

# GRADUATE CATALOG

2021 - 2022



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The programs, policies, requirements and regulations published in  
this catalog are subject to change as circumstances may require.

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## **ACCREDITATION**

St. Thomas University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Bachelor, Master, Juris Doctor, Master of Law and Doctorate Degrees (PhD, EdD, and JSD). Contact the SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4501 for questions about the accreditation of St. Thomas University.



## **BOARD OF TRUSTEES**

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The Most Reverend Thomas G. Wenski  
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## PRESIDENT'S MESSAGE



Welcome! As your President, I am humbled and honored to serve the students and faculty of St. Thomas University. This catalog is your guide to our innovative graduate programs that will advance you to your career and personal goals. Our doctorate level faculty is uniquely positioned to provide the graduate level education you seek to achieve academic and career advancement.

The best investment a person can make is attaining a college degree. It is still a better investment than gold, the stock index or any other investment. And the return on investment multiplies when one earns a graduate degree. Education is the answer to the work-force development gap, I applaud you for taking the next step to ensuring your future success by advancing your education with innovative, entrepreneurial programs grounded in values-based leadership.

At St. Thomas University the modality of delivery for graduate education is even more convenient for adult learners with online and blended curricula. In addition, educating for technical fluency training and providing the skills for graduates to communicate in a multi-cultural and changing environment. St. Thomas University graduate programs will prepare you for success in the modern world of big data and acceleration.

Please utilize all St. Thomas University has to offer to ensure your success! Most important, establish the quality relationships with our excellent faculty that will lead to mentorship for life in your chosen field.

I look forward to seeing you on campus as you strive to become "a leader for life".

God Bless and Go Bobcats!

A handwritten signature in black ink, appearing to read "David A. Armstrong, J.D." The signature is fluid and cursive, with a distinct "D" and "A" at the beginning.

David A. Armstrong, J.D.  
President

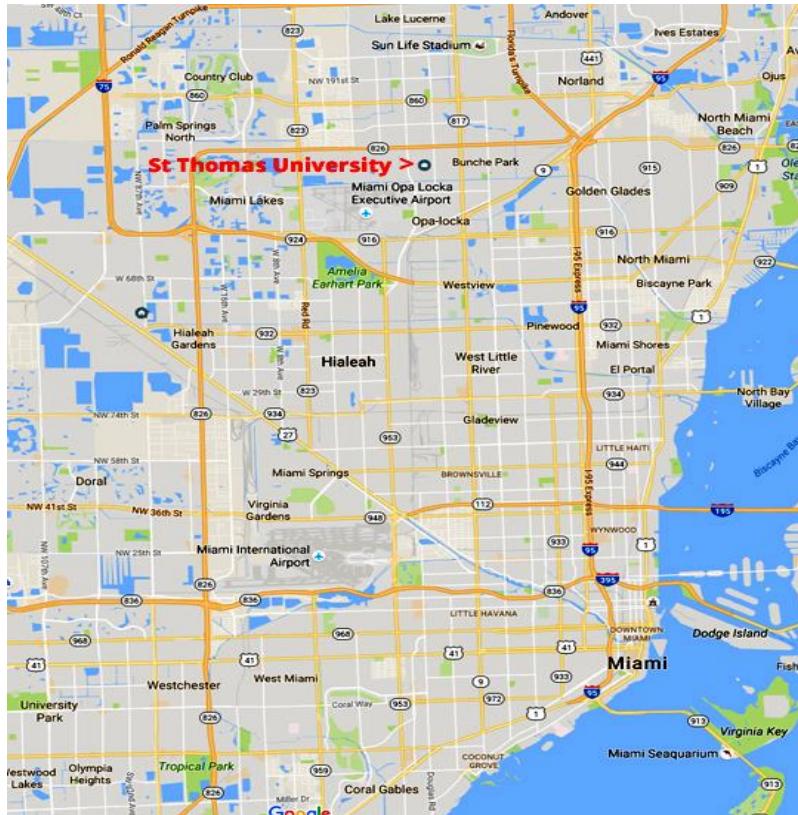
# VISITING THE UNIVERSITY

The faculty and administration at St. Thomas University encourages you to visit campus to get a first-hand introduction.

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, Graduate Admissions staff will make arrangements for you to meet with a financial aid counselor as well as an admissions officer. A St. Thomas University graduate student will take you on a tour of the University. If you would like to meet with a faculty member 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.

## ST. THOMAS UNIVERSITY LOCATION MAP



St. Thomas University, Main Campus - Admissions  
16401 NW 37th Ave., Miami Gardens, Florida 33054-6459  
305-628-6546 FAX: 305-628-6591  
[www.stu.edu](http://www.stu.edu)

# CAMPUS MAP



#### ACADEMIC

- 1 Mimi Dooner Hall
- 2 Library/Glucksohn Convocation Hall
- 3 College of Law & Law Library
- 4 O'Malley Hall
- 5 Academic Enhancement & Testing Center
- 6 College of Law
- 7 Sullivan Hall
- 8 Chikopee Hut & Environmental Hut
- 19 Carnival Cruise Lines Science & Technology Center for Professional Development
- 22 Cascota Hall/Health Clinic
- 23 Gus Machado College of Business

#### RESIDENTIAL

- 10 University Inn
- 13 Murphy Family Residences
- 15 Cascota Hall/Health Clinic
- 18 Villanova Hall
- 20 Fernandez Family Center for Leadership & Wellness

#### ATHLETIC

#### MULTI-USE

- 8 Chiller Plant
- 9 Carroll Hall/Cafeteria
- 9 Student Center/Bookstore
- 11 Borac Offices
- 12 Lewis Hall
- 17 Chapel of Saint Anthony Monastery
- 21 Monastery

16401 NW 37th Ave • Miami, FL 33054 • 305.625.6000 [stu.edu](http://stu.edu)



# **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 Association of Colleges of Nursing (AACN)  
American Chemical Society (ACS)  
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  
Association to Advance Collegiate Schools of Business International (AACBS International)  
Catholic Library Association  
Caribbean Tourism Organization (CTO)  
College and University Professional Association (CUPA)  
Commission on Collegiate Nursing Education (CCNE)  
Council of Independent Colleges  
Florida Association of Colleges and Universities  
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)  
Life Sciences South Florida (LSSF)  
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 Foreign Student Advisors (NASFAA)  
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 American Society for Sport Management (NASSM)  
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 Commission on Colleges (SACSCOC)  
Southern Association of Collegiate Registrars and Admission Officers  
Southern Association of Pre-Law Advisors  
Southern Association of Student Financial Aid Administrators (SASFAA)  
Southern Association for College Admission Counseling (SACAC)  
The Sun Conference



# 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 build upon its 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.



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.

# **GRADUATE ADMISSIONS**

## **REQUIREMENTS FOR ADMISSION**

All applicants must possess a bachelor's or master's degree (or its equivalent) from an accredited college or university prior to enrollment and submit proof no later than the end of the first semester. The Admissions Committee considers all applicants for admission based on their academic record, personal and professional accomplishments, motivation, talents, recommendations, personal statement, and test results, as applicable. Applicants may be required to submit the results of the Graduate Record Examination (GRE), the Graduate Management Test (GMAT), the Miller Analogies Test (MAT), Medical College Admissions Test (MCAT), and/or the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Pearson Test of English (PTE) or Level of English Proficiency (LOEP) pre-test to assess English skills.

### **Procedures for Admission**

Procedures for Admission – Applicants to a graduate program of the University must meet the minimum standards set forth by the University and the program. Applicants are invited to check the individual program requirements before submitting their applications. Admissions at the graduate level are competitive and meeting minimum program requirements does not guarantee admission.

An applicant who fails to meet this criterion may gain admission via an exception to the admissions standards which is approved by the Office of Admissions and the specific academic department.

All documents become the sole property of St. Thomas University (STU) and cannot be forwarded to another institution or returned to the applicant.

Students interested in applying to St. Thomas University may contact the Office of Admissions directly at the address below or online at [www.stu.edu/apply](http://www.stu.edu/apply)

St. Thomas University  
Office of Graduate Admissions  
16401 NW 37th Avenue  
Miami, FL 33054-6459  
Phone: 305-628-6546  
Fax: 305-628-6591  
Toll free: 1-800-367-9010

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

1. A completed and signed free Application for Admission.
2. Official college and/or university transcripts from the institution where the Bachelor's or Master's Degree was conferred. If you are a veteran expecting to utilize VA benefits, you are required to submit transcripts from each institution attended. Official transcripts are those sent directly from the institution attended to the Office of Admissions at St. Thomas University.
3. Letters of Recommendation forms (if required by academic program) can be obtained online at [www.stu.edu/admissions](http://www.stu.edu/admissions).
4. Admissions test scores, personal statements, and resume, if required by the graduate program.

## **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 is one month before the start date for domestic students, and three months before the start date for international students.

## **GRE, GMAT, MCAT, and MAT:**

Students entering a graduate program may be required to take the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), Medical College Admissions Test (MCAT), or Miller Analogies Test (MAT). The GRE, GMAT, MCAT, and MAT information bulletins contain all necessary registration information, and may be obtained from the Educational Testing Service at:

GRE: [www.gre.org](http://www.gre.org); GMAT: [www.gmat.com](http://www.gmat.com); MCAT: [www.aamc.org](http://www.aamc.org) or MAT: [www.milleranalogies.com](http://www.milleranalogies.com)

The Office of Graduate Admissions will notify students who are required to submit either the GRE, GMAT, MCAT, or MAT. If the graduate program does not require the GRE, GMAT, MCAT, or MAT test score, applicants may voluntarily submit their test score to enhance their credentials. Test Centers for the GRE, GMAT, MCAT, and MAT in Florida are listed in the information bulletin.

St. Thomas University serves as a test site for the MAT (Miller Analogies Test). Information can be obtained by calling 305-628-6797 or visiting:  
[www.stu.edu/newstudents](http://www.stu.edu/newstudents).

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

For information on the MCAT, please visit the Association of American Medical College’s website: [www.aamc.org](http://www.aamc.org)

## **TOEFL/IELTS/PTE:**

The TOEFL, IELTS, and PTE are acceptable tests for English proficiency. These tests are offered in the United States and many foreign countries. Further information may be obtained at US Consulates or from the test website [www.toefl.org](http://www.toefl.org), [www.ielts.org](http://www.ielts.org), [www.pearsonpte.com](http://www.pearsonpte.com) or from the following addresses:

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

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

Pearson VUE  
Three Bala Plaza West, Suite 300  
Bala Cynwyd, PA 19004  
(610) 617-9300

## **Admissions Classifications**

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

1. Full Admission - a student who meets all degree requirements, and who has submitted all required official documentation for admission.
2. Provisional Admission - a student whose academic credentials are below the recommended program level but 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, may be required to take specific courses, and/or may 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.
3. Conditional Admission - a student who meets all degree requirements; however, the application is incomplete or is missing required official documents.
4. Provisional/Conditional Admission - see both Provisional and Conditional Admission above.
5. Readmission - To initiate the readmission process, the student must complete and submit, at a minimum, the re-application form and non-refundable fee to the Graduate Admission Office. All past credits will be reviewed at the time of such readmission in light of current degree requirements. Other requirements for re-application may be requested by the Program Coordinator/Director before recommendation is made for the student to be re-admitted in the program.

### **Special Student**

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. The Office of Graduate Admissions processes all Special Student applications. No financial aid or assistance is available to students in the Special Student category.

A special student is limited to twelve (12) credits only. A special student who is taking a St. Thomas University course(s) to 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 twelve (12) credits must be admitted to a graduate or applicable 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 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 to 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 percent of the total tuition charges for each semester on the first day of classes for the semester/term and the balance no later than eight days after that start of the semester/term.

## **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:
  - a. Subjects studied
  - b. Marks or grades awarded
  - c. Length of class periods (optional)
  - d. Number of periods per week for each subject (optional)
  - e. 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:** A NACES (National Association of Credential Evaluation Services) accredited evaluator, including InCRED (International Credential Evaluations), must evaluate all transcripts from institutions outside the United States. The evaluation agency must indicate that the institution has accreditation equivalent to that of institutions recognized as accredited by the United States Department of Education. However, the Office of Graduate Admissions 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 Graduate 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 Graduate Admissions at St. Thomas University.
4. **TOEFL/IELTS/PTE:** 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) the International English Language Testing System (IELTS) or the Pearson Test of English (PTE). Applicants must demonstrate a TOEFL score of at least 213 on the computer-based test or 79 on the Internet-based test, an overall IELTS score of at least 6, or a PTE score of 50.

Applicants transferring from US or non-US institutions where the language of instruction is English, who have demonstrated proficiency in the English language, are exempt from the TOEFL, IELTS, and PTE.

Academically qualified applicants unable to take the TOEFL/IELTS/PTE or who have a TOEFL score below 213 on the computer-based test or below 79 on the Internet-based test, an IELTS score below 6, or a PTE score below 50 overall 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, IELTS, PTE, or LOEP, international students may be allowed to take a limited number of courses in their degree program, while completing their English coursework. The Office of Graduate Admissions and Director of the Academic Enhancement Center will make this determination.

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

St. Thomas University serves as a test site for the MAT (Miller Analogies Test). Information can be obtained by calling 305-628-6797 or visiting: [www.stu.edu/students/student-success-center/testing-center/](http://www.stu.edu/students/student-success-center/testing-center/)

Once all appropriate admission documents are received, the Office of Graduate Admissions will begin immediate review of the applicant's file. An admissions decision will be made within 24-48 hours, and the applicant will be communicated by mail or email.

### **United States Citizen and Immigration Services Requirements**

Most international students require a Student Visa (F-1) to study in the United States. Some international students may already have an immigration status that 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 to pursue their studies in the United States. Applicants who need to obtain a student visa (F1) should allow sufficient time to process their application for admission and acquire their student visa.

### **Certification of Eligibility (Form I-20 for F-1 Visa)**

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

1. Financial Guarantee Form. The individual or agency that will act as the Financial Sponsor for the student must complete this form. This form must be completed and signed by the student, sponsor, 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 Graduate Admissions for the minimum amount that must be certified). The required Financial Guarantee Form is available via the International Admissions website: <https://www.stu.edu/Students/Student-Affairs/International-Student-Services/international-admissions/>
2. Copy of the passport identification page.

International students who do not require a student visa (F-1) because they already have a visa in effect 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
- Transfer Eligibility Form (available at [www.stu.edu](http://www.stu.edu) or in the Office of Graduate Admissions)

International students who have an F-1 Visa in effect will be required to submit the following documents, in addition to the requirements mentioned above.

### **Procedure for Obtaining a Student Visa (F-1)**

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

- Letter of acceptance from St. Thomas University
- I-20/DS-2019
- 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.

### **Additional Requirement**

For purposes of tuition payments, international students must pay 50 percent of the total tuition charges for each semester on the first day of classes and the remaining balance no later than eight days after the start of the semester/term. Payment arrangements can be arranged/discussed with the Business Office, located in Mimi Dooner Hall, Office 102, (305)-474-6977.

### **Office of Graduate Admissions Address**

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

St. Thomas University  
Office of Graduate Admissions  
16401 NW 37th Avenue  
Miami, FL 33054-6459  
Phone: 305-628-6546  
Fax: 305-628-6591  
Toll free: 1-800-367-9010  
[graduate@stu.edu](mailto:graduate@stu.edu)

# **FINANCIAL AFFAIRS**

## **REGISTRATION AND PAYMENT POLICY**

In order for registration to be complete, tuition and fees must be paid, or payment arrangements made by the specified due dates for the corresponding term you are registered for (Refer to the academic calendar). Payments may be made by cash, money order, check (subject to bank approval – checks may also include cashier's and treasurer's checks), credit card (VISA, MasterCard, and Discover), financial aid authorization, or bank wire transfers. American Express is not accepted as form of payment.

To use anticipated Financial Aid funds toward payment at registration, a student MUST have received a Financial Aid award. If the Financial Aid award is less than the amount owed to the University, the difference must be paid in full by the specified due date for the corresponding term you are registered (Refer to the academic calendar). 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 percent processing fees; others are disbursed in the awarded amount.

If a student opts not to get financial aid, payment is due by the specified due date for the term you are registered (refer to the academic calendar). If suspended from receiving financial aid, payment is required in full.

## **LATE REGISTRATION**

Students who register after the first week of classes will be assessed a late registration fee of \$150.

**In addition, all unpaid balances (net of financial aid and payment plans) will be assessed a \$150 Non Payment Fee. (NO EXCEPTIONS).**

## **ADD/DROP CLASS ADJUSTMENTS AND REFUND POLICY**

Payment is due immediately for any additional charges resulting from the completion of an add/drop form. If a decrease in credit hours results in a student dropping below full-time during the posted add/drop period (12 hours for undergraduate students; 6 for graduate students), tuition, general fee assessment, and Financial Aid awards 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 administration and a student's new total credits fall below full-time, the student will receive 100 percent tuition and fee adjustment for this change only.

## **WITHDRAWAL FINANCIAL ADJUSTMENT SCHEDULE**

### **EACH FALL, SPRING, SUMMER TERM:**

Tuition	% Credited from Account	You Owe
Up to the 8 <sup>th</sup> day of term.....	100%	0%
After the 8 <sup>th</sup> day of term .....	0%.....	100%

## **8 Week SESSIONS AND TERMS GRADUATE STUDENTS**

Students enrolled in 8 Week Terms or Sessions are allowed to withdraw by the 8th day of the enrolled session. For example, if registered for "FL1" a student may withdraw from the "FL1" session during the first eight (8) days of the "FL1" term and be eligible for a 100 percent refund. If student is registered for "FL2" the student can withdraw during the first eight (8) days of the "FL2" term and be eligible for a 100 percent refund.

Students enrolled in "SP1" 8 week term are allowed to withdraw by the 8<sup>th</sup> day of the "SP1" term to be eligible for 100 percent refund.

Students enrolled in "SP2" 8 week term are allowed to withdraw by the 8<sup>th</sup> day of the "SP2" term to be eligible for 100 percent refund.

### **ST. THOMAS UNIVERSITY REFUND POLICY**

Tuition refunds are based on total tuition charges and **not** on the amount paid. Refunds for students who were awarded federal aid will be refunded in accordance with Federal Law to the programs that disbursed the funds. Federal law requires St. Thomas University to refund any excess funds as a result of Financial Aid by the 14th day after aid has been posted to the students' account. **Registration fees and deposits are non-refundable. IN THE CASE OF "8 week" 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 Student Success Center. The effective date of withdrawal is the date on which the Student Success Center 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 referral to a collections agency. St. Thomas requires all students 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, US 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 the Student Success Center at the time of registration **or email stufa@stu.edu**. Students can also request a Tuition Invoice/Receipt online through the Student Success Center or Financial Affairs webpage. Please allow 5 to 10 business days for processing. 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.**

### **St. Thomas University TUITION INSTALLMENT PAYMENT PLAN**

Students may choose to pay charges owed for an upcoming academic year (Fall and Spring semesters only) by enrolling in a payment plan. We have an easy to setup and convenient payment plan available to pay for your out of pocket tuition cost. Our payment plans include a 5 or 4 month plan per semester, with only a \$40.00 fee to start the plan. Set up your plan today by logging in to <https://mybobcat.stu.edu/> and going to Student Self Service.

**The Business Office will provide assistance to enroll if needed.**

### **RIGHT TO PRIVACY AND DISCLOSURE REGARDING FINANCIAL RECORDS**

The Gramm-Leach Bliley Act, enacted in 1999, provides for safeguarding customer information and the customer's right to privacy and disclosure. In accordance with this Act, 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 financial obligations to the University. 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. Students who are not cleared for Graduation will not participate in the Ceremony. All financial obligations must be fulfilled. This policy may be subject to change.

### **DELINQUENT STUDENT ACCOUNTS**

Students are responsible for 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 the Student Success Center before the end of the specified 100 percent 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 outstanding balances and accumulated interest.

In order to receive a full refund, students who wish to drop classes must complete the proper form and report to the Student Success Center no later than the final full refund drop date (100 percent Refund Withdrawal Date). **Please see Business Office Bulletin online for details.** Courses officially dropped with a 100 percent 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 mailed to:**

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

**Or payment can be made online via MYBOBCAT or at [go.stu.edu/pay](http://go.stu.edu/pay)  
WIRE TRANSFER PAYMENTS**

Wire transfer of funds for payment on student accounts at St. Thomas University can be handled through any full service bank. **Wire transfers should be directed 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.**

**VETERAN ADMINISTRATION INFORMATION**

In accordance with Title 38 US Code 3679 subsection (e), St. Thomas University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. St. Thomas University will not:

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

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

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.



<b>ROOM AND BOARD</b>	Double (Quad Suites)	\$2780	\$2315	per semester
		<b>Room Rate</b>	<b>Board Rate</b>	
<b>University Inn</b>				
Single		\$6840	\$2315	per semester
Double		\$3345	\$2315	per semester
Triple		\$1905	\$2315	per semester
<b>Villanova Hall</b>				
Single		\$7200	\$2315	per semester
Double		\$3705	\$2315	per semester
Triple		\$2725	\$2315	per semester
<b>Sullivan Hall</b>				
Single		\$3705	\$2315	per semester
Single		\$1905	\$2315	per semester
Room Reservation and Damage Deposit (Refundable upon departure from dormitories)			\$250	

**\*Contact Campus Life for full contract details about Room & Board options/fees.**

#### **GENERAL FEES AND DEPOSITS**

*Audit Graduate Course Fee	*Refer to your program cost per credit*
*Audit Course Fee Law School	\$1711
*Credit by Exam	\$300
*Course Drop/Add Fee ( <i>after 1st week of term/semester</i> )	\$10 per course
*Late Registration Fee ( <i>after 1st week</i> )	\$150
*Late / Non Payment Fee	\$150
*Health Insurance Fee ( <i>annual rate</i> )	\$1857
*Health Insurance Fee ( <i>spring/summer rate</i> )	\$1078
(Health Insurance fee will be waived upon submission of proof of private coverage by the posted deadline)	
*Student Health Services Fee (per semester)	\$105
*Parking Permit/Decal replacement fee	\$30
*Portfolio Assessment Fee (27 credit maximum)	\$813
*Returned check fee	\$50 per check
*Laboratory Fee ( <i>Computer Lab &amp; Science Labs</i> )	\$105 per course
*Replacement Diploma Fee	\$150
*Official Transcript	\$10
*Official Transcript ( <i>express delivery fee</i> )	\$25
*Tuition Payment Installment Plan	\$40 per semester
*Tuition payment Plan Late Fee	\$25 (per month)
*Bobcat Enrollment Fee – Undergraduate Only	
Full-Time (per semester)	\$570
Summer (per Semester)	\$170

#### **TESTING**

*CLEP	\$124
*LOEP	\$35
*Accuplacer ( <i>re-test whole exam</i> )	\$45
*Accuplacer ( <i>partial re-test</i> )	\$15

#### **NEW STUDENT FEES & DEPOSITS**

*Application Processing Fee	\$40
*Room Reservation and Damage Deposit	\$250
*Tuition Deposit	\$200
*Law School Application Processing Fee	\$60
*School of Law (JD) Seat Deposit	\$500

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

# **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  
PO 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.

You can also visit the website at [www.stu.edu](http://www.stu.edu) and select "Veterans' Information and Services" for more information.

## **VETERAN ADMINISTRATION INFORMATION**

In accordance with Title 38 US Code 3679 subsection (e), St. Thomas University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. St. Thomas University will not:

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

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

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.



# **FINANCIAL AID**

The Financial Aid Office at St. Thomas University (STU) is committed to providing 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 works closely with each student in order to make the cost of education affordable. Therefore, it is important to apply early and adhere to the application requirements and deadlines.

Graduate/doctoral students at STU 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 STU 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 Attendance (COA).

## **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.
- Have a valid Social Security Number.
- Use federal student aid only for educational purposes.
- 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 forms of financial assistance, a student must complete the Free Application for Federal Student Aid (FAFSA) online. In order to complete the FAFSA online, an FSA ID must be established by student.**

**Federal School Code for St. Thomas University is 001468.**

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

1. Enroll in the university, or, if in attendance, be a student in good academic standing (please refer to the section below on satisfactory academic progress (SAP)).
2. Complete the 2021-2022 Free Application for Federal Student Aid (FAFSA) at [studentaid.gov](https://studentaid.gov)
3. Create an FSA ID, visit the following site to obtain an FSA ID: [studentaid.gov](https://studentaid.gov).
4. Provide, if requested, proof of U.S. citizenship or eligible resident DHS documentation.

5. We encourage the use of IRS data retrieval when completing and submitting your FAFSA.
6. Provide additional information as requested to satisfy institutional, federal and state program requirements.

**Please note: Financial aid is not available for audited courses.**

**COST OF ATTENDANCE (COA)** – Estimated and reasonable cost of completing a standard year of college. The COA is required by the Federal Government and includes: Tuition and Fees, Books and Supplies, Room and Board, Transportation and Living Expenses. COA is determined by the number of credits enrolled within the academic year. Federal regulation limit the total of all financial aid awards, including scholarships, FWS, and loans to the cost of attendance.

## **TYPES OF FINANCIAL AID**

**FEDERAL WORK STUDY (FWS)** A need-based program funded by the federal government to provide part-time employment for students while gaining valuable experience. Federal Work Study students can work up to 15 hours per week in a variety of jobs on campus or through the America Reads Program off-campus. Students must enroll at least half time to participate in the FWS program.

**Federal Direct Unsubsidized Loans** A non-need based, long-term loan administered by the Department of Education. Eligibility is determined by the information provided on the Free Application for Federal Student Aid (FAFSA) and the schools total cost of attendance (COA) minus all other aid received. Students must enroll at least half time to receive this loan and are responsible for paying the interest while attending school. For additional information please visit our "types of aid" section with regards to the Federal Direct Loan Programs page online at: studentaid.gov or <https://www.stu.edu/admissions/financial-aid/types-of-aid/>

Federal Direct Unsubsidized loans are awarded without consideration of financial need. The interest accrues while in school and, if not paid, is added to your balance when your loan goes into repayment.

All Unsubsidized loans have a six-month grace period following graduation (or unless you drop below half time enrollment) before you begin repayment. For graduate/doctoral students, the annual limit for a Federal Direct loan is \$20,500. The total borrowing limit under the Federal Direct Loan program is \$138,500 (limit includes undergraduate loans borrowed).

In accordance with federal regulations, all students who have received a Federal Direct Loan and/or Grad PLUS Loan while attending the University must complete 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: studentaid.gov

**Federal Direct PLUS Loan for Graduate/Professional Students (optional)** This loan allows you to borrow up to the cost of attendance less any other financial aid you

receive; there is no aggregate loan limit. You must exhaust your loan option for the Federal Direct Loan before the Financial Aid Office can award you the Federal Direct PLUS Loan. You must complete the FAFSA and a new PLUS Application for each year you wish to apply for the Federal Direct PLUS Loan.

The Graduate Plus application can be found at: [studentaid.gov](https://studentaid.gov). This is an unsubsidized education loan that is credit based, has no grace period, and interest and repayment begins after the loan is fully disbursed. However, the Federal Direct PLUS Loan has the same deferments and forbearance options as the Federal Direct Loan program.

**Note:** All Federal Direct Loans have a six-month grace period following graduation (or unless you drop below half time enrollment) before you begin repayment.

**Private Alternative Loan** Alternative loans are available through commercial lenders for educational costs during periods of enrollment. They are based on credit-worthiness. We strongly suggest that students submit a FAFSA and seek federal loan assistance before attempting to participate in any alternative loan programs. To compare lender benefits and apply for a Private Loan, click [here](#).

Please be sure to use our school code 001468 when applying for a Private Loan.

**NOTE:** Prior to obtaining a federal loan, all first-time borrowers at St. Thomas University must participate in Loan Entrance Counseling in accordance with federal regulations. The purpose is to provide debt management counseling, and to inform the student of his/her rights and responsibilities as a borrower of a federal direct loan. In addition, and in accordance with federal regulations, all students who obtain a federal direct loan must participate in Loan Exit Counseling prior to separation from the University. Counseling includes information about the amount of indebtedness, deferment, forbearance, and consolidation provisions related to loan repayment. Federal Direct Loan recipients receive a reminder to complete the Entrance and/or Exit Loan Counseling at [studentaid.gov](https://studentaid.gov)

**SCHOLARSHIPS** For a list of these and additional outside scholarships available for our students, please visit: <https://www.stu.edu/financial-aid/Scholarships/>

## HOW TO BORROW WISELY

- Consider and research alternate methods of financing (e.g. scholarships, fellowships, employee tuition reimbursement, veteran's benefits, savings, family, etc.).
- Carefully compare repayment incentives, interest rates and discounts.
- Repay debts as soon as possible; the longer you owe, the more you will pay (time value of money).
- To help secure your financial future, stay in touch with your lender/servicer.
- Borrow as little as possible, and only borrow what you need.

## PRIORITY DEADLINES

All financial aid documents, including the results of the FAFSA or Renewal FAFSA (FAFSA-R), must be received by the Financial Aid Office to be considered "on time" by the priority date - **February 1<sup>st</sup>** for the following school year. Students whose files are completed accurately by this deadline will receive priority consideration for limited Federal, State, and/or Institutional funds.

## **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 on October 1<sup>st</sup> of the prior year online at: studentaid.gov.

## **STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

St. Thomas University (hereafter "the University") demonstrates administrative capability in their Satisfactory Academic Progress (SAP) Policy, as it measures the progress of a student toward his/her program objective. Maintaining a SAP policy is a requirement for the University to provide financial aid for all students. The policy sets minimum standards for evaluating SAP per federal and state regulations. This policy addresses the major features of the University's SAP policy with respect to all major components required, including quantitative, qualitative, and rate of progression. Within these measures are:

- **Maximum Time Frame**
- **Quantitative Measure (Rate of Progress)**
- **Qualitative Measure (Cumulative GPA)**

**Lastly, this section encompasses the analysis of:**

- **SAP Statuses**
- **Appeals**
- **Regaining Eligibility**

It is extremely important for all St. Thomas University students to review the Satisfactory Progress Policy -- particularly student just starting at the University. Every course enrolled at STU -- even the ones a student may later drop or get an incomplete grade for -- will be included in a Satisfactory Progress review. Taking time to understand the policy now, can assist students with planning their academic career pathway in a way that will keep them fully eligible for financial aid.

## **SAP POLICY**

To be considered in good academic standing, and eligible for financial aid, students must successfully complete at least 67% of their attempted credits (quantitative progress) and meet the cumulative grade point average for the number of credits earned (qualitative progress).

The final SAP component is maximum time frame, a calculation used to ensure a student earns his/her degree or certificate within 150% of the time required for said program. For example, a student enrolled in a 60 credit program would reach maximum time frame if they attempted 90 credits and still had not successfully completed that program.

The University reviews SAP for all students at the end of each semester, even if the student is not utilizing federal student aid. All attempted credits, including transfer credits (for completion rate), are included in SAP calculations.

Students are notified via email when a SAP calculation has been processed and are directed to the Student Self Service Portal for more information regarding their status and appeal information, if necessary.

In order to remain in good standing and retain eligibility for financial aid, students must complete 67% of the courses they attempt, and maintain a cumulative GPA of 3.0 or better. In addition, students must not have reached the Maximum Time frame measure as identified above.

### **Maximum Time Frame**

The University measures student progress to ensure the student does not exceed Maximum Time Frame (MTF) and is on track to earn his/her degree. Federal regulations require a student complete his/her educational program within an MTF of no more than 150% of the published program length. All credits taken at the institution and all transfer credits accepted count towards the calculation of Maximum Time Frame.

### **Transfer Credits**

Credit towards graduation from St Thomas University is granted for courses taken at accredited institutions with a grade of 3.0 or above, if those courses are deemed both comparable to a course at the University and relevant to the student's proposed program of study at the University.

### **Quantitative Measure (Rate of Progress)**

The University requires a student to successfully complete 67% of all attempted hours to maintain financial aid eligibility. These credits include all transfer credit accepted and all subsequent credits earned at the University. The University does not round up when computing the percentage of courses completed. Credits attempted include all courses taken at the University, including repeated courses and all accepted transfer credits.

$$\textbf{42 credit hours earned} \div \textbf{65 credit hours attempted} = \textbf{64\%}$$

In the example above the student would be below the University's minimum requirement for progression and would not be meeting SAP

### **Qualitative Measure (Cumulative GPA)**

As noted above, all students are required to maintain a Cumulative Grade Point Average (CGPA) based upon credits attempted & completed. Example: A Graduate student is required to maintain a CGPA for the number of credits attempted & completed. Graduate student must have at least a 3.0 CGPA at the end each payment (term) period.

For GPA purposes, the cumulative GPA is calculated using the following grades:

GRADE	GPA VALUE	ATTEMPTED	COMPLETED
A	4.00	Yes	Yes
A-	3.67	Yes	Yes
F	0.00	Yes	No
W	----*	Yes	No
I	0.00**	Yes	No
Transfer Credits	---	Yes	Yes

**\* GPA Value is not calculated in your CGPA.**

**\*\* GPA Value is calculated in your CGPA.**

### **The following grade points are used:**

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.

The following terms are used: A=Superior; B=With Merit; C=Satisfactory; D=Passing; and F=Failure.

Other grade indicators are:

AD=Administrative Drop (permanent grade for non-payment, no grade points used in the calculation of GPA); credits are counted as attempted

AU=Audit (no credit or grade points)

CP=Course in Progress (temporary grade for internship courses); credits are counted as attempted; no GPA

I=Incomplete credits are counted as attempted; no GPA

NG=No Grade Submitted (temporary grade); credits are counted as completed; no GPA

NP=No Pass (unsatisfactory, for pass/no pass courses); credits are counted as attempted; no GPA

P=credit earned, for pass/no pass courses); counted attempted/completed credits; no GPA

UW=Unofficial Withdrawal (no credit or grade points earned, not used in calculation of GPA, can only be given if the student never attended the course); credits are counted as attempted

W=Official Withdrawal (no credit or grade points); credits are counted as attempted

AW=Administrative Withdrawal (permanent grade, no credit or grade points, not used in calculation of GPA); credits are counted as attempted

**Repeated Coursework** – The first time a course is completed and passed is counted as a passing grade for SAP purposes. The student can only repeat a previously passed course once in an effort to improve the grade and receive federal aid. Future attempts to improve course grade will impact the number of credits enrolled impacting financial aid eligibility for title IV programs.

If course is failed, the student may repeat the course as often as needed to receive the passing grade (if SAP is maintained). For repeated courses, the credit hours of both attempts are counted in the Quantitative Measure (Rate of Progress) and Maximum Time Frame (MTF) calculation. The hours for all attempts of the course will be counted as hours attempted.

Credits are not counted as completed for courses with a W, F, I, or CP, however; those credits are counted as attempted.

### **Grade Replacement**

All courses applicable to a student's major (whenever taken, including academically forgiven courses and grade replacements) are included in evaluating a student's satisfactory academic progress for both quantitative [attempted] and qualitative [CGPA] components. However, a student may be able to appeal loss of eligibility due to special circumstances.

If the student is replacing a C- the grade replacement will show: \*X

If the student is replacing a D+ the grade replacement will show: \*Y

If the student is replacing a D the grade replacement will show: \*Z

If the student is replacing an F the grade replacement will show: \*\*

**Incompletes** - A student with valid reason (as determined by the Dean) for not completing a course requirement, and has been granted additional time to complete the course is given a grade of "I". It is the student's responsibility to contact the Financial Aid Office of any grades changes. The FAO will then re-process SAP for those students.

### **SAP STATUSES**

**Satisfactory:** The student is meeting all measures of the SAP policy and is in good standing.

Warning: The student has failed to meet SAP requirements. Students on a SAP Warning are eligible for Financial Aid for one semester.

**Suspension:** A student at the end of his/her Warning period, who has not met the necessary requirements is placed on Suspension and is ineligible for financial aid. Students on Suspension may file an appeal.

**Academic Plan/Probation:** A student on who successfully appeals their Suspension status is placed on an Academic Plan. Academic Plans are probationary statuses. Once an academic plan has been created the plan dictates the SAP standard for the student and must be followed. If the student is unable to achieve the plan, he/she will no longer be eligible for financial aid and will be responsible for paying for his/her own tuition until the student can meet the minimum SAP requirements.

**Suspension Status:** Students on an academic plan who fail to meet the requirements of said plan are placed on Suspension Status and are ineligible for financial aid. Students may regain eligibility at such time as they are meeting SAP requirements. Students who believe they are meeting SAP requirements should notify the Financial Aid Office in order to be reevaluated.

**Appeals:** A student can appeal the decision to have eligibility reinstated. In the appeal the student must state his/her reasons for falling below SAP standards and include a plan of action to correct the situation. All appeals should be submitted to STU Financial Aid Office within 30 calendar days of the day the suspension notice was sent.

Students who wish to file an appeal must have his/her advisor create an Academic Plan. The academic plan is the minimum requirements to reach SAP standards and how the student can effectively achieve this goal. During the period the student is on an Academic Plan, the student is unable to withdraw, fail or have any incomplete course(s). Once an academic plan has been created the appeal committee dictates the SAP standard for the student.

The appeal process follows federal rules and a student will be asked to provide the following:

- Explain and document the mitigating circumstances (e.g., major illness, death in the family, other special circumstance) that prevented the student from meeting the required standards;
- Explain what has changed or will change for him/her, so that he/she will be able to earn the required cumulative grade point average and meet the 67% credits earned threshold by the end of the probation period; and
- Detail how his/her degree will be earned within a maximum time frame of 150% (including transfer credits).

Appeals are either approved or denied. Students with approved appeals are expected to follow their SAP Academic Plan.

- Appeal Approved – if a student's appeal is approved, the student is eligible for financial aid and plan is reviewed at the end of each term.
- Appeal Denied – If a student's appeal is denied, the student will not be eligible for financial aid. A student may still continue to attend the University but the student would be responsible to find alternative means to pay all cost associated with enrollment.

**Documentation:** The University in compliance with federal regulations regarding record retention maintains all appeal documentation in the student's electronic records for 5 years.

**Regaining Eligibility** A student who loses eligibility (federal, state, and/or institutional aid) may regain eligibility if, in the future, his/her academic performance meets the SAP requirements. Students who have had an appeal denied or who have been placed on SAP Termination who later meet requirements should contact the Financial Aid Office to be reevaluated.

**Reinstatement of Financial Aid without an approved appeal** A student who loses eligibility (federal, state, and/or institutional aid) may regain eligibility if, in the future, his/her academic performance meets the standards with a denied appeal. The student may also regain eligibility after enrolling and paying for classes and meet the minimum GPA requirements and completion rate.

### **FREQUENCY OF MONITORING**

STU reviews SAP for all students at the end of each semester, even if the student is not utilizing federal student aid. All attempted credits, including transfer credits (for completion rate), are included in SAP calculations.

Please note, some of the University's academic programs, scholarships and/or grants may have more stringent requirements than the standard SAP policy. It is up to the student to know the requirements of their chosen program

### **DEFICIENCIES/PREREQUISITES**

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

### **Treatment of Non-Punitive Grades, Repeated and Audited Courses**

The University has specific rules for non-punitive grades, repeated courses and audited courses. Pass/Fail, Withdrawals and Incomplete grades count as hours attempted and therefore affect rate of progression, however; due to the nature of the grade, they do not affect the CGPA computation.

If a student has an Incomplete (I) and this has caused him/her to be on SAP Probation it is the responsibility of the student to ensure the SAP status is reviewed upon the awarding of the final grade. (See Section regarding Incomplete Grades and extensions) For repeated courses, the first course grade will not be computed into the total GPA (when the student submits the grade replacement electronic form). Instead, the most recent grade will be used. However, the hours for all attempts of the course will be counted as hours attempted.

### **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. **It is the student's responsibility to inform an advisor at the Financial Aid Office if grade changes have been made to his/her academic record.**

### **Treatment of Transfer, Consortium Agreement, Change of Major, Second Degree and Second Major Courses**

The University counts all hours to determine academic progress:

- **Transfer Credits** – The University values prior formal learning. Transfer credits may include:

- ACE/PONSI approved credit
  - ACE-approved military training and experience credit
  - CLEP, ACT/PEP, and DANTES DSST programs (the maximum number of semester-hour credits which may be challenged and transferred is 30). See section regarding Challenge Exams. Students need to submit an Official Transcript to the Admissions Office. Credit hours accepted by the University will be considered for SAP.
- **Consortium Agreement** - A current student may receive Title IV aid if they are taking coursework at another school and if the participating institution enters into a consortium agreement with the University. This agreement states that courses taken with the host institution will transfer to the University who will process and disburse the student's aid. Therefore, all grades received from a consortium agreement are calculated in student's SAP.
- **Change of Major** – Multiple changes to a program of study will negatively impact academic progress. These changes will result in the accumulation of credits that exceed the maximum time frame permitted for completion of a program. Taking courses that do not apply towards a declared program of study will also result in the accumulation of credits that may exceed the maximum time frame permitted to complete a program of study.
- **Second Degree and Second Major Courses** – Students attempting a second degree or major are subject to maintain SAP.
- **Study Abroad** - The student must first be accepted to study abroad by meeting with his/her academic advisor and obtaining approval. Once approved, grades received in a study abroad program will be part of SAP requirements.

### **DROPPING/WITHDRAWING**

Awarded funds are intended to help meet educational expenses during University study. 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. 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 Department of Education. **You should consult with an academic advisor prior to dropping or withdrawing to avoid unnecessary financial hardship.**

Financial aid is refunded based on the last date of attendance at St. Thomas University. Title IV aid is earned in a prorated manner on a per diem basis up to the 60 percent point in the semester. After this point in time, Title IV aid is viewed as 100 percent earned. Unearned aid must be refunded to the federal student financial aid programs prior to issuing a refund to the student. Unearned aid will be returned in this order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct PLUS Loan for Graduate/Professional Students
3. Other Title IV Programs
4. Other non-federal financial aid

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 Department of Education. 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.

## **STUDENTS ENROLLED IN MODULAR BASED COURSES**

In all programs offered in modules, a student is considered to have withdrawn for Title IV purposes if the student ceases attendance at any point prior to completing the payment period or period of enrollment, unless STU obtains written confirmation from the student at the time of the withdrawal that he or she will attend a module that begins later in the same payment period or period of enrollment (within 45 days).

In addition, a student in a non-term or nonstandard term program offered in modules who ceases attendance is considered to have withdrawn for Title IV purposes unless STU obtains written confirmation from the student at the time of the withdrawal that he or she will attend a module that begins later in the same payment period or period of enrollment, provided the later module the student will attend begins no later than 45 calendar days after the end of the module the student ceased attending. If STU obtains written confirmation of future attendance but the student does not return as scheduled, the student is considered to have withdrawn from the payment period or period of enrollment. The student's withdrawal date and the total number of calendar days in the payment period or period of enrollment are the last date of attendance as documented in course attendance records, and total number of calendar days as of the student's last day of attendance (those that would have applied if the student had not provided written confirmation of future attendance).

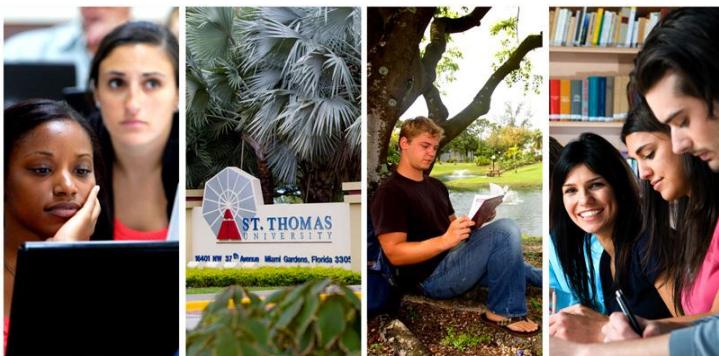
## **RIGHTS AND RESPONSIBILITIES FOR FINANCIAL AID RECIPIENTS:**

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 request to the Financial Aid Office.
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, corrections, and/or new information requested by the Financial Aid Office.
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 Financial Aid Office if they:
  - a. Receive a loan, scholarship, work or other additional aid.
  - b. Change their marital status 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 are responsible for using student aid funds awarded to them for educationally related expenses only.
7. It is the students' responsibility to know and comply with the deadlines for application or reapplication for assistance.
8. Know and comply with rules governing the aid you received including enrollment requirements and satisfactory academic progress.
9. Financial assistance is awarded by semester for periods up to one academic year. Students should reapply for assistance for the following academic year.
10. Students who withdraw from the university before the end of the semester may be required to refund a portion of the aid received from Federal Direct Loans, Federal Direct PLUS Loan and/or certain private scholarships, as determined by federal formula for Return of Title IV Funds.
11. 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.
12. Pay any tuition, fees, room, board or other expenses not covered by financial aid.



# **GENERAL INFORMATION**

## **OFFICE OF PHILANTHROPY**

**Mission Statement:** The Office of Philanthropy is focused on fostering relationships, building partnerships, creating awareness, and generating support amongst alumni, donors, leaders, business partners, legislators, and the community to help advance the University's mission. Our goal is to engage these constituents in meaningful partnerships with the University that help us garner support and secure resources that support our students and faculty and generally enhance St. Thomas University's place in the higher education landscape.

**Alumni Association:** The St. Thomas University Alumni Association (STUAA) mission is to engage and to connect with alumni, students, donors and friends to create meaningful partnerships that advance the mission and goals of the University. The Alumni Association supports and strengthens the University, involves and enriches its alumni, and fosters a lifelong relationship with St. Thomas. We seek both to encourage alumni involvement in alumni and University activities, and to recognize those graduates who have made meaningful contributions to the University, their communities, their workplaces, their places of worship, and our global community.

**Boards:** The Office of Philanthropy manages the University's Advisory Boards: the Gus Machado College of Business Advisory Board; the President's Board of Advisors; the College of Science, Technology, Engineering and Health Advisory Board; the College of Law Advisory Board; and the Bobcat Athletics and Sports Administration Advisory Board.

## **CAMPUS MINISTRY**

Campus Ministry takes a leading role in the mission of St. Thomas University by assisting students, faculty, and staff in the ongoing tasks of spiritual and faith formation, evangelization and participation in the sacramental life of the Church.

Campus Ministry, driven by a Catholic identity at St. Thomas University, recognizes four essential Characteristics and uniqueness of a Catholic University highlighted in the Apostolic Constitution Ex Corde Ecclesiae – On Catholic Universities (Par. 13):

1. Christian Inspiration: Not simply individuals, but the Catholic university as a whole;
2. Faith Reflection: In the light of the Catholic Christian faith upon the growing treasury of human knowledge;
3. Fidelity to the Christian Message: In order to transmit the Christian message; and,
4. Service to the Church and Humanity: Keeping an institutional commitment of service to the people of God and to the whole human family. The word "Catholic" means universal.

"We are a Catholic university because we seek truth through the intellectual life, because we want to be a transformative presence in the world; because we seek to infuse the world with compassion and faith, animated by the spirit of Christ (Ex Corde 21); because

we ground our work in the hope to be found in the Eucharist, the source and summit of Catholic belief and practice (St. Thomas University, Catholic Identity Statement, 2016).” Campus Ministry, composed by faculty, staff and students, it is also sensitive to the ecumenical and interfaith dimension of the University’s population by “welcoming people from all religious and humanistic traditions (The Uniqueness of a Catholic University, 1990).”

## **Our Mission**

**Relationships:** We strive to build community recognizing the inherent social dimension of the person and the call to flourishing within those integral relationships.

**Christian Inspiration:** We are inspired, moved and strive to embody the values of the Gospel and the Church wisdom in our everyday life and we inspire others to do so. We invite students to a deep and lifelong relationship with God through the Sacramental life of the Church, prayer and spiritual life on campus.

**Faith Reflection:** We value the Catholic Intellectual tradition that reflects on the critical value of academic, faith and moral formation, with a pastoral component, within and beyond the classroom setting.

**Service to the Church and Humanity:** We mentor our students and opens spaces for leadership and vocational opportunities that are helpful tools as they become ethical leaders for life. Campus ministry supports the call of the Gospel and the social mission of the Church to work for the poor and vulnerable.

## **Key Programs**

**Peer Ministry Program:** Campus Ministry mentors a core group of peer ministry leaders and peer ministry scholars. We facilitate critical tools for them to experience leadership in a University setting and beyond throughout the academic year.

**Ignite Young Adult Group:** Young Adults in the University Community meet weekly on Wednesday nights for a student-led young adult group to reflect on their faith in light of their own lives as college students.

**Daily Mass and Prayer Services:** The University community gathers for worship and prayer at the Chapel of St. Anthony through the celebration of the Eucharist and prayer services organized throughout the academic year. Students are invited to participate in different sacramental roles, such as: altar servers, lectors, music ministers, and ushers.

**Retreats:** Students have the opportunity to reflect on meaningful questions about and God’s presence and work in their lives and in the world.

**Rite of Christian Initiation for Adults (RCIA):** Designed in collaboration with the Archdiocese of Miami, this program is offered to students, faculty, or staff who would like to learn about the Catholic Church and prepare to receive the sacraments of Initiation (Baptism, First Communion, and Confirmation).

**By The Well Woman’s Bible Study:** Students are invited to join in a guided reflection and bible study on the First Friday of the month. Every first Friday, the group comes together for Holy Mass, lunch, and community as they delve into God’s Word.

**Outreach Fellowship:** Campus Ministry promotes opportunity to meet people and develop friendships in a relaxed and fun atmosphere. These include: beach retreats, cookouts, picnics, holiday celebrations, social gatherings, movies, coffee breaks, university games, events, etc.

The Chapel of Saint Anthony is open throughout the day and provides our university community with a quiet place for private and communal prayer, worship and reflection. The Campus Ministry team encourages all students, faculty and staff to visit the office and learn about how the ministry can help during their journey at St. Thomas. For more information: [campusministry@stu.edu](mailto:campusministry@stu.edu) or (305) 628-6525.

## **STUDENT AFFAIRS**

### **DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS**

Student Affairs helps you to **Envision Your Future**. We offer a culture of new thinking, global focus, forefront facilities and learning environments. We impact students throughout their academic career; from recruiting new Bobcats to graduating "**Leaders for Life**".

Student Affairs embraces and innovative spirit and is committed to working with a diverse student population. Here at St. Thomas University, cultural and ethnic diversity are not goals, they are the foundation of a unique learning and living environment.

We are here to help all STU students be successful and succeed. At St. Thomas University, you will become a bold, adaptable, effective leader, finding success and fulfillment in a global economy and changing world.

We take great pride in the excellent facilities, staff and student programs that make up this exceptional division and can help you find the balance between your academic and student involvement opportunities to ensure you feel connected to our STU community. We will listen, have the courage to change what needs to be changed, and make a difference both within and outside the gates of St. Thomas University.

#### **Mission**

Student Affairs enhances academic success and holistic development of students by providing a broad array of collaborative, co-curricular programs, services and activities that promote a positive impact on the development and retention of students, personal integrity, ethical leadership, civic responsibility, environmental awareness and social consciousness.

#### **Involve.... Engage. Evolve...Lead!**

#### **Core Values**

Student Affairs believes in the transformative power of education. Toward that end, we will act as a catalyst for positive change in our society and offer services and programs that focus on:

- Student Learning - enhancing personal development through purposeful activities, programming and student support services and co-curricular programs
- Inclusive Community - promoting an open and civil campus community respectful of diverse ideals, histories and experiences

- Servant Leadership – supporting students’ learning by participating in service opportunities that promote leadership development
- Collaboration - partnering with the university community members, to increase student learning and promote student success
- Sustainability – acting consciously to nurture the individual, institutional and societal relationship with the environment

## **STUDENT HEALTH CENTER**

The **Student Health Center** is dedicated to promoting health and well-being from the foundation of Catholic Identity guidelines for University communities. Our work is based upon the principles of Catholic Social Teachings and Catholic Health Care: the care and dignity of the individual; attending the needs of the marginalized and disenfranchised; respect for workers; care of the environment; and the promotion of peace and nonviolence in our world. The Student Health Center staff generally holds a master’s (or above) level certification, in addition to contracted health care services provided by Baptist Health Primary Care.

### **MISSION STATEMENT**

The Student Health Center aims to promote the physical, emotional, behavioral, and mental health of students in a personalized, supportive, and professional manner as they prepare to become *leaders for life* in our global community.

**Location:** Building 15, Glasshouse, near Cascia Hall.

**Services Offered:** Mental health counseling and acute medical care for the St. Thomas community, and if unable to help you directly, Center staff will assist you in searching for resources or by providing referrals.

- **Mental Health Counseling:** The Student Health Center provides students with assistance in addressing mental, emotional and behavioral concerns. Professional staff provides a variety of assessment, treatment and psycho-educational services. Student interns in the Marriage and Family Therapy Counseling program are able to offer couples counseling, family therapy, individual therapy, and group therapy. Services typically include brief psychotherapy, crisis intervention, referral programs, and psycho-educational resource materials. Through our comprehensive educational wellness programs, students may engage in “hands on” learning opportunities on special integrative wellness topics. The center also offers consultation services for faculty and staff to contribute to the overall goal of student success. Confidentiality is a foundational principle of our services.
- **Primary Care:** To support the well-being of our students and in conjunction with our mission, services provided by a Medical Doctor and an Advanced Registered Nurse Practitioner - through our contractual agreement with Baptist Health Primary Care – include: annual physical exams, general checkup visits, flu vaccinations, chronic disease management, treatment for Common illnesses and ailments, labs on site ordered by our physician, and medication prescriptions. Individuals with medical concerns that require specialized diagnosis and treatment, or more comprehensive care are referred to a physician, off site clinic, or hospital. Medical services received as a result of a referral are generally at the student’s expense and based upon insurance provisions. Emergency medical care is obtained at Urgent Care Centers or hospitals. Transportation to these centers is usually provided by ambulances

or, in less severe cases, students may arrange for their own transportation. Emergency and urgent care medical services are partially covered by students' health insurance. This includes ambulance services. For more information, please visit our web pages, <https://www.stu.edu/students/student-affairs/student-health-center/>

**Contact:** For non-emergency questions regarding student health insurance, general health care, or to make an appointment in the University clinic, contact the front desk at (305) 474-6921. To make an appointment for counseling services, call (305) 628-6695 or e-mail Maria Bedoya at [mariabedoya@stu.edu](mailto:mariabedoya@stu.edu). For emergencies, call 911.

**Hours:**

Clinic:	Monday – Friday.....	8:30am – 5:00pm
Counseling:	Monday – Friday.....	9:00am – 5:00pm

**Student Insurance:** All full-time undergraduate, international, and law students are required to have adequate health insurance and are automatically enrolled in this insurance plan for the 2021-22 academic year unless proof of comparable health coverage is provided online by the waiver deadline date. Graduate students are not automatically enrolled in the school's health insurance. Health insurance through the university is optional. However, if you do not have personal health insurance, an affordable health insurance plan is available for students of St. Thomas University. For complete details of the plan benefits, enrollment and waiver deadlines, please visit:<https://www.stu.edu/students/student-affairs/student-health-center/student-health-insurance/>

**Health Record Requirements:** Not required by graduate students.

At St. Thomas University, the Student Health Center reminds you that "*Health is a Unity of Mind, Body and Spirit.*"

## **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) and an Associate member of the Mid-South Conference (MSC) for football and men's wrestling. Men's teams compete in baseball, basketball, football, golf, soccer, tennis, wrestling, swimming, track & field, and cross-country; women's teams compete in basketball, bowling, golf, softball, volleyball, beach volleyball, flag football, soccer, swimming, tennis, track & field and cross-country. The University also has co-ed varsity Competitive Cheer & Dance and varsity eSports. On average, five athletic teams have annually qualified for national tournaments while the majority of the teams have also received NAIA Scholar Team honors. University athletes annually maintain a 3.0 overall GPA. According to the 2011 IPED report, the athletics program has a 58% graduation rate within a six year period. With increased academic support and mandatory study halls, this rate is sure to increase. The success of athletes is a true sign of the University's commitment toward its "student first" mission. St. Thomas University prides itself on being "Champions of Character" and has annually been sighted as a Five Star Champions of Character Institution by the NAIA.

**Mission:** Intercollegiate athletics at St. Thomas University is a program built on the rich cultural and international diversity in the Catholic tradition and committed to the academic and professional success of its student athletes stressing the values of integrity, respect, responsibility, sportsmanship, and servant leadership in building Champions of Character and global leaders for life.

**Eligibility:** Student-athletes will follow all eligibility guidelines that are set forth by the National Association of Intercollegiate Athletics (NAIA) the Sun Conference (TSC) and the Mid-South Conference (MSC), in addition to the University's admissions requirements. Whichever is the more stringent rule will be the guideline to follow. Students with an earned Bachelor's degree (and with remaining eligibility, i.e., seasons of competition and terms of attendance) will be allowed to participate in intercollegiate athletics at any NAIA school provided they are enrolled in and pursuing a graduate program, professional school or fifth-year - post-baccalaureate degree teacher education program. The graduate must be enrolled in a full-time class load as defined by the school at the time of participation, and to maintain eligibility status, the student must successfully complete the full-time class load as defined by the institution.

In order to participate in athletics, student-athletes in the graduate program must maintain a minimum 3.00 overall GPA and pass the equivalent of a full-time class load (as defined by the school) each of the last two full-time terms of attendance. For specific NAIA rules, and for first time student-athletes participating in the NAIA, and all other interested parties should review the NAIA rules and procedures regarding athletics participation requirements at <http://www.playnaia.org/>.

## **INTRAMURALS AND RECREATION**

The Fernandez Family Center for Leadership and Wellness' Intramurals and Recreation department offers a variety of activities featuring team and individual/dual competition. These year-round activities include flag football, basketball, volleyball, soccer, billiards, beach volleyball and more. The Intramurals and Recreation programs also offer many

special event opportunities 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 Fernandez Family Center for Leadership and Wellness. The Center includes a fitness center, full size gymnasium for volleyball and basketball, athletic department offices, media room, three classrooms for sports administration, and a fitness studio. Additional recreational facilities include the Dominick Miniaci Beach Volleyball Courts, a swimming pool, outdoor basketball courts, and tennis courts. Use of all recreational facilities requires a valid STU ID.

**Mission:** 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 participation in Intramurals and Recreational Sports activities. Intramurals and Recreational Sports afford 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 the diverse population at St. Thomas University in addition to participation among the local educational institutions.

**For more information call (305) 628-6558 or Like us on Facebook: Fernandez Family Center for Leadership and Wellness.**

## CAREER SERVICES

Career Services is dedicated to assisting St. Thomas University students and alumni in attaining their career goals, prioritizing placing students in internships and experiential opportunities and graduates in professional opportunities. The Career Services Center is partnering with CareerSource South Florida in Fall 2019 to provide additional resources to St. Thomas University students and alumni. Career Services fosters relationships with employers to facilitate employment opportunities to students and alumni for full-time, part-time, and internship opportunities. We combine one-on-one career advising with the latest in career-related technology. Services 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 an online platform for self-assessment and career options. Once a student completes the self-assessment and meets with a Career Advisor, he/she is positioned to decide on a career path.
2. **Internships, Experiential Learning & Jobs:** Students seeking professional employment, an internship or experiential learning opportunity, summer employment, or graduate study can obtain assistance with résumés, cover letters, and interviews in the classroom or one-on-one. Students who secure an internship enhance their marketability by developing valuable skills. Further, they increase their awareness of career options while developing a professional network. Students may simply create a Handshake profile, upload their résumé, and start looking for jobs and internships 24/7 online through St. Thomas University's career management tool, Handshake, at <https://stu.joinhandshake.com>.

3. **Web-based Career Services:** Students may acquaint themselves with Career Services resources on our website at [www.stu.edu/career](http://www.stu.edu/career).
4. **Career Expos:** Fall and Spring Career Expos planned, resulting in approximately 40-50 employers converging on campus to hire students.
5. **Career Workshops and Class Visits:** Participate in our "Getting to Hired" workshops on various career topics, including Personal Branding, Résumé Writing, Interviewing Skills, Networking, LinkedIn, Skills Employers Seek, Cover Letter Writing, Career Expo Prep, and more. Career Advisors visit graduate classes upon faculty request.
6. **Mock Interviews:** Students and Alumni can schedule a one-on-one mock interview with a Career Advisor. The purpose of the mock interview is to practice the "real" interview. Feedback is provided on the spot to the interviewee to help him/her develop professional success techniques
7. **Alumni:** Services are available to alumni for life. If you are thinking of switching careers or would like to opt for a higher-level position in your organization, we are here to help alumni with their résumé, cover letter, and job search. Contact our office to schedule an appointment. If, on the contrary, your organization is hiring for internship or job opportunities, let us know to connect you with our talented students.

**Location:** Career Services located in Mimi Dooner Hall, room 107. For more information, call (305) 628-6577, visit [www.stu.edu/career](http://www.stu.edu/career) or email us at [careerservices@stu.edu](mailto:careerservices@stu.edu).

## **INTERNATIONAL STUDENT AND SCHOLAR SERVICES**

St. Thomas enrolls students from over 70 countries. The University seeks qualified international students who bring a special richness and diversity to the cultural life of the University community. The University assists international students in achieving educational goals while providing insight into American culture.

### **Certificate of Eligibility Form I-20 and Arrival/Admission I-94 Number**

The U.S. Citizenship and Immigration Services (USCIS) Certificate of Eligibility SEVIS I-20 is issued by STU to fully admitted students who have provided an official financial affidavit. Students use the Form I-20 to obtain an F-1 visa at a U.S. Consulate or Embassy. The student is required to attend St. Thomas University as indicated on the SEVIS I-20 for the time specified on the electronic form I-94 on Customs and Border Protection's website [www.cbp.gov/I94](http://www.cbp.gov/I94). Students are expected to complete at least one semester of study at this institution prior to requesting an institutional transfer.

### **Department of State Form I-20**

International students with an F-1 non-immigrant status must:

- Be degree seeking and registered as a full-time student each semester (6 credit hours for graduate/doctoral students and 12 credit hours for undergraduate students), and may register for only one three-credit online course per semester;
- 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 authorization from USCIS or the designated school official (DSO);
- Keep a current valid passport; and
- Have medical health insurance.

International students on an F-1 visa who are physically present in the U. S. are not eligible for admission into a program of study that is only offered online.

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

### **Permanent Resident Status**

If a current student changes his or her status to that of a permanent resident, a copy of the Permanent Resident Card “green card” must be submitted to the Office of Admissions. Additionally, the International Student Advisor must be notified to update University and Federal records to reflect the change of status.



## **UNIVERSITY LIBRARY**

The Library supports the University and its learning community by providing innovative services and superior access to information. The Library serves as the platform that provides the tools from which our community may explore new ideas, create knowledge, express themselves creatively and develop intellectually into successful leaders capable of making a global impact.

The University Library provides interactive and collaborative 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, mobile collaborative seating and digital streaming capabilities for group collaboration, group study rooms, and personal study areas.

The Library houses over 215,000 print resources and 393 current print magazine, journal, and newspaper titles. The building contains three 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 221,000 e-books. 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, e-videos, video games, and documentaries as well as New York Times Best Sellers in fiction and non-fiction via print and e-book formats 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, online chat, or telephone and provides books via the US Mail. Reference and research assistance is available in person at the reference desk as well as 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.

**S.O.C.R.A.T.E.S. Tutoring Center** - The Student Oriented Center for Retention through Tutoring and Educational Services is located on the second floor of the University Library within the **Glenn A. Hubert Student Learning Center**, specialized academic services tailored to meet the learning needs of students. Our tutoring center provides assistance for currently enrolled students who need or desire help in a subject matter (courses/subject) in which they are enrolled in.

**Tutorial Services for:**

- Math and Writing
- And Subject Area Tutoring
- Online tutoring is also available through Smarthinking

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

## **STUDENT SUCCESS CENTER**

St. Thomas University is constantly striving to enhance the services provided to students and assist them towards the completion of their academic endeavors. Based on our core value of student success, deriving from our mission, we have focused our efforts on implementing best practices to enhance student success and timely degree completion! The Student Success Center was designed to eliminate gaps from admission to placement to academic advising, and provide students with a single point of contact.

Location: Mimi Dooner Hall Room 117

Phone: (305) 474-6900

Fax: (305) 474-6930

E-mail: StudentSuccessCenter@stu.edu

Sscgraduatestudents@stu.edu

Web: [www.stu.edu/StudentSuccessCenter](http://www.stu.edu/StudentSuccessCenter)

**The key components of the Student Success Center (SSC) are:**

1. Professional Academic Advising
  - a. Early Alert & Follow-up
  - b. Support of Academic Planning through completion (semester by semester) for new and current students
2. Registration and General Advising Services
3. Faculty engagement
4. Student Success Technological systems

- a. Starfish
  - b. Student Academic Planning (Self-Service)
5. Collaboration with Career Services

**Student Success Technological Systems** - We enhanced self-service systems for students by implementing technologies such as the Starfish Retention Early Alert and Connect, and Student Academic Planning systems to improve communications between professional academic advisors and students, and provide proactive advising for students, which are critical to student success.

- **Starfish:** Starfish integrates data from multiple systems, easier use for faculty and academic advisors, the ability to generate communication based on system data as well as alerts entered by faculty. The student interface allows a student to track their academic progress. Starfish is accessible via ***Success Network*** in MyBobcat, and Student Success Center website.
- **Student Academic Planning:** The Student Academic Planning system permits students to work with their assigned professional academic advisor to plan and schedule courses aligned with their chosen program of study. Additionally, the system facilitates communications between academic advisor and advisee related to academic planning and course selection. Its automation permits students to be more aware of their commitments.

### **STUDENT SUCCESS CENTER SERVICES**

**Academic Advising** – The Student Success Center is focused and committed to the success of our students. Academic Advisors to provide academic advising and course registration services to graduate students, in coordination with faculty advisors. The advisors are dedicated to assisting students in reaching their goal of graduation. Our mission is to help you in any way we can. Our Academic advisors engage and build relationships with our students from first semester course registration to degree completion. To contact the Student Success center visit our contact page at <https://www.stu.edu/students/student-success-center/Contact-Us.html>

# **ACADEMIC POLICIES AND REGULATIONS**

## **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 Community Standards** in the Student Handbook for specific examples of academic dishonesty and procedures for resolving the charge of academic dishonesty (<http://www.stu.edu/studenthandbook>).

## **ACADEMIC GRIEVANCES**

It is assumed that most grievances will be resolved in conversation between student and professor. Grade appeals must be initiated **NO LATER than 30 days** after the end of the semester or term in which the grade was received. Requests for an appeal filed after **the 30-day deadline** will be automatically rejected from consideration.

1. The student must discuss the grade and attempt to come to a resolution with the course instructor.
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 **15 days of receiving the appeal**, not including any days the University is closed according to the Academic Calendar.
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.

## **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.

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 is final and may not be appealed. In colleges where there is no Dean, the Associate Provost will serve in the Dean's absence.

## **ATTENDANCE POLICY**

Attendance is course specific. For regular classroom courses, attendance is defined as engaging in a current course activity, including attending class, turning in an assignment, or engaging in activity with the instructor. In order to be counted as in attendance for an online course, the student must actively respond to a current activity in the course. Logging in or submitting previously assigned material is not sufficient to be considered in attendance. St. Thomas University must return unearned Title IV funds within 45 days of a student's last attendance, which is considered the student's unofficial withdrawal date. Any student who stops attending a compressed course who is not also registered for and attending another course or who does not confirm that they plan on attending another modular/compressed or regular course within 45 days, will be considered withdrawn.

## **AUDIT POLICY**

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 the student does not receive a grade nor academic credit. Audited courses are not financial aid eligible. The fee to audit a course is the equivalent of one credit.

## **CHANGE OF DEGREE PROGRAM**

A student is accepted into a specific degree program within the Graduate School. Students may elect to change their program and/or specialization at any time but will be processed at the end of every semester/term. Any change of program and/or specialization must be requested through the incoming program advisor and an online change of program and/or specialization form must be submitted to the Student Success Center for final approval and processing. Change of program is limited to the same program level. No more than twelve (12) 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.

## **COMPREHENSIVE EXAMINATIONS**

St. Thomas University graduate programs may 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 Chairperson of the appropriate College for that program.** 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 **appropriate Chairperson of the College for that program.**

Comprehensive Examinations must be taken no later than one year after completion of coursework. "Coursework" 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 coursework and/or remedial steps may be required before the student is allowed to take the Comprehensive Examination a second time.

## **CONFIDENTIALITY OF RECORDS**

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

1. The right to inspect and review the student's educational 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 educational records that the student believes are inaccurate or misleading. Students may ask the University to amend a record they believe is inaccurate or misleading. Written requests should be made to the University official responsible for the record, clearly identifying the part of the record to be amended and specifying 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, 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 a 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 US 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 **Office of the Registrar** will provide a list of names, telephone numbers, and addresses of the students to the appropriate Dean or Dean's designee who will attempt to notify students. 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.

## **CREDIT HOUR POLICY**

St. Thomas University recognizes the "credit hour" as the basic unit for measuring and awarding college credit and ensures the total amount of engaged learning for each course is adequate and approximates more than the minimum amount of student work in accordance with commonly accepted practices in higher education and meets the expectation of equivalency. Course credits are awarded for academic work resulting from student engagement in traditional classroom settings, laboratories, studios, internships, alternative credits, and distance education. All courses that share the same course codes also share the following commonalities: learning outcomes, course content, appropriate assessments, and instructors with appropriate academic credentials.

St. Thomas University defines credit hours for all courses in terms of the minimum amount of engaged learning time expected of a typical student in a course. Credit hours of academic work represent the satisfactory completion of the learning outcomes for each course as verified through the assessment of those outcomes by the instructor appropriately credentialed to teach that course.

## **EXCEPTIONS TO ACADEMIC POLICIES**

No exceptions to policies are made except in writing. Only the Provost/Chief Academic Officer or his/her designee can grant exceptions. 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 in the graduate program 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.

## **FULL-TIME GRADUATE STUDENT**

No student is allowed to register later than the last day of to add courses, as per the Academic Calendar, without permission from the appropriate Dean or Dean's Designee. The normal load for a full-time graduate student is nine (9) credit hours per semester. Six (6) credit hours constitute the minimum full-time load per semester/term. Three (3) credit hours constitute a one-half time load. International students must be enrolled for a minimum of six (6) credit hours each semester.

A student may be permitted to register for up to 15 credit hours during the Fall, Spring or Summer semesters provided no classes overlap their scheduled meeting dates and times. A student may not register for more than 12 credit hours during any shortened term (i.e. Spring 1, Spring 2, Summer 1, Summer2, Fall 1 or Fall 2). To register for 18 credit hours during any semester, the student must obtain the written permission of

the appropriate Dean or Dean's designee and the permission of the Student Success Center.

**Students in online programs may register for up to 15 credits per semester.**

## **GRADES AND GRADE POINTS**

The grade points are used: 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. The following terms are used: A=Superior; B=With Merit; C=Satisfactory; D=Passing; and 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 GPA); CP=Course in Progress (temporary grade for internship courses); I=Incomplete; NG=No Grade Submitted (temporary grade); NP=No Pass (unsatisfactory, for pass/no pass courses); P=(credit earned, for pass/no pass courses); 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). **Grade point average does not change or reset because a student changes a degree program.**

## **GRADE APPEALS**

A student who wishes to appeal a course grade must follow the procedure outlined below. Appeals must be initiated NO **LATER than 30 days** after the end of the semester or term in which the grade was received. Requests for an appeal filed after the 30-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 appeal should be made to the Dean or the Dean's designee. 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 15 days** of receiving the appeal, not including any days the University is closed according to the Academic Calendar.
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.
4. Grades are considered permanent at the end of each term. A grade assigned for work in a course is not subject to change except in the case of a specific error, which may be corrected upon petition by the student 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. A grade cannot be changed after the student's degree has been posted.

**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. Maintain a final cumulative 3.0 (B) grade point average.

Specific programs may have other requirements. Students should consult with their advisors to review program requirements. Each candidate must pass a written comprehensive examination if required by the degree program in order to graduate.

**GRADUATE GRADE REPLACEMENT.** Any graduate student who receives a grade of C-, D+, D, D- or F in a graduate course may retake the course once for grade replacement. Students may apply for grade replacement for no more than two courses and these two courses may not exceed a maximum 10 credit hours. Students re-taking a course must submit the appropriate form online prior to the time of registration and must apply for grade replacement and retake the course prior to graduation. Only the most recent grade will be used in calculating the Grade Point Average (GPA). Grade replacement cannot be done once the degree has posted. This policy applies to St. Thomas University courses only.

**HONORS.** Graduation Honors are calculated based on grade point average for St. Thomas University coursework. Students who have earned at the program/major level a minimum of 18 institutional credits with a GPA of 3.80 will receive Honors Distinction.

#### **INCOMPLETE**

The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar (*fall incompletes completed by the end of the spring semester, spring incompletes by the end of the fall semester, summer incompletes by the end of the Fall semester*) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

#### **INDEPENDENT STUDY**

An independent study can only be taken by a graduate student who has received the cooperation of a full-time instructional faculty member and the approval of the appropriate academic dean. Only one independent study course will be accepted in a graduate student's program of study. Exceptions require written approval from the appropriate Academic Dean. Students must file the appropriate form with the Student Success Center at the time of registration.

#### **INTERNSHIPS**

Most 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 twelve (12) 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.

### **ONLINE/WEB ENHANCED COURSES**

Any course may be web enhanced requiring the student to have access to the internet. A course that is delivered online/blended will be specified in the course schedule.

### **PARTICIPATION IN COMMENCEMENT**

St. Thomas University considers Commencement to be an academic event, and it is only available to students who have met all requirements for graduation by the date of Commencement or who comply with the criteria listed below. A student is only able to participate in Commencement if they are in good standing with the university, and have fulfilled both their academic requirements as well as their financial obligations. If a student is unable to participate in Commencement, the student may participate in the next scheduled Commencement. Once permission is granted to participate in Commencement, the student will not be eligible to participate in other future commencement ceremonies. Participation in commencement does not constitute graduation. A student is eligible to participate in the Commencement Ceremony if they are:

An Undergraduate Student

- An undergraduate who is within 12 credits of completing degree requirements. Requirements must be met by the end of the summer or fall semester of that calendar year.

A Graduate (non-doctoral) student who:

- Will complete all degree requirements by the end of the summer or fall semester of that calendar year and is within 6 credits of completing all requirements.

## A Doctoral Student

- Who has completed all coursework and has successfully defended his/her dissertation and will turn in the completed copy to the library by the due date indicated on the Academic Calendar for the fall semester of that calendar year.

## **PROBATION SUSPENSION 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 coursework; 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 probationary 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.
6. STU Online students in accelerated tracts may be terminated from the program by the appropriate dean without a probationary period if the students are statistically unable to obtain a 3.0 by the time of graduation.

## **READMISSIONS** See admissions policy

## **RECENCY OF CREDITS**

Graduate credits taken within (7) years are accepted toward degree requirements with the approval of the graduate advisor. No Graduate credits older than seven (7) years may be applied toward degree requirements. Exceptions to this policy may be made by the Dean of the School or College in consultation with the Office of Records and Registration.

## **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 the faculty advisor and professional 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 appropriate forms to Student Success Center. The change becomes effective on the date the forms are received or processed by the Student Success Center. 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 must be registered to formally attend courses.**

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/term.

**REQUIREMENTS FOR GRADUATION.** St. Thomas University awards degrees three times per year: the end of the Fall Semester (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. Check with your Faculty Advisor for more information.

## **TRANSCRIPTS**

1. All students who attended St. Thomas University are required to submit their transcript request online at [www.studentclearinghouse.org](http://www.studentclearinghouse.org) (login required). Students who do not know their login ID and/or PIN should go to [www.studentclearinghouse.org](http://www.studentclearinghouse.org) to obtain the login ID and PIN.
2. Transcript requests from anyone other than the student will not be honored.
3. Official transcripts are sent regular first class mail or electronic submission. The processing time is and will normally be within 5 – 10 working days turnaround time. However, at the end/beginning of the Fall, Spring and the Summer semesters, a period of up to fifteen (15) working days may be required.
4. 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.
5. 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. Coursework completed at regionally accredited colleges or universities or colleges or universities with accreditation equivalent to regional accreditation will be accepted, when applicable, on a course-by-course basis. Coursework completed at colleges or universities which are accredited by organizations recognized by the Council for Higher Education Accreditation (CHEA) or US DOE will be accepted. Student who transfer from a quarter hour credits school, the student is responsible for the remaining credits.

### **In General:**

1. Students may transfer a maximum of twelve (12) hours of graduate level coursework 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. 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.
4. 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.
5. Transfer credit for coursework will be accepted only for courses completed prior to the student's enrollment in the St. Thomas University Graduate Program.
6. Graduate transfer credits may not have been course work, which was part of the work used to complete the student's undergraduate degree.
7. Transfer credit must be completed during the first semester/term of the graduate student's fully accepted enrollment in a St. Thomas Graduate Program.
8. Credits for courses transferred will not be included in the calculation of the Grade Point Average at St. Thomas University.
9. 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 the Student Success Center. The withdrawal becomes effective on the date it is received by the Student Success Center, NOT the date on which the student discontinues class attendance.

Any student who does not register for two consecutive semesters/reporting terms or 365 days 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. Students, when readmitted, will be admitted under the current catalog year.

**Students in online programs follow the same process but must send the appropriate form to student services as indicated by the withdrawal form.**

See *Leave of Absence Policy* for students who must interrupt their studies due to exceptional circumstances.

**ST. THOMAS UNIVERSITY NETWORK ACCEPTABLE USE POLICY.**

**GENERAL USAGE:**

Students may use school technology for scholarly purposes and official University business. They may also use it for personal purposes as long as the purpose:

- Does not violate any law or University policy
- Does not involve significant use of University resources or direct costs
- Does not result in commercial gain or private profit

Students may not share passwords or accounts and must report any unauthorized use of their accounts to helpdesk@stu.edu. Students are responsible for actions that occur from their account.

Students must not attempt to circumvent system security, guess others' passwords, or in any manner gain unauthorized access to school technology.

With the exception of the fair use doctrine, transferring copyrighted materials through the school's network without express consent of the owner is illegal. Violations may also result in disciplinary action.

Students may not use school technology to harass, offend, or annoy.

**ST. THOMAS UNIVERSITY GRADUATE COURSE LEVELS**

Courses at St. Thomas University are numbered at the following levels: Master's (500-700), Doctoral (800-900).

**TECHNOLOGY FOR STUDENTS**

St. Thomas is committed to leveraging technology to support its mission. Students are encouraged to take advantage of the following systems and services.

- The website [www.stu.edu](http://www.stu.edu) for general information about the University
- The website [mybobcat.stu.edu](http://mybobcat.stu.edu) for class registration, grades, payments, and other functions.
- Hundreds of computers in classrooms and labs, and available to borrow in the main library. Microsoft Office and many other software titles are installed.
- Free, open wireless Internet at STU\_WIFI
- Cloud-based collaboration tools built in to the .edu email account

- Free download for personal use of most Microsoft products at [portal.office.com](http://portal.office.com)
- Student success tools like Canvas Student and Ellucian Go
- 24/7 technical support at (888) 691-5073 or [helpdesk@stu.edu](mailto:helpdesk@stu.edu)

## **STU ONLINE**

STU Online supports the mission of St. Thomas University by serving adult and non-traditional learners, increasing the diversity of the student body, and enhancing the development of ethical leaders within a more global community. By appealing to a worldwide community that includes our South Florida home and beyond, STU Online provides limitless opportunity for students as we strive to become the Global Catholic Online University.

STU Online works with Colleges and departments across St. Thomas University to develop impactful distance learning programs that will help individual students advance their careers and initiate new ventures. The programs meet the same high academic standards of our traditional programs and are designed to accommodate students' busy schedules by providing flexibility of delivery. Our dedicated faculty and staff work tirelessly to support students throughout their journey at St. Thomas and into the future.

For information about some of our fully online programs, please visit STU ONLINE at:

<https://online.stu.edu/programs/>



## BISCAYNE COLLEGE

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

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### Rafael Montes, PhD Chair, Biscayne College

**Faculty:** Rafael Montes, Ph.D. Chair, Tami Beary, Ed.D., Eric Buller, Ed.D. , Katsia M. Cadeau, Ed.D. Andrea Ann Campbell, Ph.D. Jeniffer Cruz, M.A. ,Vernon Czelusniak, Ph.D. Latoya Edwards, J.D. , Katie Friesen, Ph.D., Scott E. Gillig, Ph.D. Debbie J. Goodman-Lerner, Ed.D. Jodi L. Grace, Ph.D. Giselle D. Jamison, Ph.D. Abolrahim (Abdy) Javadzadeh, Ph.D. Sashily Kling, MA, Carolyn Komanski, Ph.D. Lina Lopez, Ph.D. Kennedy Maranga, Ph.D. Nicholas Martinez, MA, Delois Maxwell, Ed.D. Yousi Mapzule, MFA, Zuvarashe Judith Mushipe, Ph.D. Dinkinish O'Connor, MA, Maria Orlando, Ed.D. Katrina Pann, Ph.D. Antonio Papanikolas, Ph.D. , Jeffrey Pickens, Ph.D. Lawrence C. Rubin, Ph.D. Heidi Schmidt, Ph.D. Timothy Stafford, Ph.D. Christian Travieso, MA ,Maria Vega, MA .

**Mission:** 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 and Social Sciences, the College cultivates in its students the knowledge to advance human values including peace, justice, and spirituality.

Biscayne College is committed to a rigorous liberal arts and professional education. 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.

Biscayne College offers Master's Degrees in the following areas: Criminal Justice, Elementary Education, Educational Leadership, Instructional Design and Technology, Ethical Leadership, Joint degree programs include JD/MACJ, Doctoral Degrees in Ethical Leadership, Leadership and Innovation, Ministries and Leadership, Psychology, and a Ph.D. in Theology and Leadership.

**DEPARTMENT OF SOCIAL SCIENCES**  
**MASTER OF ARTS (MA) IN CRIMINAL JUSTICE**  
[Delivery Locations: Main Campus, Online]

**Program Director:** Abdy Javadzadeh, PhD

**Academic Credentials:** PhD, Comparative Sociology (Florida International University), MA, Sociology, BA, Sociology (Florida Atlantic University)

**Contact Information:** (305) 628-6716; ajavadzadeh@stu.edu

*Program Advisor(s): D. Goodman-Lerner, A. Javadzadeh*

**Program Description:** The 36-credit MA in Criminal Justice is designed to broaden the perspective of those already employed as criminal justice professionals as well as to provide the needed academic knowledge and practical skills for those seeking to advance into higher level career positions within the criminal justice system. The degree prepares graduates to work in field positions, management, administration, policy making, justice program assessment, and programs designed to assist criminal offenders, support victims of crime, reduce crime and ameliorate its negative consequences at the federal, state, and local level.

The program's curriculum is unique from similar programs at other institutions in five ways:

1. The program explores especially more contemporary and sophisticated forms of crime such as collective embezzlement, cybercrime, identity theft, fiduciary fraud, and Ponzi schemes, their unique differences from traditional forms of criminality, socio-economic correlates, modus operandi, typically targeted victims, investigatory and legal challenges and strategies for their control nationally and internationally.
2. The program develops the skills needed to assess criminal justice policies, treatment and rehabilitation programs, and various administrative issues and their potential solutions.
3. The program provides the opportunity to engage a comparative international perspective in coming to understand, explain, predict and control crime as well as produce creative, effective, and efficient use of resources in administrating a criminal justice system.
4. The program articulates an interdisciplinary approach in curriculum design and instructional methods. Experts from the fields of political science, economics, sociology, law, psychology, and counseling helped design the curriculum and will serve as instructors.
5. The program can be completed within one year.

## **Joint BA/MA Express Degree in Criminal Justice** [Delivery Locations: Main Campus]

**Description:** Superior performing undergraduate criminal justice majors have the opportunity to participate in a fast-track joint BA/MA Express Degree Program in Criminal Justice earning both their Bachelor's and Master's Degrees in Criminal Justice in less than five years. Eligible students would complete all of the core and major requirements as well as most elective course requirements for their BA degree in Criminal Justice with their first 108 credits, leaving twelve credits, all of which are for elective courses. During the fourth year of study, students would matriculate into the MA in Criminal Justice Program at St. Thomas. They would then take four graduate courses each semester and the summer term to complete requirements for the MA in Criminal Justice. Students must maintain at least a 3.0 GPA in each semester in the undergraduate program. Additional information on this program and its specific admission requirements are available in the current undergraduate catalog.

### **GENERAL ADMISSION REQUIREMENTS:** Applicants for the program must provide:

1. A completed and signed Application for Admission.
2. A non-refundable application fee of \$40 (US currency). The application fee is waived for alumni of St. Thomas University.
3. Official college and/or university transcripts from the institution where the Bachelor's Degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.
4. Two letters of recommendation or completed recommendation forms. (Letters of recommendation forms can be obtained online at [www.stu.edu](http://www.stu.edu) or from the Office of Admissions).
5. A personal statement describing one's goals in pursuing a MA in Criminal justice.
6. All graduate applicants who have an undergraduate GPA of less than 3.0. will be required to take a writing skills course in addition to the 36 credits needed for the MA in Criminal Justice.
7. All foreign applicants must demonstrate proficiency in the English language. Standard testing generally used for this purpose by St. Thomas University will apply.

### **SPECIFIC ADMISSION REQUIREMENTS FOR THE MA IN CRIMINAL JUSTICE:**

In addition to these general admission requirements, an applicant to this program must participate in a personal interview with one or more members of the program team. *Application for admissions materials are available from the Graduate Admissions Office.*

<b>COURSE REQUIREMENTS</b>	<b>36 credits</b>
<b>Required Core Courses</b>	<b>24 credits</b>
CJA 630 Juvenile Crime and Justice	
CJA 650 Advanced Criminology	
CJA 651 Quantitative Research Methods in Criminology and Criminal Justice	
CJA 652 Qualitative Research Methods in Criminology and Criminal Justice	
CJA 660 Advanced Criminological Theory	
CJA 766 Legal Aspects for Criminal Justice Administration	
CJA 775 International and Comparative Criminal Law and Justice Systems	
CJA 776 Professionalism, Ethics, and Criminal Justice; A Capstone course	

**Required Specialization Courses** **12 credits**

CJA	710	Globalization and Terrorism
CJA	712	Economics of Crime
CJA	780	Problems and Issues in Criminal Justice
CJA	715	Cybercrime and Its Control

**Program Student Learning Outcomes:** Graduates of the MA in Criminal Justice will be able to:

1. Discuss the nature and extent of crime and criminal behavior on a national as well as a comparative and international level;
2. Identify, explain, and assess various methods of crime prevention, including especially international efforts;
3. Apply various crime theories in explaining crime;
4. Use various etiological theories of crime to create practical programs for preventing or controlling crime and its negative consequences; and
5. Undertake original empirical research regarding various forms of crime and criminality, their correlates and consequences.

**Program Learning Outcomes Assessment:**

1. Outcomes 1-4 are to be assessed in CJA 620 Professionalism, Ethics, and Criminal Justice.
2. Outcome 5 is to be assessed in CJA 651 Quantitative Research Methods in Criminology and Criminal Justice and CJA 652 Qualitative Research Methods in Criminology and Criminal Justice.

**Graduation Requirements:** Candidates for the MA in Criminal Justice must:

1. Maintain a minimum overall GPA of 3.0 in all required course work; and
2. Complete CJA 776 Professionalism, Ethics, and Criminal Justice: A Capstone Course with a B or better.

## **Joint JD/MA Degree in Criminal Justice** [Delivery Locations: Main Campus]

**Program Director:** Abdy Javadzadeh, PhD

**Academic Credentials:** PhD, Comparative Sociology (Florida International University), MA, Sociology, BA, Sociology (Florida Atlantic University)

**Contact Information:** (305) 628-6716; AJavadzadeh@STU.EDU

**Program Description:** This joint degree program will allow students to earn their Juris Doctor degree and at the same time earn a Master of Arts in Criminal Justice (MACJ). This special academic program combines acquiring the legal knowledge and procedural skills needed for the practice of law, and especially criminal law, with the theoretical, research based scientific teachings that explain the behavior of criminals as well as those who work in the criminal justice system, including the police, judges, prosecutors, defense attorneys and correctional officers. Successful students in this joint degree program will not only be able to identify the elements of various crimes and the workings of the common law tradition of our justice system, but they will be able to address crucial extra-legal factors that influence our legal system and which

constitute important considerations whether litigating, negotiating, drafting documents, advising or counseling clients.

Law is inevitably filtered through a culture which is embodied in a society composed of diverse populations, living in an environment that exposes each individual member to norms, values, beliefs, bio-physical conditions, and attitudes that shape the law, give it meaning, stability, and at times encourage it to change. The academics of this Joint JD/MACJ program are guided by this reality. Twelve (12) credits from the student's law program courses will transfer to the MA in Criminal Justice. LAW 620 Criminal Law (3 credits) will replace CJA 650 Advanced Criminology (3 credits); 2) Law 808 Criminal Procedure I (3 credits) will replace CJA 766 Legal Aspects for Criminal Justice Administration (3 credits); 3) LAW 850 Professional Responsibility (3 credits) will replace CJA 776 Professionalism, Ethics and Criminal Justice (3 credits) and 4) LAW 705 Advanced Legal Research and Writing will replace CJA 652 Qualitative Research Methods in Criminal Justice (3 credits). All courses and substitutes involve 3 credit classes. Correspondingly, students may apply up to 12 credits of their Master of Art degree courses to their JD degree where they will use those courses as substitutes for any 12 credits of law electives.

The total number of credits required for the Joint JD/MACJ program is 102; this includes 78 (purely JD credits) from the law school courses plus 24 purely MA credits of coursework. The credit allowances accepted by each program bring the actual total to 126 (90 JD plus 36 MA). The program is designed to allow students to complete the two degrees within the same three year period traditionally allotted for earning only the Juris Doctor.

**Admission Requirements:** To be eligible for this joint JD/MAC J program students must meet all of the requirements for admission into St. Thomas University's School of Law as described in the Law School Catalog. In addition they must meet all of the admission requirements of the MACJ Program as outlined in the St. Thomas University's Graduate Catalog.

Generally, students can only apply to enter the program upon completion of at least two full time semesters in the Juris Doctorate program (having satisfactorily completed at least 24 credit hours). No credits can be given in the JD program for any MA classes that were taken prior to matriculation into the JD program. If a student started the MA program and then applied and was accepted to the JD program, the student would suspend taking any additional MA classes until he/she has taken and successfully passed at least 24 JD credits.

<b>COURSE REQUIREMENTS</b>	<b>102 credits</b>
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<b>Required Core Courses</b>		<b>24</b>
<b>credits</b>		
LAW	620	Criminal Law
LAW	808	Criminal Procedure
LAW	850	Professional Responsibility
LAW	705	Advanced Legal Research and Writing
CJA	651	Quantitative Research Methods [or CJA 652 Qualitative Research Methods]
CJA	630	Juvenile Crime and Justice
CJA	660	Advanced Criminological Theory

<b>Specialty Courses</b>			<b>12 Credits</b>
CJA 710	Globalization and Terrorism		
CJA 712	Economics of Crime;		
CJA 780	Problems and Issues in Criminal Justice		
CJA 715	Cybercrime and its Control		

### **Additional Law School Courses** **66 Credits**

**Program Student Learning Outcomes:** The successful Joint JD/MACJ program graduate will be able to demonstrate the following learning outcomes:

1. The ability to not only litigate, negotiate, advise, counsel, and draft documents as required of any lawyer, but to do so while bringing to bear the interdisciplinary teachings of sociology, criminology, and psychology.
2. The ability to undertake as well as to assess original scientific research and its value to the justice system with respect to significant contemporary legal issues such as abortion, capital punishment, decriminalization of drugs, the rape of the environment, firearms ownership, prosecutorial waivers of juveniles, rights of illegal immigrants and the like.
3. The ability to network and provide meaningful leadership opportunities for both community and student learning benefits.
4. The ability to offer a unique set of skills, competencies, and workplace abilities that complement the concrete dimensions of legal studies with the more theoretically based teachings of the social sciences.

**Program Learning Outcomes Assessment:** Program Learning Outcomes will be assessed in LAW 850 Professional Responsibility as well as by the Florida Bar Association passage rate of those undertaking the Joint JD/MACJ Program.

**Graduation Requirements:** Students must maintain a minimum of a 2.0 in their JD program and a 3.0 in the MACJ program to qualify for graduation in the Joint JD/MACJ program. In addition, they must meet all of the requirements for graduation as outlined in the St. Thomas University School of Law Catalog and as outlined in the St. Thomas University Graduate School Catalog. They will receive two separate diplomas, one acknowledging their successful completion of the Juris Doctor and a second acknowledging successful completion of the Master of Arts in Criminal Justice.

**Awarding of Degrees:** The Juris Doctor will be awarded to the student upon the successful completion of all courses required for the degree and where the student otherwise meets all graduation requirements pertaining to the JD degree as outlined in the St. Thomas University School of Law Catalog. Juris Doctorate students are only allocated credits from the Master's program classes if they successfully complete all requirements of the joint degree program. If a student starts the joint degree program but does not complete it, then he/she would have to take 90 credits of JD classes.

The MACJ degree will be awarded to the student upon the successful completion of all courses required for the degree and where the student otherwise meets all graduation requirements pertaining to the MACJ degree as outlined in the St. Thomas University Graduate Catalog.

**Probation and Suspension:** Students who do not maintain the minimum academic requirements for the JD will be placed on probation or suspended from the program as

outlined in the St. Thomas University School of Law Catalog. Students who do not meet the minimum academic requirements for the MACJ will be placed on probation or suspended from the program as outlined in the St. Thomas University Graduate School Catalog. A student may be placed on probation or suspended from either program and still maintain matriculation in the other program. Correspondingly, students may opt to maintain matriculation in either the JD or the MACJ program, assuming they are in good academic status within that program, and drop out of the other program at any time, irrespective of their academic standing in that other program. Written notice of this intention must be provided to the Dean or appropriate administrator.

**Time Limit:** All requirements for the MACJ must be completed within five years of first enrolling in the program. Time limits governing the completion of the JD Degree are consistent with those outlined in the St. Thomas University School of Law Catalog.

**Tuition:** Students in the Joint JD/MACJ program will be responsible for all fees and tuition for coursework leading to the JD as described in the St. Thomas University School of Law Catalog. For coursework leading to the MACJ students will be responsible for all fees and tuition as outlined in the St. Thomas University Graduate School Catalog. Each school charges a separate and distinct tuition. So, the student is responsible for the cost of the courses he/she is taking in any semester based on the credit hours taken from each program.

**Financial Aid:** Various forms of financial aid may be available to students enrolling in the Joint JD/MACJ Program. Information on financial aid may be obtained from the University Financial Aid Office and the STU School of Law.

**Advisement:** A student admitted to the Joint JD/MACJ degree program is assigned a faculty advisor from among the full-time criminal justice faculty members. That faculty adviser will provide guidance in the initial selection of program courses related specifically to the MACJ program. He or she will also be responsible for addressing issues that may arise with respect to the MACJ program. In addition, the student in the Joint JD/MACJ program will also have a faculty advisor for the JD program as outlined in the St. Thomas University School of Law Catalog.



**DEPARTMENT OF PSYCHOLOGY**  
**MASTER OF SCIENCE (MS) IN PSYCHOLOGY**  
[Delivery Locations: Online]

**Program Director:** Scott E. Gillig, Ph.D., Licensed Psychologist

**Academic Credentials:** Ph.D. The University of Toledo, Educational Psychology. M.Ed., The University of Toledo, Guidance and Counseling; B.A., The University of Toledo, Psychology

**Contact Information:** sgillig@stu.edu; 305-628-6539

**Program Advisor(s):** Jodi L. Grace, Ph.D. Social Psychology; Larry Rubin, Ph.D. Clinical Psychology; Pamela Cingel, Ph.D. Educational Psychology

**Program Description:** The Master of Science in Psychology is an integrated program in psychological science designed to provide a research-based curriculum in psychological principles, theories, applied skills, and critical thinking leading to the Masters (MS) degree. STU is committed to the development of ethical leaders with strong interpersonal communication and assessment skills. The major goal of the MS program in psychology is to help students gain necessary skills and experience to pursue competitive professional careers in psychology, health and human services, law, business, and other fields and to be prepared for a wide range of psychology and other related doctoral programs.

**ADMISSION REQUIREMENTS:**

Admission to the MS in Psychology program requires a bachelor's degree from an accredited institution, with the following required coursework or equivalents:

Minimum overall GPA of 3.0 on a four-point scale in undergraduate courses is required. Minimum GPA of 3.0 on a four-point scale in Psychology or related major is recommended.

No GRE is required.

Application to the MS in Psychology requires:

- Application form
- Transcripts

Transfer of courses is limited to 9 credits for courses at the 500-600/5000-6000 level from an accredited graduate program.

<b>MS IN PSYCHOLOGY COURSE REQUIREMENTS</b>		<b>30 credits</b>
PSY 590	Industrial Organizational Psychology	
PSY 601	Research Methods I	
PSY 602	Developmental Psychology	
PSY 603	Test & Psychometrics	
PSY 604	Data Analysis Lab	
PSY 605	Research Methods II	
PSY 606	Psychopathology	
PSY 607	Biological Base of Behavior	
PSY 608	Advanced Psych. Testing	
PSY 609	Scientific Methods in Psychology	

**Graduation Requirements**

Satisfactory completion of all STU required graduate program courses (30-36 credits), with a grade of C or better, and a final overall program GPA of 3.0 or higher, are required for awarding of the MS in Psychology degree.

**PROGRAM LEARNING OUTCOMES** (Based on American Psychological Association recommendations.)

LO1. Subject Area Knowledge: Students will demonstrate knowledge of psychological science by identifying and differentiating key elements of psychology's research methods and applications of psychological science within communities and across cultures.

LO2. Professional Development & Ethics: Students explore and select their career pathway in psychology within an industrial-organizational framework, while demonstrating understanding of ethical codes of conduct in psychological research and practice, including knowledge of APA ethical principles, professional subfields and standards.

LO3. Communications: Students demonstrate written/oral presentation of research including analysis and synthesis of literature, and data for the professional exchange of scientific information.

LO4. Critical Thinking: Student learning goes beyond remembering facts and demonstrated understanding, when the students create and conduct an individual project that applies psychological science, and requires critical analysis of data, evaluating results, and creating a final report/presentation.



## **DEPARTMENT OF LEADERSHIP AND EDUCATION**

***"Leadership Is Learned"***

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**Faculty:** K. Cadeau, S. Gillig, Z.J. Mushipe,

The department of Leadership and Education offers undergraduate, graduate, doctoral and certification courses in the areas of leadership, education, and communication. The curricula emphasize core leadership competencies, social justice, pertinent technology, and provide local and global perspectives within the context of St. Thomas University's mission.

Faculty are committed to the conviction that leadership can be learned. While leadership is present in all organizations, the faculty believe individuals in education

and public service have unique leadership roles extending beyond their immediate organizations and within the larger, local and global community. Our graduates are prepared to be leaders for the 21st century and beyond.

### **ADMISSION REQUIREMENTS:**

In keeping with St. Thomas University's mission, candidates of diverse backgrounds are encouraged to apply. We do 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.

Applicants must meet all university general admissions requirements for graduate programs. Additionally:

1. A cumulative undergraduate grade point average of at least 3.0. If a student has an undergraduate GPA of less than a 3.0, the student may submit a brief essay explaining why and how the student has progressed professionally since graduation to be considered for admission, as deemed necessary by the Dean or Dean's designee. A minimum GPA of a 2.6 is required to be considered for admission.
2. A completed and signed university Application for Admission form.
3. International students may have a language test administered by St. Thomas University prior to admission to determine degree of language proficiency. Students failing the language test may be required to complete supplementary non-credit language-proficiency courses, as deemed necessary by the Dean or Dean's designee.
4. Official college and/or university transcripts from the institution where the Bachelor's Degree was conferred. All applicants are required to submit transcripts from each post-secondary institution attended.
5. Only for the Ed.D program:  
Admission to the Ed.D program is based on the following criteria. An applicant for the Ed.D program must have an earned master's degree from an accredited institution or equivalent and a grade point average of at least 3.00 (on a 4.0 scale) in all graduate work attempted.

### **Transfer of Credits to the Ed.D program policy:**

1. In order to transfer credits into the Ed.D an applicant must have either a second masters or other advanced credentials and petition the program director to review the transcripts above the earned master's degree utilized in the admissions application to the Ed.D program.
2. Students can transfer up to a maximum of 4 courses (12 credits) on an accredited transcript over the Masters of which received acceptance into the Ed.D program. If a student has another masters or advanced credentials from a regionally accredited institution, then a review can be requested to transfer up to a maximum of 6 courses (18 credits) into the program. The courses for transfer will only be accepted from regionally accredited institutions. The applicant must request the transfer of these additional courses from official transcripts as part of the application process. Student who transfer from a quarter hour credits school, the student is responsible for the remaining credits.

3. Only official transcripts of all prior graduate and undergraduate academic work will be accepted.



## **GRADUATE EDUCATION PROGRAMS**

**Program Description:** The Education Department offers degrees and courses at the undergraduate and graduate levels.

Unlike traditional education programs where new classes typically begin twice a year, the courses within the Education Department start new cohorts of students every eight weeks. Convenient evening, blended, and online classes are offered for the working professional as well.

The Department offers a Master of Science (MS) degree in Elementary Education which prepares graduates to become instructional leaders in their schools or school districts. In addition, the department offers a Master of Science in Educational Leadership which is offered in a blended format.

### **Alternative Path to Teacher State Certification in Florida**

The University's Master of Science degree programs in education are primarily designed for students who wish to pursue an alternative path to teacher certification in the State of Florida.

Upon completion of the Master of Science degree program in Education, all students who wish to pursue Teacher Certification in the State of Florida must meet the Florida Department of Education (FLDOE) specific requirements including, but not limited to, applying to the FLDOE for a "Letter of Eligibility" and passing all portions of the Florida Teacher Certification Exams (FTCE).

It is the responsibility of all students, especially those from other states, who wish to seek teacher state certification from their home states to contact the appropriate department within the DOE (Department of Education) of their home state to determine their eligibility before enrolling in those Masters of Science degree programs in Education. Please refer to the following departments to obtain the required information:

<http://wwwfldoe.org/teaching/certification/> (State of Florida DOE)  
<https://www2.ed.gov/about/contacts/state/index.html> (U.S. Department of Education state by state)

The Master of Science degree programs that are impacted within this alternative path to state certification are: Educational Leadership and Elementary Education.

## **MASTER OF SCIENCE (MS) IN ELEMENTARY EDUCATION** [Delivery Locations: Blended, Online]

**Program Coordinator:** Katsia Cadeau-Stephenson, Ed.D.,

**Academic Credentials** Ed.D. in Organizational and Educational Leadership Nova Southeastern University; M.S. in Elementary Education, Nova Southeastern University; B.B.A. in Management, St. Thomas University

**Contact information:** Email: [kcadeau@stu.edu](mailto:kcadeau@stu.edu); Phone: 305-628-6582

**Program Description:** The Master of Science (MS) in Elementary Education offered both online and on-ground. It is designed to help fulfill three career paths for teachers:

1. To qualify teachers to teach in an elementary education program;
2. For teachers who hold an undergraduate degree in Special Education, to ensure coherence and breadth of knowledge and experience; and
3. The program is also for career changers who have no teaching experience.

The core courses consist of five courses designed to fulfill the professional education course requirements and to prepare an individual to take the Professional Educator Exam of the Florida Teacher Certification Exam (FTCE). Please refer to the following website for additional information: <http://www.fl.nesinc.com/>.

1. The MS in Elementary Education consists of the seven content/methods courses required for certification and to prepare individuals for the Elementary Education Subject Area Exam (SAE).

<b>MS IN ELEMENTARY EDUCATION COURSE REQUIREMENTS</b>			<b>36 credits</b>
<b>Professional Education Courses</b>			<b>15 credits</b>
EDF	660	Social, Philosophical & Historical Foundations of Ed	
EDA	606	Curriculum and Instruction for Diverse Student Populations	
EDU	524	Literature and Multimedia in the Classroom	
EDU	530	Educational Measurement	
EDU	540	Effective Teaching and Classroom Management	
<b>Elementary Education Subject Area Courses</b>			<b>21 credits</b>
EDU	521	Theory and Foundations of Effective Reading & Language Instruction w/Field Experience	
EDU	523	Content and Methods for Teaching Health & Physical Education with Field Experience	
EDU	525	Content and Meth for Teaching Lang Arts w/Field Exp.	

EDU	526	Content and Methods for Teaching Science w/Field Exp.
EDU	527	Content and Meth for Teaching Math w/Field Exp.
EDU	528	Content and Methods for Teaching Social Science w/Field Exp.
EDU	529	Content and Methods for Teaching Arts w/Field Exp.

**Professional Education Learning Outcomes:** The following learning outcomes will be used to demonstrate a student's knowledge of the profession of education:

1. Demonstrate the knowledge of instructional design and planning.
2. Create the appropriate student-centered learning environments.
3. Evaluate various types of assessment strategies for determining impact on student learning.
4. Apply the knowledge of relevant continuous professional improvement.
5. Demonstrate knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
6. Assess research-based practices appropriate for teaching English Language Learners (ELLs) and apply effective literacy strategies that can be applied across the curriculum to impact student learning.

**Professional Education Learning Outcomes Assessment:** The program's outcomes for professional education are documented and assessed using an electronic portfolio. This submission is considered a diagnostic tool. The submission must include the artifact for the required Florida Educator Accomplished Practice, a copy of the instructor's first rubric, and a remediation plan, if necessary.

**Elementary Education Subject Area Learning Outcomes:** The program's outcomes in the elementary education subject areas are based on the elementary subject area competencies published in The Competencies and Skills Required for Teacher Certification in Florida (16th Edition) or any other state. The candidate for this degree, to qualify for certification in Elementary Education, will have demonstrated the following competencies at the pre-service level.

1. Create theories and practices in the elementary subject matter and apply instructional methods for language arts and reading
2. Create theories and practices in the elementary subject matter and apply appropriate instructional methods for social sciences
3. Create theories and practices in the elementary subject matter and apply appropriate instructional methods for music and the visual arts
4. Create theories and practices in the elementary subject matter and apply appropriate instructional methods for health and physical education
5. Create theories and practices in the elementary subject matter and apply appropriate instructional methods for science, technology, and mathematics with field experience.

**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 to elementary language arts and reading; social sciences; music and the visual arts; health and physical education; and science, technology, and mathematics.

**GRADUATION REQUIREMENTS:** A candidate must:

1. Maintain an overall GPA of 3.0.

2. Complete the entire program's required course work.
3. Present a copy of an electronic portfolio at the time of application for the degree. (Directions concerning this portfolio are available from the instructor).

## **MASTER OF SCIENCE (MS) IN INSTRUCTIONAL DESIGN & TECHNOLOGY**

**[Delivery Locations: Online]**

**Program Director:** Timothy Stafford, Ph.D.

**Academic Credentials:** PhD in Instructional Design for Online Learning (Capella University); Masters of Science in Instructional Design for Online Learning (Capella University); Bachelor of Arts in Theology/Ministry (Bethany University)

**Contact information:** tstafford@stu.edu

**Program Description:** The MS in Instructional Design and Technology is designed for education and training professionals who are interested in learning how to enhance learning and development through the use of integrated technology through instructional design and practice. The course programming presents students with opportunities to examine the rapidly changing landscape of instructional design, digital education and learning technologies to better understand their impact on multiple landscapes of education and training.

The MS ID&T program at STU is appropriate for digital instructors at any educational level, instructional designers, technology specialists, industry/corporate trainers & learning developers, and providers of professional education & development. Any educational or learning professional whose interest is in effectively using information media and educational technologies to enhance instruction will find value in this program for both synchronous, asynchronous, blended and other digital environments and models. Graduates will have the skills and knowledge to design coursework for multiple modalities of digital platforms, eLearning, and technologically enhance blended or existing coursework. The students will be able to tackle changing trends and emerging technologies and will have the skills to add valuable digital educational knowledge & programming that can enhance any organization as it provides training/coursework for its employees, staff members, faculty members and/or students. Graduates will be prepared to work as instructional designers and technology specialists and lead campaigns focused on the integration of technology in academic, corporate, and other learning & development applications and environments.

## **MS IN INSTRUCTIONAL DESIGN AND TECHNOLOGY**

<b>COURSE REQUIREMENTS</b>	<b>30 credits</b>
EDA 606	Curriculum and Instruction for Diverse Student population
EDA 616	Technology to Support Educational Leadership
EDF 621	Psychological Foundations of Education
EDT 600	Introduction to Instructional Technology
EDT 610	Instructional Design: Theories & Models
EDT 620	Technology Integration
EDT 630	Multimedia Design and Development
EDT 650	Practicum in Instructional Technology with Field Experience
EDU 503	Applied Research Methods
EDU 530	Educational Measurement

### **Program Learning Outcomes:**

Graduates will be able to:

1. Design, implement and manage technology for educational programming that creates competency, literacy, and creativity in education programming for K12, Higher Ed, and corporate/industrial application
2. Develop concepts of multimedia design that supports innovative design for learning in digital educational environments.
3. Design and employ training to develop best instructional practices and technologies for use and effectiveness in complex digital learning environments.
4. Develop standards-based, technology-supported courses that align with the ISTE, NCATE, QM, ibstipi, and other appropriate industry standards

### **Program Outcomes Assessment:**

EDT 650 (Practicum in Instructional Technology) is designated as the capstone course for program assessment in this program. Candidates must complete a capstone e-Portfolio assessment activity that is evaluated based on rubrics that are aligned with ISTE, NCATE, QM, ibstipi, and other appropriate industry 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 READING** [Delivery Locations: Online]

**Program Coordinator:** Dr. Katsia M. Cadeau (INTERIM)

**Academic Credentials:** Ed.D. in Organizational Leadership., M.S. in Elementary

Education with Specialization in Reading, M.S. in TESOL with Special Education.

Florida Educator Certification (All levels), Elementary Education (K-6), Reading (K-12), Business (6-12), English for Speakers of Other Languages, and Educational Leadership (All Levels).

**Contact Information:** kcadeau@stu.edu 305-628-6582

**Program Advisor(s):** Katsia M. Cadeau., Dr. Scott Gillig

### **Description**

The Master of Science in Reading consists of eight 3-credit reading courses and three foundational courses to prepare educators for the 21<sup>st</sup> century literate environment and the rapidly changing classroom demographics. These courses are designed to prepare candidates to teach literacy instruction, diagnose, and remediate children's reading difficulties K-12. Current research and theory of literacy and how children learn to read are translated into meaningful classroom application and practice while utilizing research-based instructional practices and materials. Fundamental theoretical knowledge of the principles and processes 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 education certification purposes when awarded by an institution of higher learning accredited by (1) of the regional accrediting associations."

St. Thomas University is accredited by the Southern Association of Colleges and Schools.

## **MS in READING**

### **Course Requirements**

**30 Credits**

EDF	621	Psychological Foundations of Education
EDU	521	Theory and Foundations of Effective Reading Instruction
EDU	522	Assessment and Diagnosis of Reading Difficulties
EDU	524	Children Literature and Multimedia in the Classroom
EDU	525	Content and method for Teaching Language Arts
EDU	530	Educational Measurement
RED	500	The Reading Process in the Content Area
RED	505	Techniques of Remedial and Corrective Reading
RED	506	Theory and Processes of Reading Comprehension
RED	510	Reading Practicum

**Program Student Learning Outcomes:** The graduate reading program is designed to develop competent reading professionals who understand how literacy theory and research guide pedagogical decisions to choose diagnostic assessments and strategies decisions in order to design appropriate instruction for all students. Learning outcomes are aligned with the Florida Department of Education's Reading Competencies and the 2016 International Reading Association Standards for Reading Professionals. They include the following:

- ILA Standard 1      Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- ILA Standard 2      Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- ILA Standard 3      Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- ILA Standard 4      Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- ILA Standard 5      Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- ILA Standard 6      Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

### **Program Outcomes Assessment**

The student practicum portfolio is used to assess the accomplishment of an individual to apply learned skills and knowledge in a clinical setting. Furthermore, candidates will be assessed by means of completing a practicum. The practicum will assess individual

candidate's competency on the various levels of each of the ILA's standards and the Florida Reading Competencies.

### **Program Learning Outcomes Assessment**

A capstone course (RED 610: Reading Practicum) is used for program level assessment. The course requires each student to complete case studies related to the ILA Standards: Standard 1 through Standard 6. The case study assignment is composed of virtual classroom situations which require responses that reflect knowledge, instructional strategies and curriculum materials, administration of a variety of assessment tools and groupings as well as demonstration of knowledge and skill of creating a literate environment in a real setting.

#### **Graduation Requirements**

A candidate must maintain an overall GPA of 3.0.

A candidate must complete the entire program's required course work.

A candidate must successfully complete the Exit Examination.

### **READING ENDORSEMENT [Delivery Locations: Online]**

(This is not a standalone endorsement; it must be accompanied with a degree program.)

**Description:** These courses are designed to fulfill the requirements to receive a reading endorsement in Florida.

<b>Required Courses</b>	<b>15 credits</b>
EDU 521	Theory and Foundations of Effective Reading & Language Instruction with Field Experience
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

Aligned with the Rubric provided by the FLDOE

<http://www.fl DOE.org/core/fileparse.php/7539/ur1/ReadiEndorseProAppRubricIRP.pdf>

**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.



## **GRADUATE LEADERSHIP PROGRAMS**

### **MASTER OF SCIENCE (MS) IN EDUCATIONAL LEADERSHIP [Delivery Locations: Blended, Online]**

**Program Director:** Scott E. Gillig, Ph.D.,

**Academic Credentials:** Ph.D. The University of Toledo, Educational Psychology; M.Ed., The University of Toledo, Guidance and Counseling; B.A., The University of Toledo, Psychology

**Contact Information:** sgillig@stu.edu; 305-628-6539

**Program Description:** The MS in Educational Leadership consists of coursework and experiences designed to develop entry-level competencies for instructional leaders. The program provides an alternative pathway to develop entry-level competencies for educational professionals.

Upon completion of the Master of Science degree program in Education, all students who wish to pursue Teacher Certification in the State of Florida must meet the Florida Department of Education (FLDOE) specific requirements including, but not limited to, applying to the FLDOE for a "Letter of Eligibility" and passing all portions of the Florida Teacher Certification Exams (FTCE).

It is the responsibility of all students, especially those from other states, who wish to seek teacher state certification from their home states to contact the appropriate department within the DOE (Department of Education) of their home state to determine their eligibility before enrolling in those Masters of Science degree programs in Education. Please refer to the following departments to obtain the required information:

<http://www.fl DOE.org/teaching/certification/> (State of Florida DOE)

<https://www2.ed.gov/about/contacts/state/index.html> (U.S. Department of Education state by state)

## **MS IN EDUCATIONAL LEADERSHIP COURSE REQUIREMENTS**

### **Courses Requirements**

**36 Credits**

EDA	601	Leadership in Education
EDA	602	Communication in Educational Leadership
EDA	603	School Law
EDA	604	School Finance
EDA	606	Curriculum & Instruction for Diverse Student Populations
EDA	608	School Personnel Management
EDA	612	Applied Leadership Theory for Educational Leadership
EDA	616	Technology to Support Educational Leadership
EDF	621	Psychological Foundations of Education
EDF	660	Social, Philosophical and Historical Foundations of Education
EDU	503	Applied Research Methods
EDU	530	Educational Measurement

**Program Admission Requirement:** Applicants seeking credentials in educational leadership in the State of Florida or in their home state should check with their home state for guidelines and requirements. Please see links as noted in the Program Description.

### **Program Learning Outcomes:**

1. Synthesize the knowledge, skills, and competencies developed during prior courses and overall program experience and embedded in the Domain of School or alternative site Improvement of the Professional Standards for Educational Leaders 2015.
2. Demonstrate competency in the leadership skills and competencies embedded in the Curriculum, Instruction and Assessment, and Community of Care and Support for Students Cluster 1 of the Professional Standards for Educational Leaders 2015.
3. Formulate and implement job-embedded projects that demonstrate effective leadership and are based on school/student or alternative site needs and embedded in the Professional Capacity of School and alternative Personnel, Professional Community for Teachers and Staff and alternative, Meaningful Engagement of Families and Community, and Operations and Management Cluster 2 of the Professional Standards for Educational Leaders 2015.
4. Evaluate his/her leadership capacity as it relates to problem solving, implementing change, and ethical decision making and embedded in the Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness Cluster 3 of the Professional Standards for Educational Leaders 2015.

**Program Learning Outcome Assessment:** The capstone course for this program is EDA 612: Applied Leadership Theory for Educational Leadership.

The three Shadowing Experiences and Mini Project 1 represent the Program Evaluative Component of the course. Students are expected to take their proposal for each shadowing experience/project to the school principal, assistant principal, or other administrator and gain their approval and support in order to proceed with implementation. The student and the course instructor are in contact regularly regarding feedback as to how the shadowing experience project is progressing.

**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.

## **MASTERS IN ETHICAL LEADERSHIP** **[Delivery Locations: Blended]**

**Program Coordinator:** Carolyn Komanski, Ph.D

**Academic Credentials:** Ph.D, University of Florida, MS, Indiana University, Bloomington, BA, University of South Florida, Visiting Professor, 2021.

**Program Advisors:** A. Andenoro; andenoro@stu.edu; 786.417.9300

**Program Description:** The Master of Arts (MA) in Ethical Leadership equips students with the skills, competencies, and capacities necessary for leading the next generation of effective, ethical, and socially responsible global corporations and communities. The program is designed for individuals looking to advance their organizational standing and maximize the potential of those working in industry, government, education, and nonprofit organization settings. The program leverages best practices and innovative leadership strategies to create a foundation for organizational and community change. In alignment with the St. Thomas University Mission, the Master of Arts in Ethical Leadership program develops students' ethical leadership capacity through interdisciplinary coursework focusing on and integrating leadership theory and practice, ethics and morality, complex problem-solving, decision-making, creativity and innovation, efficiency, team development strategies, diversity and inclusion practices, practical experience, and people management, creates the foundation for applied ethical leadership within a variety of professional contexts and advances individual and organizational performance. Graduates create value for their organizations, demonstrate the ability to ethically inspire action and a shared vision in others, make effective decisions within fast-paced environments, improve organizational effectiveness and teamwork, and increase profitability.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed university Application for Admission
2. Official college and/or university transcripts from the institution where the Bachelor's Degree was conferred
3. Personal statement describing applicant's professional goals and why the degree is important to achieve those goals
4. Professional résumé
5. Two letters of recommendation or recommendation forms
6. All graduate applicants with a cumulative undergraduate grade point average (GPA) below 3.0 will be required to submit a statement noting the contributing reasons and how the applicant has shown professional and personal growth since their undergraduate graduation.

### **MASTER OF ARTS IN ETHICAL LEADERSHIP REQUIREMENTS**

<b>Required Courses</b>	<b>36 credits</b>
Mandatory the following 15 credits	
MEL 503	Applied Research Methods
MEL 600	Leadership Foundations and Skills Assessment
MEL 601	Interpersonal Leadership*
MEL 630	Organizational Communication and Leadership

**Pick 21 credits from the list below:**

MEL	635	Legal and Ethical Aspects of Organizations
MEL	640	Organizational Leadership and Change*
MEL	645	Global and Cultural Diversity in Leadership
MEL	650	Conflict Resolution and Mediation
MEL	660	Project Management and Leadership
MEL	675	Managing Innovation in Organizations*
MEL	700	Organizational Behavior
MEL	701	Ethical Leadership Capstone
MEL	799	Special Topics in Ethical Leadership

All courses in the program will use teaching strategies that integrate practical applications through fieldwork, innovative technology, challenge-based projects, teamwork or other applied practices in conjunction with research.

**\*Residency Courses:** Residency courses provide an opportunity for students, community leaders, industry professionals, policymakers, and university administration and faculty to participate in structured face-to-face workshop style sessions facilitated at St. Thomas University over a three-day period. These sessions create added depth, collaboration, and community creating the foundation for an enhanced education experience. Residency courses are a hallmark of the blended approach to education.

**Program Student Learning Outcomes:** Graduates of the Master of Arts in Ethical Leadership program will demonstrate capacity for:

1. Applying Ethical Leadership theoretical foundations
2. Utilizing strong interpersonal skills and communication skills
3. Implementing organizational and community-based problem-solving strategies
4. Demonstrating and developing ethical and moral values within diverse contexts
5. Advancing ethical leadership practices that prioritize collaboration, efficiency, and strategic organizational and community initiatives

**Program Student Learning Outcomes Assessment:** Learning outcomes are assessed and evaluated throughout the program and culminate with applied leadership project-based capstone course, Ethical Leadership Capstone (MEL 701).

**Graduation Requirements:** The Master of Arts in Ethical Leadership program requires a total of thirty-six (36) graduate credit hours. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0. Individual advising and answers to questions about courses are available by contacting the Masters in Ethical Leadership Program Coordinator.

**MASTER OF ARTS IN ETHICAL LEADERSHIP,  
SPECIALIZATION IN HIGHER EDUCATION  
[Delivery Location: Blended]**

**Program Coordinator:** Katherine Friesen, Ph.D.

Academic Credentials: Ph.D., Higher Education (Iowa State University); MLS, Leadership Studies (Marquette University); BA, Secondary Education (Kansas State University)

**Program Advisors:** A. Andenoro - andenoro@stu.edu; E. Buller - ebuller@stu.edu; C. Komanski – ckomanski@stu.edu

**Program Description:** The Master of Arts (MA) in Ethical Leadership with a Specialization in Higher Education equips students with the skills, competencies, and capacities necessary for leading within institutions of higher education. As a specialization of the Master of Arts in Ethical Leadership, attention will be set on developing students as effective, ethical, and socially responsible higher education leaders. The program is designed for individuals looking to advance their work and standing in college and universities and maximize their potential. The program leverages best practices and innovative leadership strategies to create a foundation for organizational change.

In alignment with the St. Thomas University Mission, the Master of Arts in Ethical Leadership, Higher Education Specialization program develops students' ethical leadership capacity for higher education through interdisciplinary coursework focusing on and integrating leadership and higher education theory and practice, with an ethical foundation for working with diverse student populations. Graduates create value for their institutions, demonstrate the ability to ethically inspire action and a shared vision in others, make effective decisions within fast-paced environments, improve organizational effectiveness and teamwork, and increase profitability.

**GENERAL ADMISSION REQUIREMENTS:**

7. A completed and signed university Application for Admission
8. Official college and/or university transcripts from the institution where the Bachelor's Degree was conferred
9. Personal statement describing applicant's professional goals and why the degree is important to achieve those goals
10. Professional résumé
11. Two letters of recommendation or recommendation forms
12. All graduate applicants with a cumulative undergraduate grade point average (GPA) below 3.0 will be required to submit a statement noting the contributing reasons and how the applicant has shown professional and personal growth since their undergraduate graduation.

**MASTER OF ARTS IN ETHICAL LEADERSHIP HIGHER EDUCATION  
SPECIALIZATION REQUIREMENTS** **36 credits**

**Required Courses** **36 credits**

- MEL 503 Applied Research Methods
- MEL 600 Leadership Foundations and Skills Assessment
- MEL 601 Interpersonal Leadership\*
- MEL 602 Introduction to Higher Education and Student Affairs
- MEL 603 Inclusive Colleges and Universities
- MEL 604 Student Development
- MEL 605 Students in Higher Education
- MEL 630 Organizational Communication & Leadership
- MEL 650 Conflict Resolution and Mediation
- MEL 675 Managing Innovation in Organizations
- MEL 700 Organizational Behavior
- MEL 701 Ethical Leadership Capstone

All courses in the program will use teaching strategies that integrate practical applications through fieldwork, innovative technology, challenge-based projects, teamwork or other applied practices in conjunction with research.

**\*Residency Courses:** Residency courses provide an opportunity for students, community leaders, industry professionals, policymakers, and university administration and faculty to participate in structured face-to-face workshop style sessions facilitated at St. Thomas University over a three-day period. These sessions create added depth, collaboration, and community creating the foundation for an enhanced education experience. Residency courses are a hallmark of the blended approach to education.

**Program Student Learning Outcomes:** Graduates of the Master of Arts in Ethical Leadership, Higher Education specialization program will demonstrate capacity for:

1. Applying theories of Higher Education and Ethical Leadership to practice
2. Developing skills for teaching and working with diverse student populations
3. Creating inclusive and outcome-based programming with assessment and evaluation and budgetary pieces
4. Demonstrating and developing ethical and moral values within the context of higher education

**Program Student Learning Outcomes Assessment:** Learning outcomes are assessed and evaluated throughout the program and culminate with applied leadership project-based capstone course, Ethical Leadership Capstone (MEL 701).

**Graduation Requirements:** The Master of Arts in Ethical Leadership, Higher Education specialization, program requires a total of thirty-six (36) graduate credit hours. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0. Individual advising and answers to questions about courses are available by contacting the Masters in Ethical Leadership Program Coordinator.



## **DOCTOR OF PHILOSOPHY (Ph.D.) IN ETHICAL LEADERSHIP** [Delivery Locations: Blended]

**Program Coordinator:** Anthony Andenoro, Ph.D

Academic Credentials: PhD, MS, Texas A&M University, BA, University of Toledo, Director of Ethical Leadership.

**Program Advisors:** A. Andenoro - andenoro@stu.edu; E. Buller - ebuller@stu.edu; C. Komanski – ckomanski@stu.edu

The Doctor of Philosophy (Ph.D.) in Ethical Leadership provides practical application for theoretical foundations grounded in leadership, ethical principles, management practice, psychology, planning and design, assessment and evaluation, research, and policy development in a variety of organizational settings and community environments. The program offers a project-based, interdisciplinary curriculum, and a broad spectrum of learning experiences to meet individual student needs and to develop a diverse and scholarly community of learners. Students within the program maintain careers within management, government leadership, public service, higher education, business, healthcare, non-profit corporations, and school administration (e.g., executives, principals, directors, military personnel, and supervisors).

Graduates demonstrate capacity for complex problem solving, critical thinking, creativity, performance management, collaborative project management, emotional intelligence, and moral decision-making. Ethical leaders foster positive environments and productive relationships by understanding self, groups, and organizations. Ethical leaders give voice to the underrepresented, value inclusivity, and pursue a positive future, in which individuals reach their full potential. 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 governmental, corporate, non-profit, higher education, K-12, and healthcare organizations.

Face-to-face, online, and blended options create a unique structure allowing students to complete their doctorate in three years on a part-time basis while working full-time. The research and dissertation processes are infused throughout the program with intensive faculty support to maximize student support and success.

**Program Learning Outcomes:** Graduates of the Ph.D. in Ethical Leadership program will demonstrate capacity for:

1. Applying Ethical Leadership theoretical foundations
2. Identifying and responding to the changing needs of diverse organizations
3. Leading and managing private corporations, public organizations, educational institutions and systems, community organizations, and nonprofit agencies

4. Demonstrating ethical behaviors and complex problem-solving
5. Maximizing organizational performance and effectiveness
6. Empowering organizational cultures of innovation and creativity, team effectiveness, and inclusion
7. Developing scholarship, theory, and practices that advance the broad fields of leadership and organizational development

**Program Learning Outcomes Assessment:** Learning outcomes are assessed and evaluated throughout the program through innovative project-based and real-world assignments. Action and dissertation research processes provide students with the opportunity to contribute tangible value to organizations and contribute to the scholarly body of knowledge informing Ethical Leadership, Leadership Development, and Leadership Education.

**Program Requirements and Structure:** The Ph.D. program requires 60 credits of doctoral work beyond the master's degree, including 24 core credits, 12 Ethical Leadership specialization credits, 12 research credits, and 12 doctoral research credits.

### **DOCTOR OF PHILOSOPHY IN ETHICAL LEADERSHIP REQUIREMENTS**

		<b><u>60 Credits</u></b>
<b>Core Courses</b>		<b><u>15 credits</u></b>
ELI 801	Theory and Practice of Leadership	
ELI 805	Globalization & Strategic Leadership*	
ELI 809	Innovation and Leadership*	
ELI 814	Cross-Cultural Relations	
ELI 817	Communication & Influence	
<b>Specialization Courses</b>		<b><u>12 credits</u></b>
DEL 801	Interpersonal Leadership*	
DEL 802	Moral Imagination and Decision-Making	
DEL 803	Complex Problems	
DEL 805	Leadership in Action	
<b>Research Courses</b>		<b><u>12 credits</u></b>
DEL 804	Assessment and Evaluation	
RES 819	Research Methods	
RES 820	Quantitative Research	
RES 821	Qualitative Research	
<b>Doctoral Research (Dissertation/Action Research)</b>		<b><u>12 credits</u></b>
DIS 900	Doctoral Research Proposal*	
DIS 901	Doctoral Research I	
DIS 902	Doctoral Research II	
DIS 903	Doctoral Research III	
<b>Doctoral Electives</b>		<b><u>9 credits</u></b>

Pick three courses from the list below

ELI 804	Leadership for Crisis and Change
ELI 807	Ethics and Governance
ELI 813	Leading a Learning Organization
ELI 999	special Topics

**\*Residency Courses:** Residency courses provide an opportunity for students, community leaders, industry professionals, policymakers, and university administration and faculty to participate in structured face-to-face workshop style sessions facilitated

at St. Thomas University over a three-day period. These sessions create added depth, collaboration, and community creating the foundation for an enhanced education experience. Residency courses are a hallmark of the blended approach to education.

Ph.D. Candidates (those who have fulfilled all the requirements for the degree, *except* the doctoral research coursework and the accompanying process) are expected to continuously enroll for one (1) doctoral research credit (DIS 904 Doctoral Research: Continuation) in semesters preceding and including the graduation semester. Registration for one (1) credit allows candidates to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair.

A candidate who does not register for two (2) consecutive semesters during an academic year will be required to re-apply to the program if the student chooses to complete the program. Readmission is based on the evaluation of reapplication materials and the discretion of the program coordinator and Academic Dean.

### **Doctoral Research Handbook and Dissertation Publication Manual:**

The Doctoral Research Handbook provides a set of policies and procedures that govern the doctoral research process.

### **Doctoral Candidacy & Research Process:**

Doctoral research processes should reflect an original and scholarly research contribution applicable to the candidate's chosen area of specialization. Processes and products should demonstrate competent application of appropriate research methodologies and ethical guidelines in the investigation of a significant problem or issue. After completing the doctoral research process, students are strongly encouraged to apply for appropriate awards and opportunities to present and publish their work through scholarly outlets.

Doctoral students officially become candidates for the doctoral degree upon successful completion of their requisite non-doctoral research coursework. In addition, doctoral candidacy is contingent upon maintaining at least a 3.25 cumulative GPA for the doctoral program coursework.

All doctoral candidates are required to work with their doctoral research chair and submit a complete Institutional Review Board (IRB) application packet prior to collecting data to ensure ethical data collection, treatment, and analyses.

The Doctoral Research Proposal (DRP) is a substantial document in which the student develops their thought process as it relates to their plans for conducting research. The DRP focuses on the primary topic, research questions and research the student is planning to study.

The DRP is completed when the student is enrolled in DIS 900 Doctoral Research Proposal and represents the beginning stage of the doctoral research process. In DIS 900, each student will develop a student doctoral research profile and complete the Doctoral Research Chair selection process. After the Doctoral Research Chair has been identified, selected, and the chair confirms their willingness to participate in the process, the student will begin working with the Doctoral Research Chair in a mentor/mentee capacity. The doctoral research process is intended to be completed over a 32-week four course (Doctoral Research Coursework) process.

### **Doctoral Research Options:**

Research can be defined as a systematic and persistent approach to answering questions (Gall, Gall, & Borg, 2007). Doctoral Candidates are required to prepare and present an original doctoral research project that demonstrates their ability to conduct ethical and methodologically sound research advancing the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education. The doctoral research products demonstrate the candidate's capacity for independent thought and application of the tools and methods of research to organizational issues and problems.

All doctoral research options focus on answering a critical question. However, each option provides the candidate culminates in a distinctly different outcome.

*Option 1 – Traditional Dissertation* – The dissertation process is generalizable to a given population or transferable to like contexts. It provides a traditional approach developing a five-chapter document explaining the context for the study, the theoretical and conceptual foundations, methodology, findings, and conclusions/recommendations.

*Option 2 – Article Dissertation* – The article dissertation a process leading to the development of a minimum of three articles within a given line of inquiry. The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction of the dissertation. This should appear in Chapter 1 of the Article Dissertation. A maximum of one article published or accepted for publication prior to the proposal defense may be included. This article must represent work undertaken while the student is enrolled in the PhD program and be approved by the committee at the time of the student's proposal meeting. This article must be connected to the theme or themes of the dissertation. A previously published article approved for inclusion requires permission from the copyright holder and other authors. It is expected that the three articles submitted for the defense are of journal quality and are submitted for publication to journals identified by the student in concert with the doctoral research committee in alignment the student's program of study.

The three articles will serve at Chapters 2-4 of the article dissertation document. At least one of the articles should reflect a research-based manuscript detailing the empirical evidence collected and analyzed by the student. Other articles may include subsequent research, application, or theoretical/conceptual pieces. If the included article is application or theoretically/conceptually based, it must be connected to the theme or themes of the dissertation without overlapping heavily with the contents of the preceding article. The extent of the overlap will be evaluated by the student's doctoral research committee. Journals identified as publication outlets must be approved by the doctoral research committee. Students will serve as the first author on all articles and are responsible for the overall development and articulation of the inherent research, concept, or idea. Other students are not permitted to serve as co-authors on any of the articles.

The Article Dissertation must include an abstract that synthesizes the articles, as well as an introduction (Chapter 1), the three articles (Chapters 2-4), and a conclusion (Chapter 5). The introduction should function as the overarching perspective that provides a connection for the manuscripts together, their collective meaning and combined contribution to the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education. It should include the following:

1. A definition or statement of the problem;
2. The importance of the problem;

3. Why it matters to the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education;
4. The theoretical foundation (s) supporting the problem/issue;
5. An overview of the important literature (overview, because each article will have its own unique literature review);
6. The research questions;
7. The methodology to be used to answer those questions

Chapter 5, the conclusion, will briefly summarize the dissertation's major findings, limitations, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work. The conclusion chapter provides an overarching connection for the reader articulating how the various manuscripts collectively make a contribution to the knowledge base regarding the problem. The conclusion chapter should present/discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually and should articulate an agenda for future research on the issues addressed in the dissertation.

*Option 3 – Applied Dissertation* – The applied dissertation option is specifically applicable to a tangible means for advancing a given organization. These can include but not limited to analytic reports, white papers, design, facilitation, and evaluation of curriculum, training, etc., ROI (Return on Investment) metric development and application, strategic planning and strategic implementation framework, comprehensive marketing plans, large-scale assessments, evaluation plans, processes, and metrics, and diffusion/adoption strategies. Candidates will work closely with their doctoral research chair and committee to choose which option can maximize benefit for the candidate and align with career aspirations. Approval will be granted based on accessibility, impact, and scope of the project.

All topics must be approved by the Candidate's Chair and communication should be maintained with the candidate's committee throughout the approval and development process. All options are structured to explain the purpose, provide context for the study through the identification and summary of previously published scholarly literature, share the research methods utilized and the resulting findings, and report the implications and recommendations for advancing organizations for the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education.

#### **Ethics of Dissertation Research:**

The primary responsibility for ensuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the doctoral candidate and the doctoral research chair. Studies involving human subjects must meet all the requirements of St. Thomas University policy on human subjects and must be approved by the Institutional Review Board (IRB). However, all research is required to be reported to the university IRB office regardless of human subject involvement. The IRB approval must follow a successful Doctoral Research Proposal defense as determined by the doctoral research chair in collaboration with the doctoral research committee members. The candidate should adhere to the IRB's Guidelines and obtain approval prior to proceeding with data collection efforts and subsequent portions of the doctoral research options.

## **APA, Quality Control, and Style Test Requirements:**

1. If option 1 (traditional dissertation) or option 2 (article dissertation) is selected by the candidate, and the culminating product has been successfully defended, the document may undergo approval by St. Thomas University Library Style and Writing Quality Assessment. This precedes the documents' formal acceptance, binding, and ProQuest admissibility. Traditional and article dissertations that fail to meet those requirements will be returned to students for revision and resubmission. The Dissertation Checklist must be strictly followed in the process of Final Review by the Doctoral Candidate and Doctoral Research Chair.
2. All St. Thomas University dissertations are subject to quality control to ensure a scholarly product. If a dissertation is found to contain quality issues in format, style, and/or presentation, the author will be required to provide a corrected copy to the University Library. University Library official approval is required for doctoral research completion and degree conferral.

## **Publishing the Dissertation:**

St. Thomas University offers doctoral graduates the opportunity to publish final dissertations within the St. Thomas University Library database and ProQuest. Graduates may opt out of this considering journal copyright parameters. All students are strongly encouraged to choose the Open Access Publishing within ProQuest for their dissertations.

## **Incomplete Policy:**

If doctoral student is unable to complete the assigned work for a particular class due to significant and extenuating circumstance, it may be necessary for a doctoral student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials. Additionally, students and instructors are asked to complete the necessary paperwork to request an Incomplete and to submit it to the program coordinator/director.

### **INCOMPLETE**

The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar (*fall incompletes completed by the end of the spring semester, spring incompletes by the end of the fall semester, summer incompletes by the end of the Fall semester*) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

To be considered for an Incomplete, all of the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded
2. The student is passing the course when the Incomplete is requested
3. Significant or exceptional circumstances have occurred preventing the student from completing all the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to sudden illness, death in the immediate family, significant job change, etc.

4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline
5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

**Leave of Absence:**

A student or candidate may apply in writing to the program coordinator/director for leave from doctoral studies for up to one year. Students who have not been granted a leave of absence in writing by the program coordinator/director will be deemed to have withdrawn after one academic year of absence.

St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

**Recency of St. Thomas University Credit:**

All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements and will be given five (5) years (from the date of the readmission) to complete all program requirements, including the successful defense of the doctoral research option.

**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.

**DOCTOR OF PHILOSOPHY (Ph.D) IN ETHICAL LEADERSHIP,  
SPECIALIZATION IN HIGHER EDUCATION  
[Delivery Location: Blended]**

**Program Coordinator:** Katherine Friesen, Ph.D.

**Academic Credentials:** Ph.D., Education (Iowa State University); MLS, Leadership Studies (Marquette University); BA, Secondary Education (Kansas State University)

**Program Advisors:** A. Andenoro - andenoro@stu.edu; E. Buller - ebuller@stu.edu; C. Komanski – ckomanski@stu.edu

The Doctor of Philosophy (Ph.D.) in Ethical Leadership with a specialization in Higher Education provides a foundation of integrated theory and practice grounded and integrated in the history, current issues, and future trends; leadership, organization, and administration; student populations, development, and equity; ethical governance, policy, and finance; and program assessment and data driven decision-making in the field of higher education. The program leverages the Ph.D. in Ethical Leadership to develop higher education leaders prepared for leading 21st century higher education institutions.

Graduates are prepared for administrative and faculty positions in postsecondary educational institutions and agencies, across institution types and diverse student populations. With an emphasis in ethical leadership, graduates are prepared to drive equitable change in higher education and society through the research, integration, and application of knowledge.

**Program Learning Outcomes:** Graduates of the Ph.D. in Ethical Leadership with a specialization in Higher Education program will demonstrate capacity for:

1. Analyzing historical, current issues, and future trends in higher education to inform scholarship and practice
2. Critiquing the cultures and academic work of higher education and their relationship with institutional missions and student learning
3. Developing equitable programs, courses, and policies that reflect diverse student populations in institutions of higher education
4. Analyzing organizational and administrative functions within higher education institutions in order to practice ethical leadership and change
5. Applying ethical leadership in governance, policy, and finance that reflect the needs of students, institutions, and society
6. Conducting program assessment and evaluation and higher education research as equitable and ethical scholars and practitioners

**Program Learning Outcomes Assessment:** Learning outcomes are assessed and evaluated throughout the program through innovative project-based and real-world assignments. Action and dissertation research processes provide students with the opportunity to contribute tangible value to organizations and institutions of higher education and contribute to the scholarly body of knowledge informing Ethical Leadership, Higher Education, Student Development, and Leadership Education.

Specific assessments infused across the curricula are associated with each learning objective and include but are not limited to:

1. Develop literature reviews, positioning arguments within the field and scholarly communities of Ethical Leadership and Higher Education

2. Create a financial scanning indicator to aid in program development and budget management
3. Develop a course design complete with lesson plans, assessments, and considerations for modalities and diverse students
4. Conduct assessment and evaluation and research projects, using data to inform decision-making and change in institutions of higher education

**Doctor of Philosophy in Ethical Leadership with a Specialization in Higher Education Requirements** **60 credits**

**Higher Education Core Courses**

**15 credits**

- HED 801 Higher Education Foundations
- HED 802 Academic Cultures & Issues in Higher Education
- HED 803 College Teaching
- HED 804 Economics & Finance in Higher Education
- HED 805 Organization & Administration of Higher Education

**Leadership Courses**

**21 credits**

- DEL 801 Interpersonal Leadership\*
- DEL 802 Moral Imagination & Decision-Making
- DEL 805 Leadership in Action
- ELI 801 Theory & Practice of Leadership
- ELI 805 Globalization & Strategic Leadership\*
- ELI 807 Ethics & Governance
- ELI 809 Innovation & Leadership\*

**Research Courses**

**12 credits**

- DEL 804 Assessment & Evaluation
- RES 819 Research Methods
- RES 820 Quantitative Research
- RES 821 Qualitative Research

**Doctoral Research (Dissertation Research)**

**12 credits**

- DIS 900 Doctoral Research Proposal\*
- DIS 901 Doctoral Research I
- DIS 902 Doctoral Research II
- DIS 903 Doctoral Research III

**\*Residency Courses:** Residency courses provide an opportunity for students, community leaders, industry professionals, policymakers, and university administration and faculty to participate in structured face-to-face workshop style sessions facilitated at St. Thomas University over a three-day period. These sessions create added depth, collaboration, and community creating the foundation for an enhanced education experience. Residency courses are a hallmark of the blended approach to education.

**Continuous Registration for Doctoral Research Students:**

Ph.D. Candidates (those who have fulfilled all the requirements for the degree, except the doctoral research coursework and the accompanying process) are expected to continuously enroll for one (1) doctoral research credit (DIS 904 Doctoral Research: Continuation) in semesters preceding and including the graduation semester. Registration for one (1) credit allows candidates to maintain student services and

continue their research processes while maintaining communication with their respective Doctoral Research Chair.

A candidate who does not register for two (2) consecutive semesters during an academic year will be required to re-apply to the program if the student chooses to complete the program. Readmission is based on the evaluation of reapplication materials and the discretion of the program coordinator and Academic Dean.

### **Doctoral Research Handbook and Dissertation Publication Manual:**

The Doctoral Research Handbook provides a set of policies and procedures that govern the doctoral research process.

### **Doctoral Candidacy & Research Process:**

Doctoral research processes should reflect an original and scholarly research contribution applicable to the candidate's chosen area of specialization. Processes and products should demonstrate competent application of appropriate research methodologies and ethical guidelines in the investigation of a significant problem or issue. After completing the doctoral research process, students are strongly encouraged to apply for appropriate awards and opportunities to present and publish their work through scholarly outlets.

Doctoral students officially become candidates for the doctoral degree upon successful completion of their requisite non-doctoral research coursework. In addition, doctoral candidacy is contingent upon maintaining at least a 3.25 cumulative GPA for the doctoral program coursework.

All doctoral candidates are required to work with their doctoral research chair and submit a complete Institutional Review Board (IRB) application packet prior to collecting data to ensure ethical data collection, treatment, and analyses.

The Doctoral Research Proposal (DRP) is a substantial document in which the student develops their thought process as it relates to their plans for conducting research. The DRP focuses on the primary topic, research questions and research the student is planning to study.

The DRP is completed when the student is enrolled in DIS 900 Doctoral Research Proposal and represents the beginning stage of the doctoral research process. In DIS 900, each student will develop a student doctoral research profile and complete the Doctoral Research Chair selection process. After the Doctoral Research Chair has been identified, selected, and the chair confirms their willingness to participate in the process, the student will begin working with the Doctoral Research Chair in a mentor/mentee capacity. The doctoral research process is intended to be completed over a 32-week four course (Doctoral Research Coursework) process.

### **Doctoral Research Options:**

Research can be defined as a systematic and persistent approach to answering questions (Gall, Gall, & Borg, 2007). Doctoral Candidates are required to prepare and present an original doctoral research project that demonstrates their ability to conduct ethical and methodologically sound research advancing the diverse fields of Higher Education, Ethical Leadership, Leadership Development, and Leadership Education. The doctoral research products demonstrate the candidate's capacity for independent

thought and application of the tools and methods of research to organizational issues and problems.

All doctoral research options focus on answering a critical question. However, each option provides the candidate culminates in a distinctly different outcome.

**Option 1 – Traditional Dissertation** – The dissertation process is generalizable to a given population or transferable to like contexts. It provides a traditional approach developing a five-chapter document explaining the context for the study, the theoretical and conceptual foundations, methodology, findings, and conclusions/recommendations.

**Option 2 – Article Dissertation** – The article dissertation a process leading to the development of a minimum of three articles within a given line of inquiry. The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction of the dissertation. This should appear in Chapter 1 of the Article Dissertation. A maximum of one article published or accepted for publication prior to the proposal defense may be included. This article must represent work undertaken while the student is enrolled in the PhD program and be approved by the committee at the time of the student's proposal meeting. This article must be connected to the theme or themes of the dissertation. A previously published article approved for inclusion requires permission from the copyright holder and other authors. It is expected that the three articles submitted for the defense are of journal quality and are submitted for publication to journals identified by the student in concert with the doctoral research committee in alignment the student's program of study.

The three articles will serve at Chapters 2-4 of the article dissertation document. At least one of the articles should reflect a research-based manuscript detailing the empirical evidence collected and analyzed by the student. Other articles may include subsequent research, application, or theoretical/conceptual pieces. If the included article is application or theoretically/conceptually based, it must be connected to the theme or themes of the dissertation without overlapping heavily with the contents of the preceding article. The extent of the overlap will be evaluated by the student's doctoral research committee. Journals identified as publication outlets must be approved by the doctoral research committee. Students will serve as the first author on all articles and are responsible for the overall development and articulation of the inherent research, concept, or idea. Other students are not permitted to serve as co-authors on any of the articles.

The Article Dissertation must include an abstract that synthesizes the articles, as well as an introduction (Chapter 1), the three articles (Chapters 2-4), and a conclusion (Chapter 5). The introduction should function as the overarching perspective that provides a connection for the manuscripts together, their collective meaning and combined contribution to the diverse fields of Higher Education, Ethical Leadership, Leadership Development, and Leadership Education. It should include the following:

1. A definition or statement of the problem;
2. The importance of the problem;
3. Why it matters to the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education;
4. The theoretical foundation (s) supporting the problem/issue;
5. An overview of the important literature (overview, because each article will have its own unique literature review);

6. The research questions;
7. The methodology to be used to answer those questions

Chapter 5, the conclusion, will briefly summarize the dissertation's major findings, limitations, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work. The conclusion chapter provides an overarching connection for the reader articulating how the various manuscripts collectively make a contribution to the knowledge base regarding the problem. The conclusion chapter should present/discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually and should articulate an agenda for future research on the issues addressed in the dissertation.

**Option 3 – Applied Dissertation** – The applied dissertation process is specifically applicable to a tangible means for advancing a given organization. These can include but not limited to analytic reports, white papers, design, facilitation, and evaluation of curriculum, training, etc., ROI (Return on Investment) metric development and application, strategic planning and strategic implementation framework, comprehensive marketing plans, large-scale assessments, evaluation plans, processes, and metrics, and diffusion/adoption strategies. Candidates will work closely with their doctoral research chair and committee to choose which option can maximize benefit for the candidate and align with career aspirations. Approval will be granted based on accessibility, impact, and scope of the project.

All topics must be approved by the Candidate's Chair and communication should be maintained with the candidate's committee throughout the approval and development process. All options are structured to explain the purpose, provide context for the study through the identification and summary of previously published scholarly literature, share the research methods utilized and the resulting findings, and report the implications and recommendations for advancing organizations for the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education.

#### **Ethics of Dissertation Research:**

The primary responsibility for ensuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the doctoral candidate and the doctoral research chair. Studies involving human subjects must meet all the requirements of St. Thomas University policy on human subjects and must be approved by the Institutional Review Board (IRB). However, all research is required to be reported to the university IRB office regardless of human subject involvement. The IRB approval must follow a successful Doctoral Research Proposal defense as determined by the doctoral research chair in collaboration with the doctoral research committee members. The candidate should adhere to the IRB's Guidelines and obtain approval prior to proceeding with data collection efforts and subsequent portions of the doctoral research options.

#### **APA, Quality Control, and Style Test Requirements:**

If option 1 (traditional dissertation) or option 2 (article dissertation) is selected by the candidate, and the culminating product has been successfully defended, the document may undergo approval by St. Thomas University Library Style and Writing Quality Assessment. This precedes the documents' formal acceptance, binding, and ProQuest admissibility. Traditional and article dissertations that fail to meet those requirements will be returned to students for revision and resubmission. The Dissertation Checklist

must be strictly followed in the process of Final Review by the Doctoral Candidate and Doctoral Research Chair.

All St. Thomas University dissertations are subject to quality control to ensure a scholarly product. If a dissertation is found to contain quality issues in format, style, and/or presentation, the author will be required to provide a corrected copy to the University Library. University Library official approval is required for doctoral research completion and degree conferral.

### **Publishing the Dissertation:**

St. Thomas University offers doctoral graduates the opportunity to publish final dissertations within the St. Thomas University Library database and ProQuest.

Graduates may opt out of this considering journal copyright parameters. All students are strongly encouraged to choose the Open Access Publishing within ProQuest for their dissertations.

### **Incomplete Policy:**

If doctoral student is unable to complete the assigned work for a particular class due to significant and extenuating circumstance, it may be necessary for a doctoral student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials. Additionally, students and instructors are asked to complete the necessary paperwork to request an Incomplete and to submit it to the program coordinator/director.

### **INCOMPLETE**

The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar (*fall incompletes completed by the end of the spring semester, spring incompletes by the end of the fall semester, summer incompletes by the end of the Fall semester*) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

To be considered for an Incomplete, all the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded
2. The student is passing the course when the Incomplete is requested
3. Significant or exceptional circumstances have occurred preventing the student from completing all the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to sudden illness, death in the immediate family, significant job change, etc.
4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline
5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

**Leave of Absence:**

A student or candidate may apply in writing to the program coordinator/director for leave from doctoral studies for up to one year. Students who have not been granted a leave of absence in writing by the program coordinator/director will be deemed to have withdrawn after one academic year of absence.

St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

**Recency of St. Thomas University Credit:**

All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements and will be given five (5) years (from the date of the readmission) to complete all program requirements, including the successful defense of the dissertation.

**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.

**Doctor of Philosophy (Ph.D.) in Ethical Leadership,  
Criminal Justice Specialization  
[Delivery Location: Blended]**

**Program Coordinator:** Abdy Javadzadeh, PhD

**Academic Credentials:** PhD, Comparative Sociology (Florida International University), MA, Sociology, BA, Sociology (Florida Atlantic University)

**Program Advisor:** A. Javadzadeh

The Doctor of Philosophy (Ph.D.) in Ethical Leadership with a specialization in Criminal Justice provides a foundation of integrated theory and practice grounded in criminal justice, history of crime and punishment, current issues in criminal justice, and approaches to change and leadership within the criminal justice system considering. The courses advance leadership attitudes, behaviors, and administrative practice within criminal justice spaces, included but not limited to service to underrepresented and under-resourced communities, policy revision, development, and evaluation, equality in law enforcement, application of law, and corrections management. The program leverages the Ph.D. in Ethical Leadership with a specialization in criminal justice to develop leaders in the criminal justice system prepared for leading a more just and egalitarian criminal justice system and the institutions, organizations, and communities that support it.

Graduates are prepared for administration positions in criminal justice, in addition to faculty positions in criminal justice serving undergraduate and graduate populations. Graduates will also develop applicable capacities and competence that will aid them in successful law enforcement, legal, and correction positions. With an emphasis in ethical leadership, graduates are prepared to drive equitable change in the criminal justice system, facilitate criminology learning in formal and informal settings, conduct research, and share critical knowledge with organizations and communities.

**Program Learning Outcomes:** Graduates of the Ph.D. in Ethical Leadership with a specialization in Criminal Justice program will demonstrate capacity for:

1. Analyzing historical, current, and future trends in criminal justice to inform scholarship and practice
2. Critiquing the cultures and scholarship of the criminal justice system and provide the resulting application within formal and informal learning spaces
3. Developing equitable programs, learning interventions, and policies that reflect diverse learner populations and with relation to the criminal justice system
4. Analyzing organizational and administrative functions within the criminal justice system and its systems in order to practice ethical leadership and change
5. Applying ethical leadership in governance, policy, and finance that reflect the needs of criminal justice learners, institutions, and society
6. Conducting program assessment and evaluation as equitable and ethical scholars and practitioners

**Program Learning Outcomes Assessment:** Learning outcomes are assessed and evaluated throughout the program through innovative project-based and real-world assignments. Action and dissertation research processes provide students with the opportunity to contribute tangible value to organizations and institutions of criminal justice and contribute to the scholarly body of knowledge informing Ethical Leadership, Criminal Justice, Agency Development, and Leadership in Criminal Justice institutions.

Specific assessments infused across the curricula are associated with each learning objective and include, but are not limited to:

1. Develop literature reviews, position arguments within the field and scholarly communities of Ethical Leadership and Criminal Justice.
2. Demonstrate understanding and application for the scholarship of the criminal justice system
3. Prepare and implement criminal justice interventions resulting in the advancement criminal justice systems and processes
4. Conduct assessment and evaluation and research projects, using data to inform decision-making and change within the criminal justice system with respect to agency

**Doctor of Philosophy in Ethical Leadership with a Specialization in Criminal Justice Requirements** **60 credits**

**Criminal Justice Core Courses** **15 credits**

CJA 810 Theories of Crime  
CJA 815 Globalization & Crime  
CJA 817 Criminal Law & Society  
CJA 818 Counsel Victims/Offenders  
CJA 820 Restorative Justice

**Leadership Courses** **21 credits**

DEL 801 Interpersonal Leadership\*  
DEL 802 Moral Imagination & Decision-Making  
DEL 805 Leadership in Action  
ELI 801 Theory & Practice of Leadership  
ELI 805 Globalization & Strategic Leadership\*  
ELI 807 Ethics & Governance  
ELI 809 Innovation & Leadership\*

**Research Courses** **12 credits**

DEL 804 Assessment & Evaluation  
RES 819 Research Methods  
RES 820 Quantitative Research  
RES 821 Qualitative Research

**Doctoral Research (Dissertation Research)** **12 credits**

DIS 900 Doctoral Research Proposal\*  
DIS 901 Doctoral Research I  
DIS 902 Doctoral Research II  
DIS 903 Doctoral Research III

**\*Residency Courses:** Residency courses provide an opportunity for students, community leaders, industry professionals, policymakers, and university administration and faculty to participate in structured face-to-face workshop style sessions facilitated at St. Thomas University over a three-day period. These sessions create added depth, collaboration, and community creating the foundation for an enhanced education experience. Residency courses are a hallmark of the blended approach to education.

**Continuous Registration for Doctoral Research Students:**

Ph.D. Candidates (those who have fulfilled all the requirements for the degree, except the doctoral research coursework and the accompanying process) are expected

to continuously enroll for one (1) doctoral research credit (DIS 904 Doctoral Research: Continuation) in semesters preceding and including the graduation semester. Registration for one (1) credit allows candidates to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair.

A candidate who does not register for two (2) consecutive semesters during an academic year will be required to re-apply to the program if the student chooses to complete the program. Readmission is based on the evaluation of reapplication materials and the discretion of the program coordinator and Academic Dean.

**Doctoral Research Handbook and Dissertation Publication Manual:**

The Doctoral Research Handbook provides a set of policies and procedures that govern the doctoral research process.

**Doctoral Candidacy & Research Process:**

Doctoral research processes should reflect an original and scholarly research contribution applicable to the candidate's chosen area of specialization. Processes and products should demonstrate competent application of appropriate research methodologies and ethical guidelines in the investigation of a significant problem or issue. After completing the doctoral research process, students are strongly encouraged to apply for appropriate awards and opportunities to present and publish their work through scholarly outlets.

Doctoral students officially become candidates for the doctoral degree upon successful completion of their requisite non-doctoral research coursework. In addition, doctoral candidacy is contingent upon maintaining at least a 3.25 cumulative GPA for the doctoral program coursework.

All doctoral candidates are required to work with their doctoral research chair and submit a complete Institutional Review Board (IRB) application packet prior to collecting data to ensure ethical data collection, treatment, and analyses.

The Doctoral Research Proposal (DRP) is a substantial document in which the student develops their thought process as it relates to their plans for conducting research. The DRP focuses on the primary topic, research questions and research the student is planning to study.

The DRP is completed when the student is enrolled in DIS 900 Doctoral Research Proposal and represents the beginning stage of the doctoral research process. In DIS 900, each student will develop a student doctoral research profile and complete the Doctoral Research Chair selection process. After the Doctoral Research Chair has been identified, selected, and the chair confirms their willingness to participate in the process, the student will begin working with the Doctoral Research Chair in a mentor/mentee capacity. The doctoral research process is intended to be completed over a 32-week four course (Doctoral Research Coursework) process.

**Doctoral Research Options:**

Research can be defined as a systematic and persistent approach to answering questions (Gall, Gall, & Borg, 2007). Doctoral Candidates are required to prepare and present an original doctoral research project that demonstrates their ability to conduct ethical and methodologically sound research advancing the diverse fields of Criminal

Justice, Ethical Leadership, Leadership Development, and Leadership Education. The doctoral research products demonstrate the candidate's capacity for independent thought and application of the tools and methods of research to organizational issues and problems.

All doctoral research options focus on answering a critical question. However, each option provides the candidate culminates in a distinctly different outcome.

**Option 1 – Traditional Dissertation** – The dissertation process is generalizable to a given population or transferable to like contexts. It provides a traditional approach developing a five-chapter document explaining the context for the study, the theoretical and conceptual foundations, methodology, findings, and conclusions/recommendations.

**Option 2 – Article Dissertation** – The article dissertation a process leading to the development of a minimum of three articles within a given line of inquiry. The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction of the dissertation. This should appear in Chapter 1 of the Article Dissertation. A maximum of one article published or accepted for publication prior to the proposal defense may be included. This article must represent work undertaken while the student is enrolled in the PhD program and be approved by the committee at the time of the student's proposal meeting. This article must be connected to the theme or themes of the dissertation. A previously published article approved for inclusion requires permission from the copyright holder and other authors. It is expected that the three articles submitted for the defense are of journal quality and are submitted for publication to journals identified by the student in concert with the doctoral research committee in alignment the student's program of study.

The three articles will serve at Chapters 2-4 of the article dissertation document. At least one of the articles should reflect a research-based manuscript detailing the empirical evidence collected and analyzed by the student. Other articles may include subsequent research, application, or theoretical/conceptual pieces. If the included article is application or theoretically/conceptually based, it must be connected to the theme or themes of the dissertation without overlapping heavily with the contents of the preceding article. The extent of the overlap will be evaluated by the student's doctoral research committee. Journals identified as publication outlets must be approved by the doctoral research committee. Students will serve as the first author on all articles and are responsible for the overall development and articulation of the inherent research, concept, or idea. Other students are not permitted to serve as co-authors on any of the articles.

The Article Dissertation must include an abstract that synthesizes the articles, as well as an introduction (Chapter 1), the three articles (Chapters 2-4), and a conclusion (Chapter 5). The introduction should function as the overarching perspective that provides a connection for the manuscripts together, their collective meaning and combined contribution to the diverse fields of Criminal Justice, Ethical Leadership, Leadership Development, and Leadership Education. It should include the following:

1. A definition or statement of the problem;
2. The importance of the problem;
3. Why it matters to the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education;
4. The theoretical foundation (s) supporting the problem/issue;

5. An overview of the important literature (overview, because each article will have its own unique literature review);
6. The research questions;
7. The methodology to be used to answer those questions

Chapter 5, the conclusion, will briefly summarize the dissertation's major findings, limitations, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work. The conclusion chapter provides an overarching connection for the reader articulating how the various manuscripts collectively make a contribution to the knowledge base regarding the problem. The conclusion chapter should present/discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually and should articulate an agenda for future research on the issues addressed in the dissertation.

Option 3 – Applied Dissertation – The applied dissertation process is specifically applicable to a tangible means for advancing a given organization. These can include but not limited to analytic reports, white papers, design, facilitation, and evaluation of curriculum, training, etc., ROI (Return on Investment) metric development and application, strategic planning and strategic implementation framework, comprehensive marketing plans, large-scale assessments, evaluation plans, processes, and metrics, and diffusion/adoption strategies. Candidates will work closely with their doctoral research chair and committee to choose which option can maximize benefit for the candidate and align with career aspirations. Approval will be granted based on accessibility, impact, and scope of the project.

All topics must be approved by the Candidate's Chair and communication should be maintained with the candidate's committee throughout the approval and development process. All options are structured to explain the purpose, provide context for the study through the identification and summary of previously published scholarly literature, share the research methods utilized and the resulting findings, and report the implications and recommendations for advancing organizations for the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education.

### **Ethics of Dissertation Research:**

The primary responsibility for ensuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the doctoral candidate and the doctoral research chair. Studies involving human subjects must meet all the requirements of St. Thomas University policy on human subjects and must be approved by the Institutional Review Board (IRB). However, all research is required to be reported to the university IRB office regardless of human subject involvement. The IRB approval must follow a successful Doctoral Research Proposal defense as determined by the doctoral research chair in collaboration with the doctoral research committee members. The candidate should adhere to the IRB's Guidelines and obtain approval prior to proceeding with data collection efforts and subsequent portions of the doctoral research options.

### **APA, Quality Control, and Style Test Requirements:**

1. If option 1 (traditional dissertation) or option 2 (article dissertation) is selected by the candidate, and the culminating product has been successfully

defended, the document may undergo approval by St. Thomas University Library Style and Writing Quality Assessment. This precedes the documents' formal acceptance, binding, and ProQuest admissibility. Traditional and article dissertations that fail to meet those requirements will be returned to students for revision and resubmission. The Dissertation Checklist must be strictly followed in the process of Final Review by the Doctoral Candidate and Doctoral Research Chair.

2. All St. Thomas University dissertations are subject to quality control to ensure a scholarly product. If a dissertation is found to contain quality issues in format, style, and/or presentation, the author will be required to provide a corrected copy to the University Library. University Library official approval is required for doctoral research completion and degree conferral.

### **Publishing the Dissertation:**

St. Thomas University offers doctoral graduates the opportunity to publish final dissertations within the St. Thomas University Library database and ProQuest.

Graduates may opt out of this considering journal copyright parameters. All students are strongly encouraged to choose the Open Access Publishing within ProQuest for their dissertations.

### **Incomplete Policy:**

If doctoral student is unable to complete the assigned work for a particular class due to significant and extenuating circumstance, it may be necessary for a doctoral student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials. Additionally, students and instructors are asked to complete the necessary paperwork to request an Incomplete and to submit it to the program coordinator/director.

### **INCOMPLETE**

The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar (*fall incompletes completed by the end of the spring semester, spring incompletes by the end of the fall semester, summer incompletes by the end of the Fall semester*) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

To be considered for an Incomplete, all the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded
2. The student is passing the course when the Incomplete is requested
3. Significant or exceptional circumstances have occurred preventing the student from completing all the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to sudden illness, death in the immediate family, significant job change, etc.

4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline
5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

**Leave of Absence:**

A student or candidate may apply in writing to the program coordinator/director for leave from doctoral studies for up to one year. Students who have not been granted a leave of absence in writing by the program coordinator/director will be deemed to have withdrawn after one academic year of absence.

St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

**Recency of St. Thomas University Credit:**

All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements and will be given five (5) years (from the date of the readmission) to complete all program requirements, including the successful defense of the dissertation.

**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.

## **DOCTOR OF EDUCATION (Ed.D.) IN LEADERSHIP AND INNOVATION**

**[Delivery Locations: Online]**

**Program Director:** Tami Beaty, Ed.D

**Academic Credentials:** Ed.D., Organizational Leadership, (Nova Southeastern University), MA Curriculum and Instruction, BS Organizational Management, (Colorado Christian University).

**Contact information:** [tamibeaty@stu.edu](mailto:tamibeaty@stu.edu)

**Program Description:** The Doctorate of Education in Leadership and Innovation allows individuals who have completed a Master's degree to deepen their vision as organizational leaders and enhance their skills in strategic leadership, planning, research, global change, social media, ethics, digital instruction and distance learning, sports administration, administration, consulting and public policy applied to a variety of organizational settings.

**Program Learning Outcomes:** The Ed.D in Leadership and Innovation is designed to prepare graduates who can:

1. Respond to the changing needs of diverse organizations.
2. Participate in managing and leading private corporations, public organizations, educational institutions and systems and nonprofit agencies.
3. Develop leadership and innovation skills and effective team-oriented approaches and maximize the performance achievements of all learners.
4. Demonstrate scholarly behaviors such as reflection and problem solving with skills for designing, critiquing and implementing research relevant to effective practice.

**Program Learning Outcomes Assessment:** These three doctoral research options are assessed by the written and oral components of the doctoral research study. Additionally, all three doctoral research options are reviewed and assessed using a scoring rubric.

**Program Requirements and Structure:** The Ed.D program requires 60 credits of doctoral work beyond the master's degree, including 39 credits of core courses, 9 credits of research courses and 12 credits of Doctoral research benchmarks.

<b>Core Courses</b>			<b>24 credits</b>
ELI	801	Theory and Practice of Leadership	
ELI	804	Leadership for Crisis and Change	
ELI	805	Strategic Leadership and Global Change	
ELI	806	Accountability in Leadership	
ELI	807	Ethics and Governance	
ELI	814	Cross-Cultural Relations	
ELI	815	Public Policy Leadership	
ELI	817	Managing Social Media in Organizations	

<b>Dissertation Benchmarks</b>			<b>12 credits</b>
DIS	900	Doctoral Research Proposal*	
DIS	901	Doctoral Research I	
DIS	902	Doctoral Research II	
DIS	903	Doctoral Research III	

<b>Doctoral Research Courses</b>			<b>9 credits</b>
RES	819	Research Methods	

RES	820	Quantitative Research
RES	821	Qualitative Research

**Pick one of the Specializations:**

**Specialization in Administration**

**15 Credits**

ELI	803	Information Management
ELI	808	Human Resources Development
ELI	809	Innovation and Leadership
ELI	816	Consulting Practices
ELI	819	Managing Performance

**Specialization in Digital Instruction & Distance Learning**

**15 Credits**

EDT	610	IDT Theories and Models
EDT	630	Multimedia Design & Dvlmt
EDT	800	Fnd. Of Digital Educ. & Inst.
EDT	801	Digital Literacy & Citizen.
ELI	813	Leading a Learning Organization

**Specialization in Sports Administration**

**15 Credits**

SPO	552	Governance and Intercollegiate Athletics
SPO	544	Sports Marketing and Promotions
SPO	546	Facilities and Event Management
SPO	719	Legal Aspects of Sports Administration
SPO	755	Special Topic in Sports Administration

**TOTAL:      60 credits**

**Continuous Registration for Doctoral Research Students:**

Ed.D. Candidates (those who have fulfilled all the requirements for the degree, except the dissertation or action research process) are expected to continuously enroll for (DIS 904 Doctoral Research: Continuation) in semesters preceding and including the graduation semester. Registration for this variable credit course will allow doctoral students to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair.

A candidate who does not register for 1 academic year will be required to re-apply to the program if the student chooses to complete the program. Readmission is based on the evaluation of reapplication materials and the discretion of the program coordinator and Academic Dean.

**Doctoral Research Handbook and Dissertation Publication Manual:**

The Doctoral Research Handbook and Dissertation Publication Manual provide a set of policies and procedures that govern doctoral study. The Dissertation Publication Manual provides specific guidelines for producing a dissertation.

**Doctoral Candidacy & Research Process:**

Doctoral research processes should reflect an original and scholarly research contribution applicable to the candidate's chosen area of specialization. Processes and products should demonstrate competent application of appropriate research methodologies and ethical guidelines in the investigation of a significant problem or issue. After completing the doctoral research process, students are strongly

encouraged to apply for appropriate awards and opportunities to present and publish their work through scholarly outlets.

Doctoral students officially become candidates for the doctoral degree upon successful completion of their requisite non-doctoral research coursework. In addition, doctoral candidacy is contingent upon maintaining at least a 3.25 cumulative GPA for the doctoral program coursework.

All doctoral candidates are required to work with their doctoral research chair and submit a complete Institutional Review Board (IRB) application packet prior to collecting data to ensure ethical data collection, treatment, and analyses.

The Doctoral Research Proposal (DRP) is a substantial document in which the student develops their thought process as it relates to their plans for conducting research. The DRP focuses on the primary topic, research questions and research the student is planning to study.

The DRP is completed when the student is enrolled in DIS 900 Doctoral Research Proposal and represents the beginning stage of the dissertation/action research process. In DIS 900, each student will develop a student doctoral research profile and complete the Doctoral Research Chair selection process. After the Doctoral Research Chair has been identified, selected, and the chair confirms their willingness to participate in the process, the student will begin working with the Doctoral Research Chair in a mentor/mentee capacity. The dissertation/action research process is intended to be completed over a 32-week four course (Doctoral Research Coursework) process.

### **Doctoral Research Options:**

Research can be defined as a systematic and persistent approach to answering questions (Gall, Gall, & Borg, 2007). Doctoral Candidates are required to prepare and present an original doctoral research project that demonstrates their ability to conduct ethical and methodologically sound research advancing the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education. The doctoral research products demonstrate the candidate's capacity for independent thought and application of the tools and methods of research to organizational issues and problems.

All doctoral research options focus on answering a critical question. However, each option provides the candidate culminates in a distinctly different outcome.

***Option 1 – Traditional Dissertation*** – The dissertation process is generalizable to a given population or transferable to like contexts. It provides a traditional approach developing a five-chapter document explaining the context for the study, the theoretical and conceptual foundations, methodology, findings, and conclusions/recommendations.

***Option 2 – Article Dissertation*** – The article dissertation a process leading to the development of a minimum of three articles within a given line of inquiry. The articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction of the dissertation. This should appear in Chapter 1 of the Article Dissertation. A maximum of one article published or accepted for publication prior to the proposal defense may be included. This article must represent work undertaken while the student is enrolled in the PhD program and be approved by

the committee at the time of the student's proposal meeting. This article must be connected to the theme or themes of the dissertation. A previously published article approved for inclusion requires permission from the copyright holder and other authors. It is expected that the three articles submitted for the defense are of journal quality.

The three articles will serve as Chapters 2-4 of the article dissertation document. At least one of the articles should reflect a research-based manuscript detailing the empirical evidence collected and analyzed by the student. Other articles may include subsequent research, application, or theoretical/conceptual pieces. If the included article is application or theoretically/conceptually based, it must be connected to the theme or themes of the dissertation without overlapping heavily with the contents of the preceding article. The extent of the overlap will be evaluated by the student's doctoral research committee. Journals identified as publication outlets must be approved by the doctoral research committee. Students will serve as the first author on all articles and are responsible for the overall development and articulation of the inherent research, concept, or idea. Other students are not permitted to serve as co-authors on any of the articles.

The Article Dissertation must include an abstract that synthesizes the articles, as well as an introduction (Chapter 1), the three articles (Chapters 2-4), and a conclusion (Chapter 5). The introduction should function as the overarching perspective that provides a connection for the manuscripts together, their collective meaning and combined contribution to the diverse fields of Leadership Development, Sports Administration Leadership, Digital Instruction Leadership and Leadership Education. It should include the following:

1. A definition or statement of the problem;
2. The importance of the problem;
3. Why it matters to the diverse fields of Sports Administration Leadership, Digital Instruction Leadership, Ethical Leadership, Leadership Development, and Leadership Education;
4. The theoretical foundation (s) supporting the problem/issue;
5. An overview of the important literature (overview, because each article will have its own unique literature review);
6. The research questions;
7. The methodology to be used to answer those questions

Chapter 5, the conclusion, will briefly summarize the dissertation's major findings, limitations, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work. The conclusion chapter provides an overarching connection for the reader articulating how the various manuscripts collectively make a contribution to the knowledge base regarding the problem. The conclusion chapter should present/discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually and should articulate an agenda for future research on the issues addressed in the dissertation.

***Option 3 – Action Research*** – The action research project is specifically applicable to a tangible means for advancing a given organization. These can include but not limited

to analytic reports, white papers, design, facilitation, and evaluation of curriculum, training, etc., ROI (Return on Investment) metric development and application, strategic planning and strategic implementation framework, comprehensive marketing plans, large-scale assessments, evaluation plans, processes, and metrics, and diffusion/adoption strategies. Candidates will work closely with their doctoral research chair and committee to choose which option can maximize benefit for the candidate and align with career aspirations. Approval will be granted based on accessibility, impact, and scope of the project.

All topics must be approved by the Candidate's Chair and communication should be maintained with the candidate's committee throughout the approval and development process. All options are structured to explain the purpose, provide context for the study through the identification and summary of previously published scholarly literature, share the research methods utilized and the resulting findings, and report the implications and recommendations for advancing organizations for the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education.

#### **Ethics of Doctoral Dissertation Research:**

The primary responsibility for ensuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the doctoral candidate and the dissertation chair. Studies involving human subjects must meet all the requirements of St. Thomas University policy on human subjects and must be approved by the Institutional Review Board (IRB). The IRB approval must follow a successful Dissertation Proposal defense as determined by the dissertation chair in collaboration with the dissertation committee members. The candidate should adhere to the IRB's Guidelines and get approval prior to proceeding with data collection efforts and subsequent portions of the dissertation/action research.

#### **American Psychological Association (APA), Quality Control, and Style Test Requirements:**

1. When the dissertation has been successfully defended, it must pass an APA final Style and Writing Quality Assessment administered by the St. Thomas University Library before it can be formally accepted by the Library for processing, binding and ProQuest admissibility. Dissertations that fail to meet those requirements will be returned to students for revision and resubmission. The Dissertation Checklist must be strictly followed in the process of Final Review by the Chair and the Doctoral Candidate.
2. All St. Thomas University dissertations are subject to quality control to ensure a scholarly product. If a dissertation is found to contain quality issues in APA format, style, and/or presentation, the writer will be required to provide a corrected copy to the University Library. The Dissertation is not complete, and the student will not graduate, until the University Library official approves the final document.

#### **Publishing the Doctoral Dissertation:**

St. Thomas University requires that all dissertations be published in the St. Thomas University Library database and all students must submit their dissertations to ProQuest.

#### **Doctoral Dissertation Abstracts:**

Instruction for the ProQuest's Dissertation Abstracts may be found at

<http://il.proquest.com/dissertationagree>. St. Thomas University does not allow dissertations to be approved with restrictions or embargos on their publication. All dissertations are to be considered public and published documents available from Dissertation Abstracts and the St. Thomas University Library. All students are strongly encouraged to choose the Open Access Publishing from ProQuest for their dissertations.

### **Incomplete Policy:**

If doctoral student is unable to complete all the assigned work for a particular class due to significant and extenuating circumstance, it may be necessary for a doctoral student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials. Additionally, students and instructors are asked to complete the necessary paperwork to request an Incomplete and to submit it to the Program Coordinator.

### **INCOMPLETE**

The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar (*fall incompletes completed by the end of the spring semester, spring incompletes by the end of the fall semester, summer incompletes by the end of the Fall semester*) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

In order to be considered for an Incomplete, all of the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded
2. The student is passing the course the Incomplete is requested
3. Significant or exceptional circumstances have occurred preventing the student from completing all of the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to: sudden illness, death in the immediate family, significant job change, etc.
4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline
5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

### **Leave of Absence:**

A student or candidate may apply in writing to the Program Director for leave from doctoral studies for up to one year. Students who have not been granted a leave of

absence in writing by the Program Director will be deemed to have withdrawn after one academic year of absence.

St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

**Recency of St. Thomas University Credit:**

All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements and will be given five (5) years (from the date of the readmission) to complete all program requirements, including the successful defense of the dissertation/completion of the action research project.

**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.



## SCHOOL OF THEOLOGY AND MINISTRY

*"Where Faith and Tradition meet Experience and Action"*

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**Rev. Rafael Capó**  
**Dean of the School of Theology & Ministry,**  
**Vice President for Mission**

**Faculty:** R. Pennington.

**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 MINISTRY AND LEADERSHIP**

**[Delivery Locations: Online]**

**Program Coordinator:** Bob Pennington, PhD

**Academic Credentials:** PhD, St. Thomas University, MA, Xavier University, BA, Wheeling Jesuit University

**Contact Information:** 305-628-6515, rpennington@stu.edu

### **PROGRAM DESCRIPTION**

**Vision:** The Master of Arts in Ministry and Leadership provides students with competence in theological foundations and excellent pastoral skills, equipping them to lead the church of the 21st 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:

1. Formal classroom experiences that ground the student in the Christian Tradition.
2. Frequent opportunities for interaction among faculty and students beyond the classroom.
3. Online instruction, use of multiple media, and new research technologies.
4. Individual advisement as an integral element of students' educational program.
5. A rich multicultural experience provided by a diverse student body and learning opportunities.
6. An ecumenical and interfaith appreciation grounded in the Catholic intellectual and artistic tradition.

### **ADMISSION REQUIREMENTS:**

1. Online Graduate Application
2. A Bachelor's degree with a cumulative GPA of at least 3.0.
3. Current CV

4. An admissions interview with the Program Director or the STU Dean of Theology

**MA MINISTRIES LEADERSHIP 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 500	Theological Research and Writing	3
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 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.

Courses may be chosen from the following:

STM 531	Christian Thought I	3
STM 532	Christian Thought II	3
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 681	Preaching and Presiding	3
STM 771	Clinical Pastoral Education I	4

**Pastoral Integration** **3 credits**

This level enables students to integrate their learning through field experience and theological reflection.

STM 591	Field Education I	3
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**Major Ministerial Project (Required for Graduation)**

A Pastoral Project is the exit requirement for the MA in Ministries Leadership. 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 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 three faculty members. Students must be registered for at least one credit hour and successfully present their major project before the mid-term date of the semester they plan to graduate.

## **Program Student Learning Outcomes**

1. Demonstrate knowledge of four major fields of Christian theology that inform ministry: systematics, scripture, ethics, and practical theology.
2. Demonstrate the use of a pastoral theological method.

**Program Student Learning Outcomes Assessment:** These outcomes are assessed using a locally developed test and a project with an oral presentation.

## **Transfer of Credit**

In consultation with the program coordinator, up to 12 graduate credits may be accepted from a regionally or ACPE accredited institution. Each course will be evaluated on a course-by-course basis for transfer of credit and its appropriateness to the degree. Please see the Transfer of Credit statement in the Academic Policy and Regulations section of the Graduate Catalog for further information.

## **Course Sequence**

There is no required course sequence, and no prerequisites are mandatory for any student admitted to the program. Students should consult their advisor as they plan their studies. Foundational courses follow a two-year cycle with two 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.

## **Field Education**

As an academic program that assists students in the development of ministerial skills this program requires students to employ and reflect on the knowledge that they have developed in specific ministry contexts. Field Education courses play a particularly important role in this process and require students to identify a ministerial site where they will be able to develop this knowledge and skill set. Further information and requirements for these courses can be found in the School of Theology and Ministry Field Education Manual.



## **DOCTORAL DEGREE IN THEOLOGY AND LEADERSHIP (Ph.D.)**

**Program Coordinator:** Bob Pennington, PhD

**Academic Credentials:** PhD, St. Thomas University, MA, Xavier University, BA, Wheeling Jesuit University

**Contact Information:** 305-628-6515, rpennington@stu.edu

### **PROGRAM DESCRIPTION**

**Vision:** 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:** 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.

**Theology at St. Thomas University:** Theology 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. The PhD Program in Theology and Ethical Leadership emphasizes sound theological research, the skills of social analysis, and lived experience. It employs a collaborative educational approach among a community of learners engaging theological and allied disciplines in critical conversation. The program provides a unique opportunity for scholarly formation that is deeply rooted in Scripture and Tradition and critically engages contemporary experience and pastoral reality, prophetic and liberating activity, cultural diversity and contextual sensitivity, critical and constructive approaches, and imaginative and artistic spiritual engagement.

### **Modality**

At present, doctoral precandidacy coursework is delivered in an 100% online platform.

### **ADMISSION REQUIREMENTS FOR THE Ph.D. IN ADVANCE OF THE**

**ADMISSIONS INTERVIEW:** Applicants must have a graduate degree from a regionally accredited institution in the United States or the equivalent, if the degree is from outside the United States.

1. Online Graduate Application
2. A Master's degree in Theology, Religious Studies, or related fields with a cumulative GPA of at least 3.0.
3. A minimum of three years' experience in pastoral ministry.
4. Current CV
5. TOEFL (If applicable)
6. A personal interview with the Program Director or the STU Dean of Theology

### **PhD PROGRAM IN PRACTICAL THEOLOGY REQUIREMENTS**

**54 credits**

The program prescribes specific courses to be taken in pre-candidacy and candidacy. A total of 54 academic credits are required in partial fulfillment of the requirements for the degree. Core courses at the 800 level are organized around practical theological theory and method. Core courses at the 900 level are organized around the four core areas of Christian practice. STM 851 is a capstone seminar designed to reprise critical texts

reflected in the bibliographies required for formal preparation for candidacy exams and is taken in the summer preceding candidacy exams. All core courses are 4 credits each. A further six credits of doctoral level elective credits are required. Successful completion of these credits, together with candidacy examinations and the dissertation requirements, result in the granting of the Ph.D. degree in practical theology.

<b>Core Pre-Candidacy Courses</b>	<b>36 credits</b>
STM 811 Contemporary Practical Theology	4
STM 821 Hermeneutics and Methodology in Practical Theology	4
STM 831 Sources of Contemporary Practical Theology	4
STM 841 Social Science for Practical Theology	4
STM 851 Advanced Practical Theology	4
STM 911 Formation and Spirituality in Practical Theology	4
STM 921 Community Life & Pastoral Practice for Practical Theology	4
STM 931 Public Theology as Practical Theology	4
STM 941 Culture and Ritual in Practical Theology	4

<b>Elective Pre-Candidacy Courses</b>	<b>6 credits</b>
This requirement may be met by independent study courses (STM 861, 891, 893, 897) <i>or other pre-approved courses within the University or transfer credits from other institutions, as approved</i>	

<b>Candidacy Course Sequence</b>	<b>12 credits</b>
STM 961 Prospectus Seminar	3
STM 971 Dissertation Seminar I	3
STM 981 Dissertation Seminar II	3
STM 991 Dissertation Seminar III	3

### **Additional Credits beyond the 54 Required for Graduation**

All doctoral students are to be enrolled in a minimum of one credit in the fall and spring semesters. Those who have completed STM 991 enroll in STM 999, Dissertation Writing. Those who for whatever reason need to continue work on their prospectus enroll in STM 995, Prospectus Writing. These are variable credit courses.

**Program Student Learning Outcomes:** The Ph.D. program is designed to accomplish the following four outcomes:

1. Demonstrate a general knowledge of practical theological and associated scholarly literature.
2. Demonstrate knowledge of a specialized field related to practical theology and associated scholarly literature.
3. Apply practical theological methods that engage hermeneutics and the social sciences.
4. Design practical theological work that responds to challenges faced by faith communities and the larger society.

**Program Learning Outcomes Assessment:** These outcomes are assessed using the dissertation and the oral defense of the dissertation.

## **PRECANDIDACY STAGE**

### **Precandidacy**

Pre-candidacy extends from the student's commencement in the program through the successful completion of the candidacy examination. During this time, 42 credit hours of doctoral coursework are 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 doctoral dissertation as a doctoral candidate. Precandidacy courses enter into a dialogue with 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.

### **Precandidacy 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.

### **Precandidacy 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 program director, electives may be taken in other departments of the university or transferred from other accredited institutions.

### **Candidacy Examinations**

Doctoral students are eligible to take candidacy examinations when they have completed the prescribed program of pre-candidacy coursework and are in good academic standing, meaning completion of the 42 credits described above and a 3.0 minimum grade point average. Successful completion of candidacy examinations moves the student to candidacy status and the dissertation stage.

## **DISSERTATION STAGE**

### **Dissertation Prospectus**

A dissertation prospectus proposes the study of a topic understudied or insufficiently studied to which the literature and methods of practical theology may be effectively applied. The prospectus offers a roadmap for the dissertation and ordinarily includes a presentation of the research problem, an examination of the literature and research question(s), presentation of design and relevant methods, and discussion of potential challenges and contributions. It contains a description of proposed chapter titles, a detailed timeline program for completion, and a list of references critical to the work.

### **Dissertation Committee**

The dissertation committee consists of a chair and at least two other members. Any person may be designated a lead reader, usually commensurate with that person's area of specialization and expertise. The chair must be drawn from St. Thomas University faculty. It is the duty of the chair to coordinate institutional relationships and convene the committee. The lead reader initially reviews the candidate's work, particularly the most specialized portion of the candidate's work. Decision-making by the committee follows a consensus model. Candidates must formally and successfully defend their dissertation prospectus before their dissertation committee prior to formally commencing dissertation writing. The dissertation committee is formally constituted upon the successful defense of the prospectus.

## **Dissertation Evaluation**

Dissertations are defended before the dissertation committee, who are responsible to sign the dissertation title page upon a successful defense. Such a defense must occur before the midpoint of the fall or spring semester if the dissertation writer is to graduate in that semester. After a successful defense, the dissertation is given a final format check by the person designated by the University to do so. Once the format check is completed and fully approved, the dissertation is submitted for publication to ProQuest, the dissertation publisher of record for the University. Doctoral graduation may not proceed until the Office of the Registrar has been notified of dissertation publication by ProQuest.

## **ADDITIONAL POLICIES**

### **Academic Standing**

To remain in good academic standing, a student must maintain a cumulative grade point average of at least 3.0. All those who are active in the program must be enrolled in the fall and spring semesters. Those who have completed all up to Dissertation Seminar I, but have not successfully defended a prospectus, must enroll for a minimum of one credit while concluding their prospectus work, typically STM 995, Prospectus Writing. Those who continue to write their dissertation after completing all 54 credits required for graduation must enroll for a minimum of one credit while continuing to write their dissertation, typically STM 999, Dissertation Writing.

### **Length of Program**

All requirements for the doctorate must be completed within seven consecutive years from the commencement of doctoral studies. One year, one-time-only extensions beyond the seven year limit, as with any other exception to program policies, may only be granted upon application to, and written approval from, the dean of the School of Theology and Ministry. No further extension may be given under any circumstances.

### **Leave of Absence and Deferments**

Students or candidates who need to interrupt their program of studies, and thereby suspend their active student status while remaining in good standing, must obtain approval from the dean of the School of Theology and Ministry. Such a leave of absence is given for no more than a year in duration, ending at the start of the fall semester, and must be renewed should it be necessary for more than one year. A leave of absence does not change the length of the program, which remains seven years from the commencement of doctoral studies. One-year deferments may be granted to those who have been admitted to the program and need to defer their initial start date.



## **GUS MACHADO COLLEGE OF BUSINESS**

***"Ethics and Leadership Are the Keys to Success"***

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**Dean, College of Business**  
**Michelle Johnson-Garcia, Ed.D.**

**Faculty:** T. Abernethy, K. Brady, L. Courtley-Todd, D. Edwards, R. Epling, H. Gringarten, S. Gupta, P. Klein, L. Knowles, A. Machado, N. Mathew, L. Mitchell, J. Peart, C. Reese, J. Rocha, J. Rudnick, A. Rzeczycki, S. Song.

**Mission:** The Gus Machado College of Business provides superior academic opportunities to diverse populations in support of the university's mission to develop ethical leaders in the global community.

The College 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 for success in today's globally competitive business environment and borderless society. Each program emphasizes both 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 in their communities.

**Vision:** To be among the most academically recognized, multi-cultural schools of business worldwide, advocating academic excellence, continuous improvement, scholarship, strong ethical values, and collaborative community engagement in a dynamic and challenging global environment.

## **MASTER OF ACCOUNTING (MAC)**

**[Delivery Locations: Main Campus]**

**Program Director:** Craig E. Reese, PhD

**Academic Credentials:** PhD, Accounting, University of Texas; MBA, St. Mary's University; BBA, Accounting, University of Texas

**Contact Information:** 305-628-6623; [creese@stu.edu](mailto:creese@stu.edu)

**Program Advisor(s):** C. Reese; L. Mitchell

**Program Description:** 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. All College 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. Any student who does not register for two consecutive semesters/three consecutive nine-week terms will be considered withdrawn from the University, thereby subjecting the student to reapplication procedures. All other academic policies apply.

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.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.
3. Graduate applicants who have an undergraduate GPA of less than 2.75 may be considered for admission with evidence of significant professional work experience.

### **SPECIFIC ADMISSION REQUIREMENTS FOR THE MAC:**

1. An undergraduate degree in accounting (or its equivalent) with a GPA of 2.5 or higher in upper-division accounting, business and economics courses. Admitted students should review graduate course prerequisites.
2. Graduate applicants who have an undergraduate GPA of less than 2.50 will be required to submit the following for consideration:
  - a. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor. None can be from a relative.
  - b. A GMAT or GRE score.
  - c. Evidence of professional work experience

### **MASTER OF ACCOUNTING REQUIREMENTS**

**30 credits**

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

Required accounting courses	15
Business-related courses	6
Accounting elective courses	3
General elective courses	6

**MASTER OF ACCOUNTING** **30 credits****Accounting**

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**

BUS 777	Data Analytics for Business	3
MAN 510	Management Ethics	3

**Accounting Electives**

One course from:

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**

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.

**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 (ACC 3301) 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:

## **Prerequisite Courses**

ACG 2001+2011	Principles of Accounting I + II	6
ACG 3101+3111	Financial Accounting I + II	6
ACG 3301	Management Accounting I: Cost Principles	3
ACG 3401	Accounting Information Systems	3
TAX 3001	Federal Income Tax	3
ACG 4201 or	Advanced Accounting	3
ACG 4501	Governmental and Institutional Accounting	3
ACG 4651	Auditing	3
BUL 2241	Business Law I	3
BUL 3247	Business Law II	3
Business and economics courses (upper division)		12 to 18

## **Total prerequisite credits**

**48 to 54**

If a student is admitted without one or more prerequisites, he or she must successfully complete the prerequisite course(s) 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. Although the general admission requirements for the MBA differ from those for the MAC, the above listed accounting prerequisites are the same for both graduate programs in Accounting if student intends to take the CPA exam in Florida.

## **MASTER OF BUSINESS ADMINISTRATION (MBA)**

**Program Director:** Kevin Brady, PhD

**Academic Credentials:** PhD, Florida Atlantic University; MS, Florida Atlantic University; BA, SUNY Oswego, New York, Assistant Professor of Finance, 2017

**Contact Information:** 305-474-6942; [kbrady@stu.edu](mailto:kbrady@stu.edu)

**Program Advisor(s):** T. Abernethy, K. Brady, R. Epling, H. Gringarten, L. Knowles, N. Mathew, J. Peart, C. Reese, J. Rocha, J. Rudnick, S. Song

**Program Description:** 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, including ethical leadership, 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 a year and a half or less, depending upon course load.

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 nine areas: accounting, cyber security management, data analytics, human resource management, international business, finance, marketing, management, or sports administration. Additionally, St. Thomas offers a joint JD (Law) and MBA degree with a specialization in 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 part-time faculty representing a broad background in management, human resource management, finance, marketing, international business, sports administration, and accounting.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.

### **SPECIFIC ADMISSION REQUIREMENTS FOR MBA:**

1. Graduate applicants who have an undergraduate GPA of less than 2.75 may be admitted with evidence of significant relevant full-time work experience
2. Graduate applicants who have an undergraduate GPA of less than 2.50 will be required to have significant full-time professional work experience and **submit the following for consideration:**
  - a. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor. None can be from a relative.
  - b. A GMAT or GRE score.

### **DEGREE PROGRAMS:**

The program consists of (36) credits, twenty-four (24) credits of core courses and twelve (12) credits in the area of specialization. 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.

Nine areas of specialization are offered: Accounting, Cyber Security Management, Data Analytics, Finance, Human Resource Management, International Business, Marketing, Sports Administration, and General Management. Part-time students taking two courses per eight-week term can complete the program in less than one and a half years, if no preparatory courses are needed. Please note that the MBA in Accounting may not satisfy the requirements for the CPA; students should speak with a program director before enrolling.

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 two consecutive semesters or three consecutive eight-week terms results in withdrawal from the University, thereby subjecting the student reapplication procedures.

Student outcomes will be assessed in the capstone course BUS 704 Policy, Planning and Strategy Systems. All other graduate academic policies apply.

<b>MASTER OF BUSINESS ADMINISTRATION</b>		<b>36-45 credits</b>
<b>Preparatory Courses (if required)</b>		
ACC 530	Essentials of Accounting	3
BUS 532	Statistical Analysis for Management	3
BUS 724	Foundation for Business Studies	3
<b>Core Courses</b>		<b>24 credits</b>
ACC 770*	Managerial Accounting	3
BUS 704	Policy, Planning and Strategy Systems	3
BUS 775	International Business	3

BUS 750	Strategic Marketing Management	3
FIN 751	Financial Management	3
BUS 777	Data Analytics for Business	3
MAN700	Organizational Behavior	3
MAN 510	Management Ethics	3
or		
SPO 510	Sports Ethics**	3

\* For the MBA in Accounting, students who have completed the undergraduate accounting major prerequisites should substitute a fifth course from the specialization for ACC 770.

\*\*For Sports Administration specialization only.

#### [Delivery Locations: Main Campus, Online]

##### **Accounting Specialization\*\*\***

**12-15 credits**

Four\* of the following courses:

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
ACC 790**	Accounting Internship I	3

#### [Delivery Locations: Main Campus, Online, Hybrid]

##### **Cyber Security Management Specialization**

**12 credits**

Four of the following courses:

BUS 511	Cyber Security Management Law	3
or		
BUS 607	Cyber Law, Policy & Security	3
BUS 536	Entrepreneurship	3
MIS 673	Cyber Security Governance+	3
MIS 674	Enterprise Information Security <sup>+</sup>	3
MIS 675	Cyber Security Operations+	3
MIS 677	Cyber Security Technologies	3
BUS 792**	Business Internship I	3

+ These courses will help students to prepare for the Information Systems Audit and Control Association (ISACA) – Information Security Manager Competency Skills Certification Program.

**[Delivery Locations: Main Campus]****Data Analytics Specialization****12 credits**

Four courses chosen from:

BUS 536	Entrepreneurship	3
CIS 541	Fundamentals of Big Data Analytics (Foundation)	3
CIS 544	Data Mining and Machine Learning (Data Processing)	3
CIS 545	Big Data Warehouse	3
CIS 546	Data Visualization (Data Display)	3
BUS 792**	Business Internship I	3

**[Delivery Locations: Main Campus]****Finance Specialization****12 credits**

Four of the following courses:

ACC 508	International Financial Reporting Standards	3
BUS 536	Entrepreneurship	3
FIN 741	Investment Analysis	3
FIN 742	Financial Markets and Intermediaries	3
FIN 746	Global Investment and Risk Management Strategies	3
FIN 772	International Finance and Banking	3
BUS 792**	Business Internship	3

**[Delivery Locations: Main Campus, Online]****Marketing Specialization****12 credits**

Four of the following courses:

BUS 792**	Business Internship I	3
BUS 536	Entrepreneurship	3
BUS 606	Global Social Media Management	3
BUS 672	Global Marketing Concepts and Strategies	3
BUS 613	Strategic Brand Management	3
SPO 544	Sports Marketing & Promotions	3
BUS 702	Marketing in Emerging Markets	3

**[Delivery Locations: Main Campus, Online]****Human Resource Management Specialization****12 credits**

Take the following:

MAN 703	Human Resource Management	3
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Then select three of the following courses:

MAN 607	Human Resource Planning & Staffing	3
MAN 701	Organizational Design & Theory	3
MAN 712	Labor-Management Relations	3
MAN 727	Organizational Development	3
MAN 729	Human Resource Development	3
MAN 730	Compensation Administration	3
BUS 789	Graduate Project	3
BUS 792**	Business Internship I	3

**[Delivery Locations: Main Campus]****International Business Specialization\*\*\*****12 credits**

Four of the following courses:

BUS 536	Entrepreneurship	3
BUS 672	Global Marketing Concepts & Strategies	3
BUS 771	International Business Law	3
FIN 772	International Finance and Banking	3

BUS 774	Issues and Applications in Import/Export	3
BUS 795	International Management	3
BUS 789	Graduate Project	3
BUS 792**	Business Internship I	3

**[Delivery Locations: Main Campus]**

**Management Specialization**

Four of the following courses:

BUS 536	Entrepreneurship	3
BUS 670	Advanced Operations Management	3
BUS 795	International Management	3
MAN 701	Organizational Design and Theory	3
MAN 703	Human Resource Management	3
MAN 767	Seminar I: Issues in Management	3
MAN 768	Seminar II: Issues in Management	3
BUS 789	Graduate Project	3
BUS 792**	Business Internship I	3

**[Delivery Locations: Main Campus, Online]**

**Sports Administration Specialization\*\*\***

Take the following:

SPO 719	Legal Aspects of Sports Administration	3
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Then choose three of the following courses:

SPO 503	History of Sports	3
SPO 504	Sport in Modern Society	3
SPO 506	Sports Tourism Development	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	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 717	Seminar/Principles of Sports Administration	3
SPO 750	Issues in Sports Administration	3
SPO 755	Special Topics in Sports Administration	3
SPO 790	Supervised Internship	3

**[Delivery Locations: Main Campus]**

**Sports Tourism Specialization**

Four of the following courses:

BUS 536	Entrepreneurship	3
SPO 506	Sports Tourism Development	3
SPO 507	Global Sports Tourism	3
SPO 508	Florida Sport Tourism	3
SPO 546	Facility and Event Management	3
SPO 547	Principles of Leisure Services	3
SPO 790	Supervised Internship	3

**[Delivery Locations: Main Campus, Online]****General MBA Option****12 credits**

Students pursuing the General MBA take the following courses.

BUS 536	Entrepreneurship	3
MAN 701	Organizational Design and Theory	3
MAN 703	Human Resource Management	3
MAN 710	Legal and Regulatory Aspects of Management	3
MAN 712	Labor-Management Relations	3
BUS 792**	Business Internship I	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 on ground student may 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 Uniform CPA Examination in Florida, he/she must work with his/her program advisor prior to beginning the program. Final determination of one's eligibility rests with the Florida State Board of Accountancy. If the student does not want to take the CPA examination in Florida or any other state requiring a fifth year of accounting education, that student may agree in writing that his or her pursuit of an MBA-Accounting degree is not for the purpose of qualifying to take the CPA examination.

\*\*These courses are available with some restrictions and only with the advance approval of the Program Coordinator/Director.

\*\*\*The joint JD (Law) and MBA program in International Business or Sports Administration requires prior acceptance into the University's School of Law in addition to admission into the MBA degree program during the spring term of the law student's first year. Six (6) credits from the student's Law program 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:

+ These courses will help students to prepare for the IBM entry level Security Systems Training Paths and Certification Programs.



### **\*\*\* Joint JD (Law) and MBA Program with Specializations in International Business and Sports Administration (JD/MBA)**

Three MBA specializations are available to St. Thomas law students: a Joint J.D. (Law) and MBA in International Business or Sports Administration. The joint JD/MBA degree program offers benefits to law students to pursue opportunities in these three business specializations.

#### **Admission to a Joint Degree Program**

Applicants for the JD/MBA joint program must apply separately to the School of Law and to The College of Business. 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 for a thorough review of the application materials (and interview process for Sports Administration). 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/MBA program, the School of Law catalog directs applicants for the joint program to communicate directly with the MBA Chair within College of Business. In applying to the MBA program, the joint program applicant's law school application and supporting materials are transferred to the MBA program application. Admission into St. Thomas University's School of Law does not guarantee admission into any of the joint Master's degree programs.

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

Joint JD/MBA Students take:	MBA International Business	MBA – Sports Administration
LAW 812 Federal Income Taxation	X	X
LAW 700 – International Law or LAW 832 – International Business Transactions	Replaces BUS 771 or BUS 775	X

LAW 745 – Sports Law	X	Replaces SPO 719
LAW 819 Alternative Dispute Resolution	X	Replaces MAN 510
LAW 850 Professional Responsibility	Replaces MAN 510	X

Joint degree programs should consult with their law school advisor regarding courses from the masters' program that transfer into their law school program of student.

Students in the joint degree programs must complete all of the other 30 credits (plus any prerequisite accounting, business and economics courses) required for the MBA degree.

## **MASTER OF INTERNATIONAL BUSINESS (MIB)**

**[Delivery Locations: Main Campus]**

**Program Director:** Nicholas Mathew, PhD

**Academic Credentials:** PhD, MBA, Cleveland State University

**Contact Information:** 305-628-6534;

**Program Advisor(s):** H. Gringarten, N. Mathew, J. Peart, C. Reese

**Program Description:** 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 multinational organization. Successful completion of an undergraduate degree serves as an entry foundation, regardless of the major at the undergraduate level. All accepted applicants are required to have completed courses in Accounting, Economics and Statistics. A series of faculty-directed, self-paced courses are available to assist those candidates who have not met these requirements.

The Master of 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 (15 credit hours) needed for sound decision-making with an international business core (15 credit hours) to provide students with a uniquely global perspective. [Prerequisites 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.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.

### **SPECIFIC ADMISSION REQUIREMENTS FOR MIB:**

1. Graduate applicants who have an undergraduate GPA of less than 2.75 may be admitted with evidence of significant full-time relevant work experience
2. Graduate applicants who have an undergraduate GPA of less than 2.50 will be required to have at least 4 years full-time relevant work experience and ***submit the following for consideration:***
  - a. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor. None can be from a relative.
  - b. A GMAT or GRE score.

### **MASTER OF INTERNATIONAL BUSINESS**

**30-36 credits**

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

Management-related courses	15 credits
Required international business courses	12 credits
International business electives	3 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 Microeconomics, and 3 credits in Macroeconomics), and 3 credits in business statistics. Preparatory courses are offered in a three (3) 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.

Student outcomes will be assessed in the capstone course BUS 775 – Seminar in International Business, in which the student must earn a B or higher. All graduate academic policies apply.

<b>MASTER OF INTERNATIONAL BUSINESS REQUIREMENTS</b>	<b>30-36 credits</b>
<b>Preparatory Courses (if required)</b>	<b>6 credits</b>
ACC 530      Essentials of Accounting	3
BUS 724      Foundation for Business Studies	3
<b>General Requirements</b>	<b>15 credits</b>
MAN 503      Applied Research Methods	3
FIN 751      Financial Management	3
ACC 508      International Financial Reporting Standards	3
MAN 510      Management Ethics	3
MAN 700      Organizational Behavior	3
<b>International Business Core Requirements</b>	<b>12 credits</b>
BUS 672      Global Marketing Concepts & Strategies	3
BUS 775      International Business	3
BUS 771      International Business Law	3
BUS 795      International Management	3
<b>Electives</b>	<b>3 credits</b>
Take ONE of the following courses:	
ACC 770      Managerial Accounting	3
BUS 536      Entrepreneurship	3
BUS 774      Issues and Applications in Import/Export	3
BUS 792*      International Business Internship and Field Experience	3
FIN 772      International Finance and Banking	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 HEALTHCARE QUALITY, INNOVATION AND STRATEGY (MSHQIS)**

**Program Director:** John D. Rudnick, Jr., Ed.D.

**Academic Credentials:** Ed.D., M.H.A.

**Contact Information:** 305-628-6540; JRudnick@stu.edu

**Program Advisor(s):** J. Rudnick

**Program Description:** This program is designed for those graduate students who desire to pursue a career in any of the various aspects of healthcare management. Successful completion of an undergraduate degree serves as an entry foundation regardless of the major at the undergraduate level.

The MS in HQIS will prepare aspiring leaders to "be the change" in the delivery of healthcare services. A unique 30-credit, eight-course model concludes with a project that embeds a Baldridge Foundation sponsored Black Belt Lean Six Sigma certification into the capstone course. The program and course design approach allow students to critically address and deeply reflect on practical challenges facing the current delivery system. Coursework equips student learners with the skills to explain the foundational dimensions of the U.S. healthcare delivery system (i.e., access, cost, quality.) In addition, course content assists students with an ability to recognize shortcomings and inequities within the current healthcare delivery system including inclusiveness and cultural sensitivity to special populations. Comparative analyses contribute to learners' understanding of similarities and differences between the United States healthcare system and systems of other countries.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the regionally-accredited institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.
3. Two letters of professional recommendation from non-relatives that address the character, capacity, and aptitude of the student for graduate study in the healthcare field.

### **SPECIFIC ADMISSION REQUIREMENTS FOR MSHQIS:**

1. Graduate applicants who have an undergraduate GPA of less than 2.75 may be admitted with evidence of significant full-time relevant work experience.
2. Graduate applicants who have an undergraduate GPA of less than 2.50 will be required to have at least 4 years of full-time relevant work experience and submit the following for consideration:
  - a. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor. None can be from a relative.
  - b. A GMAT or GRE score.

<b>MASTER OF SCIENCE IN HQIS REQUIREMENTS</b>	<b>30 credits</b>
<b>Healthcare Course Requirements</b>	<b>22 credits</b>
MAN 650           U.S. Healthcare Delivery	4
MAN 651           Change in Healthcare Delivery	4
MAN 652           Healthcare Improvement	4

MAN 653	Healthcare Data Analytics	4
MAN 654	Healthcare Regulation	3
MAN 655	Innovation in Healthcare	3
<b>Capstone Course Requirement</b>		
MAN 656	Strategies for Healthcare	5
<b>Ethics Course Requirement</b>		
MAN 510	Management Ethics	3 credits
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 eight-week) terms results in withdrawal from the University. See Academic Policies.		
Student outcomes will be assessed in HQIS 670 -- Strategies for Healthcare in which a student must earn a grade of B or higher.		

### **Program Learning Outcomes and Assessments**

**1. Outcome:** Students will demonstrate an understanding of selected healthcare delivery elements—access, cost, and quality; and the “conundrum” created when determining balance and prioritization for finite available resources.

**Assessment:** Demonstrate a full understanding through application of the conundrum elements in a PowerPoint presentation that reflects the challenges of balance among these elements.

**2. Outcome:** Students will be able to explain financial analytics for uses in healthcare planning, budgeting, and opportunities for process improvement in healthcare industries.

**Assessment:** Analyze a budget, balance sheet, and profit and loss statement to support a case study strategy development using a structured (case analysis) template to demonstrate proficiency of financial acumen and strategic planning.

**3. Outcome:** Students will be able to apply tools and practices used for quality and performance improvement activities.

**Assessment:** Complete the modules required for a Black Belt in Lean Six Sigma that will result in the Baldridge Foundation sponsored Black Belt Certification in Lean Six Sigma to demonstrate proficiency.



## **SPORTS ADMINISTRATION GRADUATE PROGRAMS**

**Program Director:** Ted Abernethy PhD

**Academic Credentials:** PhD, Higher Education, Ohio University; MS, Sports Administration, St. Thomas University; BA, Economics, University of Pittsburgh

**Contact Information:** 305-628-6630; [tabernethy@stu.edu](mailto:tabernethy@stu.edu)

**Program Advisor(s):** T. Abernethy, R. Epling, S. Song

**Program Description:** It is the mission of St. Thomas University's Sports Administration program to develop leaders for life who exhibit practical skills suitable for employment in sport related settings, and ethical leadership traits consistent with the Catholic identity of the university.

The way we think of sports has drastically changed over the years; these days few people would say that a sports is "just a game." Indeed, sports provide serious entertainment and big business in this country, and sports managers are crucial to ensuring that the players, fans, coaches, and financial backers coexist peacefully. In addition, sports has become a big driver for tourism for many cities and organizations.

Our MSSA program teaches the business behind the game, allowing you to become part of the team. Additionally, you will learn how to market sports effectively and how to plan events, diving into the areas of sports publicity, budgeting, and administration. In the MBA with a Specialization in Sports Administration or Sports Tourism, you will gain a strong foundation of knowledge in the field of business, examining how the worlds of business and sports interact and how you can make those interactions more profitable and beneficial for every person and interest involved. An interdisciplinary field, sports administration encompasses elements of economics, accounting, marketing, psychology, law and communications.

We are located in one of the largest sports marked in the world, South Florida – an unmatched natural laboratory setting for students to gain experience in all areas of sports. The Fernandez Family Center for Leadership and Wellness affords students the opportunity to connect classroom theory to experiential learning. Having started the first Sports Administration undergraduate program in the nation in 1973, St. Thomas University has long been a recognized leader in the business of sports. Our network of over 2000 alumni (Bachelors, Masters, JD, DBA) have careers in nearly every aspect of the sports industry.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution where the Bachelor's Degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.
3. All graduate applicants who have an undergraduate GPA of less than 2.75 may be considered for admission with evidence of significant relevant work experience.



## **JOINT JD (LAW) AND MASTER'S DEGREES IN SPORTS ADMINISTRATION**

**Description:** For the law student interested in working as a college athletics compliance officer, sports agent, commissioner of a sports league/conference, or any number of other sports-related legal careers, the JD/MS or JD/MBA in Sports Administration is an excellent choice. Students receive a first-rate legal education through the STU School of Law, right here on campus, while taking specialized sports administration classes towards their master's degree. The sports administration curriculum provides students with the unique skills necessary for success in this area through courses such as sports financial management, sports marketing, sports media/public relations, and athletic fundraising.

### **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 College 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 for a 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 College 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 JD /Sports Ad students take either:	MS – Sports Administration	MBA – Sports Administration
LAW 819 – Alternative Dispute Resolution	Replaces SPO Elective	MAN 510
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 (24 credits) and MBA (30 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). Six (6) credits from the law school will be transferred to the MS in Sports Administration. Six (6) credits from the law school will be transferred to the MBA in Sports Administration. Conversely 12 credits from the MBA or MS in Sports Administration will be awarded towards completion of the JD.

**Joint J.D. and Master of Science in Sports Administration (JD/MS-SA)**  
[Delivery Locations: Main Campus]

(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**

**24 credits**

(In addition to the law degree course and credit requirements)

**Required Courses:**

**3 credits**

SPO 717	Seminar/Principles of Sports Administration (capstone)	3
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**Guided Electives**

**21 credits**

Seven approved courses chosen from:

SPO 503:	History of Sports	3
SPO 504:	Sport in Modern Society	3
SPO 506	Sports Tourism Development	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	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 755	Special Topics in Sports Administration	3
SPO 790	Supervised Internship I	3

**Joint J.D. (Law) and Master of Business Administration  
In Sports Administration (JD/MBA-SA)**  
[Delivery Locations: Main Campus]

(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**

**30-39 credits**

(In addition to the law degree course and credit requirements)

**Preparatory Courses:**

**9 credits**

(May be waived depending on undergraduate preparation)

ACC 530	Essentials of Accounting	3
BUS 532	Statistical Analysis for Management	3
BUS 724	Foundation for Business Studies	3

<b>Core Courses</b>		<b>21 credits</b>
ACC 770	Managerial Accounting	3
BUS 704	Policy, Planning and Strategy Systems	3
BUS 775	International Business	3
BUS 750	Strategic Marketing Management	3
BUS 777	Data Analytics for Business	3
FIN 751	Financial Management	3
MAN700	Organizational Behavior	3

**Sports Administration Specialization Requirements:** **9 credits**

**Required Sports Administration Courses:**

SPO 717	Seminar/Principles of Sports Administration	3
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Then choose two of the following courses:

SPO 506	Sports Tourism Development	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	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation 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

**SPECIFIC ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE (MS) IN SPORTS ADMINISTRATION PROGRAMS.**

In addition to 1, 2 and 3 above, the following are needed for inclusion in the applicant's file:

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution where the Bachelor's Degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.
3. A minimum overall GPA of 2.75 for all undergraduate coursework.
4. If appropriate, international students must submit transcript evaluations of their documents by an accredited evaluator. Copies of certificates and/or diplomas must be submitted.
5. All international students requiring I-20 visas must submit a Certification or Letter of Finances and a Letter of Sponsorship.
4. All graduate applicants who have an undergraduate GPA of less than 2.75 may be considered for admission with evidence of significant relevant work experience.

## **MASTER OF SCIENCE (MS) IN SPORTS ADMINISTRATION**

**[Delivery Locations: Main Campus, Online]**

**Program Director:** Ted Abernethy, PhD

**Academic Credentials:** PhD, Higher Education, Ohio University; MS, Sports Administration, St. Thomas University; BA, Economics, University of Pittsburgh

**Contact Information:** 305-628-6630; [tabernethy@stu.edu](mailto:tabernethy@stu.edu)

**Program Advisor(s):** T. Abernethy, R. Epling, S. Song

**Program Description:** The Master of Science in Sports Administration is designed for students who desire a career in the management of sports. The curriculum blends traditional management with sports business courses to meet the challenges of the rapidly changing sports industry. The complex nature of today's sports world has increased the need for professionally prepared sports administrators.

### **[Delivery Locations: Main Campus]**

#### **MS IN SPORTS ADMINISTRATION**

		<b>30 credits</b>
<b>Required Courses</b>		<b>15 credits</b>
MAN 503	Applied Research Methods	3
SPO 510	Sports Ethics	3
SPO 717	Seminar/Principles of Sports Administration	3
SPO 719	Legal Aspects of Sports Administration	3
SPO 790	Supervised Internship	3
<b>Guided Electives chosen from:</b>		<b>15 credits</b>
SPO 506	Sports Tourism Development	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	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation 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 791	Supervised Internship II	3
Other Business and/or Management electives as available		3

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 PROGRAM POLICY REMINDERS:**

1. Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program.
2. Failure to register for more than one semester or two consecutive nine-week terms results in withdrawal from the University.
3. Student outcomes will be assessed in the capstone course SPO 717 Seminar/Principles of Sports Administration.
4. All other graduate academic policies apply.

5. 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.

## **DOCTOR OF BUSINESS ADMINISTRATION (DBA)**

[Delivery Location: Main Campus & Online]

**Program Director:** Seok-Ho Song, PhD

**Academic Credentials:** PhD, University of New Mexico; MS, Southern Illinois University; BS, University of Incheon, South Korea

**Contact Information:** 305-474-6909; ssong@stu.edu

**Program Advisor(s):** T. Abernethy, K. Brady, R. Epling, H. Gringarten, P. Klein, L. Knowles, N. Mathew, L. Mitchell, J. Peart, C. Reese, J. Rocha, S. Song

**Program Description:** The Doctor of Business Administration (DBA) is designed to prepare individuals for management positions as executive leaders or for faculty positions in higher education. The program requires completion of 90 credit hours of graduate level course work beyond the baccalaureate degree. It is perfect for doctoral candidates who have earned a Masters of Business Administration or Masters in the specialization related fields. There are three specializations; Management, Cyber Security Management, and Sports Administration.

## **DOCTOR OF BUSINESS ADMINISTRATION (DBA) IN MANAGEMENT**

[Delivery Location: Main Campus, Online]

**Program Advisor(s):** H. Gringarten, J. Peart, S. Song

**Specialization Description:** The DBA in Management specialization prepares graduates in a Business background, with a strong focus on the management of people, policies, and products. This program also trains scholar/practitioners who possess skills and knowledge to solve real world issues in business/management environment. Students will establish a strong research base by participating in the program.

## **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 DBA in Management is based on the following criteria.

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution(s) where the graduate degree(s) was (were) conferred.
3. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at [www.stu.edu](http://www.stu.edu) or from the Office of Admissions).
4. Personal Goals Statement and Resume or Curricular Vitae.

5. A minimum 3.00 GPA from the previous institution(s) attended.
6. For applicants who do not meet the GPA and GRE requirements, demonstration of appropriate work experience, including a minimum of five years of progressive professional, technical, or executive experience documented on the required resume will be considered in the admissions review process.

**Transfer of Credit:** All students admitted to the Doctor of Business Administration program will be granted 30 credits regardless of discipline toward the program total of 90 credit hours beyond the bachelor's degree. Resulting in a 60 credit hour degree completion plan.

Additionally, in consultation with the program director an additional 15 graduate, or post graduate, credits may be accepted toward the remaining 60 credits beyond the master's degree depending upon content and discipline of the graduate degree from a regionally accredited institution and doctoral specialization selected.

**International Students:** In addition to the items listed above, International Students applying for the on campus program 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 are required to submit a TOEFL score of at least 550 on the paper-based test, 6 on English Language Testing System (ELTS), 213 on the computer-based test, or 79 on the Internet-based test or their equivalents. 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.

### **DEGREE REQUIREMENT DBA in Management**

<b>DBA Common Courses</b>	<b>18 Credits</b>
BUS 813 Strategic Brand Management	3
MIS 879 Information Ethics	3
BUS 806 Global Social Media Management	3
BUS 836 Entrepreneurship	3
SPO 855 Special Topics - Leadership Theory and Practice	3
MAN 810 Legal & Regulatory Aspects of Management	3

<b>RESEARCH Requirements</b>	<b>21 credits</b>
<b>RESEARCH CORE</b>	<b>9 credits</b>
RES 819 Foundations of Research	3
RES 820 Quantitative Research	3
RES 821 Qualitative Research	3

<b>Doctoral Research (Dissertation/Action Research)</b>	<b>12 credits</b>
DIS 900 Doctoral Research Proposal	3
DIS 901 Doctoral Research I	3
DIS 902 Doctoral Research II	3

DIS 903	Doctoral Research III	3
DIS 904	Doctoral Continuation Course	(1-3)

<b>BUSINESS ADMINISTRATION REQUIREMENTS</b>		<b>21 credits</b>
ACC 870	Managerial Accounting	3
BUS 804	Policy, Planning and Strategy Systems	3
BUS 850	Strategic Marketing Management	3
BUS 875	International Business	3
BUS 877	Data Analytics for Business	3
FIN 851	Financial Management	3
MAN 800	Organizational Behavior	3

<b>MANAGEMENT REQUIREMENTS</b>		<b>21 credits</b>
BUS 804	Research Design in Business Administration	3
BUS 895	International Management	3
MAN 801	Organization Design and Theory	3
MAN 812	Labor-Management Relations	3
MAN 827	Organizational Development	3
MAN 867	Seminar I: Issues in Management	3
MAN 868	Seminar II: Issues in Management	3

**GENERAL ELECTIVES** **9 credits**

**TOTAL CREDITS REQUIRED** **90 credits**

**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.

The DBA dissertation is a document that demonstrates a student's professional proficiency in a discipline or subject. It can also make a compelling case for changes in policy or practice that will enable an organization to more effectively accomplish its mission.

The dissertations will report on a research project or study, or an extended analysis of a topic. The structure of the dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project or study.

**Ongoing Registration:** All doctoral students must 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 Director will review and approve these requests.

**Time Limit:** All program requirements, including the successful defense of the dissertation, must be completed within seven years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the DBA program.

## **DOCTOR OF BUSINESS ADMINISTRATION (DBA) IN CYBER SECURITY MANAGEMENT**

[Delivery Location: Main Campus, Online]

**Program Advisor(s):** L. Knowles, J. Rocha, S. Song

**Program Description:** The Doctor of Business Administration in Cyber Security Management (DBA-CSM) is designed to prepare individuals for management positions in the information security profession and faculty positions in higher education. The degree program prepares graduates to be leaders in business and academia through a strong series of Business and Cyber Security Management courses that focuses on topics at the intersection of theory and contemporary cyber security issues. The focus is on addressing complex security problems in organizations through understanding and application of latest research in information security. Thus, as part of the program students establish strong research skills. The program requires completion of 90 credit hours of graduate level course work beyond the baccalaureate degree (60 beyond an earned master's degree). It is perfect for doctoral candidates that have a technical background in information system who have earned a Bachelor's or Master's degree in cyber/information security, information systems, information technology, or computer science.

### **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 DBA in Management is based on the following criteria.

7. A completed and signed Application for Admission.
8. Official college and/or university transcripts from the institution(s) where the graduate degree(s) was (were) conferred.
9. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at [www.stu.edu](http://www.stu.edu) or from the Office of Admissions).
10. Personal Goals Statement and Resume or Curricular Vitae.
11. A minimum 3.00 GPA from the previous institution(s) attended.
12. For applicants who do not meet the GPA and GRE requirements, demonstration of appropriate work experience, including a minimum of five years of progressive professional, technical, or executive experience documented on the required resume will be considered in the admissions review process.

**Transfer of Credit:** All students admitted to the Doctor of Business Administration program will be granted 30 credits regardless of discipline toward the program total of 90 credit hours beyond the bachelor's degree. Resulting in a 60 credit hour degree completion plan.

Additionally, in consultation with the program director an additional 15 graduate, or post graduate, credits may be accepted toward the remaining 60 credits beyond the

master's degree depending upon content and discipline of the graduate degree from a regionally accredited institution and doctoral specialization selected.

**International Students:** In addition to the items listed above, International Students applying for the on campus program are required to provide the following:

4. Foreign transcripts in the original language and an English copy.
5. 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 are required to submit a TOEFL score of at least 550 on the paper-based test, 6 on English Language Testing System (ELTS), 213 on the computer-based test, or 79 on the Internet-based test or their equivalents. 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.

### **DEGREE REQUIREMENT DBA IN CYBER SECURITY MANAGEMENT**

<b>DBA Common Courses</b>		<b>18 Credits</b>
BUS 813	Strategic Brand Management	3
MIS 879	Information Ethics	3
BUS 806	Global Social Media Management	3
BUS 836	Entrepreneurship	3
SPO 855	Special Topics - Leadership Theory and Practice	3
MAN 810	Legal & Regulatory Aspects of Management	3

<b>RESEARCH Requirements</b>		<b>21 credits</b>
<b>RESEARCH CORE</b>		<b>9 credits</b>

<b>Doctoral Research (Dissertation/Action Research)</b>		<b>12 credits</b>
RES 819	Foundations of Research	3
RES 820	Quantitative Research	3
RES 821	Qualitative Research	3

<b>BUSINESS ADMINISTRATION REQUIREMENTS</b>		<b>21 credits</b>
ACC 870	Managerial Accounting	3
BUS 804	Policy, Planning and Strategy Systems	3
BUS 850	Strategic Marketing Management	3
BUS 875	International Business	3
BUS 877	Data Analytics for Business	3
FIN 851	Financial Management	3
MAN 800	Organizational Behavior	3

<b>INFORMATION SECURITY REQUIREMENTS</b>		<b>21 credits</b>
BUS 807	Cyber Law, Policy & Security	3

MIS 873	Cyber Security Governance	3
MIS 874	Enterprise Information Security	3
MIS 876	Cyber Security Risk Management	3
MIS 830	Special Topics in Cyber Security Management	3
MIS 802	Information Security Management Seminar	3
MIS 803	Information Privacy Seminar	3

**GENERAL ELECTIVES** **9 credits**

**TOTAL CREDITS REQUIRED** **90 credits**

**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.

The DBA dissertation is a document that demonstrates a student's professional proficiency in a discipline or subject. It can also make a compelling case for changes in policy or practice that will enable an organization to more effectively accomplish its mission.

The dissertations will report on a research project or study, or an extended analysis of a topic. The structure of the dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project or study.

**Ongoing Registration:** All doctoral students must 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 Director will review and approve these requests.

**Time Limit:** All program requirements, including the successful defense of the dissertation, must be completed within seven years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the DBA program.

## DOCTOR OF BUSINESS ADMINISTRATION (DBA) IN SPORTS ADMINISTRATION

[Delivery Locations: Main Campus]

**Program Director:** Seok-Ho Song, PhD

**Academic Credentials:** PhD, Sports Administration, University of New Mexico; MS, Recreation Administration, Southern Illinois University; BS, Athletic Training, University of Incheon, South Korea

**Contact Information:** 305-474-6909; ssong@stu.edu

**Program Advisor(s):** T. Abernethy, R. Epling, S. Song

**Program Description:** The Doctor of Business Administration (DBA) in Sports Administration is designed to prepare individuals for management positions in the sports industry and faculty positions in higher education. The degree program prepares graduates in a Business and Sports background, as well as establishing a strong research base. The program requires completion of 90 credit hours of graduate level

course work beyond the baccalaureate degree. It is perfect for doctoral candidates who have earned a Masters of Business Administration or a Master's degree in Sports Administration/Management.

### **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 DBA in Management is based on the following criteria.

13. A completed and signed Application for Admission.
14. Official college and/or university transcripts from the institution(s) where the graduate degree(s) was (were) conferred.
15. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at [www.stu.edu](http://www.stu.edu) or from the Office of Admissions).
16. Personal Goals Statement and Resume or Curricular Vitae.
17. A minimum 3.00 GPA from the previous institution(s) attended.
18. For applicants who do not meet the GPA and GRE requirements, demonstration of appropriate work experience, including a minimum of five years of progressive professional, technical, or executive experience documented on the required resume will be considered in the admissions review process.

**Transfer of Credit:** All students admitted to the Doctor of Business Administration program will be granted 30 credits regardless of discipline toward the program total of 90 credit hours beyond the bachelor's degree. Resulting in a 60 credit hour degree completion plan.

Additionally, in consultation with the program director an additional 15 graduate, or post graduate, credits may be accepted toward the remaining 60 credits beyond the master's degree depending upon content and discipline of the graduate degree from a regionally accredited institution and doctoral specialization selected.

**International Students:** In addition to the items listed above, International Students applying for the on campus program are required to provide the following:

6. Foreign transcripts in the original language and an English copy.
7. 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 are required to submit a TOEFL score of at least 550 on the paper-based test, 6 on English Language Testing System (ELTS), 213 on the computer-based test, or 79 on the Internet-based test or their equivalents. 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.

### **DEGREE REQUIREMENT DBA IN SPORTS ADMINISTRATION**

<b>DBA Common Courses</b>		<b>18 Credits</b>
BUS 813	Strategic Brand Management	3
MIS 879	Information Ethics	3
BUS 806	Global Social Media Management	3
BUS 836	Entrepreneurship	3
SPO 855	Special Topics - Leadership Theory and Practice	3
MAN 810	Legal & Regulatory Aspects of Management	3
<b>RESEARCH Requirements</b>		<b>21 credits</b>
<b>RESEARCH CORE</b>		<b>9 credits</b>
RES 819	Foundations of Research	3
RES 820	Quantitative Research	3
RES 821	Qualitative Research	3
<b>Doctoral Research (Dissertation/Action Research)</b>		<b>12 credits</b>
DIS 990	Doctoral Research Proposal	3
DIS 901	Doctoral Research I	3
DIS 902	Doctoral Research II	3
DIS 903	Doctoral Research III	3
DIS 904	Doctoral Continuation Course	(1-3)
<b>BUSINESS ADMINISTRATION REQUIREMENTS</b>		<b>21 credits</b>
ACC 870	Managerial Accounting	3
BUS 804	Policy, Planning and Strategy Systems	3
BUS 850	Strategic Marketing Management	3
BUS 875	International Business	3
BUS 877	Data Analytics for Business	3
FIN 851	Financial Management	3
MAN 800	Organizational Behavior	3
<b>SPORTS ADMINISTRATION REQUIREMENTS</b>		<b>21 credits</b>
BUS 804	Research Design in Business Administration	3
SPO 840	Sports Media and Public Relations	3
SPO 843	Sports Financial Management	3
SPO 844	Sports Marketing and Promotions	3
SPO 846	Facility and Event Management	3
SPO 848	Sports Psychology	3
SPO 852	Governance of Intercollegiate Athletics	3
<b>GENERAL ELECTIVES</b>		<b>9 credits</b>
<b>TOTAL CREDITS REQUIRED</b>		<b>90 credits</b>

**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.

The DBA dissertation is a document that demonstrates a student's professional proficiency in a discipline or subject. It can also make a compelling case for changes in policy or practice that will enable an organization to more effectively accomplish its mission.

The dissertations will report on a research project or study, or an extended analysis of a topic. The structure of the dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project or study.

**Ongoing Registration:** All doctoral students must 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 Director will review and approve these requests.

**Time Limit:** All program requirements, including the successful defense of the dissertation, must be completed within seven years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the DBA 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 DBA do not qualify for any current discount programs sponsored by St. Thomas University and listed in the Graduate Catalog.

**Doctoral Studies Policies and Procedures Manual:** The DBA in Sports Administration Dissertation Handbook and Dissertation Publication Manual provide a set of policies and procedures that govern doctoral study in College of Business. The University's Dissertation Publication Manual provides specific guidelines for producing the dissertation.



## GRADUATE BUSINESS CERTIFICATES

Graduate Business Certificates (Certificates) are a means by which individuals may increase their knowledge and skills by completing four courses in an area. These certificates are available under the following conditions:

1. Certificates may only be earned while the student is attending a graduate degree program.
2. While it is not necessary to apply for a certificate at the same time as one applies for the degree, the admissions application for a certificate must be approved before the student's degree graduation application is posted.
3. Certificate coursework must be completed no later than a year of the degree posting.

To earn a graduate certificate, a student must be admitted to a graduate degree program and apply to a certificate program. The specific courses applied towards a certificate may include no more than three courses applied towards a graduate degree, and earning a certificate requires the student to take at least one more course required for that certificate which is not applied towards the coursework for a graduate degree.

**A student cannot earn a certificate in the same curricular area as his/her graduate degree specialization.**

Courses completed to earn one certificate may not be used to satisfy the requirements of other certificates. Credits earned towards a graduate certificate program may be applied to a graduate degree program only if specifically listed as part of the graduate certificate requirements and the graduate degree requirements or with the approval of the graduate Program Coordinator. Courses used to complete the general requirements, core requirements, or specialization requirements of a degree cannot be used to complete certificate requirements unless specifically listed as part of the certificate requirements. Unless noted otherwise, all certificates are 12 credits and all courses earn three graduate level credits.

Please see your advisor and/or the degree Program Coordinator for more information.

## CYBER SECURITY MANAGEMENT

The Graduate Business Certificate in Cyber Security Management is designed for career professionals who desire additional skills in their capacities as managers of information systems.

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

BUS 511	Cyber Security Management Law	3
BUS 536	Entrepreneurship	3
BUS 608	Ethical Hacking for Business	3
BUS 792**	Business Internship I	3
MIS 673	Cyber Security Governance+	3
MIS 674	Enterprise Information Security <sup>+</sup>	3
MIS 675	Cyber Security Operations+	3
MIS 677	Cyber Security Technologies	3

The admissions and academic requirements for this certificate are the same as for the Master of Science in Management (MSM) degree at St. Thomas University. In addition a student must earn a minimum overall GPA of 3.0 for courses applied to a Graduate Business Certificate.

### **Gainful Employment Material**

*Estimated Tuition Cost (per credit): \$800.00*

*Estimated Textbook Cost: Up to \$500*

## **FINANCE**

The Graduate Business Certificate 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 Graduate Business 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:

BUS 536	Entrepreneurship	3
BUS 792**	Business Internship I	3
FIN 741	Investment Analysis	3
FIN 742	Financial Markets and Intermediaries	3
FIN 746	Global Investment and Risk Management Strategies	3
FIN 751	Financial Management	3
FIN 772	International Finance and Banking	3
BUS 789	Graduate Project	3

### **Gainful Employment Material**

*Estimated Tuition Cost (per credit): \$800.00*

*Estimated Textbook Cost: Up to \$500*

## **FORENSIC ACCOUNTING**

The Graduate Business Certificate in Forensic Accounting is designed for the accounting graduate or the MBA student who wishes to expand his/her knowledge in the broad area of forensic accounting. Courses in this certificate 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 Graduate Business 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 Business Certificate.

### **Gainful Employment Material**

*Estimated Tuition Cost (per credit): \$800.00*

*Estimated Textbook Cost: Up to \$500*

## **MARKETING**

The Graduate Business Certificate in Marketing Management is designed for the manager or the individual who has the desire for a career in marketing management, sales management, retail merchandising and management, and marketing research. The certificate is designed to provide a comprehensive understanding of the marketing process, one of the major functional activities of business.

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

BUS 509	Social Entrepreneurship	3
BUS 536	Entrepreneurship	3
BUS 613	Strategic Brand Management	3
BUS 672	Global Marketing Concepts and Strategies	3
BUS 707	Marketing of Services	3
BUS 750	Strategic Marketing Management	3
BUS 792**	Business Internship I	3
SPO 544	Sports Marketing	3

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

### **Gainful Employment Material**

*Estimated Tuition Cost (per credit): \$800.00*

*Estimated Textbook Cost: Up to \$500*

## **HUMAN RESOURCE MANAGEMENT**

The Graduate Business Certificate in Human Resource Management program is designed for career professionals who desire additional skills in human resource management.

The Graduate Business 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 Business Certificate are the same as for the Master of Science in Sports Administration degree program. In addition, a student must earn a minimum overall GPA of 3.0 for courses applied to a graduate certificate.

### **Gainful Employment Material**

*Estimated Tuition Cost (per credit): \$800.00*

*Estimated Textbook Cost: Up to \$500*

## **INTERNATIONAL BUSINESS**

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

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

BUS 536	Entrepreneurship	3
BUS 672	Multinational Mar. 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 Economics Environment	3
BUS 795	International Management	3
BUS 792**	Business Internship I	3
ECO 671	International Economics	3
FIN 772	International Finance and Banking	3

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

### **Gainful Employment Material**

*Estimated Tuition Cost (per credit): \$800.00*

*Estimated Textbook Cost: Up to \$500*

## **MANAGEMENT ACCOUNTING**

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

The Graduate Business Certificate in Management Accounting is awarded after completing at St. Thomas University four courses (12 credit hours) as approved by the certificate's 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

Admissions and academic requirements for the Graduate Business Certificate are the same as for the Master of Science in Sports Administration 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 cannot 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.**

**Gainful Employment Material**

*Estimated Tuition Cost (per credit): \$800.00*

*Estimated Textbook Cost: Up to \$500*

## **SPORTS ADMINISTRATION**

The Graduate Business Certificate 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 Business 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/Principles of Sports Administration	3
SPO 719	Legal Aspects of Sports Administration	3

Two of the following:

SPO 506	Sports Tourism Development	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	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 755	Special Topics in sports Administration	3

The admissions and academic requirements for the graduate certificates 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 Business Certificate.

**Gainful Employment Material**

*Estimated Tuition Cost (per credit): \$800.00*

*Estimated Textbook Cost: Up to \$500*

## **TAXATION**

The Graduate Business Certificate in Taxation is designed for the accounting graduate 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 755*	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 this certificate 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 Business Certificate.

### **Gainful Employment Material**

*Estimated Tuition Cost (per credit): \$800.00*

*Estimated Textbook Cost: Up to \$500*



## **COLLEGE OF SCIENCE, TECHNOLOGY, AND HEALTH**

***"Leaders Make the Discoveries That Build Our Future"***

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**Jeffery Plunkett, PhD**  
**Chair & Professor, College of Science, Technology, and Health**

**Faculty:** A. Cioffi, S. Diaz, R. Dolciato, L. Fernandez-Torres, P. Maul, B. Parenteau, M. Pina, J. Plunkett, A. Tapanes-Castillo, A. Valls, K. Williams.

**Mission:** The faculty of the College of Science, Technology and Health (STH) teach the methods of science, health, and engineering to future leaders in the sciences by immersing them in a modern learning environment, featuring close student-faculty engagement in leading-edge research programs.

**College Overview:** The College of Science, Technology and Health offers Masters programs in the health, life, physical and computer sciences. Emphasis is on preparation for further graduate and professional schools, as well as preparation for professional positions in nursing, education, and high-technology industries.

The College of Science, Technology and Health includes 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. Programs focus on the interdependence of technology and management as the core foundation required to prepare students to become technical leaders.

Faculty pursue research and other scholarly activities, and are committed to delivering an outstanding science education to students. Students learn current science and technology in the laboratory, in the classroom and by participating in faculty-directed research, tailored to students' needs.

The College offers Master of Science degrees in Cell & Molecular Biology, Cybersecurity & Analytics, Biology for STEM Education, Big Data Analytics, and Bioethics. The College is also the host for the School of Nursing, which offers Master of Science degrees in Nursing that are fully online: the Family Nurse Practitioner Program (MSN-FNP) and the Psychiatric Mental Health Nurse Practitioner Program (MSN-PMHNP). In addition, a Doctoral degree in Nursing Practice (DNP), fully online is also offered.

## **MASTER OF SCIENCE (MS) IN BIOLOGY FOR STEM EDUCATORS** **(Delivery Locations: Blended)**

**Program Coordinator:** Alexis Tapanes-Castillo, Ph.D.

**Academic Credentials:** PhD, Molecular Biology (Cornell University)

**Contact Information:** (305) 474-6905 [atapanes-castillo@stu.edu](mailto:atapanes-castillo@stu.edu)

**Program Advisor(s):** Alexis Tapanes-Castillo

**Program Description:** The Master of Science in Biology for STEM Educators program is designed to provide graduate level classroom and laboratory instruction in the biological sciences for STEM (Science, Technology, Engineering, Mathematics) educators. The emphasis of the courses is on content, rather than pedagogy. MS students are encouraged to develop laboratory exercises, demonstrations, and teaching methods from the course content and apply these as projects in their own classrooms during the academic year. Courses build on fundamental principles and offer new concepts and inquiry-based teaching methods. The program is aimed for in-service middle-high school teachers who wish to acquire the biology credentials needed to teach Dual Enrollment biology courses in high schools, as well as lower level college/university courses in the biological sciences. The program is also an opportunity for recent baccalaureate STEM graduates interested in pursuing a career in STEM education to acquire additional credentials in the biological sciences.

### **SPECIFIC ADMISSION REQUIREMENTS FOR THIS PROGRAM:**

1. An applicant is any student holding a Bachelor of Science or Bachelor of Arts, with a 3.0 or above GPA, from a nationally accredited College or University in the USA, or equivalent. Equivalency is officially determined according to the relevant policy standards of STU.
2. Applicants must have a background in STEM, for example: a major, minor or significant course work in biology, chemistry, physics, mathematics or computer science.
3. If an applicant does not have a teaching certificate before enrolling in the MS program, the applicant is required to take a course in STEM instruction methods through STU's School of Education before graduating from the MS program.

**SPECIFIC PROGRAM REQUIREMENTS FOR THIS DEGREE:**

Successful completion of all required courses in a timely manner by maintaining a minimal course grade of B- (2.70/4) and a minimal overall GPA of B (3.00/4).

**MS IN BIOLOGY FOR STEM EDUCATORS****30 credits****Foundation (*Core*) Courses****12 credits**

SCI 505	Scientific Inquiry: Concepts and Application	3 credits
SCI 506	Understanding Scientific Research	3 credits
MAT 507	Data Analysis and Probabilities	3 credits
SCI 700	Capstone Practicum	3 credits

**Specialization Courses****18 credits**

BIO 510	Bioethics	3 credits
BIO 520	Biology of the Cell	3 credits
BIO 521	Molecular Biology and Biotechnology	3 credits
BIO 522	Understanding the Human Brain	3 credits
BIO 523	Applied Plant Sciences	3 credits
BIO 524	Directed Research and Exposition	3 credits

**Program Student Learning Outcomes:** A candidate for the MS in Biological Sciences for STEM Educators will demonstrate:

1. Content knowledge: An understanding of basic concepts in the biological sciences.
2. Advancement of inquiry-based Stem education: The ability to develop laboratory exercises, demonstrations, and teaching methods from their MS course content and apply these as projects to teach 6-12 grade school students.
3. Problem solving and laboratory skills: The use critical thinking skills and safe laboratory techniques to participate in scientific research projects, under the supervision of a faculty member.
4. Scientific communication skills: Literature, Information Management, Oral and Written Communication Skills. The ability to retrieve information from scientific literature, present that information orally in a clear and organized manner using relevant technology, and write well-organized and concise laboratory reports in an appropriate style.

**Program Student Learning Outcomes Assessment:** These outcomes are assessed by the following:

1. PLO 1 will be assessed in BIO 520 Biology of the Cell and BIO 521 Molecular Biology and Biotechnology utilizing Final Exams. MS students will score 80% or higher on Final Exams.
2. The MS student will choose a science topic that is a regular part of the 6-12 STEM curriculum, but that is poorly understood by students. The MS student will then develop an inquiry-based learning module based on that topic that will be tested in the classroom, write a report, and give a public presentation. PLO 2 will be assessed in SCI 700 Capstone Practicum. 90% of the MS students will score 85% or higher on the report scoring rubric.
3. PLO 3 will be assessed in BIO 524 Directed Research and Exposition with evaluation of an oral or poster presentation. 90% of the MS students will score 85% or higher on the presentation scoring rubric.
4. PLO 4 will be assessed in SCI 506 Understanding Scientific Research utilizing a laboratory report and an oral presentation. 90% of the MS students will score

85% or higher on both Oral Presentation and Laboratory Report scoring rubrics.

### **GRADUATION REQUIREMENTS:**

Successful completion of all required courses in a timely manner by maintaining a minimal course grade of B- (2.70/4) and a minimal overall GPA of B (3.00/4). If an applicant does not have a teaching certificate before enrolling in the MS program, the applicant is required to take a course in STEM instruction methods through STU's School of Education before graduating from the MS program.



### **MASTER OF SCIENCE (MS) IN BIG DATA ANALYTICS** **(Delivery Locations: Main Campus)**

**Program Director:** Bernard Parenteau, PhD

**Academic Credentials:** PhD, MS Computer Science (Florida International University); MS Economics (Florida International University); MBA, BA Anthropology (University of Florida)

**Contact Information:** 305-623-2353; [bparenteau@stu.edu](mailto:bparenteau@stu.edu)

**Program Advisor(s):** B. Parenteau

**Program Description:** The M.S. in Big Data Analytics program is a one-year graduate program designed to provide real world experience in critical, analytical skills that are needed in the fast-growing field of data analytics. It focuses on preparing students to formulate strategies and make critical decisions based on real data. The curriculum offers an intensive study of data mining, data visualization, machine learning, statistical modeling, and big data computing infrastructure and technologies.

Training allows the students to sharpen their organizational and technical competencies to implement data gathering, cleansing, integration and modeling tasks and data asset analysis for applications in different fields. It is aimed at students who wish to become data scientists and analysts in professional and academic.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. A non-refundable application fee of \$40 (US currency). The application fee is waived for alumni of St. Thomas University.
3. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are advised to see communicate with our Veteran Benefits administrator.
4. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at [www.stu.edu](http://www.stu.edu) or from the Office of Admissions).

- Admissions test scores, personal statements, and resume.
- All graduate applicants who have an undergraduate GPA of less than 3.0 or low scores on standardized tests will be required to be reviewed by the program director.

### **SPECIFIC ADMISSION REQUIREMENTS FOR THIS PROGRAM:**

- Exceptions to the minimum undergraduate GPA score requirements based on work experience, or other qualifying situations will be considered on a case by case basis at the discretion of the program's admissions committee. Students with a GPA below 3.0/4.0 should be interviewed and might be required to submit a GRE score.
- Applicants are required to have a bachelor degree in computer science, applied mathematics, statistics, engineering or other related fields relevant to data technology, or alternatively strong work experience with data or analytics techniques. Students may be advised, if necessary, to take the four courses below (or equivalent).

STA 2023	Applied Statistics
MAT 310	Advanced Statistics
COP 2073	Introduction to Data Science
COP 4764	Advanced Database Systems Development

<b>MS IN BIG DATA ANALYTICS</b>		<b>30 credits</b>
<b>Math Foundation Course</b>		<b>6 credits</b>
MAT 502	Statistical Methods	3 credits
MAT 602	Applied Machine Learning	3 credits
<b>Core Requirements</b>		<b>15 credits</b>
CIS 541	Fundamentals of Big Data Analytics	3 credits
CIS 543	Programming for Data Analytics	3 credits
CIS 545	Data Warehousing	3 credits
CIS 546	Data Visualization	3 credits
CIS 548	Data Engineering	3 credits
<b>Advanced Requirements</b>		<b>6 credits</b>
CIS 544	Data Mining and Machine Learning	3 credits
CIS 626	Big Data Analytics Applications	3 credits
<b>Capstone Options</b>		<b>3 credits</b>
CIS 627	Big Data Analytics Capstone	3 credits
CIS 680	Analytics Internship	3 credits

**PROGRAM LEARNING OUTCOMES:** Graduates of the proposed M.S. program in Big Data Analytics will be able to:

- Apply the theories and discern the key ethical, legal and social responsibilities of the big data analytics technologies.
- Implement the basic concepts and principles of big data analytics platform systems and practice its installation, setup, maintenance, and programming.
- Analyze, design, and implement the data mining and machine learning algorithms for various analytics methods with system installation, maintenance, and programming.
- Develop effective analytical algorithms and strategies in the real industries, such as bioinformatics, social network, and finance, among others.

**STUDENT LEARNING OUTCOMES** will be assessed by employing a combination of class involvement, subject assignments, examinations, and/or term projects. Final achievement will be evaluated through the *CIS 627 Big Data Analytics Capstone Project or CIS 680 Analytics Internship*.

**GRADUATION REQUIREMENTS:**

1. Graduation application
2. Students must maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program.
3. Any student who does not register for two consecutive semesters/three consecutive terms will be considered withdrawn from the University, thereby subjecting the student to reapplication procedures. All other academic policies apply.

**MASTER OF SCIENCE (MS) IN BIOETHICS  
(Delivery Locations: Blended)**

**Program Coordinator:** Rev. Alfred Cioffi, SThD, PhD

**Academic Credentials:** PhD, Genetics (Purdue University); SThD, Theology, *Magna Cum Laude* (Pontifical Gregorian University); MDiv, Divinity, *Cum Laude* (St. Vincent de Paul Regional Seminary); BS, Biology (Florida International University)

**Contact Information:** 305-474-6968; [acioffi@stu.edu](mailto:acioffi@stu.edu)

**Program Advisor(s):** A. Cioffi

**PROGRAM DESCRIPTION:** The 30-credit MS in Bioethics is designed to equip graduates with the knowledge and skills necessary to engage in the critical evaluation of current bioethical issues regarding the human person at the beginning and at the end of life, regarding healthcare, and regarding stewardship over the natural environment. This program is thoroughly interdisciplinary, integrating knowledge from the empirical sciences, and from philosophy and moral theology according to the Catholic tradition. This program will enable its graduates to develop professional careers in academia, healthcare, governmental agencies, industry, foundations, religious institutions and many other local, regional, national and international organizations (e.g., NGOs).

**GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. A non-refundable application fee of \$40 (US currency). The application fee is waived for alumni of St. Thomas University.
3. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are advised to communicate with our Veteran Benefits administrator.
4. Letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at [www.stu.edu](http://www.stu.edu) or from the Office of Admissions).
5. Admissions test scores, personal statements, and resume.
6. All graduate applicants who have an undergraduate GPA of less than 2.6 will be considered on a conditional basis for one semester.

**SPECIFIC ADMISSION REQUIREMENTS**

1. A personal statement or live interview (virtual or in person) with the Program Director, describing applicant's interests and goals in pursuing an MS in Bioethics.

2. All graduate applicants who have an undergraduate GPA of less than 2.75 will be required to take a writing skills course in addition to the 30 credits needed for the MS in Bioethics.
3. All foreign applicants must demonstrate proficiency in the English language. Standard testing generally used for this purpose by St. Thomas University will apply.
4. Approval by faculty committee in the College of Science, Technology and Health.

<b>PROGRAM COURSE REQUIREMENTS</b>		<b>30 Credits</b>
<b>Foundation Courses</b>	<b>First Semester</b>	<b>7 credits</b>
BIO 513	Fundamentals of Catholic Bioethics	3 credits
BIO 514	Responsible Research & Professional Conduct	4 credits
<b>Specialization Courses</b>	<b>Second Semester</b>	<b>23 credits</b>
BIO 602	Beginning of Human Life Bioethics	4 credits
BIO 603	End of Human Life Bioethics	4 credits
<b>Third Semester</b>		
BIO 600	Bioethics of Human Population & Earth's Ecosystem	4 credits
MAT 507	Data Analysis and Probabilities	3 credits
<b>Fourth Semester</b>		
BIO 601	Bioethical Decisions in Healthcare Services	4 credits
BIO 604	Bioethics Internship	4 credits

**PROGRAM STUDENT LEARNING OUTCOMES:** A graduate of the MS in Bioethics will be able to:

1. Analyze critically the basic scientific and theological principles related to bioethical issues.
2. Apply these principles to a variety of contemporary bioethical issues.
3. Explain such principles to others willing to consider their usefulness.

#### **PROGRAM STUDENT LEARNING OUTCOMES AND ASSESSMENTS:**

1. Evaluation: BIO 600 Bioethics of Human population & Earth's Ecosystem with written report using a scoring rubric.
2. Evaluation: BIO 601 Bioethical Decisions in Healthcare Services with an oral presentation using a scoring rubric.
3. Evaluation: BIO 604 Bioethics Internship using an evaluation form submitted by the internship supervisor.

**GRADUATION REQUIREMENTS:** A student must complete:

1. All required courses in a timely manner.
2. Maintain a minimal course grade of B (3.00/4.00)
3. Maintain a minimal overall GPA of B (3.00/4.00)

## **MASTER OF SCIENCE IN CELL AND MOLECULAR BIOLOGY (MSCMB) (Delivery Locations: Main Campus)**

**Program Director:** Jeffery Alan Plunkett, PhD, Professor of Biological Science

**Academic Credentials:** PhD, Neurobiology (Georgia State University), BA Microbiology (Miami University)

**Contact Information:** 305-628-6572; [jplunkett@stu.edu](mailto:jplunkett@stu.edu)

Program Advisor(s): J. Plunkett

**PROGRAM DESCRIPTION:** The Master of Science in Cell and Molecular Biology (MS CMB) is an interdisciplinary, one-year, 30-credit hour, non-thesis program designed to enhance the competitiveness of individuals who wish to apply to professional schools (Medical, Dental, Veterinary, Osteopathic, Optometry, Physical Therapy) and/or doctoral degree programs.

This program is designed to boost the skill level and confidence of individuals whose undergraduate GPA's are not quite competitive for entry into professional schools and/or doctoral degree programs immediately following their undergraduate studies. It will provide them with an additional year of preparation at the graduate level. In addition to courses related to cell and molecular biology, it includes field experiences and a Kaplan preparation course.

The program is designed to start in a fall semester. Please consult with the program's advisor to review the program's required plan of study.

This degree will enable a graduate to teach particular undergraduate biology courses and to direct undergraduate biology labs. High school biology teachers can also use this degree to meet the advanced credential requirement needed to teach dual enrollment or Advanced Placement biology courses.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. A non-refundable application fee of \$40 (US currency). The application fee is waived for alumni of St. Thomas University.
3. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are advised to communicate with our Veteran Benefits administrator.
4. All graduate applicants who have an undergraduate GPA of less than 3.0 will be considered on a conditional basis for one semester.

### **SPECIFIC ADMISSION REQUIREMENTS FOR MS IN CELL AND MOLECULAR BIOLOGY PROGRAM:**

1. Successful completion of a bachelor's degree in Biology, Biochemistry or other Life Sciences with a GPA of 3.0 or higher in upper-division courses.
2. A copy of GRE General Exam test scores is required. A waiver may be granted based on GPA.
3. A copy of GRE Biology Exam test scores is recommended but not required.
4. Individuals from non-English speaking countries are required to demonstrate proficiency in English. With a total score of 80 on the IBT TOEFL or 6.5 overall on the IELTS or proof of a higher education degree from regionally accredited U.S. institution is required.

**PROGRAM COURSE REQUIREMENTS****30 Credits****Biology Requirements**

BIO 500*	Cellular and Anatomical Neuroscience	<b>16 credits</b>
BIO 503*	Cell and Molecular Biology	4 credits
BIO 504*	Pharmacology	4 credits
BIO 509*	Developmental Biology	4 credits

*\*Could be substituted with BIO 597 Special Topics when necessary***Mathematics Requirements**

MAT 502	Statistical Methods	<b>3 credits</b>
		3 credits

**Philosophy Requirements**

BIO 510	Bioethics	<b>3 credits</b>
		3 credits

**Science Requirements**

BIO 501	Biology Seminar	<b>8 credits</b>
BIO 505	Journal Club	1 credit
BIO 506	Field Experience I	1 credit
BIO 507	Field Experience II	3 credits
		3 credits

**PROGRAM STUDENT LEARNING OUTCOMES AND ASSESMENTS:** A MS in Cell and Molecular Biology graduate will demonstrate:

**Outcome 1:** The ability to analyze cell function at the cellular and molecular levels (Content Knowledge). This outcome will be assessed using a locally-developed, comprehensive examination.

**Outcome 2:** The ability to retrieve, efficiently and effectively, information related to cell and molecular biology by searching the scientific literature; evaluating this literature critically; managing many sources of information and preparing a written summary of these efforts (Literature and Information Management and Written Communication skills). This outcome will be assessed using an annotated bibliography and a *Grand Rounds* simulation.

**Outcome 3:** The ability to develop testable hypotheses and design appropriate experiments to test those (Problem Solving Skills). This outcome will be assessed using the development and submission of a grant proposal.

**Outcome 4:** The ability to engage in the professional, practical, and ethical dimensions of the work of a scientist (Reflective Thinking and Oral Communication Skills). This outcome will be assessed in using a supervisor's feedback form.

**GRADUATION REQUIREMENTS:** A graduate of this program must:

1. Submit the graduation application.
2. Maintain constant enrollment in the 3 semesters required to complete the program. An individual who fails to register for one of these semesters will be required to re-apply for the program.
3. Maintain a GPA of 3.0 or higher in all courses.
4. Pass a comprehensive examination.



## MASTER OF SCIENCE IN CYBER SECURITY & ANALYTICS (MSCSA) [Delivery Locations: Main Campus]

**Program Director:** Bernard Parenteau, PhD

**Academic Credentials:** PhD, MS Computer Science (Florida International University); MS Economics (Florida International University); MBA, BA Anthropology (University of Florida)

**Contact Information:** 305-623-2353; [bparenteau@stu.edu](mailto:bparenteau@stu.edu)

**Program Advisor(s):** B. Parenteau

**Program Description:** The program is designed to provide a comprehensive understanding Cyber Security & Analytics, and the major functional activities related to data science and information assets. The aim is to enable students to efficiently govern cyber security in an organization. The program utilizes multidisciplinary approach to understand problems faced by security executives. Students will learn about challenges in developing an effective use of data analytics to promote cyber security strategies, policies, and processes.

The Master of Science in Cyber Security & Analytics (MSCSA) program offers a unique multidisciplinary approach through the synergy and active participation of the St. Thomas University Gus Machado College of Business and College of Science, Technology & Health's Big Data Analytics graduate program. Through this blended multidisciplinary approach, the Master of Science in Cyber Security & Analytics (MSCSA) program graduate students will have a wide variety of learning opportunities to apply in their professional careers with the necessary competitive skills for top operational, tactical, and strategic positions at management and executive levels.

The 30-credit curriculum combines quantitative and basic business skills (9 credit hours) needed for sound decision-making and electives (21 credit hours) to provide students with a uniquely data analytics perspective. [Prerequisites may apply, see degree program section below].

## **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. A non-refundable application fee of \$40 (US currency). The application fee is waived for alumni of St. Thomas University.
3. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are advised to see communicate with our Veteran Benefits administrator.
4. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at [www.stu.edu](http://www.stu.edu) or from the Office of Admissions).
5. Admissions test scores, personal statements, and resume.
6. All graduate applicants who have an undergraduate GPA of less than 3.0 or low scores on standardized tests will be required to be reviewed by the program director.
7. All applicants that do not have a strong quantitative and information technology background from their transcripts are required to complete a program prerequisite course before the start of all other courses in the curriculum.

## **SPECIFIC ADMISSION REQUIREMENTS FOR MSCSA:**

Graduate applicants who have an undergraduate GPA of less than 2.50 will be required to have at least 4 years full-time relevant work experience and *submit the following for consideration:*

- a. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor. None can be from a relative.
- b. A GMAT or GRE score.

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.

## **MASTER OF SCIENCE IN CYBER SECURITY & ANALYTICS** **30 credits**

To earn the Master of Science in Cyber Security & Analytics degree, the student must successfully complete:

<b>General Requirements</b>	<b>12 credits</b>
MIS 677 Cyber Security Technologies	3
CIS 608 Ethical Hacking for Business	3
CIS 542 Internet Protocols & Network Management Security	3
MIS 675 Cyber Security Operations	3

<b>Data Analytics courses</b>	<b>15 credits</b>
CIS 541 Fundamentals of Big Data Analytics	3
CIS 543 Programming for Data Analytics	3
CIS 545 Data Warehousing	3
CIS 548 Data Engineering	3
CIS 626 Big Data Applications	3

<b>Capstone Options</b>		<b>3 credits</b>
CIS 627	Big Data Analytics Capstone	3 credits
CIS 680	Analytics Internship	3 credits

**PROGRAM LEARNING OUTCOMES:** Graduates of the proposed M.S. program in Cyber Security and Analytics will be able to:

1. Detect, identify, and mitigate cybersecurity threats using the latest trends in computer network security.
2. Analyze, design, and implement data analytics using various data visualization and machine learning methods.

**STUDENT LEARNING OUTCOMES** will be assessed by employing a combination of class involvement, subject assignments, examinations, and/or term projects. Final achievement will be evaluated through the *CIS 626 Big Data Applications or CIS 680 Analytics Internship*.

**GRADUATION REQUIREMENTS:**

4. Graduation application
5. Students must maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program.
6. Any student who does not register for two consecutive semesters/three consecutive terms will be considered withdrawn from the University, thereby subjecting the student to reapplication procedures. All other academic policies apply.

# **NURSING**

**Online Program Coordinator:** Doris Teran, DNP, NP-C

**Academic Credentials:** DNP, Family Nurse Practitioner (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

**Contact Information:** 305-628-6503; [dteran@stu.edu](mailto:dteran@stu.edu)

*Program Advisor(s): D. Teran*

At STU, each student is a unique, integrated, holistic human being who is influenced by the complex interaction of biological, psychological, developmental, sociological, economic and cultural elements as part of a multicultural society. As a nursing student, you will be challenged to acquire scientific knowledge base and critical thinking skills of the discipline of nursing, incorporate professional nursing behaviors, develop technical and decision-making skills, embody ethics into your practice, and gain awareness of self and others' value systems as part of STU's faith-based professional education. This will require hard work and commitment on your part, but it will be a remarkable and rewarding journey that you will treasure for a lifetime.

## **MASTER OF SCIENCE IN NURSING (MSN)**

### **Family Nurse Practitioner Program**

**(Delivery Locations: Online)**

**Online Program Coordinator:** Doris Teran, DNP, NP-C

**Academic Credentials:** DNP, Family Nurse Practitioner (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

**Contact Information:** 305-628-6503; [dteran@stu.edu](mailto:dteran@stu.edu)

*Program Advisor(s): D. Teran*

**Program Description:** The Master of Science in Nursing (MSN) degree is designed to meet the educational needs of and allow Registered Nurses (RN), graduated from accredited Bachelors of Science (BSN) programs, to continue their graduate studies and become leaders. The program builds upon the educational and professional experience of the Registered Nurse and prepares them for advanced nursing roles enabling them to make significant contributions to the expansion of nursing knowledge and practice becoming health care providers to a diverse population. The MSN offers concentrated tracks to allow for specialization in the student's field of interest in Advanced Family Practice.

## **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or Accreditation Commission for Education in Nursing (ACEN). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.

- Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

**ADDITIONAL REQUIREMENTS:**

- Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
- If necessary, availability for interview upon review of application.

<b>MSN Core Requirements</b>		<b>24 credits</b>
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504	Adv. Health Assessment and Diff. Diagnosis	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits
NUR 601	Health Promotion and Disease Prevention	3 credits

<b>MSN in Advanced Family Practice Specialization</b>		<b>23 credits</b>
<b>Course Requirements</b>		
NUR 507	Advanced FNP Children & Families	3 credits
NUR 507CL	Advanced FNP Clinical I	2 credits
NUR 509	Advanced FNP Adults	3 credits
NUR 509CL	Advanced FNP Clinical III	2 credits
NUR 514	Advanced FNP Women's Health	3 credits
NUR 514CL	Advanced FNP Clinical II	2 credits
NUR 611	Adv. Practice Nursing Integration Practicum	3 credits
NUR 612	Advanced FNP Adult Gerontology	3 credits
NUR 612CL	Advanced FNP Clinical IV	2 credits

**Total 47 credits**

**Program Student Learning Outcomes:**

- Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
- Incorporate evidence-based research to resolve practice problem and improve knowledge.
- Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
- Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safely and effectively within the chosen specialty to maintain health and improve patient outcomes.
- Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
- Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.

7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

#### **GRADUATION REQUIREMENTS:**

1. Graduation application
2. Student must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

#### **SATISFACTORY ACADEMIC PROGRESSION:**

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

### **Post Master's Certificate Family Nurse Practitioner (Delivery Locations: Online)**

**Online Program Coordinator:** Doris Teran, DNP, APRN, NP-C

**Academic Credentials:** DNP, Family Nurse Practitioner (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

**Contact Information:** 305-628-6503; [dteran@stu.edu](mailto:dteran@stu.edu)

**Program Advisor(s):** D. Teran

**Program Description:** This certificate program prepares nurses with an MSN degree with the knowledge, skills and information across culturally appropriate care in a diverse setting across the lifespan to efficiently advance their skills, knowledge, clinical reasoning to maintain and promote health as a Family Nurse Practitioner.

#### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Graduate of an approved regionally accredited master's or doctoral program with a major in nursing.

3. Current Florida registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

#### **ADDITIONAL REQUIREMENTS FOR POST MASTERS' CERTIFICATE FNP:**

1. Applicants who are accepted into the Post Masters FNP Certificate program must have taken Health Policy, Research, and Diversity courses. All courses must be equivalent to STU curricula.
2. Courses previously completed must be approved by the Nursing Department.

<b>Core Requirements</b>		<b>12 credits</b>
NUR 502	Advanced Pathophysiology	3 credits
NUR 504	Advanced Health Assessment & Differential Diagnosis	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits

<b>Post Master Family Nurse Practitioner</b>		<b>32 credits</b>
NUR 507	Advanced FNP Children & Families	3 credits
NUR 507CL	Advanced FNP Clinical I	2 credits
NUR 509	Advanced FNP Adults	3 credits
NUR 509CL	Advanced FNP Clinical III	2 credits
NUR 514	Advanced FNP Women's Health	3 credits
NUR 514CL	Advanced FNP Clinical II	2 credits
NUR 612	Advanced FNP Adult Gerontology	3 credits
NUR 612CL	Advanced FNP Clinical IV	2 credits

#### **Program Student Learning Outcomes:**

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

## **GRADUATION REQUIREMENTS:**

1. Graduation application
2. Students must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

## **SATISFACTORY ACADEMIC PROGRESSION:**

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

## **Post Master's Certificate Advanced Placement Family Nurse Practitioner (Delivery Locations: Online)**

**Online Program Coordinator:** Doris Teran, DNP, APRN, NP-C

**Academic Credentials:** DNP, Family Nurse Practitioner (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

**Contact Information:** 305-628-6503; [dteran@stu.edu](mailto:dteran@stu.edu)

**Program Advisor(s):** D. Teran

**Program Description:** This certificate program prepares a nurse practitioner to focus on skills and clinical reasoning appropriate to a Family Nurse Practitioner providing information across culturally appropriate care in a diverse setting to be eligible to take the national FNP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

## **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Graduate of an approved regionally accredited master's or doctoral program with a major in nurse practitioner.
3. Current Florida and Georgia registered nurse licensure or Florida and Georgia APRN licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

## **ADDITIONAL REQUIREMENTS FOR POST MASTERS ADVANCED PLACEMENT FNP:**

1. Applicants who are accepted into the Advanced Certificate program must have taken Advanced Health Assessment, Advanced Pathophysiology. All courses must be equivalent to STU curricula. Advanced Pharmacology must have been completed no

later than 5 years prior to admission date. This course can be completed at STU before starting certificate program or TOC of course must be equivalent to STU curricula.

2. Courses previously completed must be approved by the Nursing Department.

**Advanced Placement Family Nurse Practitioner Certificate                                    20 credits**

**Course Requirements**

NUR 507	Advanced FNP Children & Families	3 credits
NUR 507CL	Advanced FNP Clinical I	2 credits
NUR 509	Advanced FNP Adults	3 credits
NUR 509CL	Advanced FNP Clinical III	2 credits
NUR 514	Advanced FNP Women's Health	3 credits
NUR 514CL	Advanced FNP Clinical II	2 credits
NUR 612	Advanced FNP Adult Gerontology	3 credits
NUR 612CL	Advanced FNP Clinical IV	2 credits

**Program Student Learning Outcomes:**

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

**GRADUATION REQUIREMENTS:**

1. Graduation application
2. Student must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

**SATISFACTORY ACADEMIC PROGRESSION:**

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

**MASTER OF SCIENCE IN NURSING (MSN)**  
**Psychiatric Mental Health Nurse Practitioner Program**  
**(Delivery Locations: Online)**

**Online Program Coordinator:** Doris Teran, DNP, APRN, NP-C

**Academic Credentials:** DNP, (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

**Contact Information:** 305-628-6503; [dteran@stu.edu](mailto:dteran@stu.edu)

*Program Advisor(s):* D. Teran

**Program Description:** The Master of Science in Nursing (MSN) degree is designed to meet the educational needs of and allow Registered Nurses (RN), graduated from accredited Bachelors of Science (BSN) programs, to continue their graduate studies and become leaders. The program builds upon the educational and professional experience of the Registered Nurse and prepares them for advanced nursing roles enabling them to make significant contributions to the expansion of nursing knowledge and practice becoming health care providers to a diverse population. The MSN offers concentrated tracks to allow for specialization in the student's field of interest in Psychiatric Mental Health.

**GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or Accreditation Commission for Education in Nursing (ACEN). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.
3. Curriculum vitae or resume must show one-year of experience.
4. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

**ADDITIONAL REQUIREMENTS FOR MS IN NURSING:**

1. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
2. If necessary, availability for interview upon review of application.

**MSN Core Requirements**

		<b>21 credits</b>
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits

NUR 504	Advanced Health Assessment & Differential Diagnosis	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits

### **MSN Psychiatric Mental Health Nurse Practitioner Specialization 29 credits**

#### **Course Requirements**

NUR 520	Psychopharmacology	3 credits
NUR 530	Psychopathology	3 credits
NUR 620	Psychiatric Management I	3 credits
NUR 620CL	Psychiatric Management I	2 credits
NUR 630	Psychiatric Management II	3 credits
NUR 630CL	Psychiatric Management II	2 credits
NUR 640	Psychiatric Management III	3 credits
NUR 640CL	Psychiatric Management III	2 credits
NUR 650	Psychiatric Management IV	3 credits
NUR 650CL	Psychiatric Management IV	3 credits
NUR 670	PMHNP Integration Practicum	2 credits

**Total 50 credits**

#### **Program Student Learning Outcomes:**

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

#### **GRADUATION REQUIREMENTS:**

1. Graduation application
2. Student must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter

- practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
  5. Be in good standing with the University.

### **SATISFACTORY ACADEMIC PROGRESSION:**

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

## **Post Master's Certificate Psychiatric Mental Health Nurse Practitioner (Delivery Locations: Online)**

**Online Program Coordinator:** Doris Teran, DNP, APRN, NP-C

**Academic Credentials:** DNP, (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

**Contact Information:** 305-628-6503; [dteran@stu.edu](mailto:dteran@stu.edu)

*Program Advisor(s): D. Teran*

**Program Description:** The Psychiatric-Mental Health Nurse Practitioner (PMHNP) Post-Master's certificate program prepares nurses with an MSN degree with the knowledge, skill, and information across cultures to provide safe and effective care for patients with psychiatric and physical health complex needs across the lifespan in the community. They will learn the theories related to mental health nursing, prepare to provide complete and holistic therapeutic approaches to improve the functioning of clients with mental health disorders, and become empowered to advocate for policies that lead to improved health outcomes.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Graduate of an approved regionally accredited master's or doctoral program with a major in nursing.
3. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

### **ADDITIONAL REQUIREMENTS FOR POST MASTERS' CERTIFICATE PMHNP:**

1. Applicants who are accepted into the Post Masters PMHNP Certificate program must have taken Health Policy, Research, and Diversity courses. All courses must be equivalent to STU curricula.
2. Courses previously completed must be approved by the Nursing Department.

<b>Core Requirements</b>	<b>12 credits</b>
NUR 502      Advanced Pathophysiology	3 credits
NUR 504      Advanced Health Assessment & Differential Diagnosis	3 credits

NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits

### **Post Masters Certificate in Psychiatric Mental Health Nurse Practitioner**

#### **26 credits**

NUR 520	Psychopharmacology	3 credits
NUR 530	Psychopathology	3 credits
NUR 620	Psychiatric Management I	3 credits
NUR 620CL	Psychiatric Management I	2 credits
NUR 630	Psychiatric Management II	3 credits
NUR 630CL	Psychiatric Management II	2 credits
NUR 640	Psychiatric Management III	3 credits
NUR 640CL	Psychiatric Management III	2 credits
NUR 650	Psychiatric Management IV	3 credits
NUR 650CL	Psychiatric Management IV	2 credits

#### **Program Student Learning Outcomes:**

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

#### **GRADUATION REQUIREMENTS:**

1. Graduation application
2. Students must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

**SATISFACTORY ACADEMIC PROGRESSION:**

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

**Post Master's Certificate Advanced Placement Psychiatric Mental Health  
Nurse Practitioner  
(Delivery Locations: Online)**

**Online Program Coordinator:** Doris Teran, DNP, APRN, NP-C

**Academic Credentials:** DNP, (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

**Contact Information:** 305-628-6503; [dteran@stu.edu](mailto:dteran@stu.edu)

**Program Advisor(s):** D. Teran

**Program Description:** This certificate program prepares a nurse practitioner to focus on skills and clinical reasoning appropriate to a Psychiatric Mental Health Nurse Practitioner providing information across culturally appropriate care in a diverse setting across the lifespan. Students will be eligible to take the national PMHNP certification examination appropriate to the specialty and to obtain NP licensure at the state level. They will learn the theories related to mental health nursing, prepare to provide complete and holistic therapeutic approaches to improve the functioning of clients with mental health disorders, and become empowered to advocate for policies that lead to improved health outcomes.

**GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed Application for Admission.
2. Graduate of an approved regionally accredited master's or doctoral program with a major in nurse practitioner.
3. Current Florida registered nurse licensure or Florida APRN licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

**ADDITIONAL REQUIREMENTS FOR POST MASTERS' ADVANCED PLACEMENT  
PMHNP:**

1. Applicants who are accepted into the Advanced Certificate program must have taken Advanced Health Assessment, Advanced Pathophysiology. All courses must be equivalent to STU curricula. Advanced Pharmacology must have been completed no later than 5 years prior to admission date. This course can be completed at STU before starting certificate program or TOC of course must be equivalent to STU curricula.
2. Courses previously completed must be approved by the Nursing Department.

**Post Master Certificate Advanced Placement PMHNP Total 26 credits**

NUR 520	Psychopharmacology	3 credits
NUR 530	Psychopathology	3 credits

NUR 620	Psychiatric Management I	3 credits
NUR 620CL	Psychiatric Management I	2 credits
NUR 630	Psychiatric Management II	3 credits
NUR 630CL	Psychiatric Management II	2 credits
NUR 640	Psychiatric Management III	3 credits
NUR 640CL	Psychiatric Management III	2 credits
NUR 650	Psychiatric Management IV	3 credits
NUR 650CL	Psychiatric Management IV	2 credits

### **Program Student Learning Outcomes:**

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

### **GRADUATION REQUIREMENTS:**

1. Graduation application
2. Student must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

### **SATISFACTORY ACADEMIC PROGRESSION:**

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

## **DOCTOR IN NURSING PRACTICE (DNP)**

### **Doctor in Nursing Practice Program**

**(Delivery Locations: Online)**

**Online Program Coordinator:** Doris Teran, DNP, APRN, NP-C

**Academic Credentials:** DNP, (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

**Contact Information:** 305-628-6503; [dteran@stu.edu](mailto:dteran@stu.edu)

**Program Advisor(s):** D. Teran

**Program Description:** The Doctor in Nursing Practice (DNP) program is designed to prepare expert nurses at the highest level of professional nursing practice with the knowledge and skills to drive innovation, translate evidence-based research into practice, and provide leadership for the organizational, system, and/or policy changes necessary to enhance healthcare delivery, performance outcomes, safety, and quality of patient care. The program is for registered nurses with a master's degree and are interested in expanding their scope of practice and impact on the healthcare system. The program builds upon the Essentials of Doctoral Education for Advanced Nursing Practice and prepares them for advanced nursing leadership roles and to make significant contributions to the expansion of nursing knowledge and practice.

### **GENERAL ADMISSION REQUIREMENTS:**

1. A completed and signed application for admission.
2. Graduate of an approved regionally accredited master's program with a major in nursing.
3. A grade-point average of 3.0 on all graduate work (A=4.00).
4. Current Florida and Georgia registered nurse RN license with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, alternative program will be reviewed.

<b>DNP Courses</b>		<b>39 credits</b>
NUR 800	Evidence Appraisal	3 credits
NUR 810	Transformational Leadership	3 credits
NUR 820	Applied Advanced Research and Nursing	3 credits
NUR 830	Information Technology and Nursing Implications	3 credits
NUR 840	Health Care Policy	3 credits
NUR 850	Population Health in Nursing	3 credits
NUR 860	Quantitative Research	3 credits
NUR 870	Qualitative Research	3 credits
NUR 880	Quality Improvement in Health Care	3 credits
NUR 900	Practicum Project Proposal	3 credits
NUR 910	DNP Practicum I	3 credits
NUR 920	DNP Practicum II	3 credits
NUR 930	DNP Practicum III	3 credits

### **Academic Requirements**

The DNP Program consists of 39 credit hours beyond the master's degree. Residency practice hours for DNP students with less than 500 master's-level residency hours will be individually evaluated based on their own transcripts. Additional residency hours can be completed in the Program and may occur in the student's place of nursing employment, or at health care organization sites. The practice component is conducted

with the assistance of professional mentors or supervisors who practice in the community where the residency is conducted. Goals and objectives of the practice experience are negotiated with the student's faculty.

### **Scholarly Project Requirement**

The DNP Scholarly Project (DNP-SP) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to nursing and meaningful to healthcare systems, processes, and/or outcomes. Working closely with faculty members, students identify an issue or question within nursing practice that is of scholarly interest and conduct a thorough review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this project and disseminate findings and recommendations. The DNP-SP end-product will be a tangible practice-related and deliverable. This scholarly project will be reviewed and evaluated by an academic committee. The SP should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors, including publication. DNP projects must be successfully defended before the DNP Residency Project Committee and presented publicly.

### **Program Student Learning Outcomes:**

1. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences in the delivery of care of rural and underserved populations (Essential I, Essential VIII).
2. Demonstrate transformational leadership, accountability, and analyze organizational models for safe and quality health care delivery for patients and populations at the advanced nursing role (Essentials I, II, IV, V).
3. Apply evidence-based knowledge to guide nursing practice at the advanced role to improve health care delivery and outcomes for patients, communities, and the nation (Essentials I, III, IV, VI, VII).
4. Demonstrate leadership in the different realms of nursing while utilizing and evaluating the use of health care information systems, information technology, communication systems, and patient care technology (Essentials III, IV).
5. Serve as leaders and participate in the creation and implementation of health policy to advocate for the nursing profession and the healthcare communities (Essentials V, VI, VII, VIII).
6. Communicate effectively, support, and collaborate with interprofessional teams to formulate effective practice approaches to improve individuals and communities' health outcomes (Essentials II, IV, VII).
7. Appraise scientific data to translate best evidence into nursing practice and health care delivery (Essential III, Essential VII, Essential VIII).
8. Develop health strategies based on scientific knowledge for health promotion, disease prevention, and elimination of health disparities for underserved populations (Essentials I, III, VII).
9. Implement culturally sensitive and holistic approaches to lead and mentor other nurses to achieve excellence in nursing practice and decision-making in complex situations based on scientific evidence with advanced levels of clinical judgment (Essentials I, VI, VIII).

**GRADUATION REQUIREMENTS:**

1. Graduation application
2. Students must maintain a grade of B or higher in each course for continuation in the program.
3. Completion of all required practicum hours

**Satisfactory Academic Progression:**

Students who receive a grade less than an 83% on a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. Students must successfully pass a term and or semester to successfully progress to the next.

**American Psychological Association (APA), Quality Control, and Style Test Requirements:**

**Requirements:** When the project has been successfully defended, it must pass an APA final Style and Writing Quality Assessment administered by the St. Thomas University Library before it can be formally accepted by the Library for processing, binding and ProQuest admissibility. Projects that fail to meet those requirements will be returned to students for revision and resubmission. The Scholarly Project Checklist must be strictly followed in the process of Final Review by the Chair and the Doctoral Candidate. All St. Thomas University Scholarly Projects are subject to quality control to ensure a scholarly product. If a scholarly project is found to contain quality issues in APA format, style, and/or presentation, the writer will be required to provide a corrected copy to the University Library. The scholarly project is not complete, and the student will not graduate, until the University Library official approves the final document.

**Publishing the DNP Project:** St. Thomas University requires that all projects be published in the St. Thomas University Library database and all students must submit their projects to ProQuest. Publication is subject to St. Thomas University policy on Intellectual/Creative Property.

**Incomplete Policy:** If doctoral student is unable to complete all the assigned work for a particular class due to significant and extenuating circumstance, it may be necessary for a doctoral student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials. Additionally, students and instructors are asked to complete the necessary paperwork to request an Incomplete and to submit it to the Program Coordinator. The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar (fall incompletes completed by the end of the spring semester, spring incompletes by the end of the fall semester, summer incompletes by the end of the Fall semester) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation. The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty. In order to be considered for an Incomplete, all of the following conditions must be met: (1) The student has completed the majority of the course assignments for which grades are awarded; (2) The student is passing the course the Incomplete is requested; (3) Significant or exceptional circumstances have occurred preventing the student from completing all of the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to:

sudden illness, death in the immediate family, significant job change, etc.; (4) The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline; and (5) Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

**Leave of Absence:** A student or candidate may apply in writing to the Program Director for leave from doctoral studies for up to one year. Students must request a LOA prior to the enrollment deadline for the semester in which the leave may be granted. Students who have not been granted a leave of absence in writing by the Program Director will be deemed to have withdrawn after one academic year of absence. St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

**Financial Aid:** Various forms of financial aid may be available to students enrolled in the DNP program. Information on financial aid may be obtained from the University's Financial Aid Office.

## **GRADUATE COURSE DESCRIPTIONS**

### **ACCOUNTING COURSES**

**(All courses 3 credits unless otherwise specified)**

#### **ACC 500 Fundamentals of Accounting**

**1 – 3 credits**

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 Department Approval.*

#### **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: ACC 500, ACC 530 or equivalent.*

#### **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 530 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. *Prerequisites: 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 measurements of assets, liabilities, income and expenses. Special attention is given to standards set by FASB, AICPA, APB, & SEC and other sources. *Prerequisites: undergraduate course in advanced accounting or equivalent.*

**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. *Prerequisites: 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 US 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****1-3 credits**

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. *Prerequisite: Program Approval*

**ACC 870 Managerial Accounting**

In-depth analysis of accounting information for planning, controlling and decision-making. Emphasis on financial statement analysis, cash flow statements, cost analysis, budgeting, and control techniques. Employment of comprehensive case study methods. This course incorporates doctoral level assessments. *Prerequisites: ACC 500, ACC 530 or equivalent*

**BIOLOGY COURSES****(All courses 3 credits unless otherwise specified)****BIO 500 Cellular and Anatomical Neuroscience****4 credits**

A study of the cellular processes of neurons including neuroanatomical organization. Topics include, membrane biology, neurotransmission and neuroanatomy. The class is taught by text and journal literature and analysis of published scientific data.

**BIO 501 Biology Seminar****1 credit**

This course covers the concept of seminar presentation. A bi-weekly seminar will be presented by specialists in their respective fields. Student Researchers can also present their laboratory findings on a bi-weekly basis. A one-page review of the work presented in the previous seminar will be due the following week.

**BIO 503 Cell and Molecular Biology****4 credits**

This course covers various aspects of cell and molecular biology including an in-depth study of the Central Dogma or DNA-RNA-Protein and the processes involved, as well as transcriptional regulation in both prokaryotes and eukaryotes. The class is taught by text and journal literature and analysis of published scientific data.

**BIO 504 Pharmacology****4 credits**

Pharmacology is the science of drug interactions on biological systems and incorporates the sources of potential pharmaceuticals, their chemical properties, biological effects or potential toxicity and, therapeutic dosages. Pharmacology is a science that is basic not only to medicine, but also to pharmacy, nursing, dentistry and veterinary medicine. This course will examine the molecular, biochemical, and physiological effects of drugs on cellular systems and their mechanisms of action as well as the absorption, distribution, and excretion of drugs from the body. Pharmacologists also use molecular modeling and computerized designed drug discovery tools to understand cell function. New pharmacological areas include the genomic and proteomic approaches for therapeutic treatments, which will be discussed.

**BIO 505 Journal Club****1 credit**

Research-related, topics class that will present the latest in literature-based research materials. Students will be asked to individually present and defend scientific research papers in a round-table format. Students will have several opportunities potentially (based upon class size) to present selected papers though out the semester. Presentations will be 30 minutes in time. General monthly topics or themes will be selected and chosen by the group and individuals will present within the topic of the month.

**BIO 506 Field Experience I****3 credits**

Field Experience I is the first part of a two semester sequence of internships within the field of their choosing. Students will choose work experiences or internships of their choosing within the first week of classes of their second semester of the program.

Students will maintain these internships for the entire second and third (final) semester and a minimum of 8 contact hours per week between mentor and mentee will be required. Mentors will be required to report on a bi-weekly basis through reply email to St. Thomas class instructors as to the progress of their mentee. Medical, dental, veterinary students will be asked to shadow professionals within their field. Potential Ph.D. students will perform research internships within St. Thomas University or affiliated Universities.

**BIO 507 Field Experience II****3 credits**

Field Experience II is the second part of a two semester sequence of internships within the field of their choosing. Students will maintain these internships for the entire second and third (final) semester and a minimum of 8 contact hours per week between mentor and mentee will be required. Mentors will be required to report on a bi-weekly basis through reply email to St. Thomas class instructors as to the progress of their mentee. Medical, dental, veterinary students will be asked to shadow professionals within their field. Potential Ph.D. students will perform research internships within St. Thomas University or affiliated Universities

**BIO 509 Developmental Biology****4 credits**

A study of the development of vertebrate and invertebrate organisms. This course will include cell biologically related aspects of development including, fertilization, induction, patterning, axis formation, gene expression and cell interactions. Early development of selected vertebrate and invertebrate organisms will be described. Weekly discussion of selected scientific literature papers is required. Students will prepare a mini grant proposal towards the end of each semester.

**BIO 510 Bioethics****3 credits**

This course is an overview, at the graduate level, of fundamental principles as applied to contemporary human life bioethics. This course is taught from the Catholic tradition, and includes topics dealing with critical moments in the development of human life; at the beginning of human life, at the end of human life, and in healthcare. This course serves as bioethical support for students who are pursuing a graduate degree aimed at a professional life in healthcare. This course is thoroughly interdisciplinary, and draws from knowledge in science, medicine, technology, philosophy and theology.

**BIO 513 Fundamentals of Catholic Bioethics**

This course critically analyzes the fundamental Catholic moral principles and biological principles necessary for the proper determination of what may be done out of what can be done in empirical science, medicine and technology today. Technological advances in biomedicine presently afford an increasing number of interventions on humans and on nature, but the question still arises whether they should be done or not. This course includes an in depth analysis of key biological, philosophical, and theological principles relevant to contemporary bioethics, in turn grounded on a profound Judeo-Christian theological anthropology.

**BIO 514 Responsible Research and Professional Conduct****4 credits**

Introduction to key theories, concepts, principles, and methodologies relevant to the development of responsible research and professional ethics. Includes student development of a code of professional ethics through written work, class discussion, and case analysis.

**BIO 520 Biology of the Cell**

This course covers the principles of cell biology. The cellular structures, functions, and metabolism of prokaryotic and eukaryotic cells, including cancer cells, are studied. The signal transduction methods used by cells to respond to the environment are emphasized. Techniques and their practical applications are discussed.

**BIO 521 Molecular Biology and Biotechnology**

This course covers the principles and techniques of molecular biology and biotechnology. Students will learn how to analyze and manipulate nucleic acids, proteins, and gene expression. Techniques including gel electrophoresis, polymerase chain reactions, molecular cloning, and immunolabeling will be covered. Students will be exposed to practical applications of molecular biology and how it is used for biotechnology. They will examine the impact of biotechnology on society.

**BIO 522 Understanding the Human Brain**

This course covers the fundamental principles of neuroscience. Neuroanatomical organization is studied. The cellular processes of neurons including membrane biology and neurotransmission are emphasized. Neural mechanisms underlying cognition, perception, movement, learning and memory are surveyed. Neurological disorders, including Alzheimer's disease and Autism Spectrum Disorder, are examined. Modern techniques to understand how the nervous system functions at the cellular and system level are emphasized.

**BIO 523 Applied Plant Sciences**

This course is focused on the applications of plant science and plant biotechnology.

**BIO 524 Direct Research and Exposition**

This course is designed to be an independent study course. Students will be required to perform research in the lab, keep a detailed lab notebook, write an original lab report summarizing the progress they made on their research project over the semester, and prepare and present a poster or talk. Students will be examined orally throughout the term on techniques learned and data interpretation.

**BIO 597 Special Topics****Variable credits**

Diverse and modern topics in biological sciences. Topics will vary and are not repeated.

**BIO 600 Bioethics of Human Population & Earth's Ecosystem****4 credits**

Explores the bioethical impact of the human population of Earth's ecosystems. Includes study of the earth's geosphere, atmosphere, hydrosphere, natural cycles, human recycling, energy sources and consumption, climate change, global warming, ocean acidification, biodiversity loss, mitigation, remediation and restoration. Particular attention is given to the carrying capacity of the human species on planet Earth.

**BIO 601 Bioethical Decisions in Healthcare Services****4 credits**

Bioethical principles as they apply to areas of management, supervision, and clinical practice in the delivery of healthcare; bioethical dimension in decision making; case dealing with individual, family, professional, and societal rights and responsibilities within the context of caregiving.

**BIO 602 Beginning of Human Life Bioethics****4 credits**

An examination of key issues and cases in beginning-of-life bioethics, including contraception, abortion, in-vitro fertilization, natural family planning, human cloning, and stem cell research, three-parent embryos, chimeras, and fetal medicine and surgery.

**BIO 603 End of Human Life Bioethics****4 credits**

An examination of key issues and cases in end-of-life bioethics, including ordinary and extraordinary means of life support, assisting and substituting vital organs, the unconscious state, informed consent, proxy consent, DNR, POLST, MOLST, living wills, determination of death and organ donation.

**BIO 604 Bioethics Internship****4 credits**

Supervised field experience in related activities/organizations relating to bioethics and/or medical humanities. 150 internship hours may be done either at a single location, or distributed among a variety of experiences; instructor will assist students in their search for meaningful internships in fields of interest and in the proper distribution of hours.

**BUSINESS COURSES****(All courses 3 credits unless otherwise specified)****BUS 500 Fundamentals of Statistics****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 511 Cyber Security Management Law**

Data breaches and other information security threats create significant risks for organizations that collect sensitive information about customers and employees. Students enrolled in this course will learn about the data security and privacy laws and regulations that govern the collection, use, storage, and destruction of sensitive information. An understanding of these laws can help an information security expert understand how organizations can implement a program that will minimize legal and business risks. Students will respond to mock data breaches to apply what they have learned about how to keep a company compliant with applicable data security and privacy laws.

## **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. This course is graded P/NP (Pass/No Pass).

## **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. *Prerequisites: BUS 500 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 606 Global Social Media Management**

Social media has opened up a number of new communication avenues that can be utilized for marketing, many of them free or at a relatively minimal cost. This course introduces students to marketing management principles for the rapidly evolving disruptive impact that social media (Facebook, Twitter, LinkedIn, Instagram, YouTube, Pinterest and other alternatives) is having on traditional marketing and prepares them to incorporate social media into marketing strategy.

## **BUS 607 Cyber Law, Policy, & Security**

The course will examine the national and international policy and legal landscape related to cyberspace and elements such as governance, privacy, security, cybercrime, cyber power, and the organizations involved in the formulation of such laws and policies. The course will consider the broader technology issues along with interdisciplinary influences and the regulatory role played by nations, in particular the U.S. government, the Internet Corporation for Assigned Names and Numbers, the United Nations, and treaty-based mechanisms for global governance, but with a focus particularly on the management and security of Internet.

## **BUS 608 Ethical Hacking for Business**

This course will provide graduate students with a framework to understand the structure and dynamics of **Ethical Hacking and Intrusion Detection for Business** in relation to **Cyber Security Management** practices, tools, processes, and major functional

activities related to the combination of offensive and defensive actions to protect information technology assets from threats, attacks, damages, and/or unauthorized accesses. In addition, this hands-on class intends to provide graduate students with a deep understanding and practical skills to develop **Ethical Hacking and Intrusion Detection** for Business plans and initiatives in a globalized business environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments.

### **BUS 613 Strategic Brand Management**

Brands are among the most valuable assets of a company. This course will address the most important issues involved in creating and building strong brands and maximizing the value of existing brands. The course will provide a comprehensive overview of strategies involved in building brand equity and will provide a framework for understanding brands and when and how consumer perceive, evaluate, and respond to brands.

### **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. *Recommended: FIN 751*

### **BUS 672 Global 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 & Reporting**

Effective methods of researching, writing, and presenting case studies and management reports. Required as a first-term course for the MBA program.

### **BUS 702 Marketing in Emerging Markets**

This course will address the most important issues involved in global marketing in emerging markets, including those in Africa, Asia, Latin America, the Middle East, and Eastern Europe. The course will provide a comprehensive overview of strategies, tactics and challenges to global marketing in the new BRICS environment, and will provide a framework for understanding commonalities of different regions while highlighting religious, cultural, economic and financial challenges.

### **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. Prerequisites: ACC 770, BUS 777, BUS 750 and MAN 700 or permission of instructor.

### **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 724 Foundation for Business Studies**

The purpose of this course is to provide the foundation for understanding accounting, economics, statistics and case study analysis. The development of the aforementioned basic skills occurs within a business organization context and recognizes previously completed courses as well as experiential learning.

**BUS 737 Ethical and 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 Strategic 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 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 777 Data Analytics for Business**

This course provides an introductory framework to understand the structure and dynamics of Data Analytics for Business in relation to Descriptive, Diagnostic, Predictive, and Prescriptive Analytics through the use of data, quantitative mathematical and statistical models, and information technology software and applications. Graduate students will apply Data Analytics for Business tools to help decision makers gain improved insights about their business operations; and therefore to support them to make better, rational, fact-based, and data-driven business decisions.

**BUS 780 Regional Business Economics 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.

*Recommended: BUS 775*

**BUS 789 Graduate Project**

Individual pursuit of specialized objectives on an intensive basis. *Prerequisite: Department Approval*

**BUS 792 Business Internship I****1-3 credits**

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. *Prerequisite: Department Approval*

**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.

**BUS 796 Cyber Security Management Field Experience**

Practical learning mode for graduate student to acquire skills, practice and knowledge in the field of cyber security management. Registration by permission of Program Coordinator.

**BUS 801 Quantitative Research in Business Administration**

This course will introduce students to a variety of quantitative research techniques and prepare them for their doctoral dissertation by developing broader skills of scientific inquiry. The main focus of the course will be data collection techniques, interpretive data analysis techniques such as coding and reporting, multivariate analysis, regression analysis and time series analysis. The course will include hands-on computer laboratory activities using SPSS and other statistical software. *Prerequisites: Successful completion of the DBA first year course work.*

**BUS 802 Qualitative Research in Business Administration**

The course provides students an overview & practical experience in qualitative research methods in Business Administration and Management. Through the knowledge of the theory and practice of this approach students will know how discoveries arise, imaginative theorizing can develop and how methodological rigor of research has to be assured. The focus of this course includes: ethnography, content (theme) analysis, deconstruction, ethnostatistics analysis, microstoria, grand narrative, narrative networks, and plot analysis.

**BUS 803 Theory in Business Research**

Introduces students to what is theory and how it is important to management research. Students will learn how to critically evaluate theory, how to develop constructs and operationalize them as measure, the difference between inductive and deductive theory development, and the impact of research paradigm on theory and research.

### **BUS 804 Research Design in Business Administration**

This course is designed to equip students to be critical users of information by learning about the variety of research strategies, designs, and operations that can be used. The course is designed to build a core set of skills by examining the full range of methodological choices, constraints, and compromises that occur in the applied research process. Principles of research theory, methods, inquiry, problem formulation, data collection, literature searches, and ethical considerations. Emphasis on how to design a doctoral-level research study.

### **BUS 806 Global Social Media Management**

Social media has opened up a number of new communication avenues that can be utilized for marketing, many of them free or at a relatively minimal cost. This course presents in-depth marketing management principles for the rapidly evolving disruptive impact that social media (Facebook, Twitter, LinkedIn, Instagram, YouTube, Pinterest and other alternatives) are having on traditional marketing and prepares them to incorporate social media into advanced marketing strategy. This course incorporates doctoral level assessments.

### **BUS 807 Cyber Law, Policy, & Security**

The course will examine the detailed national and international policy and legal landscape related to cyberspace and elements such as governance, privacy, security, cybercrime, cyber power, and the organizations involved in the formulation of such laws and policies. The course will consider the broader technology issues along with interdisciplinary influences and the regulatory role played by nations, in particular the U.S. government, the Internet Corporation for Assigned Names and Numbers, the United Nations, and treaty-based mechanisms for global governance, but with a comprehensive focus on the management and security of Internet. This course incorporates doctoral level assessments.

### **BUS 813 Strategic Brand Management**

Brands are among the most valuable assets of a company. This course will address the most important issues involved in creating and building strong brands and maximizing the value of existing brands. The course will provide a comprehensive overview of strategies involved in building brand equity and will provide a framework for understanding brands and when and how consumer perceive, evaluate, and respond to brands. This course incorporates doctoral level assessments.

### **BUS 836 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. This course incorporates doctoral level assessments.

### **BUS 850 Strategic Marketing Management**

Comprehensive view 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. This course incorporates doctoral level assessments.

### **BUS 875 International Business**

This course introduces the international business environment and the detailed practices of multinational corporations in functional areas such as strategic planning, foreign investment, international marketing, logistics, financial management, taxation, human resource management, etc. This course incorporates doctoral level assessments.

### **BUS 877 Data Analytics for Business**

This course provides a comprehensive framework to understand the structure and dynamics of Data Analytics for Business in relation to Descriptive, Diagnostic, Predictive, and Prescriptive Analytics incorporating quantitative mathematical and statistical models, and information technology software and applications. Graduate students will apply Data Analytics for Business tools to help decision makers gain improved insights about their business operations; therefore, making better rational, fact-based, data-driven business decisions. This course incorporates doctoral level assessments.

### **BUS 895 International Management**

This course analyzes the cultural, economic, strategic, organizational, technological and other issues that affect managerial performance in multinational corporations. Thorough analysis of communications and negotiations, as well as staffing and structural managerial decisions, in a dynamic context characterized by increasing cross-cultural interactions and globalization. This course incorporates doctoral level assessments.

### **BUS 904 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. Comprehensive case study methods integrated with contingency approaches to management. This course incorporates doctoral level assessments. This course should be taken after most of the graduate core courses have been completed. Pre-requisites: ACC 870, BUS 877, BUS 850 and MAN 800 or permission of instructor.

## **COMPUTER SCIENCE COURSES (All courses 3 credits unless otherwise specified)**

### **CIS 541 Fundamentals of Big Data Analytics**

This course provides the fundamental knowledge to equip students to capture and analyze all sorts of large-scale data from all kinds of fields, such as people, behavior, information, devices, sensors, biological signals, finance, neurology, etc. The fundamental platforms with data storage system, such as Hadoop, Spark, and other tools, such as HDFS, HBase, KV stores, document database, graph database, and different ways of handling analytics algorithms on different platforms will be introduced. Ethical topics such as emerging medical models from historical and cross-cultural perspectives, the application of these models to a variety of new and emerging technologies, and examination of the mechanics of ethical and unethical behaviors will be covered as well.

### **CIS 542 Internet Protocols and Network Security**

This course provides an introduction to the field of network security and security protocols over the TCP/IP security. Specific topics to be examined include threats and vulnerabilities to network architectures and protocols, botnets, e-mail security, IP security, web security, network attack propagation modeling (traffic analysis, trace back mechanisms), and network security management techniques such as firewalls and IDS. Key protocols for network authentication, such as Key Exchange, Key Management, link layer security, routing security (IPSec), transport and application layer security, including (SSL/TLS, SSH, PGP), and security protocols in wireless networks are also discussed.

### **CIS 543 Programming for Data Analytics**

This course will teach students how to program in R and how to use R for effective data analytics. Topics such as how to install and configure software necessary for a statistical programming environment shall be discussed in detail with their implementation in a high-level statistical language. The course covers practical issues in statistical computing which includes programming in R, reading data into R, creating informative data graphics, accessing R packages, creating R packages with documentation, writing R functions, debugging, and organizing and commenting R code. *Prerequisite: CIS 541*

### **CIS 544 Data Mining and Machine Learning**

This course introduces the basic concepts and fundamental algorithms in data mining and machine learning. A number of well-defined data mining tasks such as classification, estimation, affinity grouping and clustering, prediction, and data visualization are discussed. Key topics such as predictive modeling and predictive analytics, linear discriminants, neural networks, decision trees, support vector machines, unsupervised learning, reinforcement learning and others will be discussed in detail. Design and implementation algorithms will also be covered. Students will use data mining software extensively throughout the semester. *Prerequisite: MAT 502, MAT 602, CIS 541, and CIS 543*

### **CIS 545 Data Warehousing**

The primary focus of this course is on Data Warehousing and its applications to various fields. We will concentrate on topics like: requirements gathering for data warehousing; data warehouse architecture; dimensional model design for data warehousing; physical database design for data warehousing, extracting, transforming, and loading (ETL) strategies; introduction to business intelligence; design and development of business intelligence applications, expansion and support of a data warehouse. Pre-requisite: CIS 548

### **CIS 546 Data Visualization**

This course will be a lecture/laboratory based class to introduce the graduate students to basic methodologies in data analytics and visualization. This course will include basic techniques and methodologies such as data administration, statistical analysis, algorithm design, results presentation and visualization. This course will prepare the student for future courses as well as internship courses at the 600 level. *Prerequisites: CIS 541 and CIS 543*

### **CIS 608 Ethical Hacking**

This course will provide graduate students with a framework to understand the structure and dynamics of Ethical Hacking and Intrusion Detection in relation to Cyber Security Management practices, tools, processes, and major functional activities related to the combination of offensive and defensive actions to protect information technology assets from threats, attacks, damages, and/or unauthorized accesses. In addition, this hands-on class intends to provide graduate students with a deep understanding and practical skills to develop ethical hacking and intrusion detection plans and initiatives in a globalized environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments. Pre-requisite: MIS 677

### **CIS 626 Big Data Analytics Applications**

The primary focus of this course is on targeting and leveraging research and business opportunities using big data & analytics skills. This course will cover the most popular application fields using big data analytics, such as bioinformatics, finance, and social media. Students will have opportunities to use state to the art software and big data analytics knowledge and skills to analyze big-scale data from different fields and validate of the decisions. *Prerequisites: MAT 502, MAT 602, CIS 541, CIS 543, and CIS 544*

### **CIS 627 Big Data Analytics Capstone**

The capstone course provides an opportunity for students to integrate and apply the analytics skills and knowledge learned in the classroom to real world data. Students work on a large-scale analytics project. At the end of the course, students submit a report summarizing their analyses and study outcomes, and present results to the class. *Prerequisite: MAT 502, MAT 602, CIS 541, CIS 543, and CIS 544*

### **CIS 673 Cyber Security Risk Management**

This course will provide graduate students with a framework to understand the structure and dynamics of Cyber Security Vulnerability Assessment, Risk Management, and Compliance in relation to Cyber Security Management practices, tools, processes, and major functional activities related to the combination of offensive and defensive actions to protect information technology assets from threats, attacks, damages, and/or unauthorized accesses. In addition, this hands-on class intends to provide graduate students with a deep understanding and practical skills to develop Cyber Security Vulnerability Assessment, Risk Management, and Compliance plans and initiatives in a globalized business environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments.

### **CIS 680 Analytics Internship**

An internship offers students the opportunity to integrate their academic knowledge and experience with on-the-job training in an analytics related field. *Prerequisites: MAT 502, MAT 602, CIS 541, CIS 543, and CIS 544*

## **COMMUNICATION COURSES** **(All courses 3 credits unless otherwise specified)**

### **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 560 Crisis & Reputation Management**

This course will provide students with foundational knowledge about how an organization, a celebrity, an individual, and others can anticipate, plan for and manage their communication to recover from crises. Students will learn how to manage all aspects including the identity and reputation of the affected party.

### **COM 562 Leadership in Communication**

This course will explore the connection between the vast field of mass media and the importance of leadership skills. Leaders are made, not born, so unique skills must be mastered to become effective. Leadership and communication go hand in hand. By learning to communicate clearly and persuasively, it will inspire others and as a leader you have the power to create compelling communication, with long-term effects across industry and society at both the local and global level.

### **COM 565 Language, Meaning & Power**

This course will examine how language (rhetoric) is used to communicate various messages to different audiences. Students will learn how power is embedded in language used to communicate within all media platforms.

### **COM 623 Communication Arts Event Management**

This course examines the components for planning and executing an event by using effective skills and steps necessary for producing a successful event. Students will be expected to participate in the planning of an event. This course prepares communications students for events management in the working world.

### **COM 693 Graduate Capstone Project**

Students will work closely with an instructor/advisor to engage in research on a subject relevant to electronic media, and then present their findings in a format of their choosing. The project will be completed under the tutelage of an instructor/practitioner in the department.

### **COM 694 Graduate Special Topics**

An intensive study of specific communication media issues at the graduate level. Students may register for up to 6 credits, of varying topics.

## **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**

A study of the theoretical approaches of the psychoanalytic model, as well as the phenomenological and behaviorist theories related to personality development. Through demonstration projects, 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**

A study of 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 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 and 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 populations. Issues and strategies for English Language Learners and families are approached through a framework that includes the needs of ESOL students in public schools. Topics include identification and assessment, equal access to appropriate programming, equal access to appropriate categorical and other programs for ELL students, monitoring issues, and outcome measures.

**CPS 669 Supervised Counseling Practices**

A supervised counseling practicum emphasizing competencies in several areas: (1) individual as well as group counseling in the schools, (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-aged children in a variety of counseling settings.

**CPS 720 Life Span Psychology**

This course focuses 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**

An 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 Therapy**

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**

This course is 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, students examine 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. 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**

An 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 are used.

**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 is placed on the problems and characteristics of the alcoholic. A survey of community resources available to individuals and their families is conducted.

**CPS 745 Abnormal Psychology**

Basic concepts of abnormal psychology are examined with attention to scientific evidence as criteria for diagnosis. The DSM-IV is 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. Students review 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. *Prerequisites: CPS 745 and either CPS 730 or CPS 731 and CPS 732*

**CPS 749 Intermediate Counseling**

This course extends the basic micro-skills approach to counseling by focusing on treatment strategies for problems frequently presented by clients. Students are encouraged to develop their own integration of theory, style, and technique. Role-play, client simulation and videotape is used. *Prerequisite: CPS 733*

**CPS 750 Introduction to Community Consultation**

An 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 are 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. *Prerequisite: 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 caregivers 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. The course is designed to increase effectiveness in counseling within an increasingly multicultural world, emphasizing self-awareness through critical reflection, which is a prerequisite to the development of multicultural knowledge and skills. Issues and strategies for English Language Learners and families are approached through a framework that 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 ELL students, monitoring issues, and outcome measures.

## **CPS 789 Directed Readings**

This course is designed for independent study for students who have demonstrated excellence in their chosen area of study, allowing 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 that 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. This is now also the Capstone course for the Mental Health Counseling degree.

**CPS 792 Field Experience in Marriage and Family Therapy I**

A supervised internship within a public or private community-based setting that 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. This course is graded P/NP (Pass/No Pass).

**CPS 795 Field Experience in Mental Health Counseling III**

A continuation of CPS 791.

**CPS 797 Guidance and Counseling of Gifted Students**

A study of the special needs of gifted children from the point of guidance and counseling. Focus is on techniques and skills necessary for those working with the gifted.

**JUSTICE ADMINISTRATION COURSES  
(All courses 3 credits unless otherwise specified)****CJA 620 Professionalism, Ethics, and Criminal Justice**

This course explores the growing field of criminal justice ethics. It includes the study of ethics from both the individual perspective and the organizational standpoint. Special attention is given to concrete ethical issues and dilemmas which are encountered regularly by participants in the major components of the criminal justice system. Four areas of ethical decision-making opportunities are addressed including law enforcement ethics, correctional ethics, legal profession ethics, and policymaking ethics.

**CJA 630 Juvenile Crime and Justice**

This course is designed to familiarize the student with the origin and workings of the juvenile justice system along with current issues in juvenile delinquency and juvenile justice. Topics include the definition and extent of juvenile delinquency, the historical development of the juvenile justice system, theoretical explanations of delinquent behavior, gang delinquency, the policing of juveniles, restorative justice, and issues related to juveniles in the family, the schools, and the community.

**CJA 650 Advanced Criminology**

This course reviews the history of research in criminology and those responsible for the growth of the field. Students focus in-depth on various forms of criminal behavior in contemporary society, including new developments and understandings of street crimes, cybercrime, political crime, computerized fraud, identity theft, and the feminization of crime. The course concludes by examining topical issues in crime such as legalizing marijuana, free speech, the right to hate, and environmental crime.

**CJA 651 Quantitative Research Methods in Criminology & Criminal Justice**

This course focuses on the classical experimental design, the ex post facto experimental design, data collecting methods, mail and interview surveys, content analysis, and the secondary analysis of archival data and other methods of quantitative research. The logic of causal analysis is identified along with related problems. A review of descriptive and inferential statistics is included especially as these are useful in evaluative research.

*Prerequisite or Co-requisite: CJA 650*

**CJA 652 Qualitative Research Methods in Criminology and Criminal Justice**

This course focuses on direct observational study, covert and overt participant observation, ethnography, focus groups, interviews, and case studies used to collect data about criminal behavior, crime control policies, and related treatment programs. The benefits, limitations of these research methods and related ethical issues will be explored. The use of non-statistical strategies for analyzing data collected using these methodologies will be investigated. *Prerequisite: CJA 650 and CJA 651*

**CJA 660 Advanced Criminological Theory**

This course begins with a brief historical review of the major theories developed and used to explain, interpret, and/or specify various forms of crime and criminal behavior. It then focuses especially on popular contemporary criminological theories, their major principles, assets and limitations, practical applications to crime prevention and control programs, and the relevant research used to test and assess these theories and related programs. *Prerequisite: CJA 650*

**CJA 670 Globalization and Crime**

This course examines how globalization, free trade, and neo-liberalism have made a difference in crime in general and organized crime in particular throughout the world. It explores how deregulating the economy the vast poverty in underdeveloped countries have contributed to the prevalence of crime. Also explored are the many ways in which technology, commodity routing, labor markets, and the world of business and finance are conducted and have altered both the forms of transnational crimes and the types of sanctions applied to them. *Prerequisite: CJA 650*

**CJA 690 Seminar on Deviant Behavior**

This course examines in-depth the nature and extent of social deviance in American society, its various forms and consequences, and the theories offered to explain or interpret its occurrence. The intimate relationship between deviance and social power as well as the influence of social class, race, gender, and ethnicity on the definition, the perception, and both the public as well as the legal-professional reactions to deviance are discussed and critically assessed. *Prerequisite: CJA 650*

**CJA 700 Research on Correctional Institutions: Programs, Policies, and Prisoner Rights**

This course begins with a brief historical overview of the organization and implementation of corrections in America. It then focuses on major forms of corrections, their mandates, procedures, and common problems. It includes study of prisons, jails, half-way houses, probation, parole and other forms of community corrections. Alternative correctional philosophies are addressed such as incapacitation, retribution, and rehabilitation along with related issues. Also examined are such topics as prisoner cultures, indeterminate sentencing, capital punishment, and the controversial use of prison labor. The course concludes with a look at corrections internationally. *Prerequisite: CJA 650*

### **CJA 710 Globalization and Terrorism**

This course explores terrorism as a conflict between socio-political power movements questing for hegemony, bound by ideological ties, and supported by rationales that not only justify their actions but neutralize remorse or guilt. The course raises the question: "Are revolutionary organizations engaged in guerilla warfare freedom fighters or terrorists?" An interdisciplinary approach is taken with the goal of understanding the significance of terrorism whether religiously, politically, socially, or personally motivated. *Prerequisite: CJA 650 or permission of the instructor.*

### **CJA 711 Participant Observation: Field Research in Criminal Justice**

This course entails joining a criminal justice related group such as a police department, prison staff, probation office, etc., with the purpose of observing how its members interact and achieve their goals, the problems encountered, solutions to these problems, etc. The method aims at gaining an intimate familiarity with the group studied in their actual professional environment over an extended period of time. Students maintain a log of their learning experiences. Approximately 150 hours of in-field contact is required for the semester. Prerequisite: CJA 650, CJA 651, CJA 652, permission of the instructor and the program coordinator.

### **CJA 712 Economics of Crime**

This course offers a comprehensive view of the contribution of economics to the understanding of crime and criminal justice. Principles of economics will be applied to analyze criminal behavior, the impact on society by criminal behavior, and the optimum allocation of criminal justice resources. The course explores the market for criminal activity, including organized crime. Also identified are factors affecting the demand and supply for criminal activity as well as how the criminal justice system and public policy impact these markets. *Prerequisite: CJA 650 or permission of the instructor*

### **CJA 714 Counseling Criminal Offenders, Crime Victims, and Law Enforcement Personnel**

This course explores the effect of crime and violence on the mental health of its victims and law enforcement personnel along with best counseling practices for restoring them back to health. It also looks at best practices for counseling criminal offenders. Special attention is given to counseling children who are crime victims, the elderly as crime victims, multiple victims of crime, and first responders to violent crime scenes. *Prerequisite: CJA 650 or permission of the instructor*

### **CJA 715 Cybercrime and Its Control**

This course examines the nature of cybercrime, its characteristic differences from traditional crime, and its many forms. Methods of investigating cybercrime, laws regarding cybercrime, and collecting evidence of cybercrime will be explored. Special consideration is given to identity theft, financial fraud, cyber-bullying, exploitation of children, and computer forensics. The major problems in collecting and analyzing evidence of cybercrimes and bringing cybercriminals to trial and justice are investigated. *Prerequisite: CJA 650 or permission of the instructor*

### **CJA 716 Cyber Crime in the Market Place**

This course focuses on major forms of cybercrime in the marketplace including traditional criminal acts such as fraud, including mail and wire fraud, embezzlement, forgery, extortion, theft and transporting stolen property. Emphasis will also be given to newly developing forms of cybercrime such as hacking, virus dissemination, unauthorized access, and denied access as well as such property crimes as copyright and trademark

infringements, fraudulent auctions, and identity theft. Also explored are techniques used in these crimes such as phishing, session hijacking, and password cracking. The course concludes with a look at measures to prevent property crime in cyberspace.

### **CJA 717 Investigating Cyber Crime**

This course focuses on major techniques used to investigate cybercrime, securing the crime scene, locating and collecting evidence of cybercrimes, laws governing the investigatory process, legal limits to searches and seizures of computers, profiling and computer forensics, sting operations in cybercrime cases, international cooperation in cyber pursuing cybercrime offenders, and problems of enforcement between different international legal systems.

### **CJA 760 Analysis of Law Enforcement Operations**

This course provides 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 U.S. 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 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, 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 776 Professionalism, Ethics, and Criminal Justice: A Capstone Course**

This course addresses the tenets of morality and ethics in criminal justice. It explores the importance of character and professional behavior as it pertains to the recruitment, selection, and promotion of personnel within the criminal justice system. Public corruption, its consequences for maintaining public trust, and its control are also examined along with strategies for ensuring public cooperation in maintaining law and order. *Prerequisite: 18 graduate credits leading to the MA in Criminal Justice*

### **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 Project**

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 program coordinator*

## **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.

## **CJA 810 Theories of Crime**

Students will learn about theories, concepts, and definitions of criminology under the field of sociology. This approach is commonly called theories of sociological criminology. This perspective gives explicit attention to issues of poverty and race and ethnicity, as well as to the structure of communities and social relationships. Like much social behavior, crime is multifaceted and potentially shaped by a range of factors that operate inside and outside individuals as well as communities and have variety of effects in life. Our purpose is to capture the diversity of thinking on crime causation that now prevails within criminology. We will learn the past as well as present theories of crime.

## **CJA 815 Globalization & Crime**

Students will learn whether ending violence is simply a matter of making laws, changing laws, and more social control through implementation of these laws? This course is set out to familiarize students with crime caused and fomented through globalization. Students will learn definitions of globalization, causes of global crime both sociologically and politically. During the semester students will learn how globalization has contributed to organized crime at a global level. Furthermore, can the same concept contribute to the control and deterrence of crime? We will study a few methods of controlling and defeating terrorism in the face of unending globalization and inequality and examine their application throughout the globalized world.

## **CJA 817 Criminal Law & Society**

Students will learn the different perspectives that law and society scholars use to discern the relationship between law and human behavior. Does law always protect individuals and result in beneficial social advancement? Can law be used to repress individuals and limit their rights? They will learn how the respect that is accorded to the legal system can be altered and critically questioned. Do we concede to laws and legal measures of social control, or do we live in societies where law is an instrument of coercion employed by dominant groups in different realms of culture, economy, and politics? In this course students will examine the entangled dialectical relationship between criminal law, individuals, and groups.

## **CJA 818 Counsel Victims/Offenders**

Students will learn how most victims of crime have lived with the psychological wounds endured long after the physical wounds have healed. It is an understanding of victims and offenders as a result of damaged relationships. How do victims suffer intense fear and shock during their victimization? Students will learn how victims cope with these sentiments followed by feelings such as anger, anxiety, depression, social isolation, and helplessness. In addition, what has brought the offender to perpetrate the crime. What are the social and psychological causes? Part of this course will delve into how survivors of prolonged, repeated victimization, such as abused children and battered women, may develop severe mental health problems.

## **CJA 820 Restorative Justice**

Students will learn about the details of Restorative justice and how it has become the term generally used for an approach to criminal justice (and other justice systems such

as a school disciplinary system) that emphasize restoring the victim and the community rather than punishing the offender. This course will examine how Restorative Justice aims to restore the well-being of victims, offenders and communities damaged by crime, and to prevent further offending. It is an emphasis on different aspects of justice and the power of community, and victim-awareness-work with offenders.

## **ECONOMICS COURSES**

**(All courses 3 credits unless otherwise specified)**

**ECO 500 Fundamentals of Economics**

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 534 Managerial Economics for Business Decision-Making**

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 on 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 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 or equivalent*

**ECO 680 Arts 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. *Prerequisites: ACC 500, BUS 500, ECO 500 and arts courses or Permission of Instructor*

## **EDUCATIONAL ADMINISTRATION COURSES**

**(All courses 3 credits unless otherwise specified)**

**EDA 601 Leadership in Education**

This course will review, analyze, and apply concepts and theories of leadership with an emphasis on the importance of instructional 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. *Prerequisite: EDU 530 or Permission of Instructor*

**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 is emphasized. Strategies for curriculum improvement are explored.

**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 Applied Leadership Theory for Educational Leaders**

Students will analyze the authority and responsibilities of the Principalship through a guided field experience/project-based internship in a K – 12 setting. In addition, current topics on the knowledge, skills, and dispositions necessary for school leadership will be explored in a seminar format. The final product for the course includes the portfolio, implementation timeline, final evaluation of the plan, and reflection on the individual's leadership and administrative strengths and opportunities for future professional growth.

**EDA 613 Legal, Ethical and Policy issues in Charter School Management (Education Law & Policy)**

Students will gain a functional knowledge of the statutory provisions and variations that define charter schools. This course will also enable them to apply their legal knowledge to identify and respond appropriately to legal issues raised or embedded in real-world situations. Finally, students will get an appreciation of the importance of monitoring and keeping themselves well-informed and up-to-date about state and federal laws, regulations, policies, and proposed legislation relating to education and charter school operations.

**EDA 614 Finance for Charter School Leaders**

This course will explore and analyze of all facets of financing education and current and emerging finance plans, focusing on charter schools. It will also examine the economics of education, recent 50-state court decisions, the Common Core State Standards, and

the ongoing debate about school vouchers, tax credits, and charter schools. The influence of courts and federal and state legislation on school finance planning; the application of a specific state's education finance plan; and the fiscal responsibilities of the school principal will be discussed.

### **EDA 615 School Management and Administration**

The primary goal of this course is to provide candidates the critical knowledge and skills in school management and administration to effectively operate a successful charter school. Topics include leadership, management, accountability, systems, growth, sustainability, facilities, and ensuring high quality faculty and staff.

### **EDA 616 Technology to Support Educational Leadership**

This graduate course covers the role of technology in instructional leadership and administration. It provides students with a knowledge base on issues and concerns concerning computer use in education with an emphasis on technology planning and evaluation in K-12 settings. The course exposes students to a variety of computer applications for administration and instructional uses and provides the opportunity for hands-on activities.

## **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.

### **EDF 623 Leadership in Public, Independent, and Parochial Schools**

This course is designed to encourage students to consider the challenges of leadership in both independent and parochial schools as part of the broader discussion of educational leadership in elementary and secondary education. The course will analyze the gap between the promise and performance of charter schools and the politics and economics driving the movement and implications for independent, parochial, and public.

## **DEL (PHD IN ETHICAL LEADERSHIP) COURSES (All courses 3 credits unless otherwise specified)**

### **DEL 801 Interpersonal Leadership**

Students within this course will develop capacity for self-reflection, a deeper understanding of self, personal hardiness, a more integrated philosophy of leadership, and a more transcendent perspective on how they and others can maximize individual growth and create more emotionally intelligent organizations.

### **DEL 802 Moral Imagination and Decision-Making**

This course develops capacity for moral imagination aimed at advancing organizational decision-making. Students will engage in experiential activities to improve decision analysis and leadership effectiveness. Additionally, students will discover biases in judgment, the possibilities and pitfalls of rapid cognition, and incorporate structured decision-making techniques to shape cultures of effective delegation, crisis management, and design thinking in organizations.

### **DEL 803 Complex Problems**

This course explores questions in human wellbeing, organizational sustainability, and community development building upon a foundation for addressing challenges associated with our most pressing global problems. Transdisciplinary experts will lead diverse and innovative experiences engaging students in discussion-based inquiry, complex adaptive problem solving, and the integration of economic, environmental, food, health, and social systems' perspectives.

### **DEL 804 Assessment and Evaluation**

This course creates opportunities for students to explore and develop formative, summative, and developmental assessment and evaluation metrics. Students will design SMART objectives aligning with organizational projects and strategic initiatives. Additionally, students will learn about how to justify and articulate return on investment (ROI) to stakeholder groups and customer bases.

### **DEL 805 Leadership in Action**

Students in the course will share Ethical Leadership narratives with one another creating case study learning opportunities while practicing collaborative leadership and group problem-solving. Through this process, students will gain experiential knowledge and confidence while extending their ability to practice ethical leadership and accomplishing strategic goals addressing adaptive challenges in organization and community settings.

### **HED 801 Foundations of Higher Education**

Students will explore the history of higher education and educational inquiry in the field developing a foundation for understanding the evolution of higher education in the United States and the philosophical and methodological conversations to inform ethical leadership practice and future research.

### **HED 802 Academic Cultures & Issues in Higher Education**

Students will examine the academic core of higher education and the intricacies that influence the institutional engagement with their educational missions. In doing so, students will analyze the critical issues and scholarship related to the development and implementation of curriculum, learning outcomes, and engaging in academic work.

### **HED 803 College Teaching**

This course is designed to engage students in teaching techniques, curricula, and resources in Higher Education. Emphasis will be placed on instruction in both formal (classroom and online) and nonformal (outreach) settings. Students within this course will develop capacity for teaching and learning for adult learners in higher education. They will explore and apply knowledge by practicing instruction techniques and implementing course design concepts. Applications of integrated assessment tools to evaluate learning effectiveness will also be examined as a part of this course.

## **HED 804 Economics and Finance in Higher Education**

Students will examine the economics of higher education and its impact on finances in colleges and universities. This course will explore financial issues, sources of funds, financial roles of stakeholders, and financial management within the context of higher education.

## **HED 805 Organization & Administration of Higher Education**

Students will examine the complex nature of institutions of higher education through major theoretical traditions used to make sense of the function and dysfunction of higher education institutions. Students will explore critical issues, diverse perspectives, and scholarship related to ethical leadership, management, governance, decision-making, and change unique to higher education organizations.

## **DOCTORAL RESEARCH COURSES (ETHICAL LEADERSHIP & LEADERSHIP and INNOVATION) (All courses 3 credits unless otherwise specified)**

### **DIS 897 Dissertation Experience**

**(Non-Credit)**

This non-credit/non-tuition/non-fee collaboration experience is designed to provide opportunity for doctoral students to actively and exclusively engage their dissertation committee members in a virtual environment. All dissertation benchmark documentation for DIS 890 – DIS 895 is housed in this collaboration space, and not in the respective DIS Benchmark, as the student progresses through their dissertation writing experience

### **DIS 900 Doctoral Research Proposal**

Students will develop a doctoral research plan in collaboration with their chair. This course and the accompanying content create the trajectory for the culminating research experiences within the PhD in Ethical Leadership program.

Additionally, students will develop an introduction to the problem, background, context, and abbreviated theoretical framework, purpose of the study, research objectives/hypotheses, significance of the study, investigator scope, definition of term, and an organizational timeline for completion of the doctoral research process.

### **DIS 901 Doctoral Research I**

Students will submit their IRB application and develop their literature review including theoretical and/or conceptual frameworks. Additionally, students will develop their research methodology/design including research purpose, objectives/hypotheses, data treatment, data collection, and data analysis.

### **DIS 902 Doctoral Research II**

Students will collect and analyze data associated with research in collaboration with the chair and compose the findings and results section of the doctoral research process.

### **DIS 903 Doctoral Research III**

Students will compose the resulting implications, recommendations, and study limitations. Additionally, the student will prepare a formal presentation for the chair and committee members in hopes of successfully defending their dissertation or implementing the results from there action research process.

**DIS 904 Doctoral Research: Continuation****(1 – 3 Credit)**

This benchmark 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 the dissertation.

**ELI (LEADERSHIP and INNOVATION & ETHICAL LEADERSHIP) COURSES  
(All courses 3 credits unless otherwise specified)****DIS 890 - Dissertation Plan Benchmark****(2 credits)**

While enrolled in this Dissertation Benchmark, students will begin working on their Dissertation Plan. It will include outlining the following: 1) Dissertation Title; 2) Topic Statement; 3) Statement of the Problem; 4) Research Purpose; 5) Research Questions; 6) Literature Review Topics; 7) Need for the Study; and 8) Methodology.

**DIS 891 - Dissertation Benchmark I****(2 credits)**

Dissertation Benchmark I is where the students will begin to write Chapter 1 of their Dissertation. The sections that will be covered in this benchmark will include the following topics: Introduction to the Problem; Background, Context, and Theoretical Framework; Statement of the Problem; Purpose of the Study; Research Questions; Rationale, Relevance, and Significance of the Study; Nature of the Study; Definition of Terms; Assumptions, Limitations, and Delimitations; and Organization of the Remainder of the Study.

**DIS 892 - Dissertation Benchmark II****(2 credits)**

Dissertation Benchmark II is specifically designed to guide students through developing Chapter Two to include the following topics: Introduction; Theoretical Framework; Review of the Research Literature and Methodological Literature; Review of Research Regarding [the Topic/Research Problem]; Review of Methodological Issues; Synthesis of Research Findings; Critique of Previous Research; and Chapter 2 Summary.

**DIS 893 - Dissertation Benchmark III****(2 credits)**

Dissertation Benchmark III is designed to guide students on how to systematically search the literature, write the Literature Review of the doctoral dissertation. In this continued part of this course, students will write the Chapter 3 to include the following topics: Introduction to Chapter 3; Research Methodology; Research Design; Target Populations, Sampling Method and Related Procedures. Instrumentation and/or Sources of Data: Data Collection; Field Test /Pilot Test; Instrument Validity/Reliability: Pilot Study; Operationalization of Variables; Data Analysis Procedures; Limitations of the Research Design; Internal Validity; External Validity; Expected Finding; Ethical Issues; Researcher's Position Statement; and Summary of Chapter 3. Students will conclude the Dissertation Benchmark with a compressive draft of Chapter 1, 2, and 3. Students will also have a completed IRB Proposal. When students successfully complete the comprehensive Chapter 1, 2, and 3 of the Dissertation and the IRB proposal, they will be deemed to have passed the Dissertation Proposal Defense and may proceed to complete the rest of the dissertation according to the University's dissertation policy.

**DIS 894 - Dissertation Benchmark IV****(2 credits)**

Dissertation Benchmark IV is designed to guide students on how to write the Chapter 4 to include the following topics: Introduction; Description of the Sample; Summary of the Results; Detailed Analysis; and Summary.

**DIS 895 - Dissertation Benchmark V****(2 credits)**

Dissertation Benchmark V is designed to guide students on how to write the Chapter 5 to include the following topics: Introduction; Summary of the Results; Discussion of the Results; Discussion of the Results in Relation to the Literature; Limitations of the Results; Summary of Findings and Conclusion; Implications of the Results for Practice; Discussion of the Results; Discussion of the Results in Relation to the Literature; Limitations of the Results; Implications of the Results for Practice; Recommendations for Future Research; and the Conclusion.

**DIS 896 – Dissertation: Research in Leadership and Innovation (1 credit)**

This benchmark 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 the dissertation.

**DIS 897 - Dissertation Experience****(non-credit)**

This non-credit/non-tuition/non-fee collaboration experience is designed to provide opportunity for doctoral students to actively and exclusively engage their dissertation committee members in a virtual environment. All dissertation benchmark documentation for DIS 890 – DIS 895 is housed in this collaboration space, and not in the respective DIS Benchmark, as the student progresses through their dissertation writing experience.

**ELI 801 Theory and Practice of Leadership**

In this course, students will analyze the theory and practice of leadership and address motivation, sources of power, change processes, group dynamics; the characteristics and abilities associated with effective leadership will also be examined. Students in this course will explore the diversity of leadership theory and the impact of diversity on leadership.

**ELI 803 Information Management**

This course will prepare students to use a variety of information applications in administration. Students will become familiar with data communications, the Internet, multimedia other forms of technology and the applications of each to the field of leadership.

**ELI 804 Leadership for Crisis and Change**

Drawing on five-phase model of the change process, this course uses real-world examples to examine the design, development, implementation, and maintenance of educational innovations and improvements.

**ELI 805 Globalization & Strategic 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 strategic management and leadership in organizations striving to provide an empowering environment in the 21st Century.

**ELI 806 Accountability in Leadership**

A study of the significant issues embedded in questions of accountability in Leadership that begin with treatment of personal ethical development, moving to the practice of Leadership Management, analyzing the issues of pluralism, and concluding with an ethical discussion of decision making in these areas.

### **ELI 807 Ethics and Governance**

The course is concerned with issues of ownership, control, ethics and accountability. It employs a stakeholder framework, emphasizing business' social and ethical responsibilities to both external and internal stakeholder groups. It illustrates how ethical or moral considerations are included in the public issues facing organizations and the decision-making process of leaders.

### **ELI 808 Human Resources Development**

Human resource management belongs in all organizations. In the 21st Century, human resource development has become an active participant in charting the strategic course an organization must take to remain competitive, productive and efficient. The course examines the skills an HR manager must employ to be an effective diagnostician and problem solver.

### **ELI 809 Innovation and Leadership**

Innovation and Leadership revolves around the concept that innovation is the specific instrument of leadership; and that it is organized, systematic rational work. Sources for innovative opportunities are many and varied and are found within the changing environment. The course is designed to provide a deep grounding in the field of innovation and leadership to students whose goal is to play a leading role in an innovation-driven environment.

### **ELI 813 Leading a Learning Organization**

Organizations are systems within which humans are continually developing structures that influence their action. This course helps students to become designers and members of organizations which engage in practices that encourage organizational learning. Students will examine ways that organizations create learning cultures, as well as leadership strategies that foster growth, creativity, and risk-taking while managing innovation, change, and future planning.

### **ELI 814 Cross-Cultural Relations**

This course presents an analysis of major contemporary social problems with attention given to controversial issues that are common in the work place. Included in this course will be the emphasis of theory, structure, and the effective practice of diversity and its application as a director, manager, employee, student and faculty of academic organization who are involved in a diversified workforce.

### **ELI 815 Public Policy Leadership**

This course examines various approaches to developing and managing public policy. It is intended primarily for leaders who are department heads, policy developers, managers and executive officers in organizations, higher education, schools, school boards, government and statutory agencies responsible for formulating or managing policies.

### **ELI 816 Consulting Practices**

This course enables students to assess real-world concerns and challenges, and using their knowledge, skills and aptitudes, evaluate strategies and solutions to resolve the challenges. The course also analyzes the consulting domain as it relates to internal and external barriers of organizations. Students will analyze, apply, synthesize, and evaluate consulting principles and practices through various instructional techniques. Additionally, students will evaluate the consulting process through case studies and research. The role of the consultant, project management concepts, and the application of key consulting methods and techniques will be evaluated.

### **ELI 817 Communication & Influence**

Social media for all organizations consist of a range of web-based applications that allow anyone to disseminate information to online communities. The focus of this course is for students to assess the role of a social media presence in creating an online social or extended community for an organization's current clients; employees and friends, promote an awareness of the organization among potential clients, expand the mission of the organization and build an identity and brand image.

### **ELI 819 Managing Performance**

Managing Performance or Performance Management includes organizational activities that ensure that goals are consistently being met in an effective and efficient manner. It can focus on the performance of an organization, a department, an employee, customers or a process. This course enables students to assess the tools used to effectively manage performance in organizations.

### **RES 819 Talent Development & Coaching**

This course focuses on applying the principles, practices, and strategies for conducting research in the social sciences, particularly dealing with the interface of the human dimension in organizational and community settings. Students will learn how to critically evaluate theory, the difference between inductive and deductive theory development, and the impact of research paradigm on theory and research. Students will then begin to construct their own theories before learning about research design.

### **RES 820 Quantitative 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.

### **RES 821 Qualitative 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, and selection of appropriate research designs, data collection data, manual and computerized data analysis, and the drawing of inferences.

## **EDT (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 and 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 and science, foreign languages, social studies, music and art, physical and 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.

**EDUCATION COURSES**  
**(All courses 3 credits unless otherwise specified)**

**EDU 503 Applied Research Methods**

This is an introductory course that surveys the variety of research designs used in educational settings with an application of evaluation research. This course is intended to make the student an informed consumer of research.

**EDU 505 Methods of Teaching Modern Languages**

This course offers 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**

This course offers 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 with Field Experience**

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 519 Charter School History & Leadership**

This course will give charter leaders an understanding of the social, political, and economic context in which charter schools were conceived. It also examines the principles of leadership that would support efforts at addressing the issues and challenges facing those schools. It explores the processes, procedures, and curricula that would support a diverse community of learners.

**EDU 521 Theory and Foundations of Effective Reading and Language Instruction w/ Field Experience**

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 and Methods for Teaching Health and PE w/Field Exp.**

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 and Multimedia 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 and Methods for Teaching Lang Arts w/Field Experience**

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 and Methods for Teaching Science w/Field Experience**

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 and Methods for Teaching Mathematics w/Field Experience**

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 and Methods for Teaching Social Science w/Field Experience**

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 and Methods for Teaching the Arts w/Field Experience**

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 600 Human Growth and Development**

This course provides an advanced overview of current research and theory in life-span human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on standard physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, educational, clinical, legal, and ethical issues will also be addressed. Emphasis on the psychology of learning, maturation, nature-nurture, cognition, perception and personality.

**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 w/Field Exp.**

Foundations in exceptional student education in which historical perspectives, student characteristics, trends and issues, and medical and etiology of exceptional learners are discussed. Several techniques of prevention and intervention, from infancy through adulthood are explored.

**EEX 501 Assessment of the Exceptional Child**

This course provides students with a basic understanding of assessment concepts and their application to appropriate test selection, administration, and especially interpretation. It is a survey of assessment tools used to classify, diagnose, and evaluate individuals with disabilities with an emphasis on understanding and interpreting the most recently developed instruments and the development of informal assessments.

**EEX 502 Language Development and Language Disabilities**

This course provides students with a basic understanding of the nature of speech and language, of the developmental progression in language acquisition, and of the techniques for evaluating language development and remediating language and communication disorders in children. The study of language development and disorders, which includes the impact of language on learning and augmentative forms of communication, will be presented. Individual needs and remediation concerns are addressed from early childhood to adulthood. Impact of inclusion and alternate strategies for delivery of services in the mainstream are investigated.

**EEX 503 Educational Management of Students with Exceptionalities**

This course provides a comprehensive review of positive behavior supports as evidence-based practices to prepare special educators to meet the needs of students with challenging behaviors. The main objective is to prepare students to promote student's personal growth, and to foster positive classroom learning environments.

**EEX 504 Vocational and 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. It focuses on the knowledge, strategies, and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to work, continuing education, and independent living. Emphasis is placed on the context within which adolescence occurs, assessment and planning, instructional strategies, and collaboration with families and agencies.

**EEX 505 Education of Students with Mild Disabilities with Field Experience**

This course explores general approaches to teaching diverse students with mild to moderate disabilities in inclusive settings. It compares the interventions that emphasize the disabilities vs one that uses the characteristics of learners. Prevention, curricular planning and intervention and a broad overview of individualized programming, instructional adaptation, consultation, collaboration and use of research based strategies are also covered. The role of parent and professional organizations in the field is explored.

**EEX 514 Instructional Strategies for Students with Intellectual Disabilities**

Instructional strategies for teaching students with intellectual disabilities are discussed. The development, implementation and evaluation of individualized educational plans are stressed. Special approaches to teaching functional skills, developmental programming, and data based management to students ranging in age from kindergarten through high school are also discussed.

**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 for Students with Emotional Disorders. Instructional strategies and specialized approaches for teaching children with emotional disorders 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 Disorders**

Instructional strategies and specialized approaches for children with emotional disorders are emphasized. This course is specifically designed to help teachers, administrators, psychologists, and other service providers to work successfully with children who exhibit emotional and behavioral disorders. It provides a comprehensive and holistic repertoire of valuable, evidence-based treatment strategies.

**EEX 540 Nature and 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 and 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 and Strategies for Gifted Students**

Curriculum, instructional strategies, and specialized approaches for teaching gifted and talented children are emphasized.

**EEX 546 Guidance and 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.

**EEX 624 Nature of Autism: Theory and Educational Practice**

This course provides a foundation for individuals interested in educating learners with Autism Spectrum Disorders. The course reviews the historical and theoretical foundation, etiology, definitions, characteristics, developmental and learning profiles, assessment frameworks and procedures, current and emerging practices, individualized educational supports and service delivery models related to autism spectrum disorders.

**EEX 625 Communication Foundations and Assistive/Instructional Technology**

This course addresses the process of verbal and non-verbal communication skills and investigates research-based strategies and interventions for improving communication in individuals with autism spectrum disorder.

**EEX 626 Assessment, Diagnosis and Individual Educational Planning (IEP) for Children with Autism**

This course develops the knowledge and skill necessary to assess a complete, scientifically grounded, and clinically useful portrait of a child's strengths and difficulties in social behavior, language and communication, intellectual functioning, motor skills, and other key areas of impairment and comorbidity. A focus of the course will be on the use of data from a variety of sources to improve the accuracy of diagnosis and inform the development of individualized interventions.

## **EEX 627 Methods of Behavior Management**

This course explores the idea of positive behavior support for promoting acceptable behavior in school and other settings where individuals with a form of autism learn. This course, grounded in research based interventions, is designed to assist all who work with these students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

## **FINANCE COURSES** **(All courses 3 credits unless otherwise specified)**

### **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. *Recommended: 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. *Recommended: FIN 751*

### **FIN 746 Global Investment and Risk Management Strategies**

Topics include: major global financial markets; major types of risks associated with global operations and investments; international portfolio construction; hedging, arbitrage, and speculative strategies and the potential risk-return benefits from these strategies; valuation of other contingent claims and trading devices. Also covered are: participants in international markets; the organization and operations of dealers; and innovations in derivatives markets. *Recommended: 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.

*Prerequisites: ACC 530 and BUS 724 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. *Recommended: FIN 751 or equivalent*

### **FIN 851 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.

This course incorporates doctoral level assessments. *Prerequisites: ACC 530 and BUS 724 or equivalents*

**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. *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 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 Resources 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. *Recommended: MAN 703*

**MAN 650 U.S. Healthcare Delivery**

**4 credits**

Fundamental underpinning tenets of healthcare delivery for organizations, agencies, and systems include access, cost, quality, and continuity. The myriad of considerations for improving quality and creating an environment for safe delivery. Governing authorities, organizational hierarchies, types of management and leadership models will be examined with a special focus on the U.S. health care delivery systems. The management functions of planning, organizing, staffing, directing, controlling, and coordinating operations will frame discussions about fostering high quality and innovative organizational cultures. A comparative overview of global health systems will assist in guiding reflections and considerations concerning management process improvement and financial management.

**MAN 651 Change in Healthcare Delivery****4 credits**

Leaders provide the overarching direction for executing an ethical, transformation, and entrepreneurial organizational vision. An understanding of the differences between management and leadership establishes the platform for understanding the dynamics that shape an ability to cultivate innovation, through change and motivation while managing mission and current operational needs. Leadership theories and a continuum of models will define the foundation for understanding the elements and requirements necessary in transforming the organizational culture that supports efficacious and safe patient care environments.

**MAN 652 Healthcare Improvement****4 credits**

Improving healthcare outcomes requires the use of tools and strategies to change processes critical for measured advances in healthcare quality and/ or return on investment. The historical evolution of quality improvement implementation in healthcare, emanating from the manufacturing industry, will be examined. Approaches and practical tools for improvement such as value-stream analysis, flowchart mapping, wishbone diagrams, root cause analysis, and after-action review will be explored. Industry process improvement methodologies including Lean Six Sigma, Agile, and Scrum appropriateness of use and application will be examined.

**MAN 653 Healthcare Data Analytics****4 credits**

Understanding the importance of information and data as the foundational "currency" for evidence-based innovative decision-making processes in healthcare is critical for improving outcomes and optimizing return on investment. In addition to an emphasis on financial management and statements' analysis, this survey course acquaints students with uses of fundamental data including use of "big data ", standard healthcare indicators, and industry metrics. A focused examination will include the supportive infrastructure elements needed for foundational data use: capacity to handle data volume; velocity of processing capabilities to ensure timely data availability; capabilities to address data variation and breadth; and the integrity of data veracity for ensuing integrity of results.

**MAN 654 Healthcare Regulation****4 credits**

Regulations, compliance, and risk- management factors combine with market forces and consumer behavior to influence further improvement across these delivery areas. Modern reform to include the influences of landmark legislation such as Medicare and Medicaid and the Patient Protection Affordable Care Act (PPACA) will be examined. The effects of proactive risk-management initiatives to ameliorate system delivery and process outcomes will be examined. Course outcomes include an ability to describe the laws, and variables that affect the health care system and identify areas opportunities for innovation and improvement. The human resource legal framework, including the Fair Labor Standards Act and Equal Opportunity Commission guidelines will be discussed in relation to policies and procedures. Issues affecting Human capital/talent, threats of malpractice, and environmental risk factors influence quality and innovation.

**MAN 655 Innovation in Healthcare****4 credits**

Engaging in a strategic planning initiative to help an organization articulate a vision requires an awareness of tools and their systematic uses. Products and services that differentiate organizations in the marketplace; and the tools used for establishing a desired organizational uniqueness are identified and examined. Strategy planning models, processes, and systems that foster efficiency and creativity to optimize return on investment, consistent with the organization's mission and vision, are explored.

**MAN 656 Strategies for Healthcare****5 credits**

Integrative and creative skills are vital for the creation of innovative solutions that further improve quality, patient safety, and system operations. Additional advanced quality tools are introduced to combine with previously learned skills for creative and innovative critical thinking. Examination of learned concepts culminate in the identification of a healthcare process or safety improvement opportunity that investigates a problem and demonstrates a process for management or solution. An evidence-based written project report and presentation is identified and prepared for an actual client for presentation to the client and faculty members. Body of knowledge platforms from the American Society for Quality (ASQ) and The Baldrige Foundation provide a certification from among the following option tracks: Lean Six Sigma (Black Belt), Scrum (Master), Agile for Leadership.

**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 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.

**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*

**MAN 729 Human Resources 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. *Recommended: 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.

*Recommended: MAN 703*

**MAN 767, 768 Seminar I: Issues in Management**

Various topics in management are presented in these seminars.

**MAN 768 Seminar II: Issues 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.

**MAN 800 Organizational Behavior**

This course provides a micro-perspective on organizations within the context of motivation, leadership, communication, interpersonal relations and group dynamics. In-depth application of theoretical material to case studies and organizations. This course incorporates doctoral level assessments.

**MAN 801 Organizational Design and Theory**

Thorough view of 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. This course incorporates doctoral level assessments.

### **MAN 810 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. Comprehensive study of actual case law involves the learner in making both ethical and legal decisions. This course incorporates doctoral level assessments.

### **MAN 812 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 extensively in the context of historical, legal and structural frameworks that regulate and influence the course of employee/employer relationships. Detailed emphasis on negotiating and administering labor agreements effectively. This course incorporates doctoral level assessments. *Recommended: MAN 703*

### **MAN 827 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. This course incorporates doctoral level assessments. *Prerequisite: MAN 703 - Recommended: MAN 810, 800, 801*

### **MAN 867 Seminar I: Issues in Management**

Various topics in management are presented in these seminars. This course incorporates doctoral level assessments.

### **MAN 868 Seminar II: Issues in Management**

Various topics in management are presented in these seminars. This course incorporates doctoral level assessments.

## **MANAGEMENT INFORMATION SYSTEMS COURSES (All courses 3 credits unless otherwise specified)**

### **MIS 670 IS Project Management**

Managing information technology requires ideas and information that go beyond standard project management. By weaving together theory and practice, this course presents an understandable, integrated view of the concepts, skills, tools, and techniques involved in project management. It provides up-to-date information on how good project management and effective use of software can help manage information technology projects. The course covers key components of project management including project integration, project scope management, project time and cost management, quality management, communications, risk management, and procurement management.

### **MIS 673 Cyber Security Governance**

This course will investigate the challenges and opportunities of effectively governing an organization's information security requirements and resources. Cyber security governance lays out the vision for the cyber security program. This course will discuss what constitutes good cyber security governance, and development of an effective security strategy and policy. We will also focus on how to improve information security accountability and maturity.

### **MIS 674 Enterprise Information Security**

This course will provide an understanding to effectively implement the information security vision and strategy set forth by the executive management. The emphasis will be on information security policy and development of security program. The course focuses on establishing security processes, information security standards, risk management, business continuity, and security education, training and awareness.

### **MIS 675 Cyber Security Operations**

This course focuses on daily cyber security operations required to protect corporate IT assets. The emphasis is on operational issues necessary to effectively run cyber security products and services in a live environment. It covers security monitoring, incident response, threat analysis and intelligence, digital forensics, cyber security services, and technical security solutions. Pre-requisite: MIS 677

### **MIS 676 Cyber Security Risk Management**

This course is focused on effectively managing information risks in an organization. It provides an overview of risk issues and emphasizes understanding of information risk as a socio-technical issue. The course covers risk assessment, risk perception and communication, economic aspects of risk and risk management. It presents different methodologies and approaches to risk management.

### **MIS 677 Cyber Security Technologies**

This course will examine fundamental cyber security technologies that are needed to ensure protection of critical information systems. The focus will be on the technical aspects of cyber security. We will discuss cryptography, operating systems security, application security, and network security. Pre-requisite: CIS 542

### **MIS 678 Information Privacy**

This course provides a foundation of information privacy in modern society. It present an inquiry into the impact of IT upon privacy and its meanings. The course focuses on the privacy program, its management and operations within an organization. The privacy technologies and their limitations are also discussed.

### **MIS 679 Information Ethics**

This course focuses on various ethical challenges that information professionals must confront. It explores different moral theories and their application to ethical issues. Students will examine frameworks for making ethical decisions, explore darker side of emergent technologies and their ethical implications. In particular, the ethical challenges that arise in the context of designing and using information systems and security technologies are discussed. The course also emphasizes responsibilities and ethical codes of conduct for the information dependent professions.

### **MIS 680 Cyber Security Auditing**

This course will focus on the fundamental concepts related to auditing information systems and IT infrastructures in both the public and private sector. We will also discuss principles and practices related to secure operation of existing information technology. The course will cover identification of appropriate IS security audit standards, controls, and procedures for a secure information system. This course will prepare students to skillfully complete a cyber security audit.

### **MIS 690 Seminar in Cyber Security Management**

This course integrates all of the knowledge accumulated through the previous courses. It will provide graduate students with a framework to understand the structure and dynamics of Cyber Security Management in regards challenges, and opportunities in

today's fast evolving digital information environments practices and major functional activities to protect information technology assets from threats, attacks, and/or unauthorized accesses. The class focuses on best practices demonstrated through case studies.

### **MIS 730 Special Topics in Cyber Security Management**

The course will focus on a selected area of Cyber Security Management. Areas of study may include current issues/events or may be determined at the discretion of the instructor.

### **MIS 802 Information Security Management Seminar**

This course examines the philosophical and theoretical foundations of information systems security. The focus is on understanding distinctive research orientations regarding information systems security in organizations. The goal of the course is to provide an intellectual foundation for students to develop an appropriate research program in this area.

### **MIS 803 Information Privacy Seminar**

This course examines the privacy issues regarding information systems. The focus is on understanding distinctive research orientations regarding information privacy. Discussions will emphasize critical evaluation of theoretical foundations of privacy in our modern technologically based society. The goal of the course is to provide an intellectual foundation for students to develop an appropriate research program in this area.

### **MIS 810 Research Practicum**

Students pursue research on a current topic in information security or privacy. This course focuses on applying the concepts and theories learned in the doctoral seminar courses. The purpose of this practicum is to provide students with a mentored, structured approach to develop critical skills required for dissertation. Students will engage in independent research project under the supervision of faculty.

### **MIS 811 Advanced Research Practicum**

**6 credits**

Student pursues research under the direction of a faculty member. This course is preparation for the dissertation proposal. It focuses on applying the concepts and methods learned in the doctoral seminar and research methods courses. The aim is to develop a conceptual paper with a plan for data collection and analysis. To register, students contact their advisor with a brief explanation of the research area to be explored.

### **MIS 873 Cyber Security Governance**

This course will investigate the challenges and opportunities of effectively governing an organization's information security requirements and resources. Cyber security governance lays out the vision for the cyber security program. This course will discuss what constitutes good cyber security governance, and development of an effective security strategy and policy. We will also focus on how to improve information security accountability and maturity. This course incorporates doctoral level assessments.

### **MIS 874 Enterprise Information Security**

This course will provide an understanding to effectively implement the information security vision and strategy set forth by the executive management. The emphasis will be on information security policy and development of security program. The course

focuses on establishing security processes, information security standards, risk management, business continuity, and security education, training and awareness. This course incorporates doctoral level assessments.

### **MIS 876 Cyber Security Risk Management**

This course is focused on effectively managing information risks in an organization. It provides an overview of risk issues and emphasizes understanding of information risk as a socio-technical issue. The course covers risk assessment, risk perception and communication, economic aspects of risk and risk management. It presents different methodologies and approaches to risk management. This course incorporates doctoral level assessments.

### **MIS 879 Information Ethics**

This course focuses on various ethical challenges that information professionals must confront. It explores different moral theories and their application to ethical issues. Students will examine frameworks for making ethical decisions, explore darker side of emergent technologies and their ethical implications. In particular, the ethical challenges that arise in the context of designing and using information systems and security technologies are discussed. The course also emphasizes responsibilities and ethical codes of conduct for the information dependent professions. This course incorporates doctoral level assessments.

### **MIS 830 Special Topics in Cyber Security Management**

The course will focus on a selected area of Cyber Security Management. Areas of study may include current issues/events or may be determined at the discretion of the instructor. This course incorporates doctoral level assessments.

### **MIS 901 Dissertation I**

**6 credits**

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. Prerequisite: MIS 810 & 811

### **MIS 902 Dissertation II**

**6 credits**

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. Prerequisite: MIS 810 & 811

### **MIS 903 Continuing Dissertation**

This course is designed to guide the students through various stages of the dissertation process ending with a successful dissertation defense. Prerequisite: MIS 901 & 902

## **MATHEMATICS COURSES** **(All courses 3 credits unless otherwise specified)**

### **MAT 500 Algebraic Structures**

A course aimed at mastering concepts from Linear Algebra and learning about structures of abstract algebra and its connection with topology and real analysis. Topics include: Groups, Rings, and Fields, Lie Algebra and Groups, Quaternions, topological invariant theory, and applications in Material Science, Biological Physics and Quantum Field Theories.

## **MAT 502 Statistical Methods**

An advanced course in statistical methods aimed at mastering techniques and R-software of widespread use in science and technology. Topics include: hypothesis testing, linear regression, ANOVA, multiple linear regression methods.

## **MAT 503 Introduction to Applied Mathematics**

Introduction to basic methods of applied mathematics; probabilistic model, ordinary and partial differential equations, asymptotic and perturbation methods, numerical analysis and scientific computing.

## **MAT 505 Computational Fluid Dynamic**

Application of and mastering numerical methods to solve equations of fluid dynamics and heat transfer for different boundary conditions and geometries. Topics include: optimization of mesh generation and iteration techniques and mastering Open Foam and ANSYS project software for CFD. The course has special emphasis on applications in areas of engineering processes, physiology, urban meteorology, pollution dispersal and civil engineering. Builds on undergraduate preparation in physics of fluids, partial differential equations, and numerical analysis.

## **MAT 507 Data Analysis and Probability**

A course aimed at connecting concepts from statistics with inquiry-based delivery. It is intended to review basic statistical techniques as well as to introduce modern methods of statistical analysis and its applications: Topics include: descriptive and inferential statistics, probability distributions, time series, correlation and regression analysis, multivariate analysis, ANOVA and ANCOVA, spatial analysis, and foundations of data analytics and big data.

## **MAT 602 Applied Machine Learning**

A course aimed at introducing mathematical foundations of machine learning, data mining, and statistical pattern recognition and their implementation on Python language. Topics include: supervised learning (parametric and non-parametric algorithms), support vector machines; neural networks; unsupervised learning (clustering, dimensionality reduction, recommender systems and deep learning), best practices in machine learning (bias versus variance theory) and foundations of artificial and augmented intelligence. *Prerequisite: CIS 544*

## **MAT 603 Methods of Systems Biology and Complexity**

A multidisciplinary course aimed at mastering mathematical and computational methods of Systems Biology and Complexity. Topics include: Complexity and Complex Systems, large linear systems, biochemical oscillators and complex nonlinear biochemical systems, modularity, redundancy, degeneracy, pleiotropy and robustness in complex biological systems, evolution of biological complexity, complex adaptive systems, physiological complexity, quantitative measures of complexity, irreducible complexity, ecological complexity and complexity in socio-economic systems (econophysics).

## **MAT 604 Nonlinear Dynamics in Physiology and Medicine**

A biomathematics course aimed at mastering application of dynamical systems concepts and techniques in physiology and medicine. Topics include: mathematical cellular physiology and mathematical system physiology, resetting and entraining biological rhythms, reentry in excitable media, patterns of population growth and dispersal, morphogenesis, mastering Python applications in biomathematics.

## **MAT 605 Computational Neuroscience**

An advanced biomathematics course aimed at mastering methods of computational neuroscience and processes of neural system learning. Topics include: atomistic simulation of ion channels, neural calcium dynamics, structure-based models of NO diffusion into the nervous system, stochastic modeling of single ion channels, firing variability in cortical neurons, bursting activity, likelihood methods for neural spike train analysis, network modeling, correlated neural activity, Hebbian learning, spike-timing-dependent plasticity, plasticity and learning, neurogenesis, and computational models for generic cortical microcircuits.

## **MEDICAL SCIENCE COURSES**

### **MSC 601 Gross Anatomy, Embryology & Imaging**

**9 credits**

The Gross Anatomy, Embryology & Imaging course consists of a detailed study of the normal structure, development, and organization of the human body. This course undertakes a regional approach rather than a systemic approach. Gross Anatomy, Embryology & Imaging is distributed into three block contents. Lectures stress the contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions.

### **MSC 602 Physiology I**

**4 credits**

Physiology is the comprehensive study of the function of the human body on an organ system basis. Emphasis is on the integration of functions from the cellular level to that of the total organism and the application of physiology concepts to problem solving. The following units will be covered in the Physiology I course: Membrane and Action Potentials, Cellular and Systemic Physiology of the Cardiovascular and Respiratory Systems.

### **MSC 603 Physiology II**

**4 credits**

Physiology is the comprehensive study of the function of the human body on an organ system basis. Emphasis is on the integration of functions from the cellular level to that of the total organism and the application of physiology concepts to problem solving. The following units will be covered in the Physiology II course: Gastrointestinal, Renal and Endocrine Physiology Systems. *Prerequisite: MSC 602*

### **MSC 604 Medical Biochemistry I**

**5 credits**

Biochemistry is the science concerned with studying the various molecules, chemical reactions, and processes that occur in living cells and organisms. Biochemistry is a discipline that provides the basis to understand other Biomedical Basic Sciences. A solid knowledge on Biochemistry will help the medical student in the understanding of many clinical courses offered during the third and fourth year of the medical curriculum. The following units will be covered: Structure and function in biological macromolecules and membranes, genome organization and function, gene expression, cell cycle control, and medical genetics.

### **MSC 605 Medical Biochemistry II**

**5 credits**

Continuation of Medical Biochemistry I. Biochemistry is the science concerned with studying the various molecules, chemical reactions, and processes that occur in living cells and organisms. Biochemistry is a discipline that provides the basis to understand other Biomedical Basic Sciences. A solid knowledge on Biochemistry will help the medical student in the understanding of many clinical courses offered during the third and fourth year of the medical curriculum. The following units will be covered: Carbohydrate Metabolism, Lipid Metabolism, and Nitrogen Compound Metabolism. *Prerequisite: MSC 604*

**MSC 606 Histology and Cell Biology** **4 credits**  
Study of the many different aspects of the internal structure of cells, tissues and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships.

**MSC 607 Neuroscience** **5 credits**  
The Neuroscience Course will teach you brain function in health and disease. The course covers neuroanatomy/histology and neurophysiology.

**MSC 608 Medical Microbiology I** **4 credits**  
Medical Microbiology I covers general basic concepts in the following areas: Immunology, Virology, Bacteriology, Parasitology, and Mycology.

**MSC 609 Medical Ethics** **1 credit**  
This course provides didactic experiences for medical students in specific areas within the field of medical ethics. Ethical dilemmas are inherent in medical care. Although dramatic issues such as cloning, abortion and organ donation have strong ethical implications, it is important to realize that the practicing doctor will face ethical decisions every day while solving more problems that are commonplace. Most everyday ethical questions have well-accepted answers; only the most difficult ethical questions seem to defy resolution. Even so, it is important for physicians to develop an understanding of the principles of medical ethics and a system of ethical reasoning that will result in consistent decisions.

**MSC 610 Interprofessional Perspectives In Health Disparities** **1 credit**  
This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (Individual, patient-clinician, healthcare system.)

### **MASTER OF ARTS (MA) IN ETHICAL LEADERSHIP COURSES (All courses 3 credits unless otherwise specified)**

#### **MEL 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.

#### **MEL 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.

### **MEL 600 Leadership Foundations and 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.

### **MEL 601 Interpersonal Leadership**

Students within this course will develop capacity for self-reflection, a deeper understanding of self, personal hardiness, a more integrated philosophy of leadership, and a more transcendent perspective on how they and others can maximize individual growth and create more emotionally intelligent organizations.

### **MEL 602 Introduction to Higher Education & Student Affairs**

Students will explore the history of higher education and the work of student affairs within colleges and universities in the United States. Students will develop a foundation for understanding the systems, philosophies, disciplines, and values that inform our understanding of higher education and student affairs practice.

### **MEL 603 Inclusive Colleges & Universities**

Students will develop the awareness, knowledge, and skills important for practicing multicultural competence in higher education and student affairs roles. They will explore the responsibilities, challenges, and opportunities for creating and sustaining affirming, pluralistic, and inclusive environments for all students.

### **MEL 604 Student Development**

Students will examine patterns of intellectual, identity, and social development among diverse older adolescent and adult student populations, and how these relate to learning and development of desired outcomes of postsecondary education. They will understand and more intentionally apply appropriate theoretical frameworks to their work and campus programs, services, curricula, and pedagogical practices. As a result, students will be more reflective and intentional facilitators of environments and experiences to serve and meet the needs of all students in higher education.

### **MEL 605 Students in Higher Education**

Students will examine the college student by reviewing pertinent literature on the effects of college experiences on student outcomes to develop empirically based interventions and policies that support all students in higher education. Students will review and understand the research methods and methodologies that answer questions on college students, specifically how college effects students.

### **MEL 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.

**MEL 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.

**MEL 630 Organizational Communication 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.

**MEL 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.

**MEL 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.

**MEL 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 multicultural 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.

**MEL 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.

**MEL 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.

**MEL 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.

### **MEL 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.

### **MEL 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.

### **MEL 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.

### **MEL 701 Ethical Leadership Capstone**

This provides a culminating experience to students in the MEL program. Students will develop capstone projects in advancing practical and tangible organizational and community-based initiatives grounded in ethical leadership.

## **NURSING SCIENCE COURSES**

**(All courses 3 credits unless otherwise specified)**

### **NUR 501 Philosophical, Theoretical Evidence Based Nursing Practice**

This course will provide a forum for the student to analysis and utilize appropriate theory within their practice. Throughout the course, the student will enhance the skills to translate evidence-based research into evidenced based practice. The students will acquire skills in learning interrelationship between nursing theory, research, and practice along with the nature of scientific knowledge. The integration of theories from nursing and other sciences will enable the student to develop a broad and holistic methodology to care.

### **NUR 502 Advanced Pathophysiology**

This course will provide the student with the advanced understanding of pathophysiology and a system-focused physiology. Content will focus on normal physiologic and pathologic mechanism of disease which serves as the foundation for clinical assessment, decision making, and management. Physiologic changes will be compared. Student will utilize critical thinking processes to analyze diverse client presentations of selected illness for symptomatology, pathophysiology, and health care implications.

### **NUR 504 Advanced Health Assessment and Differential Diagnosis**

This course focuses on the advanced comprehensive health assessment of individual across the lifespan. The course builds on the students' knowledge and skills of basics physical health assessment and provides a foundational framework for the advanced practice nurse. Upon completion of this course, students will effectively integrate the comprehensive physical, psychosocial, spiritual and cultural components of assessment with diagnostic reasoning. This course requires that the student complete 20 lab hours.

### **NUR 505 Diversity in Advanced Health Practice**

This course explores the complexities of health service delivery to diverse populations. The social ecological models will be used to provide a deeper understanding on how diverse populations impact health policies, social justice, structural inequities, and the value systems of these groups. Variables related to gender, age, lifestyle, religion, culture, social class, race, and, geography will also be explored.

### **NUR 506 Influencing Health Policy**

This course focuses on influencing public policy related to the health system and resources at the state/national/global level. Emphasis will be placed on how health policies are formulated, how to affect this process, and how it impacts clinical practice and health care delivery.

### **NUR 507 Advanced Family Nurse Practitioner I: Children & Families**

This course focuses on advanced practice nursing and health care management of children and adolescents. The focus will be on assessment, diagnosis, health promotion, prevention of illness, and management of common health problems in this culturally diverse population. This course is a co-requisite of NUR 507CL. The student must successfully pass NUR 507CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

### **NUR 507CL Advanced Family Nurse Practitioner: Clinical I                    2 Credits**

The role and function of the Family Nurse Practitioner (FNP) will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in an FNP capacity. This course is a co-requisite of NUR 507. The student must successfully pass NUR 507 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

### **NUR 509 Advanced Family Nurse Practitioner: Adults**

This course focuses on advanced practice nursing and health care management of adults. The emphasis will be on assessment, diagnosis, health promotion, prevention of illness, and management of common health problems in this culturally diverse population. This course is a co-requisite of NUR 509CL. The student must successfully pass NUR 509CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

### **NUR 509CL Advanced Family Nurse Practitioner: Clinical III                    2 Credits**

The role and function of the Family Nurse Practitioner (FNP) will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in an FNP capacity. This course is a co-requisite of NUR 509. The student must successfully pass NUR 509 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

### **NUR 512 Role Transition to Advanced Practice Nursing**

This course will provide a forum for the student to examine the roles of the advanced practice nurse. The content will include professional practice issues for the advanced practice nurse, working independently and collaborating with other health care professionals within the multidisciplinary/multiagency team. This course will also look at the scope of practice, professional responsibilities, informatics, and financial aspects of advanced practice.

### **NUR 514 Advanced Family Nurse Practitioner: Women's Health**

This course will provide a foundational framework for advanced practice nursing in women's health. The focus will be on assessment, diagnosis, and treatment of common health problems in the culturally diverse women population. This course will also look at health promotion and disease prevention strategies in women. This course is a co-requisite of NUR 514 CL. The student must successfully pass NUR 514CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

### **NUR 514CL Advanced Family Nurse Practitioner: Clinical II      2 Credits**

The role and function of the Family Nurse Practitioner (FNP) will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in an FNP capacity. This course is a co-requisite of NUR 514. The student must successfully pass NUR 514 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

### **NUR 520 Psychopharmacology**

The Psychopharmacology course will cover the common psychoactive medications, classes, uses, effects, side effects, and prescriptive implications related to nursing care of clients with psychiatric mental health illness. This course provides direction for the psychiatric mental health nurse who functions in an advanced role in a variety of settings. The emphasis of the course will focus on the selection, use and monitoring of psychoactive medications and the ethical and legal considerations of psycho-pharmacology.

### **NUR 530 Psychopathology**

This course builds knowledge of theoretical foundations of advanced nursing practice, mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods and pathophysiology, with psychiatric patients. Individual therapy, cognitive-behavioral therapy, family-based interventions, psychopharmacological interventions, trauma-based interventions and combinations of these treatments will all be presented.

### **NUR 600 Clinical Pharmacology**

This course will focus on pharmacokinetics and pharmacodynamics of broad categories pharmacologic agents for the management of common acute and chronic health problems of diverse populations. Emphasis will be placed on the application of the principles of pharmacology as the foundation for clinical decision making in select pharmacologic agents for the management of client health problems based on client variations and the problem being managed.

### **NUR 601 Health Promotion and Disease Prevention**

This course explores nursing as an art and science in the areas of health promotion and disease prevention across the health-illness continuum with clients: the individual, family, or community. Strategies how to effectively apply culturally and environmentally sensitive interventions will also be explored. The course serves as the foundation to develop further assessment skills to sharpen the knowledge base of the advanced practice nurse in promoting health and preventing acute and chronic diseases. Throughout the course, the student will enhance the knowledge to translate relevant clinical guidelines and evidenced-based research into evidenced based practice to promote health and prevent chronic health problems.

## **NUR 611 Advanced Practice Nursing Integration Practicum**

The student will synthesize all elements of previously gained knowledge and skills from courses and clinical experiences by developing a research project about integrating research findings into practice with evaluation of client system outcomes. The students will be expected to present their research project via oral or PowerPoint presentation to the students and or faculty. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, 512, 600, 601, NUR 507, NUR 507CL, NUR 509, NUR 509CL, NUR 514, NUR 514CL, NUR 514, and NUR 514CL.

## **NUR 612 Adult Gerontology Acute**

This course focuses on the management of acute/chronic and rapidly changing conditions of older adults. The emphasis will be on assessment, diagnosis, health promotion, prevention of illness, and management of common health problems in this culturally diverse population. This course is a co-requisite of NUR 612CL. The student must successfully pass NUR 612CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

## **NUR 612CL Advanced Family Nurse Practitioner: Clinical IV                    2 Credits**

The role and function of a Nurse Practitioner in adult gerontology health will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in adult gerontology. This course is a co-requisite of NUR 612. The student must successfully pass NUR 612 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

## **NUR 620 Psychiatric Management I**

This course provides didactic experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidenced-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

## **NUR620CL Psychiatric Management I**

This course provides clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidenced-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

## **NUR 630 Psychiatric Management II**

This course provides continuation of didactic experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidenced-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

## **NUR 630CL Psychiatric Management II**

This course provides continuation of clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidenced-based practice is used. Emphasis is given to

promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan

### **NUR 640 Psychiatric Management III**

This course provides the student with advanced knowledge in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

### **NUR 640CL Psychiatric Management III**

This course provides the student with clinical knowledge in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

### **NUR 650 Psychiatric Management IV**

This course provides continuation of advanced knowledge for the students in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

### **NUR 650CL Psychiatric Management IV**

This course provides the student with clinical knowledge in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

### **NUR 670 Psychiatric Mental Health Nurse Practitioner Integration Practicum**

This course provides students with comprehensive knowledge in psychiatric and mental health issues of clients across the life span. Students will apply the knowledge obtained throughout the program and will identify opportunities for collaboration, consulting, and referral within the context of the advanced psychiatric mental health nursing role.

The student will synthesize all elements of previously gained knowledge and skills from courses and clinical experiences.

### **NUR 800 Evidence Appraisal**

This course will expand on the student's knowledge and experience in research with the emphasis on clinical applications using a variety of models. A review of research methods including problem identification, levels of research, design, data collection, and strategies for analyzing data will be done. The course gives knowledge of a variety of research models and designs used for specific purposes.

## **NUR 810 Transformational Leadership**

This course synthesizes leadership theory and organizational models within the context of the health care industry. This course will enhance leadership competencies within organizational theory and behavior, leadership principles and practices, and organizational structure and workforce culture. Models of human resource management, change management, strategic planning, program development, and implementation will be explored and applied. Based on these theories and models, the student will derive the DNP's role in complex health care organizations.

## **NUR 820 Applied Advanced Research and Nursing**

This course explores the bases for nursing knowledge and its relevance to advanced nursing practice at the doctoral level. Students will analyze steps on how nursing knowledge is generated, levels of evidence, nursing theories and theories from other disciplines and translate them into their advanced role. Students will identify and analyze concepts relevant to their topic of interest.

## **NUR 830 Information Technology and Nursing Implications**

This course analyzes and synthesize informatics and its role in the delivery of evidence-based care. Focusing on healthcare information technology's (IT) and contribution to data acquisition, it will enhance the understanding of how data is transformed into information and knowledge for scholarly practice. This course prepares the student to optimize the use of clinical systems and technology tools to continue to advance practice and drive clinical transformation.

## **NUR 840 Health Care Policy**

This course addresses health policy and identifies steps for development, analysis of health policy and its economic impact within a socio-political context. The focus on the role of regulation within the U.S. health care system is addressed. The role of DNP contribution to health policy development is explored in a legal and ethical foundations for health care, as well as policy processes designed to improve health care access among diverse populations.

## **NUR 850 Population Health in Nursing**

This course examines the epidemiological concepts focusing on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Nursing practice and its outcomes on populations are analyzed and evaluated using epidemiological, environmental data and statistical measures. The DNP students will explore concepts and nursing strategies to improve individual, aggregate and population health.

## **NUR 860 Quantitative Research**

This course is designed for doctoral students in the Doctor in Nursing Practice program with an emphasis on quantitative research planning, design, and evaluation. The primary goal of this course is to prepare doctoral students for future design and development of project proposal and conduct of dissertation study in the quantitative paradigm. This course will lay the foundation that builds on these basic concepts and helps students hone skills for writing a quantitative project.

## **NUR 870 Qualitative 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, and selection of appropriate research designs, data collection data, manual and computerized data analysis, and the drawing of inference

## **NUR 880 Quality Improvement in Health Care**

This course prepares students to design, implement and evaluate evidence-based quality health care practices for patient populations in acute, home, and community settings. The interdisciplinary teams work is illustrated and how to assess organizational culture, gather safety information, analyze data and translate findings into systems changes.

## **NUR 900 Practicum Project Proposal**

This course enables the DNP student to translate evidence-based research and apply it into practice through complex clinical situations where the student will apply and demonstrate expertise and leadership qualities. This course will guide the DNP students how with research and best evidence well written project proposals are completed. Knowledge will be provided to Health care professionals in advanced practice to be able to deliver clinical project proposals using best evidence for advancing quality patient care. The course provides practical guidelines of common project models for developing and writing great proposals from start to finish.

Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880

## **NUR 910 DNP Practicum I**

This course allows students to obtain residency experience and complete the required hours on the DNP program. The faculty advisors will work with students regarding goals and nursing interventions and their implementation following the AACN DNP Essential in Nursing. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880, NUR 900

## **NUR 920 DNP Practicum II**

This course allows students to continue to obtain additional residency experience and complete the required hours on the DNP program. The faculty advisors will work with students regarding goals and nursing interventions and their implementation following the AACN DNP Essential in Nursing. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880, NUR 900, NUR 910

## **NUR 930 DNP Practicum III**

This course allows students to complete the residency experience and complete the required hours on the DNP program. The faculty advisors will work with students regarding goals and nursing interventions and their implementation following the AACN DNP Essential in Nursing Education. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880, NUR 900, NUR 910, NUR 920

## **PSYCHOLOGY (All courses 3 credits unless otherwise specified)**

### **PSY 590 I/O Psychology/Industrial Organizational Psychology**

This course will provide a learning experience in industrial and organizational psychology, a scientific discipline that studies human behavior in the workplace. Organizational psychologists help institutions hire, manage, develop, support employees and align employee efforts with business needs. This course will provide a scientist-practitioner view of the discipline. Through engaging instructional methods, students will learn the scientific basis of human behavior at work and how they relate to processes of hiring, developing, managing and supporting employees. Along with

learning organizational concepts, students will develop individual career plans for further training and entry to professional careers in psychology, health and human services, law, business, and other fields. Professional, educational, legal, and ethical issues in psychology and more specifically, industrial organizational psychology is addressed in a comprehensive overview and orientation to the field and to the psychology program. (Equivalent to PSY 600)

### **PSY 601 Research Methods I**

In this introductory research course, students explore research designs used in the field of psychology, including experimental and quasi-experimental, quantitative and qualitative research, data collection, sampling, statistical methods, critical analysis and synthesis of scientific literature, and results reporting. Students will become informed consumers of ethical research using evidence-based behavioral science research in their careers. Professional, educational, legal, and ethical issues in psychological research is addressed.

### **PSY 602 Developmental Psychology**

This course provides an advanced overview of current research and theory in lifespan human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on research and theories of human physical, cognitive, emotional, social development and culture, diversity, and policies affecting human development. Professional, educational, legal, and ethical issues in developmental psychology will also be addressed.

### **PSY 603 Tests & Psychometrics**

In this course, students will learn test construction principles and psychological measurement. Through rigorous exploration of the appropriate and ethical use of tests, the course presents principles of test construction and reliability and validity, and commonly used tests. The role of assessment in mental health, business, law, and other applications will provide students context for practicing administering psychometric tests, scoring, and interpreting standardized tests. Professional, educational, legal, and ethical issues in psychological testing is addressed.

### **PSY 604 Data Analysis Lab**

In this course, students will apply practical aspects of data analysis. Statistical concepts and procedures will be applied using manual or computer calculations, including organizing data entry, collection, analysis, and data interpretation. Students will master statistical evaluation design using SPSS or other statistical analysis software. Professional, educational, legal, and ethical issues in psychological research is addressed.

### **PSY 605 Research Methods II**

This is an advanced course in research design that includes experimental and quasi-experimental, quantitative and qualitative research, data collection, sampling, statistical methods, critical analysis and synthesis of scientific literature and results. Students will apply information literacy and evidence-based behavioral science research. Building on Research Methods I, students will learn advanced data management and analysis techniques, communicating results, graphing, and synthesis of research findings and their implications for theory and future studies. Students will continue using SPSS and other related software for advanced research purposes. Professional, educational, legal, and ethical issues in psychological research is addressed. (Prerequisite PSY 601)

### **PSY 606 Psychopathology**

This course covers psychopathology as outlined in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM). The scientific theories, descriptions, and research on major psychological disorders are studied to help students understand serious mental health disorders. The history of diagnostic classification and socio-cultural implications of mental disorders will be explored. Students learn about the types of mental disorders, assessment, treatment, and research. The professional, ethical, and cultural issues related to psychopathology and its treatment will also be discussed.

### **PSY 607 Biological Bases of Behavior**

In this course, students will explore the detailed anatomy and physiology of the brain and its relationship to the nervous, hormonal, reproductive, and sensory systems and the attendant functions of digestion, sleep, learning and memory, emotion, and other biological functions. Theories that focus on the relationship between brain function and behavior will be reviewed, and students will learn essential brain networks, including those involved in sensation/perception, language, memory, movement, and emotions. Through a review of the history of behavioral neuroscience, students will learn about the relationship between symptom presentation and underlying theories of neuroanatomy/neurophysiology and how these concepts have evolved. Professional, educational, legal, and ethical issues in biologically based psychology is addressed.

### **PSY 608 Advanced Psych. Testing**

This course provides advanced academic training in the principles, methods, procedures, and critical evaluation of clinical, behavioral, and psychometric assessments. The subject covers administration, interpretation, and report writing for tests of intelligence, memory, personality, achievement, learning disabilities, and forensic assessments. In each domain, the history and development of various tests are taught, and students will learn the limitations of testing with particular reference to reliability, validity, and cultural issues. At the end of this subject, students will understand the principles and methods underpinning behavioral, psychometric, and clinical assessment, and select, administer and interpret various psychological tests for a range of problems as they apply to adults and children. Professional, educational, legal, and ethical issues in psychological testing is addressed. (Prerequisite PSY 603)

### **PSY 609 Scientific Methods in Psych.**

In this course, students will apply the scientific method for a clinical case analysis. Students will provide in-depth evaluation to demonstrate the achievement of the program learning objectives. Professional, educational, legal, and ethical issues in the science and practice of psychology is addressed. (Prerequisite PSY 590, PSY 601, PSY 602, PSY 603, PSY 604, PSY 605, PSY 606, PSY 607, and PSY 608)

## **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. *Prerequisite: 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.

*Prerequisite: 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. *Prerequisites: 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. *Prerequisites: EDU 521, EDU 522, RED 500, RED 505*

**RESEARCH COURSES**

**(All courses 3 credits unless otherwise specified)**

**RES 819 Research Methods**

This course focuses on applying the principles, practices, and strategies for conducting research in the social sciences, particularly dealing with the interface of the human dimension in the social and behavioral sciences.

**RES 820 Quantitative 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.

**RES 821 Qualitative 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, and selection of appropriate research designs, data collection data, manual and computerized data analysis, and the drawing of inferences.

**SCIENCE COURSES**

**(All courses 3 credits unless otherwise specified)**

**SCI 505 Scientific Inquiry: Concepts and Application**

This course covers creative, inquiry-based teaching methodologies for STEM. The course also provides an overview of basic content knowledge in a range of STEM fields so that MS students produce conceptual modules synchronized with State Standards and the school district curriculum, and which are continuous with University STEM studies.

## **SCI 506 Understanding Scientific Research**

This course will be a lecture/laboratory/journal club-based class to introduce teachers to scientific research. This course will include basic laboratory techniques and methodologies such as experimental design, calculations, pipetting, measurements, microscopy, quantitative analysis, notebook keeping, results presentation, database searching, scientific journal manuscript analysis, scientific writing and research ethics.

## **SCI 700 Capstone Practicum**

MS candidates will develop laboratory exercises, demonstrations, and teaching methods from the MS course content and apply these as projects in their own classrooms. In accordance with the MS committee and school-district based needs, the MS candidate will choose a science topic that is regularly taught in the K-12 classroom, but poorly understood by students. The MS candidate will develop an inquiry-based learning module that will be tested in the classroom, write a report, and give a public presentation.  
*Prerequisites: SCI 505, SCI 506, MAT 507. Pre/co-requisite: BIO 524*

## **SPORTS ADMINISTRATION COURSES** **(All courses 3 credits unless otherwise specified)**

### **SPO 503: History of Sports**

The purpose of this course is to examine historical and philosophical aspects of sport from ancient times to the present, with an emphasis on nineteenth and twentieth century American sports.

### **SPO 504: Sport in Modern Society**

The purpose of this course is to prepare students to think critically about sport in contemporary society. Students gain a better understanding of the socio-cultural, economic, and political issues facing sports leaders. The class will address contemporary sport issues at youth, scholastic, intercollegiate, professional, and international levels, and students will learn how individuals, communities, organizations, and societies address these issues.

### **SPO 506 Sport Tourism Development**

This course is designed to examine the historical development of sports tourism, with an emphasis on types of sports tourism and career paths within the industry. (This course is web-enhanced)

### **SPO 507 Global Sport Tourism**

This course examines sports tourism as a global industry that promotes understanding of historical and cultural values, and of international institutions that characterize global sports tourism systems. (The course is web-enhanced).

### **SPO 508 Florida Sport Tourism**

This course examines sports tourism in Florida, a \$50 billion industry. Topics include opportunities and events in baseball (spring training and regular season), football bowl games, fishing, golf, senior events, Sunshine State games, and state and regional sports commissions. (This course is web-enhanced)

### **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**

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 Fundraising**

This course reviews the current approaches and techniques for increasing revenues and fundraising in athletic enterprises. (*This course is web enhanced*)

**SPO 551 Negotiation 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/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**

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 Department Approval and Program Coordinator Recommendation.*

**SPO 790, 791 Supervised Internship I, II****1-3 credits**

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 online format*)

**SPO 840 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 incorporates doctoral level assessments. (*This course is web enhanced*)

**SPO 843 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 incorporates doctoral level assessments. (*This course is web-enhanced*)

**SPO 844 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. This course incorporates doctoral level assessments.

**SPO 846 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. This course incorporates doctoral level assessments.

**SPO 848 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 incorporates doctoral level assessments. (*This course is web-enhanced*)

**SPO 852 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. This course incorporates doctoral level assessments.

**SPO 855 Special Topics in Sports Administration**

Special topics courses are offered focusing on areas of concern and change within the evolving business of sports. This course incorporates doctoral level assessments.

**SPO 810 Doctoral Dissertation I**

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801, 803 & 804*

**SPO 811 Doctoral Dissertation II**

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

**SPO 812 Doctoral Dissertation III**

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

**SPO 813 Doctoral Dissertation IV**

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

**SPO 814 Doctoral Dissertation V**

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

**SPO 815 Doctoral Dissertation VI**

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. Variable credit (1-3 credits). *Prerequisite: BUS 801,803, 804*

**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 life-cycle 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 521 Hebrew Scriptures**

Surveys the formation and literature of the Old Testament scriptures. Included is an introduction to Scriptural interpretation and practice in the exegesis of texts.

**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.

**STM 551 Contemporary Approaches to Religious Education and Formation**

Examines contemporary approaches to calling and forming Christians to faith and discipleship.

**STM 552 Historical Foundations of Religious Education**

Designed as a survey of historical approaches to the education of Christians. From the catechetical writings of the early church to major treatments on religious education and catechesis in the twentieth century, the wisdom of the ages will be retrieved to inform a living and contemporary faith.

**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 Field Education I (Formerly Supervised Ministry I)****1-3 credits**

This course develops ministerial skills by placing students in an appropriate ministerial setting under the direction of an approved supervisor. This course requires 100 hours of field placement, as well as participation in theological reflection on the placement experience within a classroom setting. 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 612 Introduction to Practical Theology**

Designed to provide a foundation in the methodology of practical theology, in its rationale, historical development and its significance for shaping contemporary ministry.

**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 652 Adult Religious Education: Principles and Application**

Drawing on theories of adult development, this course examines the elements critical to an adult expression of faith. It challenges students to discern what a mature faith demands for contemporary ministerial contexts.

**STM 655 Adolescent Faith Formation**

Explores elements critical to the education of adolescents. Attends to their specific developmental needs and capacities, examines the social contexts that shape adolescent development, and pursues pedagogical strategies faith formation and expression.

**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 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 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 691 Field Education II (Formerly 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.

**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 771 Clinical Pastoral Education I**

Provides supervised experience in a clinical setting appropriate to ministry. This course is an essential element of 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 is an essential element of 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**

This course will integrate material from across the Master of Divinity course of study and encourage students to develop connections between academic course work and field education. The course also aids in the development of ministerial leadership by consideration of the student's vocation in light of contemporary scholarship.

**STM 792 Major Project Development Seminar****1 credit**

This course will apply learning accrued from throughout the Master of Arts in Pastoral Ministry program to the planning and development of a capstone project which demonstrates mastery of the curriculum.

**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 862 Scripture Studies for Practical Theology**

Explores Scripture as a critical source and model for practical theology. Includes strong emphasis on the intersection of biblical study with critical issues in understanding culture and society. Students will be trained to bring a contextual understanding to the Scriptures as they analyze hermeneutical questions critical to biblical studies and practical theology.

**STM 865 Empirical Methods in Practical Theology**

Presents the empirical approach in practical theology, including how it reshapes the epistemology of practical theological research. Explores theoretical foundations, methods, instruments, and outcomes of this approach. Students will be trained to craft and use empirical theological research instruments as well as to critically outline possible research paths in practical theology using empirical methods.

**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. Ordinarily for one credit only.

**STM 893 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. Ordinarily for three credits.

**STM 897 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. Ordinarily for three credits.

**STM 901 Propadeutic Doctoral Course in Christian Practice** **1-4 credits**

Presents seminal works in theological reflection on 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 formational practice, including religious education and proclamation, including preaching (*didache, kerygma*); 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 and spiritual practice.

**STM 921 Community Life and Pastoral Practice for Practical Theology****4 credits**

Presents congregational studies and faith community life (*koinonia*) in light of a practical ecclesiology or other theological reflection that generally is also informed by 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 theological reflection, 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. This course is designed to be the sole course taken during the first semester of candidacy.

**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 995 Dissertation Prospectus Writing****1-3 credits**

Ph.D. degree candidates will pursue dissertation prospectus writing in practical theology on a tutorial basis. Number of credit hours to be arranged between the dissertation chair elect and candidate in advance.

**STM 999 Dissertation Writing****1-3 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.

# **ADMINISTRATION**

## **Office of the President**

David A. Armstrong, JD, Cleveland-Marshall College of Law, BA, Mercyhurst University, President.

Jameka Windham, MS, Drexel University, BA, Notre Dame College, Chief of Staff.

## **Office of the Provost**

Luis C. Fernandez-Torres, PhD, University of Houston, MS, University of Puerto Rico, BS, Pennsylvania State University, Assistant Professor of Chemistry, Provost.

Michelle Garcia Johnson, Ed.D, MBA, BA, St. Thomas University, Dean of Gus Machado College of Business and Vice Provost.

Pamela Cingel, PhD, MS, BA, University of Toledo, Associate Vice Provost of Accreditation.

Eric Godin, PhD, Florida State University, M.Ed., The College of William and Mary, BS, University of Richmond, Director, Institutional Research.

## **Academic Administration**

Maria Abdel, MS, St. Thomas University, BPS, Barry University, Registrar.

Jodi Hemerda, PhD, Walden University, MA, Regis University, BS, Colorado State University, Dean of Graduate and Online Programs.

Todd Fiore, PhD, University of the Rockies, MBA, University of Colorado at Denver, BS, University of Denver, Director, Academic Quality and Online Operations.

Anthony Andenoro, PhD, MS, Texas A&M University, BA, University of Toledo, Director of Ethical Leadership.

Wencheng Chang, MBA, MS, St. Thomas University, BS, Florida International University, Instructional Designer.

Lloyd Mitchell, MBA, University of Miami, CPA, BBA, Florida International University, Chairperson, Gus Machado School of Business.

Jessica Orozco, BA, Florida International University, MS, Florida State University, Associate Library Administrator/Metadata Librarian.

Maritza Rivera, MA, BA, Interamerican University of Puerto Rico, Director, Academic Enhancement .

Andrea Valdez, MS, BA, St. Thomas University, Director, Dual Enrollment.

## **Office of Administrative Affairs**

Linda Wagner, MBA, BS, Gannon University, Vice President for Administration and Chief Financial Officer.

Albert Childress, MBA, University of Miami, MPA, Florida International University, BA, St. Thomas University, Associate Vice President for Government Affairs & External Affairs.

Margaret Allen, MS, BA, St. Thomas University, Accounts Payable and Purchasing Manager.

Carlos Chaves, MBA, MAC, St. Thomas University, BBA, Florida International University, Business Office Manager.

Maribel Smith, BS, Lehman College, Associate Vice President for Finance/Controller.

Christopher Tarrant, BA, Thomas More College, Facilities Supervisor.

## **Office of Philanthropy and Communications**

Robyn Hoffman, BA, Centre College, Vice President, Philanthropy.

Daniel Yanez, PhD, MA, University of Miami, BA, University of Notre Dame, Associate Vice President of Philanthropy and Alumni Relations

Carlos DeYarza, MA, BA, St. Thomas University, Vice President, Marketing and Communications.

## **Office of Enrollment and Student Services**

Camila Alcala, BA, St. Thomas University, Associate Director for Processing.

Whitney Battoe, BA, St. Thomas University, Director, Office of Admissions.

Kevin Johnson, PhD, MS, St. Thomas University, BS, Nova Southeastern University, AA, Broward College, Director of Student Success Center & Retention.

Gretell Garcia, MS, BA, St. Thomas University, MS, University of Florida, AS, Florida National College, Director of Advising, Student Success Center.

Margherite Powell, MS, BS, Palm Beach Atlantic University, Director, Financial Aid.

## **Office of Student Affairs**

Maria Bedoya, MS, BA, St. Thomas University, Director, Student Health Center.

Rev. Rafael Capó, MEd, Pontifical Catholic University of P.R., STL, Pontifical Gregorian University, DMIN, Barry University, Vice President of Mission and Campus Ministry.

John P. Jackson, BA, St. Thomas University, Associate Director, Student Life.

Jerry Debe, BA, Johnson and Wales, Assistant Director, International Students.

Matthew Roche, JD, Vermont Law School, BA, Notre Dame College, Associate Vice President of Student Affairs and Compliance.

## **FACULTY**

Ted Abernethy, PhD, Ohio University, MS, St. Thomas University, BA, University of Pittsburgh, Professor of Business Management, 1995.

Tami Beaty, Ed.D., Organizational Leadership, (Nova Southeastern University), MA Curriculum and Instruction, BS Organizational Management, (Colorado Christian University), 2021.

Marie France Bertrand-Felix, MSN, MSN, University of Phoenix, BSN, University of Phoenix, Instructor, 2019.

Kevin P. Brady, PhD, MS, Florida Atlantic University, B.A., SUNY Oswego, NY, Assistant Professor of Finance, 2017.

Eric Buller, Ed.D, University of Kansas, MA, College of William and Mary, BS, United States Military Academy, Visiting Professor, 2021.

Katsia M. Cadeau, EdD, MS, Nova Southeastern University; BBA, St. Thomas University, Full Professor, Education, General, 2006.

Andrea Ann Campbell, PhD, Brigham Young University, MS, Boston University, MA, St. Thomas University, BA Loyola University, Associate Professor, Communications, 2002

Pamela Ann Cingel, PhD, MEd, BA, University of Toledo, SACSCOC Liaison and Full Professor of Education, Counselor Education/Student Counseling and Guidance Service, 1996.

Rev. Alfred Cioffi, SThD, Pontifical Gregorian University, Rome, Italy, PhD, Purdue University, MDiv, Saint Vincent De Paul Regional Seminary, BS, Florida International University, Associate Professor of Biological Sciences, 2011.

Ruben Coll, RN,MSN, ARNP, MBA, MSN and BSN, FIU, MBA, Florida National University, 2019

Laura Courtley-Todd, MS, St. Thomas University, BS, Ohio State University, Assistant Professor of Sports Administration/Sports Tourism, 1996.

Jeniffer Cruz, MA, Liberty University, BA, St. Thomas University, Visiting Professor, 2021.

Vernon Czelusniak, PhD, Nova Southeastern University, MS, Florida International University, BA, AA, St. Leo College, Online Professor, 2016.

Steven Diaz, MS, Nova Southeastern University, BS, University of Puerto Rico, Lecturer, College of Science, Applied Mathematics, 2006.

Ron Dolciato, Ph.D, Capella University, MA, Cleveland State University, BA, John Carroll University, Instructor, 2020.

David A.L. Edwards, MS, BS, Florida International University, Visiting Professor, 2021.

Latoya Edwards, JD, LLM, St. Thomas University, MS Nova University, BS, St. Thomas University, Visiting Professor, 2021.

Robert Epling, PhD, University of Tennessee, Knoxville, MEd, BS, University of Georgia, Associate Professor, Administration, Management & Operations, 2016.

Luis C. Fernandez-Torres, PhD, University of Houston, MS, University of Puerto Rico, BS, Pennsylvania State University, Academic Dean and Assistant Professor of Chemistry, 2012.

Katherine Friesen, PhD, Iowa State University, M.LS, Marquette University, BS, Kansas State University, Visiting Professor, 2020.

Scott E. Gillig, PhD, MEd, BA, University of Toledo, Full Professor of Student Counseling and Personnel Services, 2006.

Debbie J. Goodman-Lerner, EdD, St. Thomas University, MS, Florida International University, BS, Florida State University, Associate Professor of Criminology, 2010.

Jodi L. Grace, PhD, University of Florida, MA, Middle Tennessee State University, BA, Rhodes College, Associate Professor of Psychology, 2006.

Hagai Gringarten, PhD, Lynn University, MBA, University of Miami, BBA, University of Miami, AA, Miami-Dade Community College, Professor of Business Administration, Management, and Operations, 2005.

Srabana Gupta, PhD, MA, University of Florida, MA, Jawaharlal Nehru University, BSc, St. Xavier's College, Calcutta University, Calcutta, Associate Professor of Economics, 2007.

Janet M. Huxley, MSN, Nova Southeastern University, BSN, Barry University, Nursing Instructor, 2018.

Giselle D. Jamison, PhD, MA, Florida International University, Licenciada, Universidad Catolica de Cordoba, Argentina, Associate Professor of International Relations and Affairs, 2006.

Abolrahim (Abdy) Javadzadeh, PhD, Florida International University, MA, BA, Florida Atlantic University, Associate Professor of Criminology, 2013.

Paul-Michael Klein, MPS, Cornell University, BA, Hofstra University, Associate Professor of Tourism and Hospitality Management, 1984.

Sashily Kling, MA, University of Hawaii at Manoa, BS, Norfolk State University, Visiting Professor, 2019.

Lisa J. Knowles, PhD, Lynn University, MEd, BA, Northeastern University, Full Professor of Business Administration, Management, and Operations, 2007.

Carolyn Komanski, Ph.D, University of Florida, MS, Indiana University, Bloomington, BA, University of South Florida, Visiting Professor, 2021.

Lina Lopez, PhD, University of Miami, MSEd, University of Miami, BA, University of Miami, Online Professor, 2018.

Pauline Louis, MSN-Ed, Barry University, APN, RN, Nursing Instructor, 2018.

Ana Machado, MBA, BA, Lynn University, Visiting Professor, 2021.

Nicholas Martinez, MS, BA, University of Florida, Lecturer, 2021.

Nicholas Mathew, PhD, MBA, BBA, Cleveland State University, Assistant Professor of International Business, 2018.

Dora Pilar Maul, PhD, Florida Institute of Technology, MS, Louisiana State University, BS, National Agrarian University (Lima, Peru), Chairperson, College of Science and Professor of Biology, 2007.

Delois Maxwell, EdD, BS, Morgan State University, MS, Iowa State University, Online Professor, 2017.

Andre M. Menyonga, DNP, Chamberlain College of Nursing, MSN, University of Phoenix, RN, MCSE, CCNA, Assistant Professor of Nursing, 2017.

Lloyd A. Mitchell, MBA, University of Miami, CPA, CGMA, BBA, Florida International University, Associate Professor of Accounting, 1984.

Rafael M. Montes, PhD, University of Miami, MA, University of Miami, BA, Oberlin College, Chairperson, Biscayne College and Full Professor of English Language and Literature/Letters, 1999.

Zuvarashe Judith Mushipe, PhD, University of Zimbabwe, MBA, BBA, North Carolina Central University, Associate Professor of Multi/Interdisciplinary Studies, 2010.

Dinkinish O'Connor, MA, BA, St. Thomas University, Visiting Professor, 2020.

Maria Orlando, EdD, Maryville University, MA, BA, Lindenwood University, Online Professor, 2017.

Katrina M. Pann, PhD, University of Miami, MS, Georgia State University; BA, Emory University, Online Professor, 2018.

Antonio Papanikolas, PhD, MA, Northwestern University, BA, University of California – Santa Cruz, Visiting Professor, 2021.

Bernard Parenteau, Ph.D. MA, Florida International University, MBA, BA, University of Florida, Visiting Professor, 2021.

Justin Peart, PhD, MBA, Florida International University, BS, University of the West Indies, Associate Professor of Business Management and Administrative Services, 2001.

Robert Pennington, Ph.D., Practical Theology, St. Thomas University, MA, Theology, Xavier University, BA, Political Science, Wheeling Jesuit University. Assistant Professor of Theology, 2021.

Jeffrey N. Pickens, PhD, Florida International University, MS, BS, University of Florida, Full Professor of Psychology, 2001.

Maria Del Carmen Pina, PhD, State University of Moscow, MS, BS, Havana University, Assistant Professor of Chemistry, 2014.

Jeffery Alan Plunkett, PhD, Georgia State University, BA, Miami University, Oxford, Ohio, Professor of Biology, 2002.

Craig E. Reese, PhD, University of Texas at Austin, BBA, University of Texas, MBA, St. Mary's University, Full Professor of Accounting, 1992.

José Rocha, PhD, Florida International University, MS, University of Miami, MBA, State University of New York at Buffalo, BS, Tec de Monterrey, Mexico, Associate Professor of Business Administration, Management, and Operations, 2012.

Lawrence C. Rubin, PhD, Nova Southeastern University, MA, Wayne State University, BA, Brooklyn College, Full Professor of Education, Counselor Education/Student Counseling, and Guidance Service, 1992.

John Rudnick, EdD, Argosy University, MA, George Washington University, BS, Providence College, Visiting Professor, 2021.

Ashlee Rzeczycki, MA, University of Akron, Visiting Professor, 2020.

Heidi Schmidt, PhD, MS, University of Wisconsin-Madison, BS, University of Wisconsin-Platteville, Online Professor, 2018.

Seok-Ho Song, PhD, University of New Mexico, MS, Southern Illinois University, BA, University of Incheon, South Korea, Full Professor of Business Administration and Management, 2002.

Timothy Stafford, PhD, Capella University; MSEd, Capella University, BA, Bethany University, Online Professor, 2017.

Alexis Tapanes-Castillo, PhD, Weill Cornell Graduate School of Medical Sciences, BS, University of Miami, Assistant Professor of Biology, 2016.

Arjena Valls, MS, Barry University, BS, St. Thomas University, Lecturer, 2020

Maria Vega, MA, BA, St. Thomas University, Lecturer, 2021.

Kathleen Williams, EdD, University of New England, MA Edinboro University of Pennsylvania, BS, Mercyhurst University, Visiting Professor, 2021.

#### **President with Emeritus Status**

Rev. Msgr. Franklyn M. Casale, MDiv, Immaculate Conception Seminary, STB, Catholic University, BA, Seton Hall University, Professor of Theology, President, 1994.

#### **Faculty with Emeritus Status**

Jan Bell, Ed.D., Temple University, M.S., State University of New York, B.S., Salisbury State College, Professor Emeritus of Sports Administration, 1985.

Raul J. Carrillo, DA, MA, BBA, University of Miami, Professor Emeritus of Business and Management, 1972.

James W. Conley, PhD, University of Wisconsin, MA, Middlebury College, BA, Georgetown University, Professor Emeritus of English Language and Literature/Letters, 1976.

Gary Feinberg, PhD, The Union Institute, MA, BA, Brooklyn College, Professor Emeritus of Sociology, 1980.

Elisabeth M. Ferrero, PhD, Rutgers University, MA, St. Thomas University, BA, Hunter College, Professor Emeritus of Theological Studies and Religious Vocations, 1987.

Richard Raleigh, MA, BA, University of Detroit, Professor Emeritus of English Language and Literature/letters, 1966.

Philip J. Reckford, PhD, MA, University of North Carolina, BA, Harvard University. Professor Emeritus of English Language and Literature/Letters, 1974.

+ Francis J. Sicius, PhD, Loyola University, MA, BA, Florida State University, Professor Emeritus of History, 1979.

Hilroy Thomas, Ed.D., EdM, Harvard University, BS, Boston State College, Professor Emeritus of Educational Administration and Supervision, 2003.

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# ACADEMIC CALENDARS

## Fall 2021

[Final Schedule August 23 – December 10, 2021]

<b>FALL 2021 SEMESTER (16 weeks)</b>		
FL1 - Residence Hall Check-in	Aug. 20	FL - Term Residence Hall Check-in Returning Students
FL - Term Residence Hall Check-in New/Transfer Students	Aug. 20	Academic Advising & Student Planning for Spring Terms: SP, SP1, SP2 Terms
Spring 2022 1 <sup>st</sup> Payment (Payment Plan) Spring 2022 Final Term Payment (Payment Plan) Spring 2022 Deletion for Non Payment	Dec. 15 January 3, 2022 Jan. 12, 2022	Registration for SP1, SP2 & SP Terms Begins
(1 <sup>st</sup> FALL 8 weeks) <b>FL1 - August 21 – October 15</b>		(2 <sup>nd</sup> FALL 8 weeks) <b>FL2- October 16 – December 10</b>
FL1 First Payment Due Date (Payment Plan)	July 15	FL2 Final Term Payment
FL1 Final Term Payment	Aug. 17	Term FL2 Begins
Term FL1 Begins	Aug. 21	FL2 Deletion for Non-Payment
FL1 Deletion for Non-Payment	Aug. 25	Graduate Comprehensive Exam
Last day to Add/Drop FL1 Deadline 100% refund / FL1 - UG and GR	Sep. 1	Last day to Add/Drop Deadline w/ 100% refund if registered only for FL2 (Undergraduate) and for all FL2 Graduate students
Labor Day / St. Thomas Closed/No Classes	Sep. 6	Life Experience Portfolio Deadline
Graduate Comprehensive Exam Application Deadline	Sep. 10	FL2 withdrawal - "W" grade Deadline
FL1 withdrawal with "W" grade Deadline - All Students	Sep. 24	Founder's Day/Thanksgiving Vacation - STU closed/No Classes
Term FL1 Ends	Oct. 15	Term FL2 Ends
FL1 - Deadline for Faculty submission of Grades 9:00am	Oct. 18	Degree conferral/posting date
		FL2- Deadline for Faculty submission of Grades 9:00am
<b>FL - 2021 August 23 - December 10 (16 weeks)</b>		
<b>FL - 2021 August 23 – December 10</b>		<b>FL - 2021 continued</b>
FL First Payment Due Date (Payment Plan)	July 15	Graduate Comprehensive Exam
FL Final Term Payment	Aug. 16	Life Experience Portfolio Deadline
FL - Fall Term Begins -First day of classes	Aug. 23	FL - Fall term withdrawal deadline "W" grade - All Students
FL Deletion for Non-Payment	Aug. 25	Founder's Day/Thanksgiving Vacation - STU closed/No Classes
Last day to Add/Drop FL Deadline 100% refund / FL - UG and GR	Sep. 1	Final Exams - FL - Fall term
Labor Day / St. Thomas University Closed/No Classes	Sep. 6	FL - Fall term ends
Graduate Comprehensive Exam Application Deadline	Sep. 10	Last day to submit SP Incompletes
Last day to submit Dissertation Thesis to library	Oct. 1	Degree conferral/posting date
		FL Term - Deadline for Faculty submission of Grades 9:00am
<b>GRADUATION APPLICATION DEADLINES</b>		
Application Deadline for December (Degree/Certificate) Posting	September 30	
Application Deadline for May (Degree/Certificate) Commencement & Ceremony	February 1	

Law School Only: Emergency Make -Up Days (September 11, 2021 October 2, 2021 November 6, 2021)

07/20/2021

# ACADEMIC CALENDARS

## Spring 2022

\*Final Schedule January 10 to May 6, 2022

<b>SPRING 2022 SEMESTER (17 weeks)</b>			
SP – Term Residence Hall Check-in New/Transfer Students	Jan. 6	Academic Advising & Student Planning for Summer and Fall Terms: SU, SU1, SU2 & FL, FL1, FL2	Feb. 7 March 18
SP & SP1 - Term Residence Hall Check-in Returning Students	Jan. 7-8	Registration for SU, SU1, SU2 & FL, FL1, FL2	March 21
Summer 2022 Final Term Payment (Payment Plan) Summer 2022 Deletion for Non-Payment	May 9 May 18		
<b>(1st SPRING 8 weeks)</b> <b>SP1 – 2022 – January 8 – March 4</b>		<b>(2nd SPRING 8 weeks)</b> <b>SP2 – 2022 – March 12 - May 6</b>	
SP1 First Payment Due Date (Payment Plan)	Dec. 15, 2021	SP2 Final Term Payment	March 7
SP1 Final Term Payment	Jan. 3	Term SP2 Begins	March 12
Term SP1 Begins	Jan. 8	Graduate Comprehensive Exam	March 12
SP1 Deletion for Non-Payment	Jan. 12	SP2 Deletion for Non-Payment	March 16
Martin Luther King, Jr. / St. Thomas Closed/No Classes	Jan. 17	Last day to Add/Drop Deadline w/ 100% refund if registered only for SP2 (Undergraduate) and for all SP2 Graduate students	March 23
Last day to Add/Drop SP1 Deadline 100% refund / SP1 - UG and GR	Jan. 20	Life Experience Portfolio Deadline	April 1
Graduate Comprehensive Exam Application Deadline	Feb. 11	Easter Break - St. Thomas Closed/No Classes	April 14 - 15
SP1 withdrawal with "W" grade Deadline - GR & UG	Feb. 11	SP2 withdrawal - "W" grade Deadline	April 18
President's Day - St. Thomas Closed/No Classes	Feb. 21	Term SP2 Ends	May 6
Term SP1 Ends	March 4	Degree conferral/posting date	May 6
SP1 - Deadline for Faculty submission of Grades 9:00AM	March 7	SP2 - Deadline for Faculty submission of Grades 9:00AM	May 9
<b>SPRING BREAK for SP, SP1 and SP2 Terms</b>			<b>March 7 – 11, 2022</b>
<b>SP - 2022 January 10 - May 6 (17 weeks)</b>			
<b>SP - 2022 January 10 - May 6</b>		<b>SP - 2022 continued</b>	
SP First Payment Due Date (Payment Plan)	Dec. 15	Graduate Comprehensive Exam.	March 12
SP Final Term Payment (Payment Plan)	Jan. 3	Life Experience Portfolio Deadline	April 1
SP Term Begins -First day of classes	Jan. 10	Easter Break - St. Thomas Closed/No Classes	April 14 - 15
SP Deletion for Non-Payment	Jan. 12	SP - Spring term withdrawal deadline - "W" grade	April 18
Martin Luther King, Jr. / St. Thomas Closed/No Classes	Jan. 17	Final Exams - SP Term	May 2-May 5
Last day to Add/Drop SP Deadline 100% refund / SP - UG and GR	Jan. 20	SP - Spring term ends	May 6
Graduate Comprehensive Exam Application Deadline	Feb. 11	Last day to submit Fall Incompletes	May 6
Last day to submit Dissertation Thesis to the library	Feb. 18	Degree conferral/posting date	May 6
President's Day - St. Thomas Closed/No Classes	Feb. 21	SP Term - Deadline for Faculty submission of Grades 9:00AM	May 9
<b>GRADUATION APPLICATION DEADLINES</b>			
Appl. Deadline for May (Degree/Certificate) Commencement & Ceremony	February 1	Appl. Deadline for August Degree/Certificate Posting	June 15
<b>Baccalaureate Mass – Thursday May 12, 2022</b>			<b>May Commencement – Friday MAY 13, 2022</b>

# ACADEMIC CALENDARS

Summer 2022

Final Schedule May 14 – August 5, 2022

<b>SUMMER 2022 SEMESTER (12 weeks)</b>			
SU1-Term Residence Hall Check-in New/Returning/Transfer Students	May 13	SU2-Term Residence Hall Check-in New/Returning/Transfer Students	July 1
Fall 2022 <sup>nd</sup> Payment (Payment Plan) Fall 2022 Final Term Payment (Payment Plan) Fall 2022 Deletion for Non Payment	July 15 Aug. 15 Aug. 31		
(1 <sup>st</sup> Summer 6 weeks) <b>SU1 – May 14 – June 24</b>		(2 <sup>nd</sup> Summer 6 weeks) <b>SU2 – June 25 - August 5</b>	
SU1 Payment Due Date	May 9	SU2 Payment Due Date	
Term SU1 Begins	May 14	Term SU2 Begins – First day of classes	June 25
SU1 Deletion for Non-Payment	May 18	SU2 Deletion for Non-Payment	June 29
Last day to add SU1/Drop Deadline with 100% refund/ GR & UG	May 25	Independence Day - St. Thomas Closed/No Classes	July 4
Memorial Day - St. Thomas Closed/No Classes	May 30	Last day to Add/Drop Deadline w/ 100% refund if registered only for SP2 (Undergraduate) and for all SP2 Graduate students	July 7
SU1 withdrawal with "W" grade Deadline - GR & UG	June 3	SU2 withdrawal with "W" grade Deadline - GR & UG	July 15
Term SU1 Ends	June 24	Term SU2 End	Aug. 5
SU1 - Deadline for Faculty submission of Grades 9:00am	June 27	Degree Conferral Posting Date	Aug. 5
		SU2 - Deadline for Faculty submission of Grades 9:00am	Aug. 8
<b>SU – 2022 May 16 – August 5 (12 weeks)</b>			
<b>SU – 2022 May 16 – August 5</b>		<b>SU - 2022 continued</b>	
SU First Payment Due Date	May 9	Independence Day - St. Thomas Closed/No Classes	July 4
SU Term Begins -First day of classes	May 16	SU withdrawal with "W" grade Deadline	July 15
SU Deletion for Non-Payment	May 18	Term SU Ends	Aug. 5
Last day to Add/Drop Deadline w/ 100% refund SU courses	May 25	Degree Conferral Posting Date	Aug. 5
Memorial Day - St. Thomas Closed/No Classes	May 30	SU - Deadline for Faculty submission of Grades 9:00am	Aug. 8
Last Day to Submit the Dissertation/Thesis to library	June 17		
<b>GRADUATION APPLICATION DEADLINES</b>			
Application Deadline for August (Degree/Certificate) Posting		June 15	
Application Deadline for December (Degree/Certificate) Posting		September 30	



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