX	544	Curriculum & Strategies for Gifted Students
EEX	546	Guidance & Counseling of Gifted Students

Option 4: Professional Electives: Students are asked to work with a program advisor to select 3 graduate-level education courses to serve as electives. These courses should help a student develop a greater level of proficiency in a particular area or meet a professional or personal academic goal.

Program Learning Outcomes: The program's learning outcomes are based on the 2010 the Florida Department of Education's Exceptional Student Education K-12 Competencies and Skills. Candidates who complete the program will have a:

1. Knowledge of foundations of exceptional student education

2. Knowledge of assessment and evaluation
3. Knowledge of instructional practices in exceptional student education
4. Knowledge of assessing, designing, and implementing positive behavioral supports
5. Knowledge of language development and communication skills
6. Knowledge of skills related to teaching interpersonal interactions and participation
7. Knowledge of the transition process

Program Learning Outcomes Assessment: A locally-developed Exceptional Student Education Exit Examination, modeled after the Florida Teacher Education Certification Examination in Exceptional Student Education K-12, will be administered to all students. The examination may be taken by a student after completing 7 of the 9 core courses and with the permission of the program coordinator.

Program Graduation Requirements

1. A candidate must maintain an overall GPA of 3.0.
2. A candidate must complete the program's required course work.
3. A candidate must provide a copy of his/her scores on the Exceptional Student Education Exit Examination.

EDUCATION CERTIFICATE PROGRAM: EARTH/SPACE SCIENCE

Description: This certificate is designed for individuals who wish to take for the Earth/Space Science Subject Area Test sponsored by the Florida Department of Education.

Admission Requirements: Candidates seeking admission to this certificate must complete an application file in the University's Office of Admissions. An Institute faculty member reviews each complete application file, interviews the applicant and makes a recommendation on admission to the Office of Admissions. The Office of Admissions notifies an applicant of the decision. This application file must contain:

1. A completed application form submitted to the program leader.
2. A bachelor's degree from an accredited institution with a grade point average of at least 2.5 (on a 4.0 scale) in bachelor's degree work.
3. Provide official transcripts from all colleges and universities attended.
4. A Florida teaching certificate.

Program's Earth Space Science Learning Outcomes The Earth Space Science 6-12 program learning outcomes are based on the Earth Space Science 6-12 competencies published in The **Competencies and Skills Required for Teacher Certification in Florida** (14th Edition). The candidate for this degree candidate will have demonstrated the following competencies.

Competency 1:	Knowledge of the nature of science
Competency 2:	Knowledge of the composition, characteristics, and structure of Earth
Competency 3:	Knowledge of plate tectonics and related processes
Competency 4:	Knowledge of Earth's surface processes
Competency 5:	Knowledge of mapping and remote sensing
Competency 6:	Knowledge of the scope and measurement of geologic time
Competency 7:	Knowledge of the characteristics and management of Earth's resources
Competency 8:	Knowledge of oceans and coastal processes
Competency 9:	Knowledge of factors that influence atmospheric conditions and weather
Competency 10:	Knowledge of Earth's climate patterns
Competency 11:	Knowledge of astronomical objects and processes
Competency 12:	Knowledge of space exploration

Program Earth Space Science Learning Outcomes Assessment A locally developed instrument drawn from questions in a national test bank is used to assess a candidate's competency in each of these areas. This multiple choice test contains questions related elementary language arts and reading; social sciences; music and the visual arts; health and physical education; and science, technology and mathematics.

Required Courses

18 Credits

- SCI 520A Science, Technology, and Society: Examples in Astronomy
- SCI 521 Astronomy I: The Solar System
- SCI 522 Astronomy II: Stars, Galaxies, and Cosmology
- SCI 523 Introduction to Astrobiology
- SCI 525 Earth/Space Science: An integrated Approach
- EDU 541 Teaching Earth / Space Science

Graduation Requirements: Students must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing. Students must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

Cost: The Earth/Space Science certificate course consists of 18 credit-hours. The cost is \$797 per credit or \$14,346.00 total

Textbook: Average cost of books for the program is \$725

Link to O*NET CODE:

<http://www.onetonline.org/find/quick?s=earth+space+science>

O*NET CODE: 25-1053.00 - Environmental Science Teachers, Postsecondary

ESOL CATEGORY 1 ENDORSEMENT

Description: These courses are designed for individuals who are pursuing an ESOL Endorsement from the State of Florida. These courses are offered in an online format.

Admission Requirements: Candidates seeking admission to this endorsement must complete an application file in the University's Office of Admissions. An Institute faculty member reviews each complete application, interviews the applicant and makes a recommendation on admission to the Office of Admissions. The Office of Admissions notifies an applicant of the decision. This application file must contain:

1. A completed application form submitted to the program leader.
2. A bachelor's degree from an accredited institution with a grade point average of at least 2.5 (on a 4.0 scale) in bachelor's degree work.
3. Official transcripts from all colleges and universities attended.
4. A Florida teaching certificate.

Required Courses

15 Credits

EDU	506	Methods of Teaching English as a Second Language*
EDU	511	Cross Cultural Communication and Understanding*
EDU	512	ESOL Curriculum & Materials Development*
EDU	516	Testing & Evaluation of ESOL*
EDU	555	Applied Linguistics: Language and Literacy through ESOL*

* Courses required for Florida's ESOL Category 1 Endorsement

Graduation Requirements: Students must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

ESOL CERTIFICATE

Contact Information: 305-628-6576; tcole@stu.edu
Program Advisor: Rev. Edward A. Blackwell, Jr., Ed.D.

Description: This certificate includes all five courses required for Category 1 ESOL Endorsement and the one ESOL course required course for Category 2 teachers in the State of Florida. These courses are offered in an online format.

Admission Requirements: Candidates seeking admission to this endorsement must file an application form with the University's Office of Admissions. The program faculty reviews each application and makes its recommendation on admission to the Office of Admissions. The Office of Admissions notifies applicants of the decision on their applications.

1. A completed application form submitted to the program leader.
2. A bachelor's degree from an accredited institution.
3. A grade point average of at least 2.5 (on a 4.0 scale) in bachelor's degree work.
4. Provide official transcripts from all colleges and universities attended.
5. A Florida teaching certificate.
6. An intake interview with the Program Coordinator.

Required Courses

18 Credits

EDU	506	Methods of Teaching English as a Second Language*
EDU	511	Cross Cultural Communication and Understanding*
EDU	512	ESOL Curriculum and Materials Development*
EDU	516	Testing and Evaluation of ESOL*
EDU	517	ESOL Issues and Strategies+
EDU	555	Applied Linguistics*

* Courses required for Florida's ESOL Category 1 Endorsement
+ Course required for Florida's Category 2 teachers

Graduation Requirements: Students must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

Program Student Learning Outcomes: The graduate ESOL program is designed to prepare student to work with limited English speakers in a variety of settings. Program learning outcomes are aligned with the TESOL/NCATE'S Standards that are organized around five domains.

Domain 1: Language. Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

Domain 2: Culture. Candidates know, understand, and use the major concepts, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL

students' cultural identities, language and literacy development, and content area achievement.

Domain 3: *Planning, Implementing, and Managing Instruction.* Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content institution, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

Domain 4: *Assessment.* Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

Domain 5: *Professionalism.* Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with the new instructional techniques, research results, advances, in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaborate to improve the learning environment.

Program Student Learning Outcomes Assessment. A locally-develop exit examination is used for program level assessment. The examination is designed to assess a candidate's proficiency in the five domains covered in the program. A candidate is required to take the examination before graduation.

Cost: The ESOL endorsement courses consist of 15 credit hours. The cost is \$797 per credit or \$11,955.00 total.

Textbook: Average cost of books for the program is \$625

Link to O*NET CODE: <http://www.onetonline.org/find/quick?s=esol>

O*NET CODE: 25-3011.00 - Adult Literacy, Remedial Education, and GED Teachers and Instructors

Graduation Requirements: Students must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

GIFTED EDUCATION ENDORSEMENT

These courses fulfill the requirements for the Gifted Endorsement in Florida.

Admission Requirements: Candidates seeking admission to this endorsement must complete an application file in the University's Office of Admissions. An Institute faculty member reviews each complete application file, interviews the applicant and makes a recommendation on admission to the Office of Admissions. The Office of Admissions notifies an applicant of the decision. This application file must contain:

1. A completed application form submitted to the program leader.
2. A bachelor's degree from an accredited institution with a grade point average of at least 2.5 (on a 4.0 scale) in bachelor's degree work.
3. Official transcripts from all colleges and universities attended.
4. A Florida teaching certificate.

Required Courses

15 credits

EEX	540	Nature & Needs of Gifted Students
EEX	541	Educating Special Populations of Gifted students
EEX	542	Theory & Development of Creativity
EEX	544	Curriculum & Strategies Gifted Students
EEX	546	Guidance & Counseling of Gifted Students

Graduation Requirements: Students must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

GIFTED EDUCATION CERTIFICATE

Contact Information: 305-628-6576; tcole@stu.edu

Program Advisor: Rev. Edward A. Blackwell, Jr., Ed.D.

Description: This certificate is designed for individuals who are pursuing a Gifted Endorsement from Florida.

Admission Requirements: Candidates seeking admission to this certificate must file an application form with the University's Office of Admissions. The program faculty reviews each application and makes its recommendation on admission to the Office of Admissions. The Office of Admissions notifies applicants of the decision on their applications.

1. A completed application form submitted to the program leader.
2. A bachelor's degree from an accredited institution.
3. A grade point average of at least 2.5 (on a 4.0 scale) in bachelor's degree work.
4. Provide official transcripts from all colleges and universities attended.
5. A Florida teaching certificate.
6. An intake interview with the Program Coordinator.

Required Courses

15 credits

EEX 540 Nature & Needs of Gifted Students
EEX 541 Educating Special Populations of Gifted Students
EEX 542 Theory & Development of Creativity
EEX 544 Curriculum & Strategies for Gifted Students
EEX 546 Guidance & Counseling of Gifted Students

Cost: Total Average Cost of Tuition is \$797 per credit or \$11,955.00 total.

Textbook: Average cost of books for the program is \$625

Link to O*NET CODE: <http://www.onetonline.org/find/quick?s=gifted+education>

O*NET CODE: 25-2041.00 - Special Education Teachers, Preschool, Kindergarten, and Elementary School

INSTRUCTIONAL TECHNOLOGY CERTIFICATE

Contact Information: 305-628-6576; tcole@stu.edu

Program Advisor: Rev. Edward A. Blackwell, Jr., Ed.D.

Program Description: This certificate is designed for individuals who are interested in developing the skills necessary to make better use of technology in classroom instruction and other instructional settings.

Admission Requirements: Candidates seeking admission to this certificate must file an application form with the University's Office of Admissions. The program faculty reviews each application and makes its recommendation on admission to the Office of Admissions. The Office of Admissions notifies applicants of the decision on their applications.

1. A completed application form submitted to the program leader.
2. A bachelor's degree from an accredited institution.
3. A grade point average of at least 2.5 (on a 4.0 scale) in bachelor's degree work.
4. Provide official transcripts from all colleges and universities attended.
5. A Florida teaching certificate.
6. An intake interview with the Program Coordinator.

Required Courses

18 credits

EDT	600	Introduction to Instructional Technology
EDT	610	Instructional Design: Theories & Models
EDT	620	Technology Integration
EDT	630	Multimedia Design and Development
EDT	640	Advanced Multimedia Design and Development
EDT	650	Practicum in Instructional Technology

Pre-requisites EDT 606, EDT 600, EDT 610, EDT 620, EDT 630, EDT 640

Graduation Requirements: Students must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

Cost: Average Tuition Cost is \$797 per credit or \$14,346.00 total

Textbook: Average cost of books for the program is \$725

Link to O*NET CODE:

<http://www.onetonline.org/find/quick?s=instructional+technology>

O*NET CODE: 13-1073.00 -Training and Development Specialists

READING ENDORSEMENT

Description: These courses are designed to fulfill the requirements to receive a reading endorsement in Florida.

Admission Requirements: Candidates seeking admission to this endorsement must complete an application file in the University's Office of Admissions. An Institute faculty member reviews each complete application file, interviews the applicant and makes a recommendation on admission to the Office of Admissions. The Office of Admissions notifies an applicant of the decision. This application file must contain:

1. A completed application form submitted to the program leader.
2. A bachelor's degree from an accredited institution with a grade point average of at least 2.5 (on a 4.0 scale) in bachelor's degree work.
3. Official transcripts from all colleges and universities attended.
4. A Florida teaching certificate.

Required Courses

15 credits

EDU	521	Effective Reading Instruction (K-12)
EDU	522	Diagnosis and Remediation of Reading Disabilities
RED	500	The Reading Process in the Content Area
RED	505	Techniques of Remedial and Corrective Reading
		<i>Pre – requisites EDU 521</i>
RED	510	Reading Practicum
		<i>Pre-requisites: EDU 521, EDU 522, RED 500, RED 505, 506</i>

Graduation Requirements: Students must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

READING CERTIFICATE

Contact Information: 305-628-6576; tcole@stu.edu
Program Advisor: Rev. Edward A. Blackwell, Jr., Ed.D.

Description: This certificate is designed for individuals who are pursuing a Reading Endorsement from Florida.

Admission Requirements: Candidates seeking admission to this certificate must file an application form with the University's Office of Admissions. The program faculty reviews each application and makes its recommendation on admission to the Office of Admissions. The Office of Admissions notifies applicants of the decision on their applications.

1. A completed application form submitted to the program leader.
2. A bachelor's degree from an accredited institution.
3. A grade point average of at least 2.5 (on a 4.0 scale) in bachelor's degree work.
4. Provide official transcripts from all colleges and universities attended.
5. A Florida teaching certificate.
6. An intake interview with the Program Coordinator.

Required Courses

15 credits

EDU 521 Effective Reading Instruction (K-12)
EDU 522 Diagnosis and Remediation of Reading Disabilities
RED 500 The Reading Process in the Content Area
RED 505 Techniques of Remedial and Corrective Reading
RED 510 Reading Practicum
Pre-requisites: EDU 521, EDU 522, RED 500, RED 505, RED 506

Cost: Average Tuition Cost is \$797 per credit or \$11,955.00 total.

Textbook: Average cost of books for the program is \$625

Link to O*NET CODE: <http://www.onetonline.org/find/quick?s=Reading>

O*NET CODE: 25-1123.00 - English Language and Literature Teachers, Postsecondary

INSTITUTE FOR PROFESSIONAL STUDIES

MASTER OF PROFESSIONAL STUDIES IN EXECUTIVE MANAGEMENT

Program Coordinator: Sheryl Walters-Malcolm, D.B.A.

Academic Credentials: Sheryl Walters-Malcolm, D.B.A., International Business, Nova Southeastern University, M.B.A., Aviation Management, Embry-Riddle Aeronautical University, B.B.A., Finance, University of Houston

Contact information: 305-474-6902; smalcolm@stu.edu

Program Advisors: Sheryl Walters-Malcolm, D.B.A.; Zuvarashe Judith Muship, D.B.A.

Program Description: The Master of Professional Studies in Executive Management strives to create effective leaders through a program that synthesizes cutting-edge concepts and the student's professional experiences. This program serves adults who wish to advance their careers. The degree is for persons who hold managerial, executive and other leadership positions in industry, government and non-profit organizations. Students gain first-hand knowledge of current business practices and trends using a mixture of theory and practice.

In relationship to the St. Thomas University Mission, the Master of Professional Studies in Executive Management strives to further create effective leaders through a program that focuses on ethics, professionalism, diversity, practical experience and teamwork. By providing this service, students will be better prepared at their workplace and/or pursue continued studies including Ph.D. Programs.

Admission Requirements: The Office of Graduate Admissions requires the following materials:

1. Completed and signed application. Fee required.
2. Official transcripts from all undergraduate and graduate institutions attended.
3. A cumulative undergraduate grade point average of at least 3.0.
4. All graduate applicants will be required to take the University Graduate Writing Assessment. Applicants must achieve a score of 166 or above on the Accuplacer Assessment Instrument and a score of 4 or higher on the Essay Assessment before being allowed to register for classes. If the applicant does not score the requisite grade in English, he/she may be probationally admitted and be required to take the graduate writing course. Upon completion of the course, the applicant will retake and pass the English exam within the first two semesters of enrollment. Any exceptions must be approved by the Program Director and the Dean of the School of Leadership Studies. Testing and referrals will be managed by the St. Thomas University Academic Enhancement Center.
5. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor.
6. A written statement from the applicant which:
 - a) Describes the applicant's own interest in the MPS in Executive Management degree.
 - b) Assesses the applicant's strength as a leader and describes what the applicant hopes to gain from a graduate degree.

7. A professional résumé outlining at least 5 years of progressive professional, technical or executive experience.

In addition to the items listed above, International Students are required to provide the following:

1. Foreign transcripts in the original language and an English copy.
2. A financial declaration and supporting documentation by each international applicant. This requirement applies only to candidates who intend to apply for a Student Visa.
3. International students educated in foreign institutions where the language of instruction is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL). Applicants who submit a TOEFL score of at least 550 on the paper-based test, 213 on the computer-based test, or 79 on the Internet-based test or their equivalents will not be required to take any course in English as a second language. Applicants transferring from U.S. or non-U.S. institutions where the language of instruction is English, who have demonstrated proficiency in the English Language, are exempt from the TOEFL. Academically qualified applicants unable to take the TOEFL or who have a score below 550 on the paper-based test, 213 on the computer-based test, or 79 on the Internet-based test or their equivalents may be offered admission on the condition they must take the Level of English Proficiency (LOEP) pre-test to assess English skills. As a result, students may be required to pursue additional coursework in English, if their command of the English Language is judged to be insufficient for graduate study. Depending upon the level of proficiency, as determined by the TOEFL or LOEP, international students may be allowed to take limited number of courses in their degree program, while completing their English coursework. The Graduate Admissions Committee and Director of the Academic Enhancement Center will make this determination.

Program Student Learning Outcomes: Graduates of the Master of Professional Studies in Executive Management should demonstrate enhanced skills in the following areas:

1. Communication – oral, written, visual, presentation and listening
2. Interpersonal relationships
3. Group work and collaboration – including following and leading
4. Technology use in the workplace
5. Problem solving and critical thinking
6. Diversity – especially in learning styles and cultural adaptations
7. Decision-making
8. Ethical and moral work values
9. Leadership in organizational change and management
10. Strategic thinking within the workplace
11. Research that employ critical and creative analysis in management decisions
12. Collaboration and team communication

Program Student Learning Outcomes Assessment: Learning outcomes are assessed through individual course testing and assignments. All graduates are required to complete a research project as determined by the specialization and to produce an electronic synopsis of the project, summary, and reflection about academic and professional experiences associated with the degree. The final project

and assessment of the program are conducted in the capstone course – Organizational Leadership and Change (MPS 640).

Graduation Requirements: The Master of Professional Studies in Executive Management requires a total number of thirty-six (36) graduate credit hours: eighteen (18) credits in required core courses, fifteen (15) credits in specialization courses, and three (3) credits in general elective courses. Individual advising and answers to questions about courses are available by contacting the MPS in Executive Management Program Coordinator. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0.

MPS in Executive Management Degree Requirements 36 credits

Required Core Courses 18 credits

MPS	580	Managing Technology	3
MPS	600	Leadership Foundations & Skills Assessment	3
MAN	700	Organizational Behavior	3
MPS	615	Performance Measurement and Control	3
MPS	620	Contract Negotiation and Development	3
EDU	503	Applied Research Methods	3

Executive Management Specialization 15 credits

MPS	630	Organizational Communication and Leadership	3
MPS	635	Legal and Ethical Aspects of Organizations	3
MPS	640	Organizational Leadership and Change	3
MPS	645	Global and Cultural Diversity in Leadership	3
MPS	650	Conflict Resolution and Mediation	3

General Electives 3 credits

Choose one course from the following courses

MPS	655	Grant Writing	3
MPS	660	Project Management and Leadership	3
MPS	670	Quality Management	3
MPS	675	Managing Innovation in Organizations	3

All courses in the program will use teaching strategies that integrate practical applications through fieldwork, online techniques, teamwork or other applied practices with research.



Carnival Cruise Lines Science & Technology Building

INSTITUTE FOR PROFESSIONAL STUDIES

DOCTOR OF EDUCATION (Ed. D.) IN LEADERSHIP MANAGEMENT

Program Director: Sheryl Walters-Malcolm, D.B.A.

Academic Credentials: D.B.A., Nova Southeastern University, M.B.A., Embry-Riddle Aeronautical University, B.B.A., University of Houston, University Park, Assistant Professor of Multi/Interdisciplinary Studies, 2010.

Contact information: 305-474-6902; smalcolm@stu.edu

Program Advisors: Sheryl Malcolm Walters, D.B.A.; Z. Judith Muship, D.B.A.

The Doctor of Education in Leadership Management (Ed.D.) combines cutting edge management and leadership theories for practical application to the working environment. It provides learning and development for today's leaders and managers. It is ideal for working professionals who seek to enhance their roles as organizational leaders and upgrade their skills in management, planning, design, evaluation, research and policy development in a variety of organizational settings and environments.

The Ed.D. in Leadership Management is designed for candidates who are interested in careers in various areas of management and leadership such as: business leaders and managers, administrators in state, federal, and international agencies; leaders in business and healthcare corporations; school superintendents, principals, directors and supervisors; professors and administrators in institutions of higher education; or directors and supervisors of educational services in for-profit corporations and non-profit agencies.

The program offers a cohort model, a cross-disciplinary curriculum, and a broad spectrum of courses to meet individual student needs and to develop a diverse and scholarly community of learners. A typical cohort could include learners from government, business corporations, higher education, K-12 schools, and health care.

Admission Requirements: In keeping with St. Thomas University's mission, candidates of diverse backgrounds are encouraged to apply. The program does not discriminate against any person because of age, ancestry, color, disability, national origin, race, religious creed, sex, sexual orientation, or veteran status. The best-qualified applicants will be accepted up to the number of spaces available for new students. Special background and experience may allow for conditional admission of those not meeting stated criteria.

Admission Criteria: Admission to the Ed.D. program is based on the following criteria.

- An earned master's degree from an accredited institution or equivalent and a grade point average of at least 3.25 (on a 4.0 scale) in all graduate work attempted. *(An applicant with a second master's degree or other advanced credential may petition the Program Team to have up to 6 courses transferred into the program. The applicant must request the transfer of these additional courses as part of the initial interview with the Program Team.)*
- Official results from the Graduate Record Examination (General Test) or the Miller's Analogy Test.

- A personal statement demonstrating your ability to communicate well in English. This statement will describe and articulate your philosophy relating to management and leadership, and how your personality, experiences and character make you a perfect fit for this program.
- The demonstration of appropriate work experience by submitting a professional resume outlining at least 5 years of progressive professional, technical or executive experience.
- Three letters of recommendation from persons knowledgeable about the applicant's academic and/or professional competence.
- Foreign applicants must demonstrate proficiency in the English language.

In addition to the items listed above, International Students are required to provide the following:

- Foreign transcripts in the original language and an English copy.
- A financial declaration and supporting documentation by each international applicant. This requirement applies only to candidates who intend to apply for a Student Visa.
- International students educated in foreign institutions where the language of instruction is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL). Applicants who submit a TOEFL score of at least 550 on the paper-based test, 213 on the computer-based test, or 79 on the Internet-based test or their equivalents will not be required to take any course in English as a second language. Applicants transferring from U.S. or non-U.S. institutions where the language of instruction is English, who have demonstrated proficiency in the English Language, are exempt from the TOEFL. Academically qualified applicants unable to take the TOEFL or who have a score below 550 on the paper-based test, 213 on the computer-based test, or 79 on the Internet-based test or their equivalents may be offered admission on the condition they must take the Level of English Proficiency (LOEP) pre-test to assess English skills. As a result, students may be required to pursue additional coursework in English, if their command of the English Language is judged to be insufficient for graduate study. Depending upon the level of proficiency, as determined by the TOEFL or LOEP, international students may be allowed to take limited number of courses in their degree program, while completing their English coursework. The Graduate Admissions Committee and Director of the Academic Enhancement Center will make this determination.

Admission Procedures: In order to be fully admitted to the doctoral program, an applicant must be accepted by the Institute for Professional Studies on the recommendation of the Ed. D. Program Team. The admission procedures are as follows:

- A completed application for admission must be submitted to the Admissions Office, St. Thomas University. (Application materials are available online or from the Admissions Office.)
- Official transcripts of all prior graduate and undergraduate academic work.
- Official copy of the results of the Graduate Record Examination (General Test). *Note: St. Thomas University is a host site for the Miller's Analogy Test. For details on registration, cost, test times, etc., please contact the Academic Enhancement Center at 305-628-6563.*

- The Admissions Office forwards the applicant's completed file to the Ed. D. Program Director. On the basis of its review and evaluation of the applicant's file, the Coordinator will either:
 - 1.) Schedule an interview with the applicant;
 - 2.) Withhold a decision and request additional information from the applicant; or
 - 3.) Bring the applicant's folder to the Leadership Management Program Team.
- The Leadership Management Program Team, on the basis of its evaluation of the applicant's file, credentials, and the personal interview, recommends an applicant's admission to the program.

Program Requirements and Structure: The Ed.D. program in Leadership Management requires the completion of a minimum of 90 semester hours of graduate study beyond the baccalaureate degree. The Ed.D. program incorporates 60 credits of graduate work beyond the master's degree, including 48 credits that form the core of the doctoral program.

Core Courses

48 credits

Among the 16 core courses, seven cover various topics in management, one elective and the following:

EDL	701	Theory and Practice of Leadership
EDL	703	Technology Assisted Educational Management
EDL	704	Management of Crisis and Change
EDL	705	21st Century Leadership
EDL	706	Fiscal and Economic Accountability in Leadership
EDL	715	Public Policy, Leadership and Management
EDL	720	Quantitative Methods in Educational Research
EDL	721	Qualitative Methods in Educational Research

Program Student Learning Outcomes: The Ed. D. in Leadership Management is designed to prepare graduates who can:

- Respond to the changing needs of diverse organizations.
- Participate in managing and leading private corporations, public organizations, educational institutions and systems, and non profit agencies.
- Develop leadership and management skills to build effective team-oriented approaches to teaching and learning in order to maximize the performance achievements of all learners.
- Demonstrate scholarly behaviors such as reflection and problem solving with skills for designing, critiquing and implementing research relevant to effective practice.
- Adapt to changing environments and challenges, solve new problems, and develop adaptive learning and training organizations.
- Incorporate technology effectively in the workplace environment.
- Demonstrate ethical standards in all leadership processes.

Program Learning Outcomes Assessment: Learning outcomes are assessed through individual course assignments, projects and testing. In addition all graduates will be required to complete a Qualifying Paper, a Dissertation Proposal and Dissertation.

The Qualifying Paper (QP) is a substantial professional document in which the student reviews, summarizes relevant leadership and management literature in order to provide a synopsis of the "state-of-the-art" regarding a specific topic relevant to the fields of leadership studies and management. It may be a research study, development project plan or report, or a literature review, is related to the career field or future career field in which the student is or plans to be engaged and integrates and could be based on a topic completed in courses within the program.

Pre-Dissertation Proposal is a major paper which outlines the plan for undertaking the final assessment, the Dissertation. The Proposal outlines the use of inductive or deductive methods of analyses that can lead to the development of a new theory or an emerging new topic of inquiry in more depth. It must contain a problem statement, at least one major research question, a rationale stating why it is important to answer the research question, a focused literature review that elucidates the path to the problem statement and the context for the purpose of the Dissertation and a research design which will outline the methodology for the Dissertation.

For the final assessment, a candidate for the doctoral degree is required to prepare and orally present a Dissertation that demonstrates a capacity for independent thought and for the application of the tools and methods of research to organizational issues and problems.

Doctoral Candidacy Qualifying Paper: The Qualifying Paper (QP) is a substantial document in which the student reviews, summarizes, and integrates relevant leadership and management literature in order to provide a synopsis of the "state-of-the-art" regarding a specific topic relevant to the fields of leadership studies and management. Students will address this substantive topic from multiple points of view. This could include a multi-disciplinary approach to the topic or an evaluation of the topic from a variety of approaches within a single field.

The QP must demonstrate strong writing abilities and must be submitted as soon as possible after completing 24 semester hours in the program and long before embarking on the final dissertation project. It may be either a research study or a literature review and could be based on a topic completed in a course within the program.

The QP demonstrates the student's readiness and ability to embark on a substantial, independent research project. The student will critically review the appropriate scholarly literature and develop a sound conceptual or theoretical framework that reflects the literature. While the qualifying paper need not have any relationship to a student's dissertation, students are strongly encouraged to select a topic that will lead to a dissertation. The paper serves as evidence of the student's readiness to begin a dissertation project and may serve as a preliminary step toward a more comprehensive review of the literature associated with the dissertation topic.

It is absolutely essential that adequate time be allowed for the development, completion, evaluation, and administrative processing of the QP. Candidates are strongly encouraged to contact their advisor and submit the QP for consideration as soon as possible after completing 24 semester hours in the program.

Advancement to Candidacy: A doctoral student does not become a candidate for the doctoral degree until granted formal admission to candidacy. The Ed. D. Program Coordinator can recommend advancement to candidacy when an individual can demonstrate:

- Maintenance of at least a 3.00 grade-point average in the doctoral course work.
- Completion of all program requirements, except for the doctoral dissertation.
- Passing the Qualifying Paper.

Doctoral Dissertation: A candidate for the doctoral degree is required to prepare and present a doctoral dissertation that demonstrates a capacity for independent thought and for the application of the tools and methods of research to organizational issues and problems.

A candidate for the doctoral degree must complete a minimum of 12 semester hours of dissertation credit (EDL 792). Once the 12 semester hours of dissertation credit have been completed, the candidate must maintain continuous registration in EDL 795 and pay for one credit each semester (fall, spring and summer) until the dissertation is successfully completed and defended.

Ongoing Registration: All doctoral students are encouraged to make regular progress through the program's required course work. Once enrolled in the program, a doctoral student is expected to enroll in at least one course per semester until completion of course work. A doctoral student may request in writing to be excused from enrolling in a particular semester. The Program Coordinator will review and approve these requests.

Incomplete Policy: From time to time, a doctoral student will not be able to complete all the assigned work for a particular class. It may be necessary for a doctoral student to request an Incomplete for a course. The instructor and student are asked to complete the necessary paperwork to request an Incomplete and to submit it to the Program Coordinator. Instructors are encouraged to give doctoral students in this situation sufficient support and time to complete the assignments at an appropriate level.

Time Limit: All program requirements, including the successful defense of the dissertation, must be completed within eight years of first enrollment in the doctoral program.

Financial Aid: Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office. Students in the Ed. D. in Leadership Management do not qualify for any current discount programs sponsored by St. Thomas University and listed in the Graduate Catalog.

Advisement: A candidate admitted to the doctoral program is assigned a temporary faculty advisor to provide guidance in the initial selection of program courses. During the first semester of doctoral study, or upon completion of twelve (12) semester hours of advised doctoral coursework, the student is assigned a Major Professor. The primary function of the Major Professor is to oversee the preparation and completion of the program of studies and the development of the candidacy examination. A Dissertation Committee guides the development and completion of the doctoral dissertation.

Doctoral Studies Policies & Procedures Manual: The Institute for Professional Studies "Doctoral Studies Policies & Procedures Manual" provides a set of policies and procedures that govern doctoral study in the School of Leadership Studies. St. Thomas University Dissertation Publication Manual, April, 2010, provides specific guidelines for producing the dissertation.

SCHOOL OF SCIENCE, TECHNOLOGY, AND ENGINEERING MANAGEMENT

"Leaders Make the Discoveries That Build Our Future"

FACULTY: J. Abdirkin, E. Ajhar, A. Cioffi, T. Eaton, E. Hart, S. Malinconico, P. Maul, J. Plunkett, D. Quesada, W. Steelant, A. Varela, A. Vynne, and L. Wang

RESEARCH FACULTY: S. Van slambrouck, A. Tapanes-Castillo

ADJUNCT FACULTY: K. Anderson, E. Cainas, I. Calderin, S. Diaz, , J. Dinicola, K. McDonald, M. Tahseen, J. Toohey-Morales, S. Zane

MISSION

The faculty of the *School of Science, Technology, and Engineering Management* teaches the methods of science and engineering to our community's future leaders in the sciences by immersing them in a modern learning environment, featuring close student-faculty engagement in leading-edge research programs.

SCHOOL OVERVIEW

The *School* consists of two academic units:

The **Department of Natural Sciences, Mathematics, and Computer Sciences** offers traditional undergraduate programs in the health, life, physical, and computer sciences. The emphasis is on hands-on research and laboratory experience in preparation for graduate and professional schools as well as preparation for professional positions in the engineering and high-technology industries.

The **Institute for Applied Computer Applications and Engineering Management** is creating programs for professionals, scientists and engineers to advance their careers into executive leadership positions requiring strategic decision-making, interdisciplinary skills, and the ability to successfully manage resources. Our programs focus on the interdependence of technology and management as the core foundation required to successfully prepare our students to become technical leaders in business organizations.

All our faculties have doctoral degrees, pursue research and other scholarly activities, and are committed to delivering an outstanding science education to our students. Students learn current science and technology in the laboratory, in the classroom, and by participating in faculty-directed research, tailored to students' needs.

PROGRAMS OF STUDY

BS in Biology

BS in Chemistry

BA in Computer Information Systems

BS in Computer Science

BS in Mathematics

Pre-Engineering Program offered with Florida International University

Pre-Nursing Program offered with the University of Miami and a Certificate in Applied Sciences

Minor Programs offered in Biology, Chemistry, Computer Information Systems, Computer Science, Mathematics, Physics, and Science

SCHOOL OF THEOLOGY AND MINISTRY

"Where Faith and Tradition meet Experience and Action"

Mary Carter Waren, Interim Dean

Faculty: B. Froehle, M. Iannone, M. Carter Waren, T. Whapham, B. Stovell

Vision: Rooted in the Catholic tradition, the School of Theology and Ministry calls forth the many and diverse gifts from the People of God for proclaiming and promoting the Reign of God on Earth.

Mission: Anchored in its Catholic tradition and its commitment to the methods of practical theology and religious studies, the School of Theology and Ministry prepares women and men to engage in experiential reflection, transformative action, and servant leadership required for the flourishing of both civil and ecclesial life.

MASTER OF ARTS IN PASTORAL MINISTRIES (M.A.P.M.)

Program Coordinator: Theodore James Whapham

Academic Credentials: Ph.D. Historical and Systematic Theology (Catholic University of America, Washington, D.C.); M.A. Theology (Catholic University of America); B.A. Religious Studies (University of Dayton).

Contact Information: Office Phone, 305-474-6842; e-mail, twhapham@stu.edu.

Program Advisor: Theodore James Whapham

PROGRAM DESCRIPTION

Vision: Graduates of the Master of Arts in Pastoral Ministries will have competence in theological foundations and excellent pastoral skills, equipping them to lead the church of the twenty-first century

Mission: To educate men and women with theological expertise and pastoral skills within a community of faith and scholarship for use in church service.

The mission is modeled in the following ways:

- Formal classroom experiences that ground the student in the Christian Tradition.
- Frequent opportunities for interaction among faculty and students beyond the classroom.
- Online instruction, use of multiple media, and new research technologies.
- Individual advisement as an integral element of students' educational program.
- A rich multicultural experience provided by a diverse student body and learning opportunities.
- An ecumenical and interfaith appreciation grounded in the Catholic intellectual and artistic tradition.

ADMISSION REQUIREMENTS

Compliance with standard Graduate Program admissions requirements, including satisfactory letters of recommendation, transcripts, and test scores, as stated in the Procedures for Admissions section of this catalog.

A minimum of 15 undergraduate credits in Religious Studies or the equivalent in life experience and personal study. Applicants with proof of the equivalency in personal study and life experience may be considered for probationary admission by the program coordinator.

1. The graduate writing assessment test.
2. A cumulative undergraduate grade point average of at least 3.0.
3. A third letter of recommendation by a Church representative attesting to the candidate's service to the community whether informal or professional in addition to the two required letters of recommendation.
4. A two-page autobiography that includes background, experiences, involvement in ministry and current ministerial objectives.
5. An admissions interview with a member of the Pastoral Ministries faculty.
6. Competence in American Sign Language (For admission to Deaf program).

St. Thomas University's M.A. programs utilize a selective admissions process to insure compatibility of applicant's needs with the program.

COURSE REQUIREMENTS

36 credits

Pastoral Foundations

24 credits

The foundational courses provide a theological base for understanding, exploring, and reflecting on the truths and richness of the Christian Faith experience as these apply to concrete ministerial situations.

STM 511	Human and Faith Development	3
STM 512	Method in Ministry	3
STM 521	Hebrew Scriptures	3
STM 522	Christian Scriptures	3
STM 541	Theological Ethics	3
STM 611	Ministerial Roles	3
STM 732	Christology	3
STM 737	Sacrament and Symbol	3

Pastoral Skills

9 credits

These courses enable the student to develop competence in specific areas of ministry. Students may choose courses according to their needs. The program also includes a number of specializations and certificates. A student who wishes to specialize may do so by developing, with the advisor's approval, a course of studies to delineate the specialization. Such students must utilize practicum and major project related work to gain facility in the area of their specialization.

Courses may be chosen from the following:

STM 551	Religious Education and Spiritual Formation	3
STM 562	Justice Advocacy and Social Transformation	3
STM 571	Pastoral Care and Counseling	3
STM 581	Spiritual Practices in/for Ministry	3
STM 641	Ministerial Ethics	3

STM 671	Advanced Pastoral Care and Counseling	3
STM 681	Preaching and Presiding	3
STM 771	Clinical Pastoral Education I	4

In addition, the following courses also satisfy the requirement, although they are offered only occasionally or, in the case of directed readings, by special arrangement.

STM 515	Deaf Studies	3
STM 596	Directed Readings	3
STM 654	Theories and Practice of Youth Ministry	3
STM 661	Ministering in a Multicultural Church	3
STM 665	Pastoral Ministries in the Deaf Community	3
STM 667	Models of Campus Ministry	3
STM 673	Spirituality, Death, Dying & Healing	3
STM 674	(CPS 757) Special Issues in Grieving and Loss	3
STM 685	Spirituality and Prayer in the Deaf Community	3
STM 696	Directed Research I	3
STM 711	Western Cosmology and the Human Experience	3
STM 713	Psychology and Spirituality	3
STM 743	Human Consciousness and Ecology	3
STM 744	Bioregionalism and Sustainability	3
STM 796	Directed Research II	3

Pastoral Integration

3 credits

This level enables students to integrate their learning through field experience and theological reflection. Those specializing in a particular ministry must follow that field of study through their work in Practicum and Major Ministerial Project.

STM 591	Supervised Ministry I	1
STM 691	Supervised Ministry II	1
STM 791	Ministry Integration Seminar	1

Major Ministerial Project

Required for Graduation

A Pastoral Project is the exit requirement for the M.A. in Pastoral Ministries. Through it students demonstrate their competence in integrating the cognitive, affective and practical aspects of the program in the form of a concrete project. Using the methodology of practical theology students identify a need, research it appropriately, implement a pastoral response and evaluate it. They then reflect on their experience in the light of the courses they have taken and develop an integrative statement. Students present their work for evaluation to a panel consisting of at least two peers and two faculty.

Program Student Learning Outcomes: Program student learning outcomes of the M.A. in Pastoral Ministries are rooted in the three core aspects of the curriculum. These three core areas are integrated throughout the program in order to more effectively form graduates ready for ministry. They are as follows:

1. Theological Foundations, which includes knowledge of Biblical, systematic, ethical, and other sources critical for effective ministry.
2. Pastoral Skills, which include the method of practical theology to analyze and apply relevant ministerial skills within a pastoral context.
3. Practical Engagement, which includes competence in personal and interpersonal skills needed for pastoral practice and ministry within a church community.

Program Learning Outcomes Assessment. The three program learning outcomes are correlated with the following forms of program assessment. These assessments have been identified in order to develop a means of regularly testing and refining the program of study. Each assessment named below is followed by the number corresponding to the program outcome or outcomes named above.

Exit interview (Outcomes 1 through 3).

Faculty evaluation (Outcome 1 and 2).

Successful completion of supervised ministry including on-site supervisor evaluation (Outcomes 2 and 3).

Transfer of Credit

In consultation with the Coordinator of Graduate Studies in Pastoral Ministries, graduate courses from other schools within and beyond the University may be accepted for credit toward the M.A. in Pastoral Ministries. The maximum number of credits that can be transferred in this manner is six (6) credit hours.

Course Sequence

There is no required course sequence, and no prerequisites are mandatory for any student admitted to the program. In general, there is a certain logic, however, in the construction of the curriculum and the ordinary rotation cycle of course offerings. Students should consult their advisor as they plan their studies.

Foundational courses follow a two year cycle with two of these required courses offered each fall and spring. While the School does not in any way guarantee that certain courses will be offered at certain times, the ordinary sequence for the required coursework is based on a two-year rotation.

SPECIALIZATION IN DEAF MINISTRY

This program makes a Master of Arts in ministry fully accessible to the Deaf and ensures that graduates are competent to work in Deaf communities.

ADMISSIONS REQUIREMENTS

In addition to the requirements for the Master of Arts in Pastoral Ministries, prospective students must have the following competencies:

1. Proficiency in American Sign Language (ASL) as determined by a test given by the School of Theology and Ministry. Students should be at the Intermediate level in order to be able to communicate in class.
2. Basic computer skills.

Features of the Program

1. Classes are taught in ASL or are fully interpreted.
2. Classes are computer enhanced.
3. Intensive courses are offered on campus each year: one week in January and two weeks in the summer. Students continue learning on-line for the remainder of the semester.

Language

The language of communication is American Sign Language (ASL).

Course Requirements

39 credits

Pastoral Foundations (as in the M.A. in Pastoral Ministries program) **24 credits**

Pastoral Skills

12 credits

STM 515	Deaf Studies	3
STM 551	Religious Education and Spiritual Formation	3
STM 665	Pastoral Ministries in the Deaf Community	3
STM 685	Spirituality and Prayer with the Deaf Community	3

Pastoral Integration

3 credits

STM 591	Supervised Ministry I	1
STM 691	Supervised Ministry II	1
STM 791	Ministry Integration Seminar	1

Major Ministerial Project in Deaf Ministry

Required for Graduation

Additional Details

In general, this program corresponds in broad outline to the Master of Arts in Pastoral Ministries. Any specific questions regarding course sequences or other issues should be directed to the coordinator of the M.A. program in Pastoral Ministries.

MASTER OF DIVINITY (M.Div.)

Program Coordinator: Theodore James Whapham

Academic Credentials: Ph.D. Historical and Systematic Theology (Catholic University of America, Washington, D.C.); M.A. Theology (Catholic University of America); B.A. Religious Studies (University of Dayton).

Contact Information: Office Phone, 305-474-6842; e-mail, twapham@stu.edu.

Program Advisor: Theodore James Whapham

Program Description:

Vision: Graduates of the Master of Divinity program will serve communities of faith through transformative, interculturally engaged leadership reflectively grounded in Christian texts, traditions, theologies, and spiritualities.

Mission: To educate men and women with theological expertise and pastoral skills within a community of faith and scholarship for use in church service.

The M.Div. mission is modeled in the program in the following ways:

- Formal classroom experiences that ground the student in the Christian tradition.
- Frequent opportunities for interaction among faculty and students beyond the classroom.
- Online instruction, use of multiple media, and new research technologies.
- Individual advisement as an integral element of students' educational program.
- An intercultural and interconfessional educational experience provided by a diverse student body and learning opportunities.

ADMISSION REQUIREMENTS

Compliance with standard Graduate Program admissions requirements, including satisfactory letters of recommendation, transcripts, and test scores, as stated in the Procedures for Admissions section of this catalog.

1. A minimum of 15 undergraduate credits in religion, theology, or ministry or the equivalent in life experience and personal study. Applicants with proof of the equivalency in personal study and life experience may be considered for probationary admission by the program coordinator.
2. The graduate writing assessment test.
3. A cumulative undergraduate grade point average of at least 3.0.
4. A third letter of recommendation from a leader within the applicant's faith community attesting to the candidate's service to the community, whether informal or professional, in addition to the two required letters of recommendation.
5. A two-page autobiography that includes background, experiences, involvement in ministry and current ministerial objectives.
6. An admissions interview with two members of the faculty of the School of Theology and Ministry.

The Master of Divinity program utilizes a selective admissions process to insure the compatibility of applicant's needs with our programs.

COURSE REQUIREMENTS (minimum)	72 credits
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Foundations	12 credits
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STM 500	Theological Research and Writing	3
STM 511	Human and Faith Development	3
STM 512	Method in Ministry	3
STM 611	Ministerial Roles	3

Bible	9 credits
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STM 521	Hebrew Scriptures	3
STM 522	Christian Scriptures	3
AND THE FOLLOWING COURSE, OR ANOTHER IF APPROVED		
STM 621	Language and Culture in Biblical Exegesis	3

Systematics	9 credits
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STM 531	Christian Thought I	3
STM 532	Christian Thought II	3
AND ONE OF THE FOLLOWING COURSES, OR OTHERS IF APPROVED		
STM 732	Christology	3
STM 737	Sacrament and Symbol	3

Ethics	6 credits
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STM 541	Theological Ethics	3
STM 641	Ministerial Ethics	3

Pastoral Practice	18 credits
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STM 551	Religious Education and Spiritual Formation	3
STM 562	Justice Advocacy and Social Transformation	3
STM 571	Pastoral Care and Counseling	3
STM 581	Spiritual Practices in/for Ministry	3

AND TWO OF THE FOLLOWING COURSES, OR OTHERS IF APPROVED

STM 671	Advanced Pastoral Care and Counseling	3
STM 771	Clinical Pastoral Education I	3
STM 681	Preaching and Presiding	3

Supervised Ministry	9 credits
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This area enables students to integrate their learning through field experience and theological reflection. Supervised ministry is offered each semester. Students are to work with their advisor in scheduling their placements, which will vary depending on their ministerial goals.

STM 591	Supervised Ministry I	3
STM 691	Supervised Ministry II	3
STM 791	Ministry Integration Seminar	3

Integrative Statement of Purpose	Required for graduation
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Students are required to develop an integrative statement of purpose and vision for ministry, demonstrating their mastery of the cognitive, formational and practical components of their course of study. A public presentation of their theological reflection will be made before a panel of two professors and at least three peers for evaluation. This will ordinarily be done in the final semester/s of course work.

Electives

9 credits

Students are encouraged to take cognate courses, with the permission of the program coordinator, within other disciplines at Saint Thomas University, including counseling, business administration, or other fields. Students may also take other approved courses within the School of Theology and Ministry, including directed research or reading courses. Nine elective credits are the minimum required for the degree, although it is possible that some students may need to complete additional electives within the School of Theology and Ministry in order to obtain the academic qualifications necessary for ordination. Students are therefore encouraged to seek guidance from the proper authorities throughout their studies, as such requirements may change. Saint Thomas University is not responsible for establishing or communicating such requirements.

Pastoral Practice

The single largest group of required courses is drawn from the list of those offered in "pastoral practice." Such courses are meant to reflect the ancient understanding of Christian practice as kergma or didache (formation), koinonia (community), diakonia (service), and leiturgia (worship). Courses in these four areas are assigned numbers with a middle digit of 5, 6, 7, and 8, respectively. Thus, courses in fields such as religious education, catechesis, and formation in general carry numbers between 551-9, 651-9, or 751-9. Courses in community, including pastoral leadership and parish life in general, carry numbers between 562-9, 661-9, and 761-9. A similar pattern is followed for courses in areas of diakonia and leiturgia.

Program Student Learning Outcomes: Program student learning outcomes of the M.Div. are rooted in the three core aspects of the curriculum. These three core areas are integrated throughout the program in order to more effectively form graduates ready for ministry. They are as follows:

1. Theological Foundations, which includes knowledge of Biblical, systematic, ethical, and other sources critical for effective ministry.
2. Pastoral Skills, which include the method of practical theology to analyze and apply relevant ministerial skills within a pastoral context.
3. Practical Engagement, which includes competence in personal and interpersonal skills needed for pastoral practice and ministry within a church community.

Program Learning Outcomes Assessment. The three program learning outcomes are correlated with the following forms of program assessment. These assessments have been identified in order to develop a means of regularly testing and refining the program of study. Each assessment named below is followed by the number corresponding to the program outcome or outcomes named above.

Exit interview (Outcomes 1 through 3).

Faculty evaluation (Outcome 1 and 2).

Successful completion of supervised ministry including on-site supervisor evaluation (Outcomes 2 and 3).

Transfer of Credit

In consultation with the program coordinator, graduate courses from other schools within and beyond the University may be accepted for credit toward the M.Div.

Course Sequence

There is no required course sequence, and no prerequisites are mandatory for any student admitted to the program. Nonetheless, there is a certain logic in the construction of the curriculum and the rotation of course offerings. Students should consult their advisor as they plan their studies.

While the School does not in any way guarantee that certain courses will be offered at certain times, there is a two-year rotation of all the core courses offered by the M.Div. program. Students are reminded that they need additional elective credits to graduate, for which a minimum of 72 credit hours is required. Students cannot graduate without completing all required courses. Electives may be taken within the School of Theology and Ministry, elsewhere within the University, or on a transfer basis from other institutions, provided that Saint Thomas University and School of Theology and Ministry rules regarding transfer credit are observed. Such rules are ordinarily based on those set by the relevant accrediting agencies.



DOCTORAL DEGREE IN PRACTICAL THEOLOGY (Ph.D.)

Program Coordinator: Bryan Froehle

Academic Credentials: Ph.D. and M.A. in Sociology (University of Michigan, Ann Arbor, MI); B.S. in Foreign Service (Georgetown University, Washington, DC);

Contact Information: Office phone, 305-628-6636; e-mail, bfroehle@stu.edu.

Program Advisor: As assigned

PROGRAM DESCRIPTION

Vision Statement

In response to the "joys and hopes, the grief and anxieties of the people of our time," this Ph.D. fosters a creative and critical conversation between the Christian tradition and the "signs of the times" so that faith and tradition meet contemporary experience in action throughout the arenas of culture and eco-social systems for personal and communal transformation.

Mission Statement

To educate and inspire practical theologians who value the diversity and integrity of creation in the context of the faith tradition and who draw on the valuable resources in Miami as the crossroads of the hemisphere in the third millennium.

The Nature of Practical Theology

Practical Theology is a way of doing theology. It begins with a practical concern that comes out of experience, engages that concern in dialogue with the religious tradition and the culture, and through that dialogue discerns wisdom that leads to transformative action. Practical theology fosters a creative and critical correlation between the Christian faith tradition and the "signs of the times" in the contemporary arenas of society and culture.

Practical theology engages scholarship in the practice of theology as:

- Scholarly theological reflection
- Prophetic and liberating activity
- Rooted in contemporary experience
- Honoring scripture and tradition
- Culturally diverse and contextually aware
- Communal and interdisciplinary
- Critical and constructive
- Spiritually artistic and imaginative
- Skillful and innovative

The Ph.D. in practical theology integrates sound theological research, the skills of social analysis, and the lived experience of oppression and liberation in the contemporary world. It employs a collaborative educational approach among a community of learners engaging an interdisciplinary faculty. The student in this program is expected to produce original research that is creative and liberative; the goal of the research is to put in creative tension the relationships of culture, religious heritage, and experience as they shape the theological question at hand. Many degrees require competence in one or the other of these three areas; this degree requires a fundamental understanding and articulation of the tension and dynamics of all three in the contemporary world.

ADMISSION REQUIREMENTS

Master of Arts degree in theology or ministry, M.Div, or the equivalent. From time to time, graduate degrees from accredited institutions in other fields may be considered if the applicant has also successfully completed 15 graduate credits in theology. Exceptional students will be considered on a case by case basis. Students may be required to take certain courses prior to full admission to the doctoral program.

1. Transcripts of all undergraduate and graduate coursework.
2. Master of Arts degree in theology or ministry, M.Div, or the equivalent. From
3. GRE scores. Applicants may schedule an examination specifically for their application or submit test results from within the past five years of application date.
4. All graduate international students whose native language is not English, including transferring students from U.S. institutions, are required to submit the results of the Test of English as a Foreign Language TOEFL. Applicants holding an undergraduate or graduate degree from an academic institution within the United States or other English speaking country are not required to take the TOEFL examination.
5. Three academic letters of recommendation that give evidence of scholarly potential, and of the personal skills to be both a self-motivated and peer learner.
6. Submission of a 3-5 page statement of purpose in which the applicant articulates their own academic and professional interests and why St. Thomas University and this program is the best place for them to study.
7. A writing sample in theology or allied field of approximately twenty pages in length.
8. Resume.
9. Application Fee, as required by the Office of Admission of St. Thomas University.
10. Personal interview with the faculty program director and/or faculty committee.

PROGRAM REQUIREMENTS

A terminal degree in practical theology requires an in-depth examination of theological topics through the lens of practical theology. This is therefore a full-time program of 8-12 credits per semester, with a minimum residency of two years. The ordinary load is 8 credits per semester during pre-candidacy and 3 credits during post-candidacy. The program is designed to take between four and five years. The program requires a total of 54 credits.

A total of 42 credits are required in pre-candidacy. Of these 42 credits, 9 are core courses of 4 credits each, for a total of 36 credits, following a prescribed sequence. The other 6 credits are comprised of electives.

Candidacy examinations can only be taken by those who have completed the prescribed 36 credits of core courses and 6 credits of elective coursework. Successful completion of candidacy examinations is required before a dissertation proposal may be submitted.

Candidacy consists of a 12 credit course sequence plus the dissertation. No candidate may officially commence dissertation research and writing until a

dissertation proposal has been submitted and successfully defended before an officially constituted dissertation committee.

The Ph.D. is received upon completion of post-candidacy coursework and successful defense of the dissertation before the dissertation committee, which partially fulfills the requirements for the Ph.D. All university policies regarding graduation, including application for graduation, must be followed.

Course Requirements

54 credits

The program has a specific sequence of courses that are to be taken in pre-candidacy and candidacy. A total of 54 academic credit hours in the prescribed courses and following the sequence intended is required in partial fulfillment of the requirements for the degree.

Core Pre-Candidacy Courses

36 credits

Fall I

STM 811	Contemporary Practical Theology	4
STM 911	Formation and Spirituality in Practical Theology	4

Spring I

STM 821	Hermeneutics and Methodology in Practical Theology	4
STM 921	Community Life and Pastoral Practice for Practical Theology	4

Fall II

STM 831	Sources of Practical Theology	4
STM 931	Public Theology as Practical Theology	4

Spring II

STM 841	Social Science for Practical Theology	4
STM 941	Culture and Ritual in Practical Theology	4

Summer II

STM 851	Advanced Practical Theology	4
	Elective Pre-Candidacy Courses	6

Summer I (or at other times during pre-candidacy, as approved)

STM 861-899	1-4 each
	Or other pre-approved courses within the University
	Or transfer credits from other institutions, as approved

Candidacy Course Sequence

12 credits

STM 961	Prospectus Seminar	3
STM 971	Dissertation Seminar I	3
STM 981	Dissertation Seminar II	3
STM 991	Dissertation Seminar III	3

Program Student Learning Outcomes: The Ph.D. program is designed to accomplish the following five outcomes:

1. Develop advanced competency in practical theology that appropriates biblical, historical, and contemporary sources.
2. Apply practical theological method and analytical skills in a manner that critically incorporates insights from philosophy, psychology, and social scientific theory and research.
3. Advance the work of practical theology within culture, society, religious formation, and the life of the faith community.

4. Cultivate practical theological skills critical for transformative leadership and advocacy within society, church, and the contemporary theological conversation.
5. Acquire skills necessary to research and teach practical theology at an advanced level.

Program Learning Outcomes Assessment. As with all educational endeavors, St. Thomas University's School of Theology and Ministry seeks to assess its Ph.D. program in practical theology on a regular basis. The five numbered program outcomes listed above may be correlated with one or more of the following forms of program assessment. Each assessment named below is followed by the number corresponding to the program outcome or outcomes numbered above. The number of the outcome that appears first is that which is to be primarily assessed. In turn, it is followed by the numbers of two of the outcomes given above for which the assessment will be of a complementary nature.

Successful admission to candidacy status (Outcome 1; also 2 and 5).

Successful completion of the dissertation (Outcome 2; also 3 and 5).

Alumni survey (Outcome 3; also 4 and 5).

Exit interviews for graduates (Outcome 4; also 3 and 5).

Exit interviews are regularly conducted of all program graduates. Those in the program are regularly consulted through the Program Advisory Committee. In the spring of each year, there is a survey of all alumni. The exit interview and the alumni survey are conducted by the director of the Ph.D. program in Practical Theology, and the director convenes the Program Advisory Committee.

Major Advisor

Upon acceptance into the doctoral program, the student meets with the faculty director. The student is assigned a major advisor, who may be the director of the program or another faculty member as appropriate. The major advisor is responsible for guiding the student through the doctoral program, from the selection of courses through the dissertation project.

Pre-Candidacy

Pre-candidacy extends from the student's commencement in the program through the successful completion of candidacy examination. During this time, 42 credit hours of doctoral coursework is completed. This period of study is designed to engage the student with the length and breadth of the literature necessary for joining the scholarly conversation and commencing the student's doctoral dissertation. These courses enter into a dialogue with the works that help define contemporary practical theology, its engagement with philosophy and the social sciences, and critical methodological issues, including the relationship with social science methods. The program of study will also examine specific arenas of practical theology while relating them to the student's practice and experience in a way that builds on and advances practical theological method.

Pre-Candidacy Core Courses

There are 9 pre-candidacy core courses, all of which are four credits. Two each are taken in the fall and spring semesters of the first two years of study. The final such core course is taken in the summer after all other core courses are completed.

Students are required to have a minimum of 36 hours in core required pre-candidacy courses.

Pre-Candidacy Elective Courses

The electives provide the student with the opportunity to take courses of particular relevance to their research interests. Provided that the student has received approval of the faculty director, or dean where relevant, electives may be taken in other departments of the university or transferred from other accredited institutions.

Candidacy Examinations

Students are required to compile three bibliographies as they conduct their coursework and in preparation for their candidacy examination. These bibliographies consist of critical texts in the following, (I), foundations of practical theology; (II), practical theological methodology, including hermeneutics and empirical research methods; and (III), the student's particular field(s) of specialization, ordinarily understood as that area of theological inquiry most related to a student's dissertation. Doctoral candidacy examinations are based on these bibliographies. The first two bibliographies are ordinarily the same for an entire cohort and all three bibliographies must be approved by the examining faculty.

Doctoral Candidacy

Students sit for their doctoral candidacy examinations upon the successful completion of the required coursework, ordinarily at the beginning of the fall semester. These examinations are both written and oral, typically taken over the course of three days. Evaluation of student performance is undertaken by multiple faculty members acting as a committee. Successful performance on the doctoral candidacy exams leads to candidacy status. Only candidates may complete the post-candidacy course sequence, which begins with the Prospectus Seminar. Only candidates whose committees have fully and unconditionally approved their dissertation proposal may register in Dissertation Seminar II and III.

Dissertation Committee

The dissertation committee consists of a chair, lead reader, and at least one other member. The chair must be drawn from St. Thomas University faculty. The chair provides a coordinating function and the lead reader provides a primary review function. Decision-making follows on a consensus model. Candidates must formally and successfully defend their dissertation proposal before their dissertation committee before their dissertation writing may officially begin.

Dissertation Evaluation

Dissertations must be successfully defended before the writer's dissertation committee. Only after the committee has fully approved the dissertation may the candidate be recommended to receive the Ph.D. in practical theology.

Academic Standing

To remain in good academic standing, a student must maintain a cumulative grade point average of at least 3.0. All requirements of the doctorate must be completed within eight consecutive years from the commencement of doctoral studies. Extensions beyond the eight year limit may be granted upon application to and approval from the Dean of the School of Theology and Ministry.

Leave of Absence

Students who need to interrupt their program of studies for one or more semesters must seek and obtain approval from the Dean of the School of Theology and Ministry. Students who pursue their dissertation writing in a semester past the completion of STM 991, Dissertation Seminar III, are expected to enroll in a dissertation writing course of between one and three credit hours, as recommended by their advisor.

Administrative Oversight

The faculty director of the Ph.D. program serves as the program coordinator and is responsible for administering the program. All full-time faculty of the School of Theology and Ministry serve on the admissions committee and are responsible for reviewing any proposed changes in the design of the program. The Dean of the School of Theology and Ministry is ordinarily responsible for academic petitions as related to the doctoral program.

Course Requirements

54 credits

The program has a specific sequence of courses that are to be taken in pre-candidacy and candidacy. A total of 54 academic credit hours in the prescribed courses and following the sequence intended is required in partial fulfillment of the requirements for the degree.

Core Pre-Candidacy Courses

36 credits

Fall I

STM 811	Contemporary Practical Theology	4
STM 911	Formation and Spirituality in Practical Theology	4

Spring I

STM 821	Hermeneutics and Methodology in Practical Theology	4
STM 921	Community Life and Pastoral Practice for Practical Theology	4

Fall II

STM 831	Sources of Practical Theology	4
STM 931	Public Theology as Practical Theology	4

Spring II

STM 841	Social Science for Practical Theology	4
STM 941	Culture and Ritual in Practical Theology	4

Summer II

STM 851	Advanced Practical Theology	4
Elective Pre-Candidacy Courses		6 credits

Summer I (or at other times during pre-candidacy, as approved)

STM 861-899		1-4 each
Or other pre-approved courses within the University		
Or transfer credits from other institutions, as approved		

Candidacy Course Sequence

12 credits

STM 961	Prospectus Seminar	3
STM 971	Dissertation Seminar I	3
STM 981	Dissertation Seminar II	3
STM 991	Dissertation Seminar III	3

CERTIFICATE PROGRAMS IN PASTORAL MINISTRIES

Certificate programs are designed to meet the needs of persons in ministry who seek to acquire specific skills rather than a general preparation for ministry.

Deaf Ministries

15 credits

STM 515	Deaf Studies	3
STM 665	Pastoral Ministries in the Deaf Community	3
STM 685	Spirituality and Prayer in the Deaf Community	3
STM 551	Religious Education and Spiritual Formation	3
STM 591	Supervised Ministry I	1
STM 691	Supervised Ministry II	1
STM 791	Advanced Ministry Integration	1

ADMISSION REQUIREMENTS

Compliance with standard Graduate Program admissions requirements, including satisfactory letters of recommendation, transcripts, and test scores, as stated in the Procedures for Admissions section of this catalog. A minimum of 15 undergraduate credits in Religious Studies or the equivalent in life experience and personal study. Applicants with proof of the equivalency in personal study and life experience may be considered for probationary admission by the program coordinator.

1. The graduate writing assessment test.
2. A cumulative undergraduate grade point average of at least 3.0.
3. A third letter of recommendation by a Church representative attesting to the candidate's service to the community whether informal or professional in addition to the two required letters of recommendation.
4. A two-page autobiography that includes background, experiences, involvement in ministry and current ministerial objectives.
5. An admissions interview with a member of the Pastoral Ministries faculty.
6. Competence in American Sign Language.

St. Thomas University's M.A. programs utilize a selective admissions process to insure compatibility of applicant's needs with the program.

In addition to the requirements for the Master of Arts in Pastoral Ministries listed above, prospective students in the Certificate in Deaf Ministry must have the following competencies:

1. Proficiency in American Sign Language (ASL) as determined by a test given by the School of Theology and Ministry. Students should be at the Intermediate level in order to be able to communicate in class.
2. Basic computer skills.

Features of the Program

1. Classes are taught in ASL or are fully interpreted.
2. Classes are computer enhanced.
3. Intensive courses are offered on campus each year: one week in January and two weeks in the summer. Students continue learning on-line for the remainder of the semester.

Language

The language of communication is American Sign Language (ASL).

Cost:

Tuition \$455/credit; full tuition scholarships available for eligible Deaf students. Total tuition cost of program: \$6,825; for eligible Deaf students: \$0. Books: \$100/course (\$500 for course of program) Total cost of certificate: \$7,325; \$500 for eligible Deaf students. O-NET code: Religious Workers 21-2000

GRADUATE COURSES

ACCOUNTING COURSES

(All courses 3 credits unless otherwise specified)

ACC 500 Fundamentals of Accounting

1 credit

This course is an independent, self-paced study of accounting principles and practices for those with no previous background in accounting. The collection, reporting and interpretation of the financial data of modern business firm are emphasized. As a one-credit-hour-course, it is for students who have not completed the MBA accounting prerequisite.

ACC 502 Advanced Auditing

Auditing theory and practice focusing on the application of auditing standards and techniques in the achievement of audit objectives. Also covered are ethics, responsibilities, and specialized functions of CPAs and their changing role in society.

Prerequisite: Undergraduate course in Auditing or equivalent

ACC 503 Management Accounting II - Cost Analysis

Managerial applications of accounting data, cost-volume-profit analysis, budget administration, distribution-cost-analysis, contribution reporting, costs for decision-making, planning capital expenditures and computer applications to decision problems.

Prerequisite: Undergraduate course in Cost Accounting or equivalent

ACC 504 Advanced Accounting Information Systems

Application of general systems concepts to accounting; and to operational, and related planning and control, information requirements. Database management systems, ERP, electronic document, e-business and applications in accounting. Emphasis on the analysis of computer-based controls, case histories and AIS projects.

Prerequisite: Undergraduate course in Accounting Information Systems or its equivalent and admission to the graduate program in Accounting or permission of the Department.

ACC 505 Advanced Taxation

Federal and state income tax laws and procedures applying to partnerships, corporations, and "S" corporations. Income tax planning is emphasized through the case study method.

Prerequisite: Undergraduate course in Federal Income Tax or equivalent

ACC 508 International Financial Reporting Standards

An overview of international financial reporting standards (IFRS) and comparison with U.S. Generally Accepted Accounting Principles (GAAP). The evolution of international accounting principles and practices, International Financial Reporting Standards, and reference to accounting and reporting requirements in selected countries are discussed. Current developments and implications for multinational organizations are also addressed.

Prerequisite: Undergraduate course in Advanced Accounting or ACC 770

ACC 530 Essentials of Accounting

An intensive study of accounting principles and practices for those with no previous background in accounting. The collection, reporting and interpretation of the financial data of a modern business firm is emphasized.

ACC 531 (MAN 530) Planning, Budgeting and Financing for Public Agencies

An examination of the manner in which public agencies determine program priorities, allocate resources to carry out these programs, and obtain public funds through such mechanisms as taxation and bond issues.

ACC 540 Fraud Examination

An introduction to fraud from the accountant's viewpoint covering types of fraud, methods of preventing fraud in organizations, approaches to fraud detection, spotting fraud symptoms, and investigation of fraud allegations.

ACC 541 Forensic Accounting Applications

A survey of forensic accounting applications, including valuation, economic damages, fraud, family law, bankruptcy, securities and insurance claims, negligence, and contract disputes. Professional standards and the role of the forensic accountant as a critical team member in the resolution of complex legal issues are stressed. Prerequisite: ACC 500 or equivalent

ACC 542 Forensic Accounting Practice Issues

The issues involved in managing a forensic accounting practice are explored. This includes such critical areas as the litigation process, relationships with attorneys, professional standards, investigations and evidence, asset recovery, practice management, reporting, and testifying.

ACC 543 Computer Auditing and Investigation

The computer, both as a source of evidence and a tool in forensic investigations and audits, is considered. Professional and legal standards, computer forensics, computer assisted audit tools, IS audits, and special issues involving e-mail and e-business are explored. Prerequisite: ACC 304 and ACC 402 or equivalents.

ACC 605 Seminar in Accounting Theory

A study of the structure of accounting theory, with emphasis on definition, recognition and measurement of assets, liabilities, income and expenses. Special attention is given to standards set by the FASB, AICPA, APB, SEC and other sources.

Prerequisite: Undergraduate course in Advanced Accounting or equivalent

ACC 643 (MAN 643) Financial Management & Budgeting for Healthcare Services

An overview of healthcare financial administration, emphasizing budget development and monitoring; cost accounting for services; financial statement analysis; and budgeting for transition to financial self-sufficiency.

ACC 755 Seminar: Selected Topics in Accounting

An opportunity for advanced students to study specific current topic areas in the accounting field, including taxation.

ACC 770 Managerial Accounting

An analysis of accounting information for the purpose of planning, controlling and decision making. Emphasis on financial statement analysis, cash flow statements, cost analysis, budgeting, and control techniques. Case study method is emphasized.

Prerequisite: ACC 500, ACC 530 or equivalent

ACC 781 International Taxation

Analyzes the methods of taxation of business operations in other countries compared to the United States, including source of income, methods of operating overseas, bilateral tax treaties and their application, basis of U.S. taxation, and resident versus non-resident taxpayer status. Prerequisite: ACC 505 or equivalent

ACC 783 Tax Research

Emphasis upon current research methods and problem solving techniques. Tax ethics and the role of tax practitioner. Library training in the use of tax services, Internal Revenue Code provisions, and computerized tax research.

Prerequisite: Undergraduate course in Federal Income Tax or equivalent

ACC 785 Taxation of Estates, Trusts and Gifts

Income and wealth-transfer taxation and tax planning for estates, trusts and gifts. Income shifting and other aspects of estate and tax planning are emphasized through case-problem solution analysis.

Prerequisite: Undergraduate course in Federal Income Tax or equivalent.

ACC 786 Advanced Corporate Taxation

The study of the Federal income tax consequences of the formation and operation of corporations; corporate distributions and redemptions; the liquidation and reorganization of corporations; multiple corporations; and current topics in corporate taxation. The case study method is emphasized in exploring income tax planning issues.

Prerequisite: ACC 505 or equivalent

ACC 788 "S" Corporation and Partnership Taxation

Federal and state income tax laws and procedures as they apply to "S" corporations and partnerships. Income tax planning is emphasized through case studies.

Prerequisite: ACC 505 or equivalent

ACC 790, 791 Accounting Internship I, II

Supervised internship, providing a practical learning mode for the graduate student to acquire skills, practice, and knowledge in the accounting field. Courses are evaluated on a pass/no pass basis. By approval of the Program Office.

ART COURSES

(All courses 3 credits unless otherwise specified)

ART 515 Management of Art Organizations: The Production Side

This course is about art, art history and visual culture and addresses the Production side. Arts will be taken into account not as an essence – what is art- but as an activity – when is art producing meaningful relationships: action and passions. The course will define the theoretical articulation between a work of art's immanence – its physical presence and transcendence—the semiotic experience it induces. And the complex chain of mediation-artistic traditions, roles of the artist, institutions such as patronage, critics, museum curators, art market, etc. – that makes a work of art working.

ART 520 Legal Aspects of Art Administration

Provides students with a background and understanding of the courts and legal system in American and how law is used by and applied to art and art administration. Legal aspects of art administration that are covered include contracts, torts, antitrust, copyright, trademark and risk management.

BUSINESS COURSES

(All courses 3 credits unless otherwise specified)

BUS 500 Fundamental of Statistics for Business

1 credit

This course is an independent, self-paced study of statistical principles and practices for those with no previous background in statistics. As a one-credit-hour-course, it is for students who have not completed the MBA statistics prerequisite.

BUS 509 Social Entrepreneurship

The field of social entrepreneurship encourages students to engage in activities that have potentially positive world impact. It focuses on the ability of individuals, businesses, governments, and organizations to design, start and manage feasible, sustainable projects that prioritize social values rather than just profit.

BUS 532 Statistical Analysis for Management

An overview of basic probability and statistical techniques, to provide a foundation in the use of statistical methodologies, and the interpretation of the findings in analyzing business data.

BUS 533 – Quantitative Methods for Business

Quantitative methods are used in business to aid managers and leaders in making decisions. The course provides students with a comprehensive working knowledge of techniques and skills necessary for the application of concepts in other MBA courses. Students will focus on decision analysis, forecasting techniques, linear regression, project scheduling, queuing theory, and linear programming.

Prerequisite: BUS 500, BUS 532 or its equivalent.

BUS 536 Entrepreneurship

The formation of a new enterprise and management of a small, growing business. Characteristics of the successful entrepreneur; methods of identifying new opportunities; legal and tax aspects of starting a new enterprise; pros and cons of various forms of organizations.

BUS 670 Advanced Operations Management

An overview of advanced concepts in operations management, including planning the operations system, organizing for and controlling operations. Concepts, theories, and decision-making techniques are combined with computer-augmented case studies.

Prerequisite: FIN 751 recommended

BUS 672 Multinational Marketing Concepts and Strategies

Concepts, theories, and applications of marketing in an international environment, including the analysis of marketing opportunities, structuring of marketing programs, marketing efforts, and legal aspects of multinational marketing.

BUS 673 Management Writing and Reporting

Effective methods of researching, writing, and presenting case studies and management reports. Required as a first-term course for the MBA program.

BUS 680 Arts Marketing

Starting from an analysis of the definition of marketing for arts and cultural organizations, one will understand the features of arts and cultural markets, the customer behavior of agents, the segmentation processes, the development of new arts and cultural products and the marketing planning components. The learning experience is based on the interaction between the instructors and student through presentation or case histories and discussion of case studies for art galleries, exhibitions, festivals, museums and theaters.

Prerequisites: ACC 500, BUS 500, ECO 500 and arts courses or permission of the instructor.

BUS 704 Policy, Planning and Strategy Systems

Concepts, theories, and practices in public, private, and non-profit organizations of policy-making, strategy, planning, budgeting, and various implementing systems. The case study

method integrated with a contingency approach to management. This course should be taken after most of the MBA core courses have been completed, but before taking the comprehensive examination.

BUS 705 Advanced Information Systems

Computer information systems approached from an operating manager's perspective - what the system's capabilities are, how they should be designed and managed, and how their benefits can be best assured for the organization.

BUS 707 Marketing of Services

Marketing techniques as applied to service organizations, including the marketing of programs such as housing, education, health services, sports, government, and transportation.

BUS 737 Ethical & Legal Environment of Business

This course is an examination of both ethical and legal issues from the perspective of business enterprises, the community and preservation of the environment. Study of case and statutory law and the use of case study method to analyze legal and ethical problems that arise in: various business, governmental and social contexts.

BUS 750 Marketing Management

A comprehensive overview of market analysis for new and on-going products and services. Competition, innovation, and the integrated organization of marketing and sales. A computer marketing simulation is utilized.

BUS 771 International Business Law

Foreign corporate laws and how they affect foreign operations; legal aspects of distributorship agreements, enforcement of agreements to arbitrate, the role of banking in international markets; and changes in taxes, licensing regulations, and antitrust laws. Anti-boycott and anti-dumping regulations are also covered.

BUS 774 Issues and Applications in Import/Export

Contemporary issues in import and export. Determination of market demand, locating export markets, promotions, financing procedures, laws for exports. Trade zones, dealing with banks, and techniques to reduce risk. Prerequisite: ECO 531 or equivalent

BUS 775 International Business

This course provides an introduction to the international business environment and the practices of multinational corporations in functional areas such as strategic planning, foreign investment, international marketing, logistics, financial management, taxation, human resource management, etc.

BUS 780 Regional Business Environment

This course is designed to familiarize students with the economic conditions and structure as well as the business environment and practices of one of four regions (Latin America, Europe, Africa, and Asia). It covers economic, cultural, political, institutional and legal issues relevant to the conduct of business transactions in the region.

Prerequisite: BUS 775 International Business recommended

BUS 789 Graduate Project

Individual pursuit of specialized objectives on an intensive basis.
By permission of Department

BUS 792 Business Internship I

Practical learning mode for graduate student to acquire skills, practice and knowledge in the business world. Each internship is individually pre-arranged. Course is evaluated on a pass/no pass basis. By approval of Department

BUS 793 Internship in Management Information Systems

Practical learning mode for graduate student to acquire skills, practice and knowledge in the field of management information systems. By permission of Department

BUS 794 Seminar in Business Administration

Various topics in business administration will be presented in this seminar.

Prerequisite: At the discretion of the instructor

BUS 795 International Management

This course analyzes the cultural, economic, strategic, organizational, technological and other issues that affect managerial performance in multinational corporations. Communications and negotiations as well as staffing and structural managerial decisions are explained in a dynamic context characterized by increasing cross-cultural interactions and globalization.

COMMUNICATION COURSES

(All courses 3 credits unless otherwise specified)

COM 511 Multicultural Communication Theory

Through an exploration of a number of texts – popular, narrative, oral, and cinematic – students will analyze how cultural and ethnic interactions form the basis of communication in a multicultural society.

COM 510 Media Ethics

This course considers the moral and social consequences of choices made by media and arts organizations and professionals. Working in small teams, students will develop a strategy paper on a major ethical issue that relates to the media industry. The class will use readings, discussions, small group work, and videos. Case studies will be discussed and critiqued.

COM 520 Mass Communication Theory

A review of the evolution of mass communication theory examining frameworks and models for understanding media with an emphasis on diverse populations and cultures. The course combines the theoretical and the practical by use of case studies and problem solving in addition to traditional research.

COM 530 Creative Processes in Visual Imaging

This course explores what is the most effective way to communicate to any given audience in multimedia environments. In particular, web-imaging television and photography will be examined. Formatting and layouts will also be studied.

COM 620 World of Cinema

A review of the history of American and international cinema focusing on major cinema movements, historical generative mechanisms, and theoretical frameworks and models leading to an understanding of the integration of business, technology and the creative process.

COM 621 Genres of Television

A review of the history of television in the U.S. and other countries with a special emphasis on generic structures. It examines various economic, political and social forces that affect our television content and utilizes television theory to understand these effects.

COM 622 Videogame Art & Analysis

A comprehensive analysis of videogaming, this course covers the history and development of videogames, analysis of videogames as an art form, and the technological, sociological and commercial impact of gaming on modern culture including the complex ways race, gender, ethnicity and sexuality intersect with gaming both on screen and off.

COM 623 Communication Arts Events Management

A basic to mid level event planning and management course. It examines the components for an event by using effective skills and steps necessary for producing a successful event. Students will be expected to participate in the planning and execution of an event. This course prepares communications students for events management in the working world.

COM 624 The Cutting Edge: Media Techno-trends

This course reviews the latest in technology trends effecting media. From podcasting to blogging – this course is designed to bring the media student up to speed in the latest developments in media technology.

COM 627 Web Page Analysis & Design

This course will teach the fundamentals of web page design. It will enable students to assess the design of websites and create their own.

COM 691 Graduate Thesis Research and Development

Designed to guide students through the development and finalization of their graduate thesis proposal. Regular meetings are scheduled to ensure timely progress in students' proposal development.

COM 692 Graduate Thesis

Designed to guide students through the development and finalization of their graduate thesis.

COM 693 Graduate Special Projects

This practicum course is for internships and other special activities for credit.

COM 694 Graduate Special Topics

An intensive study of communications issues at the graduate level. Depending on the topic this course may satisfy a specialization course requirement.

COUNSELING COURSES

(All courses 3 credits unless otherwise specified)

CPS 503 (EDU 503) Applied Research Methods

An introductory course in research design (experimental and quasi-experimental) and statistical methods. Intended to make the student an informed consumer of research. Must be taken within the first or second semester of enrollment.

CPS 660 Psychology of Learning and Personality Theory

The theoretical approaches of the psychoanalytic model, as well as the phenomenological and behaviorist theories related to personality development. Through demonstration projects the students are well prepared to apply the theories to guidance and counseling problems in the school system.

CPS 662 Principles and Procedures of Psychological Testing

The basic concepts of testing, purpose, problems, and use of statistical foundations of reliability and validity are explored. Intelligence testing, achievement and aptitude tests, personality assessment, interest and vocational and non-standardized tests, such as teacher-generated types and the importance of testing in clinical situations and evaluations of testing methodologies are stressed.

CPS 663 Occupational and Educational Principles of Guidance

An overview of the career development theories, assessment instruments, and counseling strategies used in helping individuals with life/work planning. The philosophy, organization, and administration of career development centers are also reviewed.

CPS 664 Principles, Philosophy and Organization of Guidance & Counseling

Development of a conceptual framework for school counseling programs is the focus of this course. Students will learn the essential elements, modes of service delivery, and critical issues associated with guidance counseling programs.

CPS 665 Organization and Development of School Guidance Programs

Various models of elementary and secondary school guidance programs are explored. Emphasis is placed on the development, organization, operation and evaluation of school guidance programs.

CPS 667 Counseling Special and Diverse Populations

An overview of prevention and intervention strategies for special and at-risk student population. Issues and strategies for limited English proficient students and families are approached through a framework which includes the needs of ESOL students in the public schools. Topics include identification and assessment, equal access to appropriate programming, equal access to appropriate categorical and other programs for LEP students, monitoring issues, and outcome measures.

CPS 669 Supervised Counseling Practices

Supervised counseling practicum emphasizing competencies in several areas: (1) Individual as well as group counseling in the schools, and (2) Individual tests for educational and vocational counseling (3) Case-management and (4) School guidance activities.

CPS 710 Play Therapy in Counseling

An introductory course designed to explore the principles and techniques of play therapy with preschool and elementary school-age children in a variety of counseling settings.

CPS 720 Life Span Development

This course will focus on human biopsychosocial development from conception to death. Major developmental theories will be addressed as will the clinical/counseling issues relevant to each stage of development.

CPS 730 Theories of Personality and Therapy

This course provides a basic introduction to the theories of the analytic schools (Freud, Adler, and Jung), Gestalt Therapy, Existential Therapy, Person-Centered Therapy,

Behavioral and Cognitive-Behavioral Therapies, Reality Therapy, and the role of the counselor/therapist. The theoretical concepts of personality development, dynamics, pathology, and treatment approaches are surveyed.

CPS 733 Introduction to Counseling

Investigation of the profession of counseling and practice in the classroom of various micro-skills as determined by the specific needs of clients. Experimentation with and evaluation of counseling styles as they relate to the counselor's theoretical orientation, therapeutic skills, general counseling theory and basic techniques.

CPS 734 Therapeutic Issues of Infancy and Childhood

The developmental aspects of the neonate, the infant and the child. Piaget and Eriksson are the basic authorities used to address these periods of human development. Therapeutic skills are practiced in and out of the classroom and evaluated for their effectiveness. The importance of family relationships is given special emphasis.

CPS 735 Group Therapies

A group-process and a group-leader experience in the classroom. A variety of group techniques is studied and modeled based on an organized body of knowledge addressing human growth within a group context. Prerequisite: CPS 730

CPS 736 Legal and Ethical Issues in Counseling

Designed to examine the ethical and legal issues that arise in the profession of counseling. Areas of study include legal responsibilities and liabilities, licensure and certification legislation, confidentiality and ethical standards of practice in the State of Florida and codes of ethics developed by relevant professional organizations.

CPS 737 Therapeutic Issues of Adolescence

This course addresses developmental and therapeutic issues that relate to adolescence. It presumes a developmental perspective, and in doing so, examines the biopsychosocial issues of the adolescent as well as the reciprocal impact of those issues on related systems. These include the nuclear and extended family, school, medical, and mental health system. This course also addresses issues related to assessment, diagnosis and treatment planning.

CPS 739 Therapeutic Issues of Aging

The phenomena of aging are studied as they occur within individuals and through social systems. Students are taught how to assist aging persons by drawing upon family, social, community and agency resources. The assessment of psychological performance of clients, client interventions, supportive services and programs favoring the elderly within the private and public sectors given special attention.

CPS 740 Introduction to Family Therapy and Evaluation

Introduction to family dynamics, systems theory and family communication, as well as assessment and evaluation of family structure and its function as a system. Major theoretical approaches explored through videotape, role-play, family simulation and study of the student's family history and dynamics.

CPS 741 Transitions in Family Life

A study of human development in the family. Introduction to the family life cycle with emphasis on identifying and understanding important transitional periods for individuals and couples during the adult years of development and appropriate treatment strategies. Adult human development theories are explored.

CPS 742 Intermediate Family Therapy

Extends the exploration of the family system emphasizing treatment strategies for problems frequently presented by clients. The student is encouraged to develop an integration of theory and technique in the establishment of treatment plans, crisis intervention strategies and working with families over time. Videotape feedback of role-played family simulations are utilized. Prerequisite: CPS 740

CPS 743 Theory and Practice of Counseling Couples

An examination of the roles, expectations, needs, patterns of intimacy and communication patterns associated with marital, non-marital and divorcing dyads. Theoretical models and practical methods, such as contracting with couples, designing homework tasks, developing creative strategies for mediating the separation/divorce process presented through videotaped couple sessions and role-play.

CPS 744 Substance Abuse and the Family

A study of the problems and characteristics of those who abuse chemical substances with special emphasis on how family members are affected actively and passively by abusive patterns. Special focus placed on the problems and characteristics of the alcoholic. A survey of community resources available to individuals and their families.

CPS 745 Abnormal Psychology

Basic concepts of abnormal psychology are examined with attention to scientific evidence as criteria for diagnosis. The DSM-IV studied in relation to clinical psychopathology. Recognition of major mental disorders are emphasized as are methods of working with such clients and techniques of referral for psychiatric treatment.

CPS 746 Human Sexuality Counseling

A study of human sexuality in contemporary society. Reviews anatomy and physiology of sexuality, normal and abnormal sexual response and function and psychosexual development. Treatment of sexual dysfunction is overviewed with emphasis on assessment and appropriate referral.

CPS 747 Individual Assessment and Treatment Planning

An introduction to qualitative and quantitative methods of individual assessment with special emphasis on standardized measures of ability and personality. Assessment methods examined within the context of intake interviewing and treatment planning.

Prerequisite: CPS 745 & either CPS 730 or CPS 731 & CPS 732

CPS 749 Intermediate Counseling

Extends the basic micro-skills approach to counseling by focusing on treatment strategies for problems frequently presented by clients. Students encouraged to develop their own integration of theory, style and technique. Role-play, client simulation and videotape.

Prerequisite: CPS 733

CPS 750 Introduction to Community Consultation

Examination of the various models used in the process of community consultation with special emphasis placed on individual, group, intergroup and organizational behavior and appropriate preventive and ameliorative intervention strategies. The role and functions of the consultant explored through case material, simulation exercises and visits to community agencies. Prerequisite: CPS 733

CPS 752 Selected Topics in Psychotherapy

Selected topics relevant to marriage and family therapy and mental health counseling.

CPS 753 Crisis Intervention and Management

In this course students will learn the theory of crisis intervention and the critical components of crisis response and management. Students will examine the primary, secondary and tertiary interventions associated with crisis, grief and post-traumatic stress. The course prepares students to apply crisis-related therapeutic and psycho-educational strategies that are developmentally and culturally appropriate.

CPS 754 Counseling Needs of the Dying and their Families/Caregivers

This course will explore the impact of terminal illness and death on the dying patient and their families and/or caregivers. Counseling skills that are effective with these populations will be examined and practiced. Hospice and palliative care techniques will be studied.

Prerequisites: CPS 733

CPS 755 Culture and Death

Central elements involved in the human experience of loss may be influenced by cultural variables. This course will explore cultural factors that may affect death related experiences so that care givers can understand the world view of individuals and families within a cultural context.

CPS 757 (STM 757) Special Issues in Grieving and Loss

This course will examine the process and many facets of grief in the context of death and non-death related loss. It will also explore grief and grieving across the lifespan, with an additional emphasis on complications in the grieving process.

CPS 760 Multicultural Counseling

This course examines the diversity of cultural, ethnic, socioeconomic, gender and lifestyle experiences and their impact on the therapeutic relationship. Designed to increase effectiveness in counseling within an increasingly multicultural world, this course emphasizes self awareness through critical reflection which is a prerequisite to the development of multicultural knowledge and skills. Issues and strategies for limited English proficient students and families are approached through a framework which includes the needs of ESOL students in the public schools. Topics include identification and assessment, equal access to appropriate programming, equal access to appropriate categorical and other programs for LEP students, monitoring issues, and outcome measures.

CPS 789 Directed Readings

Designed for independent study for students who have demonstrated excellence in their chosen area of study. Allows flexibility for the student pursuing specialized objectives on an intensive basis. Submission and approval of a proposed course of study is required.

Tutorial only with permission of the student's Academic Advisor.

CPS 790 Field Experience in Mental Health Counseling I

A supervised internship in a public or private community based setting which primarily provides individual and group mental health services. Field experience requires the advance approval of the student's Academic Advisor in cooperation with the sponsoring agency. Learning objectives for the supervised practice of mental health counseling must be established by the student and approved by the student's Academic Advisor prior to registration. CPS 792 may be taken in place of CPS 790.

CPS 791 Field Experience in Mental Health Counseling II

A continuation of CPS 790. CPS 793 may be taken in place of CPS 791.

CPS 792 Field Experience in Marriage and Family Therapy I

A supervised internship within a public or private community based setting which primarily provides marriage and family therapeutic services. Field experience requires the advance approval of the student's Academic Advisor in cooperation with the sponsoring agency. Learning objectives for the supervised practice of marriage and family therapy must be established by the student and approved by the student's Academic Advisor prior to registration. CPS 790 may be taken in place of CPS 792.

CPS 793 Field Experience in Marriage and Family Therapy II

A continuation of CPS 792. CPS 791 may be taken in place of CPS 793.

CPS 795 Field Experience in Mental Health Counseling III

A continuation of CPS 791.

CPS 797 Guidance and Counseling of Gifted Students

The special needs of gifted children from the point of guidance and counseling. Techniques and skills necessary for those working with the gifted.

JUSTICE ADMINISTRATION

(All courses 3 credits unless otherwise specified)

CJA 650 Advanced Criminology

This course begins with a review of the history of research in criminology and those responsible for the growth of the field. It continues by focusing in depth on various forms of criminal behavior in contemporary society, including new developments and understandings of street crimes, cyber crime, political crime, the feminization of crime, computerized fraud, identity theft, and the like. It concludes by examining topical issues in crime such as legalizing marijuana, free speech and the right to hate, and environmental crime. Prerequisite: MAN 503

CJA 760 Analysis of Law Enforcement Operations

An analysis of the strategies and programs utilized in modern law enforcement. Recent research studies and contemporary methods for assessing the effectiveness of current practices are examined.

CJA 766 Legal Aspects for Criminal Justice Administration

This course will focus on an understanding of administrative law and procedure in the American legal system. The functions, roles, and interaction of administrators will be analyzed and evaluated.

CJA 775 International Comparative Criminal Law and Justice Systems

This course provides an in-depth comparison of the Common, Civil, Socialist, and Islamic law systems. It examines the organization and operation of policing, the courts, and correctional institutions as these occur in such countries as Great Britain, France, Germany, Russia, and China among others. Examination of the representative countries will also include discussions of their criminal laws and procedures, legal traditions, the roles of judges, lawyers, and prosecutors, as well as their unique crime and justice issues.

CJA 780 Problems and Issues in Criminal Justice

Problems dealing with crime, community, victims, special interest groups, media relations, and other issues are addressed. Case studies and the examination of current problems provide a mixture of practical and educational experience intended to stimulate new ideas and strategies.

CJA 790 Directed Management and Development Projects in Criminal Justice

Students work with criminal justice faculty to identify a particular research project for in-depth independent study. This course requires the student to clearly demonstrate intellectual skills and engage in management problem solving.

Prerequisite: Permission of the coordinator for justice administration.

CJA 795 Special Topics in Justice Administration

This course is designed to give the graduate student exposure to a variety of contemporary topics in the administration of justice. Topics will vary from term to term based on student and faculty interest.

ECONOMICS COURSES

(All courses 3 credits unless otherwise specified)

ECO 500 Fundamentals of Economics for Business

1 credit

This course is a one-credit, independent, self-paced study of economic principles and practices for those with no previous background in economics. It is for students who have not completed the MBA economics prerequisite.

ECO 531 Essentials of Economics

An intensive study of basic principles of macroeconomics and microeconomics for those with no previous exposure to the field. Current developments in the economy, resource allocation, market structure and competition, the relationship of economic policy to business.

ECO 534 - Managerial Economics

This course focuses on the application of microeconomic theories in the business environment and explores the relevance of economic reasoning to managerial decision-making. Both economic models and quantitative applications will be emphasized. Emphasis will be placed in using analytical and quantitative tools to apply economic concepts to real world applications. Topics to be covered include: demand and cost analysis, forecasting, pricing decisions, game theory, risk analysis, capital budgeting and capital analysis. Prerequisite: ECO 500, ECO 531 or equivalent

ECO 671 International Economics

A comprehensive view of economics in the international environment, including the theories of international trade; foreign exchange; factor movements; macro-policies for open economies; and comparative approach to economics.

Prerequisite: ECO 500, ECO 531 or equivalent

ECO 680 Art Economics

Analytical micro and macroeconomic models to be applied to production, consumption and investment processes in art markets. Market failures and decision-making behavior of artists, art experts, art merchants, auction houses, museums, collectors and forgers. Heritage economics including art preservation, rights assignments on heritage property, the copyright assignment and the territorial management of heritage.

Prerequisite: ACC 500, BUS 500, ECO 500 and arts courses or permission of the instructor.

EDUCATIONAL ADMINISTRATION COURSES

(All courses 3 credits unless otherwise specified)

EDA 600 Microcomputer Application for Administrators

This course covers the role of computers in instructional leadership and administration.

EDA 601 Leadership in Education

Review, analysis and application of concepts and theories of leadership with emphasis on the importance of vision and ethical leadership within a school. The impact of organizational and environmental factors, group dynamics, and change processes on school-site administration are explored.

EDA 602 Communication in Educational Leadership

Analysis of principles, processes, and techniques of effective communication, public relations in educational leadership, and school community relations.

Pre-requisites: EDU 530 or instructor's permission.

EDA 603 School Law

Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions, professional conduct of teachers, staff and administrators, and tort and contract liability.

EDA 604 School Finance

Describes and analyses current and emerging school finance plans; the influence of courts and federal and state legislation on those plans; the Florida Education Finance Plan; and the budget responsibilities of the school principal.

EDA 606 Curriculum and Instruction for Diverse Student Populations

A study of curriculum development and planning with an emphasis on meeting the needs of special need and limited English students. Educational program at all levels are reviewed in light of new federal and state accountability standards. The development of assessment skills related to curriculum evaluation are emphasized. Strategies for curriculum improvement are explored.

Pre-requisites: EDU 530 or instructor's permission.

EDA 607 Seminar in Educational Leadership

Review of selected concepts and competencies in the field of educational leadership.

EDA 608 School Personnel Management

Focus is on skills needed for exercising leadership in school personnel recruitment, selection, assessment and development.

EDA 612 The Principalship: A Field Experience

Students will implement an intervention plan developed in a previous course in this intervention plan should demonstrate the use of research-based, data-driven decision-making. Appropriate leadership and administrative skills should be demonstrated in the implementation of the plan.

The final product for the course includes the intervention plan, the research and data used to develop the plan, the implementation time line, the final evaluation of the plan, and reflection on the individual's leadership and administrative strengths and future areas of growth. This course is only offered as an Independent Study.

Pre-requisites: Must complete 18 credits from the following courses: EDA 600, EDA 601, EDA 602, EDA 603, EDA 604, EDA 606, EDA 608

EDUCATION FOUNDATIONS COURSES

(All courses 3 credits unless otherwise specified)

EDF 621 Psychological Foundations of Education

An intermediate course designed to apply psychological theories and principles of learning and development to teaching and student learning in career areas related to education. Challenges of diversity and teacher effectiveness are emphasized.

EDF 660 Social, Philosophical and Historical Foundations of Education

This course will assist student in examining and explaining the differing social contexts of schooling, the diverse value orientations represented in formal and informal education, and the major historical forces shaping schooling in America.

LEADERSHIP MANAGEMENT COURSES

(All courses 3 credits unless otherwise specified)

EDL 701 Theory and Practice of Leadership

In this course, students will analyze Eastern and Western theories and styles of leadership. Follower motivation, sources of power, change processes, group dynamics, and the characteristics and abilities associated with effective leadership will also be examined. In keeping with the mission of St. Thomas University, students in this course will explore the diversity of leadership theory and the impact of diversity on leadership.

EDL 703 Technology Assisted Educational Management

This course will prepare students to use a variety of computer applications in educational administration and instruction. Students will become familiar with data communications, the Internet, distance education, multimedia and the educational applications of each to the field of educational administration.

EDL 704 Management of Crisis and Change

Drawing on five-phase model of the change process, this course uses real-world examples to examine the discovery, design, development, implementation, and maintenance of educational innovations and improvements.

EDL 705 21st Century Leadership

This course will prepare students to restructure and create empowering environments in their organizations. A body of research will be reviewed to provide an empirical framework that can be used to draw conclusions about leadership in organizations striving to provide an empowering environment in the 21st Century.

EDL 706 Fiscal and Economic Accountability in Leadership

A study of the significant issues embedded in questions of fiscal and economic accountability in Leadership Management beginning with a treatment of personal ethical development, moving to the practice of Leadership Management, the issues of pluralism, and concluding with an ethical approach to decision making in these areas.

EDL 715 Public Policy, Leadership and Management

This course examines various approaches to developing and managing and public policy. It is intended primarily for leaders who are department heads, policy developers, managers and executive officers in business, higher education, schools, school boards, government and statutory agencies responsible for formulating or managing policies.

EDL 720 Quantitative Methods in Educational Research

This course examines theory and practice in the design, conduct, analysis and interpretation of experimental, quasi-experimental and survey procedures for research and evaluation of programs. Development of basic skills required in the understanding, planning and executing of a research study will be covered. Multivariate statistical techniques commonly used in social research are introduced as well as the development of skills in survey design and scale construction, and in parametric and nonparametric statistical analysis. Advanced skills in the use of statistical analysis software (SPSS) are also provided. Prerequisites: EDU 503 or equivalent, EDU 650

EDL 721 Qualitative Methods in Educational Research

This course explores the methods and procedures used in qualitative research. Topics include the philosophical basis for the method, the conceptualization of research questions, selection of appropriate research designs, data collection data, manual and computerized data analysis, and the drawing of inferences.

Prerequisites: EDU 503 or equivalent, EDU 650

EDL 722 Advanced Research Methodologies

This course is designed to strengthen knowledge and skills necessary to conduct, understand, evaluate, and utilize advanced research in the field of Leadership Management. The course will review the advanced research and analytical techniques used by researchers in Leadership Management. In addition, this course provides a forum for students to engage in critical thinking and reflection as they begin working on their dissertation prospectus. Successful completion of this course requires each doctoral student to write a complete draft of the methods and anticipated results sections of the research proposal. Prerequisites: EDU 503 or equivalent, EDU 650, EDL 721, EDL 722

EDL 770 Comprehensive Examination Preparation

This course is designed to prepare a student to complete a trend's analysis using the comprehensive examination guidelines for this analysis.

EDL 780 Qualifying Paper

The Qualifying Paper (QP) is a substantial document in which the student reviews, summarizes, and integrates relevant leadership and management literature in order to provide a synopsis of the "state-of-the-art" regarding a specific topic relevant to the fields of leadership studies and management. Students will address this substantive topic from multiple points of view. This could include a multi-disciplinary approach to the topic or an evaluation of the topic from a variety of approaches within a single field.

EDL 790 Dissertation Seminar

The course is designed to provide a transition between the comprehensive examination and the formal work with a dissertation chair and committee. The doctoral candidate will have the opportunity to focus a possible dissertation topic, to select a dissertation chair and committee based on this topic, and to plan a public presentation on his/her views of leadership in the 21st Century.

EDL 792 Doctoral Dissertation

This course is designed to guide students through the various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense.

EDL 795 Special Reading or Research in Leadership and Management

This non credit course is designed to provide opportunity for doctoral students to engage in reading, research and discussion on special topics relating to preparation and successful defense of dissertation.

INSTRUCTIONAL TECHNOLOGY COURSES

(All courses 3 credits unless otherwise specified)

EDT 600 Introduction to Instructional Technology

This course provides students with an in-depth overview of the field of Instructional Technology. Topics include the history, critical issues, emerging trends, key concepts of the field; and basic technology operations and concepts.

EDT 610 Instructional Design: Theories & Models

This course focuses on pedagogical theories as they relate to instructional design, and on existing and emerging models of instructional design. Topics include major schools of thoughts on how people learn, instructional and learning theories, and instructional design models and principles.

EDT 620 Technology Integration

This course focuses on how to integrate technology into the curriculum to effectively support and enhance learning. It provides students with opportunities to apply the principles and methods of technology integration by designing and developing real life technology-based projects. Topics include technology integration frameworks and strategies, and technology integration across the curriculum (language arts, math & science, foreign languages, social studies, music & art, physical & health education, and special education).

EDT 630 Multimedia Design and Development

This course is designed to develop students' technical skills in multimedia design and development for instructional purposes. Topics include visual design principles, desktop publishing, digital graphics, and digital audio and digital video.

EDT 640 Advanced Multimedia Design and Development

This course is designed to develop students' technical skills with advanced interactive multimedia technologies. Topics include Web authoring tools, educational gaming and simulation technologies, educational 3-D technologies, and other emerging instructional technologies.

EDT 650 Practicum in Instructional Technology

This course provides supervised practice in applying students' knowledge, skills, and attitudes of instructional technology through placement in an appropriate work setting. It is intended to be a self-initiated and self-directed project which culminates students' interest and learning in the area of instructional technology.

Pre-requisites: EDT 600, EDT 610, EDT 620, EDT 630, EDT 640 or instructor's permission.

EDUCATION COURSES

(All courses 3 credits unless otherwise specified)

EDU 503 Applied Research Methods

An introductory course that surveys the variety of research designs used in educational settings with an application of evaluation research. Intended to make the student an informed consumer of research. Course must be taken within the first or second term of enrollment.

EDU 505 Methods of Teaching Modern Languages

A study of the methods of teaching foreign languages by investigating the evolving trends in language teaching, theories of second language acquisition and curriculum program development including instruction in the demonstration of teaching skills for individual analysis to improve performance.

EDU 506 Methods of Teaching English as a Second Language

A study of the methods of teaching English as a Second Language by reviewing the major methodologies and current trends in ESOL teaching and practicing various speaking, reading, writing and reading instructional strategies used in the ESOL setting.

EDU 511 Cross Cultural Communication and Understanding

This course is designed to develop awareness and understanding of the major cultures represented by the different language minorities within the state. It provides insights that will enable participants to plan and implement curriculum, instruction, and assessment activities that will meet the special needs of limited English proficient (LEP) students who are speakers of other languages.

EDU 512 ESOL Curriculum and Materials Development

The course focuses on the teaching of second language philosophy and methodology. It highlights the development of curriculum and materials for teaching English to limited English proficient students.

EDU 515 The Catholic Educator: Issues, Challenges and Vision

This course helps the teacher develop a spirituality of teaching that assists their students in attaining their full potential as human beings. This is accomplished by exploring diversity, creativity, and ethical issues affecting the classroom.

EDU 516 Testing and Evaluation of ESOL

The course is designed to develop the knowledge and skills necessary in preparing students to select, adapt, and design assessment instruments and alternative testing techniques reflective of both instructional goals and the needs of linguistically and culturally diverse students in the ESOL classroom. Students will also become knowledgeable of the entry and exit procedures used to appropriately place students as well as the use of alternative assessment to determine readiness of LEP students to make a smooth transition to the regular classroom program.

EDU 517 ESOL Issues and Strategies

This course is designed to introduce issues and strategies of teaching English to speakers of other languages through content area instruction. The goal of this course is to develop the foundations of knowledge necessary to prepare teachers to understand the concepts upon which optimal environments for second language acquisition are based.

EDU 521 Effective Reading Instruction (K-12)

This course will familiarize students with current research-based theories of learning related to reading at the elementary and secondary level, with an emphasis on learning styles, cognitive development models, and computer-based learning experiences in reading. Practical application of the theories will be addressed. Adaptive instruction as it applies to meeting individual needs will also be explored.

EDU 522 Diagnosis and Remediation of Reading Disabilities

This course familiarizes the student with a variety of techniques both formal and informal, for assessing reading levels, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.

EDU 523 Content & Methods Health & Physical Education

This course uses a competency-based, research focus to identify appropriate content and methods in the area of children's health and physical education. It will explore the physical, social, and emotional growth and development, personal health and wellness, community health and safety issues, instructional practices, subject content and appropriate curriculum design and assessment strategies in teaching physical education in the elementary school.

EDU 524 Literature & Multi-Media in the Classroom

Students enrolled in this course will research and learn the various genres of Children's and Adolescent Literature by means of the Internet and through traditional means (e.g., texts, journals, classroom instruction, etc.). In addition, students will have opportunities to learn the use of various media for the teaching of Children's and Adolescent Literature (e.g., the computer, video, photography, etc.).

EDU 525 Content & Methods for Teaching Language Arts

This course provides students opportunities to learn and demonstrate skills in current practices of Language Arts instruction (K-12). Emphasis is placed on the use of Technology to teach the four basic components of Literacy: Reading, Writing, Speaking, and Listening. The diversified curriculum is based on current research in teaching elementary language arts that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 526 Content & Methods for Teaching Science

This course focuses on the methods, materials and approaches for teaching science, including developmentally appropriate introductions to the physical, earth and life sciences. Emphasis is given to exemplary processes and projects. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching elementary science that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 527 Content & Methods for Teaching Mathematics

This course focuses on methods, materials, and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and computational algorithms. Emphasis is given to the teaching and assessment of concepts. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching elementary mathematics that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 528 Content & Methods for Teaching Social Science

This course focuses on recent trends and issues in curriculum development and instructional practice in elementary social studies. Models of social studies programs will be examined. Emphasis is on the areas of concept and skill development as they relate to the needs of children living in a multicultural society. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on

current research in teaching elementary social studies that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 529 Content & Methods for Teaching the Arts

This course focuses on the skills and techniques, cultural and historical connections, and creation and communication in the visual arts. Emphasis is placed on aesthetic and critical analysis of the visual arts and design and use of appropriate assessment strategies. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching art that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 530 Educational Measurement

This course introduces prospective teachers to all of the elements of assessment that are essential to good teaching. It provides students with an understanding of the role of assessment in the instructional process. Students will learn how to construct effective test questions that are aligned with learning objectives and how to evaluate published tests and properly interpret scores of standardized tests as well as how to make appropriate modifications for ESOL students.

EDU 540 Effective Teaching and Classroom Management

Practical teaching methods, activities, and strategies will be emphasized to introduce the research on effective teaching. Psychological factors affecting the behavior of students in regular, special, and inclusive classrooms will be studied along with local codes of conduct. Participants must apply knowledge of classroom management practices, school safety, professional ethics, and educational law to meet the instructional needs of all students.

EDU 541 Instructional Methods in 6-12 Math and Science

This course is designed to introduce students to traditional and contemporary teaching methods used to introduce mathematic and scientific concepts and ideas to middle and high school students.

EDU 555 Applied Linguistics: Language and Literacy through ESOL

This course provides an overview of the subsystem of language (phonology, morphology, syntax, semantics, and pragmatic) and how they vary from language to language (L1 vs. L2 developmental patterns). In addition, students develop the understanding of how first and second language acquisition principles relate to the instruction of linguistically and culturally diverse knowledge and understanding of first and second language use to enable them to improve and adapt their teaching strategies in order to facilitate learning within diverse populations and environments.

EDU 650 - Statistical Methods in Research

This course is designed to explore the role of statistical analysis in the research process. In addition to the fundamental principles of descriptive and inferential statistics, students will learn to use computers to compute data and to interpret computer generated results produced by statistical software (SPSS). Course topics include measurements of central tendency, variability, correlation; tests of significance; t-tests; analysis of variance and chi-square tests. *Prerequisites: EDU 503 or equivalent*

EDU 668 Diagnostic Procedures of Testing

The procedures involved in psychological and educational testing instruments used in schools to measure achievement, aptitudes and abilities. Emphasis is placed on the

principles and procedural elements involved in administering and analyzing standardized and non-standardized tests.

EDU 730 Classroom Management

Practical teaching methods, activities, and strategies will be emphasized to introduce the research on effective teaching. Psychological factors affecting the behavior of students in regular, special education, and inclusive classrooms will be studied along with local codes of conduct.

EDU 767 Assessment of the Exceptional Child

An overview of the formal and informal assessment procedures in intelligence, emotional and behavioral problems, language, achievement, transitional/vocational, and infant and early childhood. Application for exceptional student programming and placements.

EDU 882 School Administration

The responsibilities and tasks of school administrators are reviewed. Students will learn how school based administrators relate to other schools and to the district.

EXCEPTIONAL STUDENT EDUCATION **(All courses 3 credits unless otherwise specified)**

EEX 500 Survey of the Education of the Exceptional Child

A study of the history, policies, laws and practices in exceptional student education. Definitions, causes, prevalence and educational treatments for students with disabilities are covered.

EEX 501 Assessment of the Exceptional Child

Basic assessment concepts and their application to appropriate test selection, administration and interpretation are covered. Formal and informal test utilized for assessing children with disabilities are stressed.

EEX 502 Language Development & Language Disabilities

This course provides students with a basic understanding of the nature of speech and language, developmental progression in language acquisition, and techniques for evaluating language development and remediating language and communication disorders.

EEX 503 Educational Management of Students with Exceptionalities

This course provides a comprehensive review of educational management techniques utilized with exceptional students. Techniques designed to manage classroom behavior, promote student's personal growth, and to foster positive classroom learning environments are covered.

EEX 504 Vocational & Functional Life Skills

This course covers the personal, social, and vocational skills that students with disabilities must acquire in order to transition from school to work and independent living. The role of vocational rehabilitation and other agencies in facilitating this process is emphasized.

EEX 505 Education of Students with Mild Handicaps

The nature and needs of mildly handicapped students are stressed. Prevention, curricular planning and intervention strategies for these students are covered. The role of parent and professional organizations in the field is emphasized.

EEX 514 Instructional Strategies for Students with Mental Handicaps

Instructional strategies and specialized approaches for teaching children with mental handicaps are emphasized.

EEX 520 Concepts, Theories and Research in Learning Disabilities

This course provides an overview of the field of learning disabilities. Concepts, theories, and research in the field are covered.

EEX 522 Curriculum and Materials for Students with Learning Disabilities

This course emphasizes curriculum development and materials and methods for children with learning disabilities. Individual education plans are formulated and implemented by the students.

EEX 524 Instructional Strategies for Students with Learning Disabilities

Instructional strategies and specialized approaches for teaching children with specific learning disabilities are emphasized.

EEX 530 Special Topics

Special topics related to instructional and technical areas in exceptional student education.

EEX 531 Current Issues

Current issues in curriculum, instruction and programming are covered.

EEX 534 Instructional Strategies for Students with Emotional Handicaps

Instructional strategies and specialized approaches for teaching children with emotional handicaps are emphasized

EEX 540 Nature & Needs of Gifted Students

Identification procedures, services, the history of the field, and psychological factors affecting the development of gifted and talented children are covered in this course.

EEX 541 Educating Special Populations of Gifted Students

This course emphasizes special populations of gifted students, such as minorities, children with disabilities, underachievers, economically disadvantaged and highly gifted students. Student characteristics and program adaptations are stressed.

EEX 542 Theory & Development of Creativity

This course provides an overview of research, theory, practical applications, and resources on creativity with an emphasis on classroom applications for gifted students.

EEX 544 Curriculum & Strategies for Gifted Students

Curriculum, Instructional strategies, and specialized approaches for teaching gifted and talented children are emphasized

EEX 546 Guidance & Counseling of Gifted Students

The special needs of gifted children from the standpoint of guidance and counseling are covered. Techniques and skills necessary for working with gifted and talented students are emphasized.

EEX 550 Graduate Project in Special Education I

The student will complete a research project with the guidance of their major professor.

EEX 551 Graduate Project in Special Education II

The student will complete a research project with the guidance of their major professor.

FINANCE COURSES

(All courses 3 credits unless otherwise specified)

FIN 680 Financial Management for Arts Organizations

Financial reporting, budgeting, taxation and fundraising for arts and cultural organizations. This course will provide the student with the means to apply accounting to financial administration of the arts organization through the use of planning and budgeting. Student will also learn to sense fiscal reality and place that against historical trends, as well as how the conditions within and outside an organization affect the enterprise and how this can be managed.

Prerequisite: ACC 500, BUS 500, ECO 500 or equivalents or permission of the instructor.

FIN 741 Investment Analysis

Study of principles and practices used in analyzing securities ranging from top-quality bonds to low-quality common stocks and warrants. Course coverage includes investment risks, portfolio management, and policies of institutional investors. Application of analytical techniques to securities, effective income/risk selection of securities and portfolios in theory and practice. Prerequisite: FIN 751

FIN 742 Financial Markets And Intermediaries

This course provides an examination of commercial banks and other financial intermediaries. The economic functions of credit and credit institutions; the structure and determinants of interest rates; and the various monetary theories are considered as well as the volume of money and credit, capital formation, prices, interest rates, balance of payments, and exchange rates. Prerequisite: FIN 751

FIN 751 Financial Management

Acquisition of capital and debt, long-range and annual budgeting, budget management, cash flow management, short-term debt financing, interfacing with operation functions.

Prerequisite: ACC 500, ECO 500 and BUS 500 or equivalents

FIN 772 International Finance and Banking

An overview of the international financial system from the viewpoint of the corporate executive. Balance of payments, foreign exchange, financing and banking operations and institutions, capital budgeting and foreign investments, Euro-currency, international bond and capital markets. Prerequisite: FIN 751 or equivalent

MANAGEMENT COURSES

(All courses 3 credits unless otherwise specified)

MAN 503 Applied Research Methods

This is an introductory course on research design emphasizing computer skills, analysis and presentation of information. It is intended to make the student an informed consumer of research. Required: Must be taken in the first or second term of enrollment.

MAN 510 Management Ethics

The study of ethics and ethical behavior in public and private organizations is the fundamental purpose of this core course, which also explores broad areas of social responsibility to others in the enterprise, customers, the community and the preservation of the environment.

MAN 521 State and Local Government

Concentration on State government underlines the preparation for understanding local government practices, structures and interdependencies. This specialization course for public managers and other professionals lays the groundwork for effective action at a local governmental level.

MAN 528 Problems of Metropolitan Government

Cultural diversity, urban explosive growth and governmental systems undergoing change are major factors in this study, which focuses on both political and responsible solutions by administrators, managers and elected officials.

MAN 530 (ACC 531) Planning, Budgeting and Financing for Public Agencies

This course provides an examination of the manner in which public agencies determine program priorities, allocate resources to carry out these programs, and obtain public funds through such mechanisms as taxation and bond issues.

MAN 532 Regulatory Agencies

The legal and regulatory aspects of government agencies create strong controls on the public and private operations and require knowledge of the judicial system, which interprets findings in terms of statutory and procedural content

MAN 540 Fraud Prevention, Detection and Investigation

An introduction to fraud from the manager's viewpoint covering types of fraud, fraud symptoms, methods of preventing fraud in organizations, approaches to fraud detection, and investigation of fraud allegations.

MAN 560 Finance for Non-Financial Managers

This course emphasizes financial and accounting concepts and techniques needed by managers who do not have accounting backgrounds. It includes such topics as break-even analysis, fixed and variable costs, budgeting and taxes for managers, and capital investment analysis.

MAN 607 Human Resource Planning and Staffing

The course explores the processes for forecasting staffing needs, and planning for the fulfillment of those needs through effective recruitment programs and valid selection methodologies. Developing an understanding of the legal framework covering staffing is a major objective of this course.

Prerequisite: MAN 703

MAN 700 Organizational Behavior

This course provides a micro-perspective on organizations within the context of motivation, leadership, communication, interpersonal relations and group dynamics. Students will be encouraged to apply theoretical material to case studies and their own organizations.

MAN 701 Organizational Design and Theory

This course views the organization from a macro perspective including the domestic and global environment. Size and technology are also explored in determining the structure and process of design while providing students with "diagnostic" skills.

MAN 703 Human Resource Management

This survey course of human resource management examines human resource planning, equal employment opportunity, staffing, performance appraisal, compensation management, training and development, quality of work life, health and safety, and labor-

management relations. The legal environment surrounding human resource management practices is explored.

MAN 704 Policy, Planning and Strategy Systems

Concepts, theories, and practices in public, private, and non-profit organizations of policy-making, strategy, planning, budgeting, and various implementing systems. The case study method integrated with a contingency approach to management. This course should be taken after most of the MSM core courses have been completed, but before taking the comprehensive examination.

MAN 709 Public Administration

This course examines the interaction of the public and private sectors in accomplishing the business of government and enables students to gain insight into the unique roles, restraints and opportunities of a responsive bureaucracy framed by the theorists of the past and present.

MAN 710 Legal and Regulatory Aspects of Management

Today's manager faces the complexities of legal and moral responsibilities created by administrative rules and procedures, which govern all phases of business. Study of actual case law involves the learner in making both ethical and legal decisions.

Prerequisite: MAN 703

MAN 711 Managerial Psychology

The methods, subject matter and literature in the field of managerial psychology serve as a basis for considering the human problems facing management. Class discussions are devoted to subjects concerning causation in behavior, perception, personality, learning theory, motivation and work, and systems. Prerequisite: MAN 700

MAN 712 Labor-Management Relations

This course investigates the relationships between employees and employers. Systems of administration/management and the delivery of cost-effective goods are examined in the context of historical, legal and structural frameworks that regulate and influence the course of employee/employer relationships. An emphasis is placed on negotiating and administering labor agreements effectively. Recommended MAN 703

MAN 725 Community Development

Providing an integrated exploration of the forces and actors guiding local planning and execution, this course prepares students in developing strategies for solving problems of the community. There is a strong emphasis on demography, economy and sociological indicators.

MAN 727 Organizational Development

Organizational development (OD) is a planned approach to organizational change occurring through the introduction of philosophies, strategies and techniques of the practitioner. Ethical issues and the future of organizational development are discussed.

Prerequisite: MAN 703 Recommended: MAN 510, 700, 701, and BUS 704

MAN 729 Human Resource Development

This course focuses on the foundations of HRD and the change process including needs analysis, design, implementation and evaluation. Employee socialization, skills training, coaching, counseling, and career development are covered. Current issues and future projections are also discussed. Prerequisites: MAN 703

MAN 730 Compensation Administration

Compensation administration provides an overview of wage and salary administration, the factors for determining equitable remuneration for services rendered, and the alternatives

available for providing direct and indirect compensation. Benefits administration and the legal constraints pertaining to compensation are explored. Prerequisite: MAN 703

MAN 767, 768 Seminar in Management

Various topics in management are presented in these seminars.

MAN 789 Directed Readings in Management

This independent study course is reserved for students who have already demonstrated excellence in their chosen area of study. It allows flexibility for those who are pursuing specialized objectives on an intensive basis or for those wishing to delve into an area of management, which is not attainable through the normal course offerings. Directed readings are allowed only with the permission of the Department and recommendation of the Program Office.

EXECUTIVE MANAGEMENT COURSES **(All courses 3 credits unless otherwise specified)**

MPS 580 Managing Technology

This is an introductory technology course on using and understanding information for people who use computers as everyday tools both at home and at the workplace, not for individuals aiming to learn programming and designing computer systems. This course focuses on communications using computer technology, the digital revolution, the Internet, and the World Wide Web. It covers the fundamental computing concepts surrounding the digital age including software, hardware, data, people, communications, and procedures. It also examines ethical issues in the information age and investigates emerging technologies that could impact individuals as well as organizations in the future.

MPS 600 Leadership Foundations & Skills Assessment

This introductory course emphasizes empowerment; collaboration; participative management; team decision-making and organizational challenges. The course focuses on the models of leadership in today's organizations. The course also investigates the psychology, leadership abilities, and learning styles based on personal and professional experiences, values, and attitudes. Students develop a personal profile of their leadership style utilizing several inventories for identifying leadership competencies. Focus is on applying various instruments to effectively ascertain group leadership styles and increase knowledge of organizational dynamics.

MPS 615 Performance Measurement and Control

This course develops a broad understanding of the economic environment in which organizations operate. Budgeting and control systems in organizations are emphasized in a manner that includes the establishment of performance criteria, accountability, and measurement of results.

MPS 620 Contract Negotiation and Development

This course focuses on management of the overall contract negotiation process and examines the basics of negotiation, including the procedures, processes, psychology, and skills. Perspectives of both government and commercial interests are explored.

MPS 630 Organizational Communications and Leadership

This course encompasses research, theories, and models of communication in organizations. The systematic nature of communication processes within the context of

organizational environment, culture and structure are examined inclusive of maximizing communication effectiveness to overcome barriers and meet contingencies in achieving organizational goals.

MPS 635 Legal and Ethical Aspects of Organizations

This course encompasses the legal aspects of organizations to include regulatory agencies and their influence on organizations, torts, consumer protection, intellectual property rights, equal employment opportunity, and litigation. Ethical values include a study of their origins and the ways they are manifested in organizations as a basis for and stimulant of culture.

MPS 640 Organizational Leadership and Change

This course is a capstone course. This course provides knowledge of organizational development methods used in promoting organizational and large system change through concepts of diagnosis, development and implementation of intervention strategies and analyzing the effectiveness of change strategies. A leader's role in promoting change through strategic planning and change management is emphasized. In addition, students will produce a project-based research document examining their knowledge and skills gained from previous coursework.

MPS 645 Global and Cultural Diversity in Leadership

This course will prepare participants to recognize the differences in cultural value systems and behaviors in the global environment and how they affect leadership. Covers issues involved in multi-cultural organizations, including developing consensus within the organization for valuing diversity, relationship building, communicating across cultures, and managing people of different genders, races, and cultures. The course compares and contrasts styles and effectiveness of leadership practices of contemporary and historical leaders.

MPS 650 Conflict Resolution and Mediation

Theory, structure, and practice of collaborative negotiation and mediated negotiation. Application of the skills used to resolve conflict is emphasized. This approach to conflict resolution is generic and therefore appropriate for all professions whether formally or informally involved in resolving conflict.

MPS 655 Grant Writing

Examines beneficial strategies for focusing proposal efforts including organizing time invested in grant seeking. Stresses developing proposal ideas, determining priorities, documenting needs, organizing materials into a proposal, identifying potential funding sources, and managing a funded project.

MPS 660 Project Management and Leadership

This course will explore the dimensions and elements of project management; concepts, methodologies, strategies, and structures. Attention will also be given to cost controls, teamwork, and quality management. The role of the leader in managing projects will also be examined. The focus will be on general business project management.

MPS 670 Quality Management

This course emphasizes applications of principles and techniques of total quality management (TQM) in organizations. There will be an introduction to TQM tools, techniques, models, and strategies. Develop skills in analyzing the concepts and techniques in a TQM case study.

MPS 675 Managing Innovation in Organizations

This course focuses on the sources of change and innovation in the business environment, and strategies for managing change, especially in dynamic environments. The course will review the impacts of technological innovation as well as social, economic, and cultural change on management strategy. Topics include a systems framework for understanding the types of change, reframing as a change management tool, and the practice of innovative leadership in diverse organizational settings.

READING COURSES

(All courses 3 credits unless otherwise specified)

RED 500 The Reading Process in the Content Area

Understanding reading as a process of student education including both fluent decoding of words and construct meaning through the content area in grades K-12. *Pre-requisite:* EDU 521

RED 505 Techniques of Remedial and Corrective Reading

Understanding how to prescribe, differentiate and utilize appropriate strategies and materials based upon scientifically based research in order to address the prevention, identification, and remediation of difficulties in order to increase reading performance.

Pre-requisite: EDU 521

RED 506 Processes of Reading Comprehension

This course is designed to provide an overview of the nature of reading and the theoretical processes of reading comprehension from literary and cognitive perspectives. Students will be expected to make decisions about the instructional strategies for children in grades K-12 as they explore the complex dimensions of the literacy processes and current issues in comprehension research and instruction. *Pre-requisites:* EDU 521 and RED 505

RED 510 Reading Practicum

A supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.

Pre-requisites: EDU 521, EDU 522, RED 500, RED 505

SCIENCE COURSES

(All courses 3 credits unless otherwise specified)

SCI 501 Environmental Science and Technology for Teachers

This course provides an overview of Ecology stressing the interconnectedness of Ecosystems. The progressive levels of the bioregion will be investigated. Special emphasis will be placed on energy utilization in the environment using computers and laser video discs. Activities will be geared for use in the elementary science classroom.

SCI 520A Science, Technology, and Society: Earth/Space Science Examples

This course explores the scientific method and how science and technology are presented to the society at large. Important scientific topics such as the placebo effect, human perception, double-blind tests, small number statistics, and correlation vs. causality are covered. The course also discusses the peer review process and government funding of

scientific investigations and publications in scientific journals. Practical methods are given to assist the average citizen in distinguishing real science from pseudoscience. Examples throughout the history of astronomy are covered as they relate to the course content.

SCI 521 Astronomy I: The Solar System

This course is an introduction to astronomy and the Solar System. Employing a limited mathematical approach, this course is descriptive in nature. The content includes the origin of gravity, how planets move around, our understanding of the formation of the Solar System, and a comparison and contrast among the planets and other objects of the Solar System. Earth science is covered in greater depth than other planets, and Earth also serves as a point of comparison and contrast among other planets.

Pre-requisite: MAT 181 or equivalent.

SCI 522 Astronomy II: Stars, Galaxies, and Cosmology

This course is an introduction to stellar, galactic, and extragalactic astronomy. Appealing to a qualitative analysis in most cases and using a simple mathematical background, the course explores the fundamentals of the inner workings of stars and their life cycle. Course material includes unusual objects such as neutron stars, black holes, and gamma-ray bursters. The course also covers the basics of galaxies, clusters of galaxies, dark matter, dark energy, and cosmology. *Pre-requisite: SCI 521*

SCI 523 Introduction to Astrobiology

This course offers an introduction to a wide range of sciences, including astronomy, biology, chemistry, geology and cosmology. It has been developed as an integrated approach to the problem of life in the Universe, astrobiology. Topics include the science of life in the Universe, the nature of life, the geological history of Earth, the origin and evolution of life on Earth, searching for life in our Solar System, the search for habitable worlds and extraterrestrial intelligence, interstellar travel and the Fermi paradox.

Pre-requisite: SCI 521

SCI 524 Introduction to Rocketry and Space Technologies

This course introduces students to space technologies: rockets, satellites, the global positioning system, radio-telescope arrays, infrared spectroscopy, sources of energy for space stations and future colonies, space telescopes, robotics, artificial intelligence, and long distance communication technologies. *Pre-requisite: SCI 521*

SCI 525 Earth Science: An Integrated Approach

This course uses energy as the unifying concept behind all systems in nature: what it is, how it affects our lives, and how it affects the "Spaceship Earth." It focuses on the investigation of the flow of energy through the natural environment, including the atmosphere, hydrosphere and lithosphere, along with the basic chemical and physical principles needed to understand the concepts introduced above. It also addresses the connections and integration of environmental problems presently faced by humankind with physical principles discussed above. *Pre-requisite: SCI 521*

SPORTS ADMINISTRATION COURSES **(All courses 3 credits unless otherwise specified)**

SPO 510 Sports Ethics

This course will examine ethics within the context of a sport management environment, utilizing theory and case application. Human resource principles and concepts will be infused in assignments and discussions to add depth and breadth to the consideration of ethical implications specific to sport managers. The course will address criteria specific to moral and ethical developmental theories, teleological and deontological theories of ethics

and code of professional ethics. In-class discussions will include personal and managerial missions and values and situational analyses using various ethic models. (This course is web-enhanced.)

SPO 540 Sports Media and Public Relations

This course covers a comprehensive study of the sports information profession on the collegiate, professional, and recreational levels. Included within the course are 1) the field of public relations, its history and evolution, 2) the skills and methods involved in the duties of the SID, public relations specialist, or media relations specialist and current attitudes and concerns in media relations between athletes, coaches, administrators, and owners. Students are exposed to professionals in the field, as well as athletic events in which the SID is involved. (This course is web enhanced.)

SPO 543 Sports Financial Management

This course provides students with the facts, knowledge, and opportunity to better understand the true nature of financially operating a sports program/organization. The student develops additional knowledge and insight by exposure to actual situations. It will guide future administrators to become more effective financial managers when they plan and execute budgeting and accounting systems. (This course is web-enhanced.)

SPO 544 Sports Marketing and Promotions

This course introduces students to the principles of sports marketing and the application of these principles to sports and sports related organizations. The primary focus of the course is on planning, with additional emphasis on promotions management. This course includes presentations by guest lecturers, instructor's lectures, and student's presentations and is conducted in discussion format.

SPO 546 Facility and Event Management

Included within this course are the elements which shape the planning and construction of sports facilities and the issues and problems involved in facility and event management, including marketing, production, personnel, and budget. Students may also participate in the management of events. This course also includes visits to local facilities.

SPO 547 Principles of Leisure Services Management

This course examines all areas of the leisure service field, ranging from not-for-profit entities such as parks and libraries to businesses such as hotels, restaurants, amusement parks and country clubs. Students analyze operating problems and participate in case studies to enhance their knowledge and outlook on leisure facilities and operational management.

SPO 548 Sports Psychology

This course is designed to introduce students to the factors influencing sport socialization and psychology. Students will be provided with an extensive foundational experience in understanding the relationship between sport and the psychological contexts in which they exist. Topics for research will include, but are not limited to, the effects of personality, anxiety, motivation, and concentration as they relate to athletic peak performance (This course is web-enhanced).

SPO 549 Athletic Fund Raising

This course reviews the current approaches and techniques for increasing revenues and fund raising in athletic enterprises. (This course is web enhanced.)

SPO 551 Negotiations in the Sports Industry

This elective course will introduce students to basic negotiating strategies applicable to the sports industries. The course will use, as its basic perspective, the theories and principles of current experts in the field of negotiation through reading text materials, faculty lectures, guest presentations, video presentations, practice negotiations, and case studies. (This course is web enhanced.)

SPO 552 Governance of Intercollegiate Athletics

This course is designed to introduce students to the history, structure, rules and responsibilities of organizations that govern intercollegiate athletics. Current governance issues and trends are examined through a study of the literature, the insight of guest speakers, and actual case studies. Students are exposed to the complexities of the growing field of compliance.

SPO 717 Seminar and Principles of Sports Administration

This course is required for the Sports Administration graduate program degrees. It covers pertinent areas of overall management, leadership styles, decision-making, communication, philosophical and ethical conduct, and time and stress management. Timely topics of interest to the class are also researched and discussed. The course also provides students with opportunities to identify areas for potential internships and develop job/internship seeking skills. Guest speakers are frequently invited to class to share their experiences as practitioners in the field of sports administration. (This course is web-enhanced.)

SPO 719 Legal Aspects of Sports Administration

This required course provides the student with a background and understanding of the court and legal system in America and how law is used by, and applied to, athletes and athletics in America. Some of the major legal problems and issues confronting the sports administrator covered are: contracts, due process, defamation, actions against professional, college, secondary school and community programs; actions involving safety procedures; antitrust; collective bargaining and arbitration; and risk management. (This course is web enhanced.)

SPO 750 Issues in Sports Administration

Special issues courses may be offered from time to time on topics of particular significance to the sports industries.

SPO 755 Special Topics in Sports Administration

Special topics courses are offered focusing on areas of concern and change within the evolving business of sports.

SPO 789 Directed Readings in Sports Administration

This independent study course is reserved for students who have already demonstrated excellence in their chosen area of study. It allows flexibility for those who are pursuing specialized objectives on an intensive basis or for those wishing to delve into an area of the sports industry that is not attainable through the normal course offerings.

Directed readings are allowed only with the permission of the Department and recommendation of the Program Office.

SPO 790, 791 Supervised Internship I, II

Those students who have demonstrated ability and commitment to their major through active volunteer participation and adequate grade point average are encouraged and assisted in arranging internships with professional, college, and school programs; public and private recreational programs; sports facilities, or other sports related organizations. This experience provides a practical learning mode for the graduate student in which to acquire skills and practice in their area of study. Credit hours are directly related to the length of the internship and the work week.

Internship is Pass/Fail only and requires the advanced approval of the Program Office.
(Course offered in on-line format.)

SCHOOL OF THEOLOGY AND MINISTRY COURSES

All courses three credits unless otherwise noted.

All courses may be taught as on-campus or blended online courses.

STM 500 Theological Research and Writing

Empowers students to successfully communicate ideas and research through theological writing for their classes and their ministries. Major genres of theological writing, correct styles of documentation, and methods to improve writing, researching, editing, and revising processes, will be addressed.

STM 511 Human and Faith Development

Compares theories of human development as focused by adult and family lifecycle theories of the social sciences and theories of faith development as sources for pastoral practice.

STM 512 Method in Ministry

Designed to acquaint the student with the basic research methods used in pastoral action and reflection. Naming the problem, gathering data, analysis and discernment and evaluation will be studied as components that lead to pastoral practice. Each student chooses an area of research from which to develop a pastoral project of action and reflection.

STM 515 Deaf Studies

Addresses the concepts and issues particular to the Deaf community in the disciplines of history, anthropology, linguistics (American Sign Language), creative arts and literature, community and Deaf Culture. Participants will explore the relationship of the Church to Deaf Studies and Culture. ASL required.

STM 521 Hebrew Scriptures

Surveys the formation and literature of the Old Testament scriptures as well as providing practice of the tools of Old Testament interpretation commonly used by pastoral ministers.

STM 522 Christian Scriptures

Surveys the formation and literature of the New Testament. Included is an introduction to Scriptural interpretation and practice in the exegesis of texts.

STM 531 Christian Thought I

Surveys Christian theology in a systematic and historical framework. Students will receive a strong background in basic Christian theology in a manner that enables them to consider current theological questions and applications of Christian theology to contemporary ministry. This course is the first of a two-course series and will explore the time of intense doctrinal development during the first five centuries up to the late fifteenth century.

STM 532 Christian Thought II

Surveys Christian theology in a systematic and historical framework. Students will receive a strong background in basic Christian theology in a manner that enables them to consider current theological questions and applications of Christian theology to contemporary ministry. This course is the second of a two-course series and will explore major theological developments from the time of the Reformation to the present day.

STM 541 Theological Ethics

Surveys contemporary moral theologies, their historical origin and development. And outlines methods of applying these theologies in making moral decisions in a Christian context.

STM 551 Religious Education and Spiritual Formation

Examines the church's ways of calling and forming Christians in their faith as they emerge through history and are analyzed by contemporary research. Emphasis on practical skills in educating faith communities.

STM 562 Justice Advocacy and Social Transformation

Examines the role of the church as servant in mission to the world and as prophetic community. Students will study means by which ministry responds to contemporary social issues in a prophetic and reconciling manner.

STM 571 Pastoral Care and Counseling

Provides pastoral ministers with the basic principles and human relations skills for counseling in a faith-based setting, including spirituality and value orientation in the counselor/counselee relationship.

STM 581 Spiritual Practices in/for Ministry

Explores the ways people of faith have sustained their spirits through the centuries. Students will be encouraged to experiment with some of the traditional disciplines, and also to establish modes of spirituality which are genuinely their own. This seminar recognizes the importance of spiritual formation in the maturing of one's Christian vocation and provides students with multiple sources for exploring and claiming spiritual practices during graduate theological education and in preparation for ministry.

STM 591 Supervised Ministry I**1-3 credits**

Develops ministerial skills by placing students in an appropriate ministerial setting under the direction of an approved supervisor. Students practice setting and implementing goals and critiquing ministerial performance. Both student and supervisor report to the Practicum Director.

STM 596 Directed Readings

Designed for students who have already demonstrated excellence in their chosen area of study. Submission and approval of a proposed course of study is required. Tutorial only.

STM 611 Ministerial Roles

Surveys the history of the church beginning with its scriptural and theological foundations. Provides a context for matching individual talents, experience and goals with the reality of ministry within the church today. Suggests trajectories for the future of ministry.

STM 621 Language and Culture in Biblical Exegesis

Presents an overview of the foundation of the Scriptures. A consideration of the forces involved in the formation of the various components of the Scriptures will be given. Included in the course will be an introduction to Scriptural interpretation. Ordinarily offered during the summer.

STM 641 Ministerial Ethics

Examines personal, congregational, ecclesial, and other ministerial ethical issues facing today's professional ministers, such as conflicts of interest, handling of money, sexual harassment and misconduct, the necessity for confidentiality, and legal issues pertaining to staff conduct.

STM 654 Theories and Practice of Youth Ministry

Investigates the human and faith development needs of adolescents within the context of contemporary culture and the Christian Tradition for the purpose of providing appropriate ministerial responses to them.

STM 661 Ministering in a Multicultural Church

Enables pastoral ministers to study, reflect on and share the issues facing a church that must speak to all cultures using experience-based curriculum

STM 665 Pastoral Ministries in the Deaf Community

Aims to provide students the pastoral skills necessary to work in the Deaf community. Both maintenance and outreach aspects will be considered including communication, leadership and conflict resolution skills. ASL required.

STM 667 Models of Campus Ministry

Focuses on formation for ministry within a university setting, especially in acquiring the skills needed in ministering to the psychological, social and spiritual needs of young adults as they negotiate the tasks of discerning questions of vocation and life style.

STM 671 Advanced Pastoral Care and Counseling

Provides pastoral ministers with advanced study of theoretical approaches to counseling in a faith-based setting, including working with groups and families, pathologies, intercultural issues, and theological reflection.

STM 673 Spirituality, Death, Dying and Healing

Studies the spiritual attitudes, beliefs and practices of several major religious traditions from the perspective of the pastoral care of those involved. Special attention will be given to developing pastoral skills including leading rituals and preaching at funerals and memorial services and healing strategies for the bereaved.

STM 674 Special Issues in Grieving and Loss

Examines the process and many facets of grief in the context of death and non-death related loss including grieving across the lifespan and complications in the grieving process. Practical strategies for healing will be explored.

STM 681 Preaching and Presiding

Explores the nature of Christian worship with attention to the ministry of preaching and presiding. This course is designed to provide students with experience in preaching as well as the art of presiding in worship. Students will be encouraged to integrate and show the relevance of biblical texts to contemporary social issues and concerns.

STM 685 Spirituality and Prayer in the Deaf Community

Prepares students to take leadership roles in developing spirituality resources and appropriate prayer forms including liturgical rituals for the Deaf community, ASL required.

STM 691 Supervised Ministry II**1-3 credits**

Develops ministerial skills by placing students in an appropriate ministerial setting under the direction of an approved supervisor. Students practice setting and implementing goals and critiquing ministerial performance. Both student and supervisor report to the Practicum Director.

STM 696 Directed Research I

Designed for students who have already demonstrated excellence in their chosen area of study. Submission and approval of a proposed course of study is required. Tutorial only.

STM 711 Western Cosmology and the Human Experience

Students will identify, dialogue with and celebrate cosmologies, including an emerging Western cosmology. The role of cosmology and how it shapes our Christian relationship to God, the earth and one another will be explored.

STM 713 Psychology and Spirituality

Aims at helping the students understand their personality types; to explore their own current psychological/spiritual frame of reference and to discern areas that may have been preventing true psychological/spiritual response.

STM 732 Christology

Integrates the study of historical developments in Christology as well as some recent Christologies with the faith response of discipleship.

STM 736 Ecclesiology

Surveys the scriptural and theological foundations for an understanding of the nature and life of the church. Provides a context for examining contemporary models of church.

STM 737 Sacrament and Symbol

Examines the sources of God's self communication through revelation and focuses on the mediation of God's presence and the human responses in symbol and sacrament.

STM 743 Human Consciousness and Ecotheology

Provides an overview of the human experience in social and ecological global trends and crisis. The evolution of paradigms will be explored and social and ecological analysis will be used to identify the "signs of the times" including new understandings of time and space. Christian responses to these trends and crisis will be explored.

STM 744 Bioregionalism and Sustainability in Christian Ethics

Explores bioregionalism and sustainability as concepts and values that impact Christian self understanding, ministry and community. Sensitizing ourselves to the "earth as primary context" impacts how we understand and carry out our ministry. Pastoral problems are understood in our local ecological and social context and ways to deal with them sustainably will be explored. The historical Christian concept of "place" with localized church roots will be developed also.

STM 771 Clinical Pastoral Education I

Provides supervised experience in a clinical setting appropriate to ministry. This course provides an essential element for ministry formation, providing the student an opportunity to develop pastoral care and counseling skills while advancing in formation and preparation for ministry. Grading for this course is Pass/Fail.

STM 772 Clinical Pastoral Education II

Provides further supervised experience in a clinical setting appropriate to ministry. This advanced course provides an essential element for ministry formation, providing the student an opportunity to develop pastoral care and counseling skills while advancing in formation and preparation for ministry.

STM 791 Ministry Integration Seminar**1-3 credits**

Develops ministerial skills by placing students in an appropriate ministerial setting under the direction of an approved supervisor. Students practice setting and implementing goals and critiquing ministerial performance. Both student and supervisor report to the Practicum Director.

STM 796 Directed Research II

Designed for students who are ready for advanced work in their chosen area of study. Submission and approval of a proposed course of study is required. Tutorial only.

STM 801 Propadeutic Doctoral Course in Christian Theology **1-4 credits**

Presents seminal works within Christian theology. This course provides theological background necessary for approaching doctoral work in practical theology. It will be made available for beginning doctoral students as faculty determines necessary.

STM 811 Contemporary Practical Theology **4 credits**

Introduces major works within practical theology worldwide since the 1960s together with an exploration of practical theological method. Relates developments within practical theology to those within the larger discipline of theology. Students will develop a synthesis of contemporary practical theology suitable for work toward an eventual dissertation topic.

STM 821 Hermeneutics and Methodology in Practical Theology **4 credits**

Presents hermeneutical philosophy and related interpretive fields central to contemporary practical theology, integrating methodological topics with a diversity of perspectives including deconstructionist, critical and postmodern theory. Students will develop philosophical and methodological criticism necessary to advance the contemporary construction of theology in a direction that restores focus on *phronesis* and recovers the primacy of praxis.

STM 831 Sources of Contemporary Practical Theology **4 credits**

Explores practical theological sources in the Old and New Testament as well as the experience of Second Temple Judaism and the first Christian communities. Focuses on the practical theological conversation throughout Christian history, with emphasis on the formal development of practical theology in the early 19th century and subsequent advances through the mid-20th century. Students will acquire an understanding of how scripture, practice, and theological reflection over the centuries provide the foundation on which contemporary practical theology rests.

STM 841 Social Science for Practical Theology **4 credits**

Examines social research methods and theory as related to the work of practical theology. Includes strong emphasis on social scientific research method and the social scientific study of religion. Students will learn to critically appropriate the resources social science offers contemporary practical theology.

STM 851 Advanced Practical Theology **4 credits**

Integrates major contemporary topics across all practical theology, including method, related religious studies topics, and major fields of Christian practice. Serves as a capstone course that brings together previous study of the practical theological literature in a single advanced course. This course is designed for students preparing for the candidacy examination and is to be taken just before candidacy examinations.

STM 861 Special Topics in Practical Theology **2-4 credits**

Offered on an occasional basis for special topics within particular subfields and specializations of practical theology. May include such topics as scriptural basis of practical theology; pneumatology and practical theology; religious studies theory and method; empirical theology as practical theology; advanced studies in religious education; a practical theological exploration of theological education.

STM 891 Supervised Teaching for Practical Theologians **1-4 credits**

Required of all Ph.D. in practical theology students formally assigned to teach or mentor St. Thomas University undergraduate or master's level students. Provides supervision in teaching; addresses pedagogical issues in theological education and university teaching in general. The course is designated as 891a for the first semester in which a student is registered for the course, with the course number assigned sequentially on an alphabetical basis for each subsequent semester.

STM 892-895 Directed Doctoral Reading in Practical Theology 1-4 credits

Students will pursue readings in advanced topics of particular interest in practical theology on a tutorial basis. To be arranged between the professor and student or students in advance. Course numbers 892-895 are used sequentially for each time a student registers for a directed doctoral reading course.

STM 896-899 Directed Doctoral Research in Practical Theology 1-4 credits

Students will pursue pre-dissertation research in practical theology on a tutorial basis. To be arranged between the professor and student or students in advance. Course numbers 896-899 are used sequentially for each time a student registers for a directed doctoral research course.

STM 901 Propadeutic Doctoral Course in Christian Practice 1-4 credits

Presents seminal works in Christian practice, including pastoral practice and public witness. This course provides background necessary for approaching doctoral work in practical theology. It will be made available for beginning doctoral students as faculty determines necessary.

STM 911 Formation and Spirituality in Practical Theology 4 credits

Examines critical areas of Christian formational practice, including religious education and proclamation, including preaching (*didache*, *kerigma*); spiritual theology; theological reflection; spiritual direction; and theological education. Students will be trained to collectively undertake a practical theological examination of their experience of formational practice.

STM 921 Community Life & Pastoral Practice for Practical Theology 4 credits

Presents congregational studies and Christian community life (*koinonia*) in light of a practical ecclesiology, including organizational theory, leadership styles, and pastoral care practices. Students will be trained to collectively undertake a practical theological examination of their experience of such practices.

STM 931 Public Theology as Practical Theology 4 credits

Explores forms of public theology, including contemporary political and liberation theologies, in the context of theological ethics and moral theology; social teaching; and service (*diakonia*). Students will be trained to collectively undertake a practical theological examination of their experience of public theological practice.

STM 941 Culture and Ritual in Practical Theology 4 credits

Examines contextual theologies and the theology of culture, including intercultural and postcolonial studies, with particular attention to ritual studies in light of the praxis of worship (*leiturgia*) and the role of symbol in practical theology. Students will be trained to collectively undertake a practical theological examination of their experience of such practices.

STM 961 Prospectus Seminar

Trains doctoral candidates to undertake and complete the writing of a dissertation prospectus in practical theology, including the creation of an appropriate literature review

for their intended dissertation topic. Supports the process of integrating theological, philosophical social scientific, and other appropriate methods within a unified practical theological method suitable for dissertation work in practical theology. The goal of the course is a successfully defended prospectus.

STM 971 Dissertation Seminar I

Trains dissertation writers in the art of practical theological writing and presentation while providing a collegial environment to facilitate and advance work on the dissertation. This course is designed to be the sole course taken during the second semester of candidacy.

STM 981 Dissertation Seminar II

Trains dissertation writers in the art of practical theological writing and presentation while providing a collegial environment to facilitate and advance work on the dissertation. This course is designed to be the sole course taken during the third semester of candidacy.

STM 991 Dissertation Seminar III

Trains dissertation writers in the art of practical theological writing and presentation while providing a collegial environment to facilitate and advance work on the dissertation. This course is designed to be the sole course taken during the fourth semester of candidacy.

STM 999 Dissertation Writing

1-6 credits

Ph.D. degree candidates will pursue dissertation writing in practical theology on a tutorial basis. Number of credit hours to be arranged between the dissertation chair and candidate in advance. The course number takes on a different letter suffix for each term it is offered.

ADMINISTRATION

Office of the President

Rev. Msgr. Franklyn M. Casale, M.Div., Immaculate Conception Seminary, S.T.B., Catholic University, B.A., Seton Hall University, Professor of Theology, President.

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Fall 2011 Calendar

The first week of registration is WebAdvisor registration only. Registration in B.A.S.I.C begins the second week of registration for each term.

FALL 2011 SEMESTER			
Advising for Summer A3, S1, S3 & S6 & Fall A6, A7 & FL	April 4	FL - Term Residence Hall Check-in Returning	Aug. 20-21
Orientation A for Fall Semester	June 16-17	Orientation B for Fall Semester	Aug. 18-10
A6 - Residence Hall Check-in	Aug. 12	Registration A1, A2 & SP Terms Begins Continues Through First Day of Term	Oct. 17
FL - Term Residence Hall Check-in New Students	Aug. 17	Advising for Spring A1, A2 & SP Terms	Oct. 17
A7 - 2011 October 15 - December 16			
A6 - 2011 August 13 - October 14	Aug. 13	Term A7 Begins	Oct. 15
Term A6 Begins	Aug. 19	Last day to Add A7 course - Instructor signature required for graduate classes	Oct. 21
Last day to Add A6 course - Instructor signature required for graduate classes	Aug. 31	Graduate Comprehensive Exam.	Oct. 22
Withdrawal Deadline 100% refund / A6 & FL - UG and GR	Sep. 5	Course Withdrawal Deadline w/ 100% refund if registered for A7 only Undergraduate) and for all A7 Graduate students	Oct. 26
Labor Day / St. Thomas University Closed	Sep. 23	Life Experience Portfolio Deadline	Nov. 7
Graduate Comprehensive Exam Application Deadline	Sep. 30	Founder's Day/Thanksgiving Vacation - STU closed	Nov. 23 - 27
A6 withdrawal with "W" grade Deadline - All Students	Oct. 14	A7 withdrawal - "W" grade Deadline	Nov. 29
Term A6 Ends	Oct. 17	Term A7 Ends	Dec. 16
A6 - Deadline for Faculty submission of Grades		A7- Deadline for Faculty submission of Grades	Dec. 19
FL - 2011 - August 22 - December 10			
FL - 2011 continued			
FL - 2011 - August 22 - December 10	April 11	Graduate Comprehensive Exam.	Oct. 22
New/Returning Student Registration for FL - Fall term	Aug. 22	FL - Fall term withdrawal deadline - "W" grade - All Students	Nov. 4
FL - Fall Term Begins -First day of classes	Aug. 26	Life Experience Portfolio Deadline	Nov. 7
Last day to Add w/out both Depart. Chair & Instructor Sig./ FL	Aug. 31	Founder's Day/Thanksgiving Vacation - STU closed	Nov. 23 - 27
Course Withdrawal Deadline w/100% refund FL - GR and UG	Sep. 5	Final Exams - FL - Fall term	Dec. 5 - 10
Labor Day / St. Thomas University Closed	Sep. 23	FL - Fall term ends	Dec. 10
Graduate Comprehensive Exam Application Deadline	Oct. 7	FL Term - Deadline for Faculty submission of Grades	Dec. 12
Midterm-Last day to submit SP Incompletes, and Dissertation/Thesis to library			
Application Deadline for December (Degree/Certificate) Graduation			
October 10, 2011			
Graduation Expo: Graduate Students(Masters - Doctoral) - Undergraduate Students - A-L - Undergraduate - M-Z -			
Application Deadline for May (Degree/Certificate) Commencement & Ceremony			
February 21, 2012			
Baccalaureate Mass - December 16, 2011			
December Commencement - December 17, 2011			

Law School Only: Emergency Make -Up Days (September 24, October 8, November 5, 2011)

8/2/2011

Spring 2012 Calendar

The first week of registration is WebAdvisor registration only. Registration in B.A.S.I.C begins the second week of registration for each term.

SPRING 2012 SEMESTER			
Advising for Spring A1, A2 & SP Terms	Oct. 17	SP & A1 - Term Residence Hall Check-in	
Registration A1, A2 & SP Terms Begins Continues Through First Day of Term	Oct. 17	Advising for Summer A3, S1, S3 & S6 & Fall A6, A7 & FL, 2011	April 2
Orientation Spring Semester		Registration for A3, S1, S3, S6, A6, A7 & FL Begins Continues Through First Day of Term	April 2
A2 - 2012 March 11 - May 11			
Term A1 Begins	Jan. 7	Term A2 Begins	March 10
Last day to Add A1 course - Instructor signature required for graduate classes	Jan. 13	Last day to Add for A2 course - Instructor signature required for graduate classes	March 16
Martin Luther King, Jr. / St. Thomas Closed	Jan. 16	Graduate Comprehensive Exam.	March 17
Withdrawal Deadline 100% refund/A1 & SP - UG and GR	Jan. 19	Course Withdrawal Deadline w/ 100% refund if registered for A2 only (Undergraduate) and for all A2 Graduate students	March 21
Graduate Comprehensive Exam Application Deadline	Feb. 17	Easter Break - St. Thomas Closed	April 5 - 8
A1 withdrawal with "W" grade Deadline - GR & UG	Feb. 24	Life Experience Portfolio Deadline	April 18
Term A1 Ends	March 9	A2 withdrawal - "W" grade Deadline	April 27
A1 - Deadline for Faculty submission of Grades	March 12	Term A2 Ends	May 11
		A2 - Deadline for Faculty submission of Grades	May 14
SP - 2012 - January 9 - May 5			
SP - 2012 - January 9 - May 5			
New/Returning Registration for SP - Spring term	Oct. 24	Spring Break - SP Term only - Not A1 or A2 Term	Feb. 27 - Mar. 4
Spring Term Begins - First day of classes	Jan. 9	Graduate Comprehensive Exam.	March 17
Last day to Add Undergraduate and Graduate SP courses	Jan. 13	SP - Spring term withdrawal deadline "W" grade	April 4
Martin Luther King, Jr. / St. Thomas Closed	Jan. 16	Easter Break - St. Thomas Closed	April 5 - 8
Withdrawal Deadline w/ 100% refund/A1 & SP - GR & UG	Jan. 19	Life Experience Portfolio Deadline	April 18
Graduate Comprehensive Exam Application Deadline	Feb. 17	Final Exams - SP Term	Apr 30-May 5
President's Day - No SP Term Classes	Feb. 20	SP - Spring term ends	May 5
Midterm-Last day to submit Fall Incompletes, and Dissertation/Thesis to the library	Feb. 24	SP Term - Deadline for Faculty submission of Grades	May 7
GRADUATION APPLICATION DEADLINES			
Application Deadline for May (Degree/Certificate) Commencement & Ceremony February 21, 2012			
Graduation Expo: Graduate Students(Masters- Doctoral) - : Undergraduate Students - A-L- Undergraduate - M-Z - Application Deadline for August Degree/Certificate June 29, 2012			
Baccalaureate Mass - May 11, 2012 May Commencement - MAY 12, 2012			

Summer 2012 Calendar
The first week of registration is WebAdvisor registration only. Registration in B.A.S.I.C begins the second week of registration for each term.

8/2/2011

GRADUATE ADMISSION ADDRESS

All requests for information and application forms or admission status inquiries should be directed to:

St. Thomas University
Office of Graduate Admission
16401 NW 37th Avenue
Miami Gardens, FL 33054-6459
Phone: 305-628-6546
FAX: 305-628-6591
Toll free in Florida: 1-800-367-9006 (in Florida)
Toll free Outside of Florida: 1-800-367-9010 (outside of Florida)
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