

GRADUATE CATALOG

2019 - 2020



ST. THOMAS
UNIVERSITY

L e a d e r s f o r L i f e

Published by St. Thomas University, Miami Gardens, Florida

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

CONTENTS

ACCREDITATION	5
BOARD OF TRUSTEES	5
PRESIDENT'S MESSAGE	6
VISITING THE UNIVERSITY	7
Location Map	7
Campus Map.....	8
ASSOCIATIONS & MEMBERSHIPS	9
MISSION STATEMENT, CORE VALUES & VISION STATEMENT	11
GRADUATE ADMISSIONS	12
International Student Admissions Procedures	15
FINANCIAL AFFAIRS	19-25
FINANCIAL INFORMATION	24
VETERANS ADMINISTRATION	23, 26
FINANCIAL AID	27-36
GENERAL INFORMATION	37
University Advancement.....	37
Alumni Association	37
Campus Ministry	37
Student Affairs.....	39
Athletics	42
Career Services.....	43
International Student and Scholar Services	44
University Library.....	46
ACADEMIC POLICIES AND REGULATIONS	50-61
Grades and Grade Points.....	54
Grade Appeals	54
BISCAYNE COLLEGE	62-121
Graduate Counseling Programs	63
Criminal Justice (MA)	67
Joint BA/MA Express Degree in Criminal Justice.....	68
Joint JD/MA Degree in Criminal Justice.....	69
Counseling Studies (MS)	72
School Counseling (MS)	74
Marriage and Family Therapy (MS)	77
Joint JD/MS in Marriage and Family Counseling	80
Mental Health Counseling (MS)	81
Certificate Programs	84
Child/Adolescent Studies	84
Marriage and Family Therapy.....	85
Post Master's Certificate in School Counseling.....	86
The Study of Loss and Healing.....	88

Department of Leadership, Education, and Communication	90-109
Graduate Education Programs	92
Elementary Education (MS)	93
Educational Leadership	95, 98
Ethical Leadership (M).....	96
Instructional Technology (MS)	100
Doctor of Education in Leadership and Innovation (EdD)	103
Doctor of Education in Ethical Leadership	102
Department of Theology and Ministry.....	109-121
Pastoral Ministries (MAPM).....	110
Religious Education Specialization.....	112
Master of Divinity (MDiv)	114
Doctor of Philosophy in Practical Theology (PhD)	117
Additional Policies	121
GUS MACHADO SCHOOL OF BUSINESS	122-160
Accounting (MAC).....	122
Specialization in Forensic Accounting or Taxation	124-125
Business Administration (MBA).....	126
Accounting Specialization	128
Cyber Security Management Specialization	128
Data Analytics Specialization.....	128
Financial Specialization	129
Marketing Specialization	129
Human Resource Management Specialization	129
International Business Specialization	129
Management Specialization.....	129
Sports Administration Specialization	130
Sports Tourism Specialization	130
Joint JD/MBA in Accounting, Int'l Business and Sports Adm.	132
General MBA	130
Sports Administration (MBA)	133
International Business (MIB).....	133
Cyber Security (MSCSM)	135
Privacy and Compliance Specialization	137
Security Operations Specialization	137
IS Auditing Specialization	137
General Specialization	137
Sports Administration Graduate Programs	139
Sports Administration (MS).....	142
Joint JD/MS in Sports Administration (JD/MS-SA).....	140
Joint JD/MBA in Sports Administration (JD/MBA-SA)	141
Doctor of Business Administration (DBA) in Sports Adm	143
Executive Doctor of Bus Adm in Info. Security (EDBA-IS)	147

Business Certificates	151
Cyber Security Management	152
Finance.....	153
Forensic Accounting	154
Marketing	155
Human Resource Management	156
International Business	157
Management Accounting	158
Sports Administration	159
Taxation	160

SCHOOL OF SCIENCE, TECHNOLOGY, and HEALTH.....	161-174
Biology for STEM Educators (MS)	162
Big Data Analytics (MS).....	164
Bioethics (MS)	166
Cell and Molecular Biology (MSCMB)	167
Nursing (MSN)	170

GRADUATE COURSE DESCRIPTIONS.....	173-235
ADMINISTRATION	236
FACULTY	240
INDEX	245
ACADEMIC CALENDARS	248-250

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

The Most Reverend Thomas G. Wenski
Archbishop of Miami

David A. Armstrong, J.D.
President

John J. Dooner Jr. '70
Chairman

Jorge Rico '86
Vice-Chairman

Alex Penelas '81
Secretary

Wini Amaturio
Rev. John T. Butler, S.J. '85
The Most Rev. Enrique E. Delgado
'15

Bob Dickinson
Daniel D. Dolan, II Esq. '96
Michael T. Fay
Constance Fernandez
Paul A. Garcia, CPA
Gary Goldbloom
Ray Gonzalez

Joseph P. Lacher
Victor H. Mendelson
Dominick F. Miniaci, Esq.
Mario Murgado
Marcos A. Perez
Peter Prieto '82
Lourdes Rivas
Robert Sanchez
Frances Aldrich Sevilla-Sacasa
Maureen Shea
Mario Trueba '80

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". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

David A. Armstrong, J.D.
President

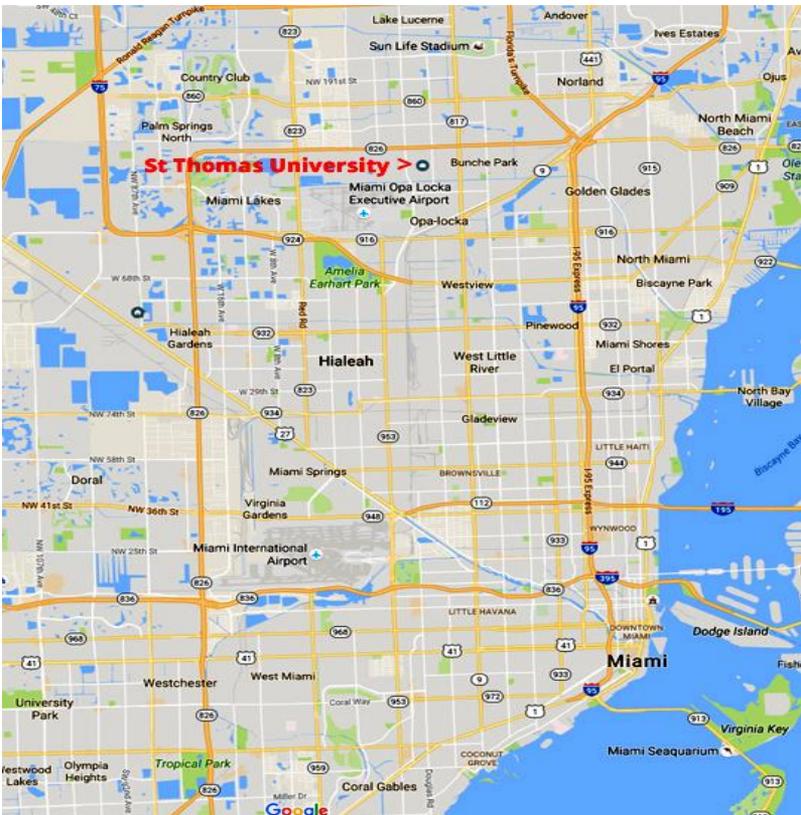
VISITING THE UNIVERSITY

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

CAMPUS MAP



ACADEMIC

- 1 Mimi Dooner Hall
- 2 Library/Goldbloom Convocation Hall
- 3 Law School/Library
- 4 O'Mallia Hall
- 5 Academic Enhancement & Testing Center
- 8 Law School
- 14 Sullivan Hall
- 18 Chickee Hut and Environmental Hut
- 19 Carnival Cruise Lines Science & Technology Center for Professional Development
- 22 Center for Professional Development

RESIDENTIAL

- 10 University Inn
- 13 Donnellon Hall
- 15 Cascia Hall/Glass House
- 16 Villanova Hall

ATHLETIC

- 20 Fernandez Family Center for Leadership & Wellness

MULTI-USE

- 6 Chiller Plant
- 7 Carroll Hall
- 9 Student Center
- 11 Former Athletics Buildings
- 12 Lewis Hall
- 17 Chapel of Saint Anthony
- 21 Monastery

stu.edu 16401 NW 37th Ave • Miami, FL 33054 • 305.628.6546

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 (NASFA)
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 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 on the basis of their academic record, personal and professional accomplishments, motivation, talents, recommendations, personal statement, and test results, as applicable. Some programs require an interview. Applicants may be required to submit the results of the Graduate Record Examination (GRE), the Graduate Management Test (GMAT), the Miller Analogies Test (MAT), and/or the Test of English as a Foreign Language (TOEFL), 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 criteria 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

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

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

1. A completed and signed free Application for Admission.
2. Official college and/or university transcripts from the institution where the Bachelor'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.

4. Admissions test scores, personal statements, resume, and a personal interview, if required by the graduate program.
5. All graduate applicants who have an undergraduate GPA of less than 3.0 or low scores on standardized tests may be required to take a writing skills course.

INSTITUTIONAL ASSESSMENT OF WRITING SKILLS

Graduate applicants may be required to take the Graduate Writing Assessment examination. Students will be notified of their scores and/or the GPA required for them to take the examination, which is administered on campus at no cost to the applicant. Based on scores established by each graduate program, the applicant will either:

1. Be admitted on probation and required to enroll and pass a writing skills course (GRW 500 or ESL 111W) during their first semester of study,
2. Not be admitted to graduate study at St. Thomas University, or
3. Be fully admitted to St. Thomas University.

APPLICATION DEADLINES

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

Application Deadline for Ph.D. in Practical Theology

FALL: January 31

ADMISSION TESTS

All testing must take place before a student's personal interview for a graduate program.

GRE, GMAT, and MAT:

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

GRE: www.gre.org; GMAT: www.gmat.com or MAT: www.milleranalogies.com

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

GRE, GMAT, and MAT information is also available by mail from:

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

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

TOEFL/IELTS/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, www.ielts.org, 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

ADMISSION CLASSIFICATIONS

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

1. Full Admit - a student who meets all degree requirements, and who has submitted all required official documentation for admission.
2. Probational Admit - a student whose academic credentials are below the recommended program level 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 Admit - a student who meets all degree requirements; however, the application is incomplete or is missing required official documents.
4. Probational/Conditional - see both Probational and Conditional Admit above.
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 Admissions, under the direction of the Admissions Committee, 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 Admissions Committee reserves the right to request an accredited evaluation of a transcript from an English

speaking institution during the admissions process, if the accreditation of the institution is in doubt. International applicants can obtain information regarding accredited evaluators by contacting the Office of Admissions. International applicants must request that the evaluator provide the Admissions Committee with a course-by-course evaluation and a grade point average equivalent. Also, applicants must request that the evaluator send the original evaluation directly to the Office of Admissions 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 who submit a TOEFL score of at least 213 on the computer-based test or 79 on the Internet-based test, an IELTS score of at least 6 overall, or a PTE score of 50.

International students whose first language is not English may be required to take the following two courses in the first year of study: ESL 111G Advanced English Grammar for Academic Purposes and ESL 111W Advanced Writing for Academic Purposes with Lab. Those courses will use advanced communication analytics to support the development of graduate level skills in researching and producing graduate level papers and presentations by using appropriate academic language. Those two courses are assigned 6 prerequisite credits that are not calculated in the graduate GPA.

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 Admissions Committee and Director of the Academic Enhancement Center will make this determination. Intensive English instruction is offered at St. Thomas University.

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

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/

Once all appropriate admission documents are received, the Admissions Committee 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 in order 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) in order 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 Admissions for the minimum amount that must be certified). The required Financial Guarantee Form is available via the Admissions website: www.stu.edu/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 or in the Office of 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 ADMISSIONS ADDRESS

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

St. Thomas University
Office of Admissions
16401 NW 37th Avenue
Miami, FL 33054-6459
Phone: 305-628-6546
Fax: 305-628-6591
Toll free: 1-800-367-9010
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 th day of term.....	100%.....	0%
After the 8 th 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 8th 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 8th 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.**

E.C.S.I TUITION INSTALLMENT PAYMENT PLAN

Students may choose to pay charges owed for an upcoming academic year (Fall and Spring semesters only) through a University approved tuition installment plan. A non-refundable payment plan application fee of \$75 is required. Students can enroll in a 5-month or 4-month payment plan. Payment plans are divided in equal monthly payments. A 10-month payment plan is available in the Fall semester only. Business Office approval is required prior to enrolling.

Students have the option of paying with a credit/debit card or ACH.

There is a credit card processing fee of 3.85%

There is a \$1.95 processing fee if paying with a bank account (ACH)

To enroll visit www.ecsi.net/stu or call (866) 927-1438

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.

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
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.

FINANCIAL INFORMATION

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

TUITION

Academic year 2019 – 2020 (effective July 1, 2019)

FULL-TIME UNDERGRADUATE (12-18 credits)	\$15,450	per semester
Medical Insurance	\$ 1,555	Annual
Spring/Summer	\$ 933	

waived after acceptable proof of insurance is provided by posted deadline

Tuition rate for credits in excess of 18 credits	\$1030	per credit
--	--------	------------

PART-TIME UNDERGRADUATE (1-6 credits)	\$618	per credit
SUMMER RATE*	\$618	per credit

GRADUATE PROGRAMS

Theology	\$537	per credit
Education and Counseling	\$631	per credit
MA in Liberals Arts	\$631	per credit
MS in Science Teaching	\$631	per credit
All others	\$782	per credit

DOCTORATE PROGRAMS	\$997	per credit
--------------------	-------	------------

PROFESSIONAL STUDIES COHORT PROGRAMS

Undergraduate	\$515	per credit
Graduate	\$631	per credit

SPECIAL DISCOUNTS/WAIVERS/SCHOLARSHIPS

Undergraduate (Teachers, ADOM Employees)	\$618	per credit
--	-------	------------

Graduate:

Catholic School Teachers*	15%	discount
---------------------------	-----	----------

See Business Office Bulletin for rate detail

DUAL ENROLLMENT-

High School Program	\$60	per credit
---------------------	------	------------

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

*ROOM AND BOARD	Room Rate	Board Rate	
Cascia Hall			
Double	\$3600	\$2250	per semester
Double (Quad Suites)	\$2650	\$2250	per semester
Donnellon Hall			
Double	\$3600	\$2250	per semester
Double (Quad Suites)	\$2700	\$2250	per semester

ROOM AND BOARD	Room Rate	Board Rate
-----------------------	------------------	-------------------

University Inn

Single	\$6650	\$2250 per semester
Double	\$3250	\$2250 per semester
Triple	\$1850	\$2250 per semester

Villanova Hall

Single	\$7000	\$2250 per semester
Double	\$3600	\$2250 per semester
Triple	\$2650	\$2250 per semester

Room Reservation and Damage Deposit \$250
(Refundable upon departure from dormitories)

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

GENERAL FEES AND DEPOSITS

*Audit Graduate Course Fee	\$631/782
*Audit Course Fee Law School	\$1663
*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>)	\$1555
*Health Insurance Fee (<i>fall rate</i>)	\$622
*Health Insurance Fee (<i>spring/summer rate</i>)	\$933
(Health Insurance fee will be waived upon submission of proof of private coverage by the posted deadline)	
*Student Health Services Fee (annual)	\$210
*Student Health Services Fee (spring/summer)	\$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 & 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	\$75 per semester
*Bobcat Enrollment Fee – Undergraduate Only	
Full-Time (per semester)	\$550
Summer (per Semester)	\$150

TESTING

*Miller's Analogies Test	\$90
*CLEP	\$124
*LOEP	\$35
*Accuplacer (<i>re-test whole exam</i>)	\$45
*Accuplacer (<i>partial re-test</i>)	\$15
*TOEFL	\$195
*DSST	\$120

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 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 2019-2020 Free Application for Federal Student Aid (FAFSA) at <https://fafsa.ed.gov>
3. Create an FSA ID, visit the following site to obtain an FSA ID: <https://fsaid.ed.gov/npas/index.htm>
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, grants, FWS, and loans to the cost of attendance.

TYPES OF FINANCIAL AID

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:

<https://www.stu.edu/federaldirectstudentloans>

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: <https://studentloans.gov/myDirectLoan/index.action>.

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 <https://studentloans.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.

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.

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 1st** 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 1st of the prior year online at <https://fafsa.ed.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.

42 credit hours earned ÷ 65 credit hours attempted = 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 credit or grade points, used in the calculation of GPA); AU=Audit (no credit or grade points); 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).

Repeated Coursework – The first time a course is completed and passed it is counted as a passing grade for SAP purposes. For repeated courses, the credit hours of both attempts are counted in the Rate of Progress (ROP) and Maximum Time Frame (MTF) calculation. The hours for all attempts of the course will be counted as hours attempted. Repeated courses with the following grades are not considered completed for courses with a W, F, I, or CP; however, those credits are counted as attempted.

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.

Termination Status: Students on an academic plan who fail to meet the requirements of said plan are placed on Termination 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 until their plan expires
- 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).

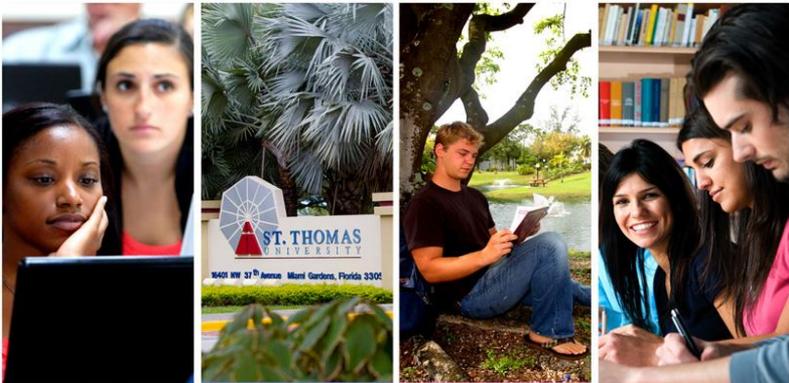
In addition, a student in a non-term or nonstandard term program offered in modules who ceases attendance is considered to have withdrawn for Title IV purposes unless STU obtains written confirmation from the student at the time of the withdrawal that he or she will attend a module that begins later 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 UNIVERSITY ADVANCEMENT

Mission Statement

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

ALUMNI ASSOCIATION

The St. Thomas University Alumni Association (STUAA) mission is to engage and to connect with alumni, students, donors and friends to create meaningful partnerships that support 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 to become involved in alumni and University activities and to recognize those graduates who have contributed to the University through such activities.

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 in order 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).

La Familia! Family and Community! : We strive to build relationships with the families of our students, inviting parents or grandparents who are active in the local community and/or church to participate. We do this through our Annual Grandparents panel (Abuelita Theology), Mom/Dad/Grandparent of the Year Award and Breaking Bread Together (preparation/donation of meals, etc).

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 or (305) 628-6525.

STUDENT AFFAIRS

DIVISION OF ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS

The Division of Enrollment Management and 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**".

Enrollment Management and Student Affairs embraces an innovative spirit and is committed to working with a diverse student population. Here at St. Thomas University, cultural and ethnic diversity aren't goals, they are the foundation of a unique learning and living global 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.

We invite you to learn more about Enrollment Management and Student Affairs. It is thanks to our students and staff and their commitment to innovation that we will continue to directly impact our students' lives.

Mission

The Division of Enrollment Management and 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

Enrollment Management and 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 citizenry and 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. At St. Thomas University, we have the unique advantage of providing an intimate, family education model, aimed at ‘*developing leaders for life.*’ The Student Health Center staff generally holds a master (or above) level certification, in addition to contracted health care services provided by Jessie Trice Community Health Center, Inc.

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 9, Student Center.

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.

- **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. 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 supporting our services.

- **Acute Medical Care:** To support the well-being of our students and in conjunction with our mission, services provided by a Registered Nurse and an Advanced Registered Nurse Practitioner - through our contractual agreement with the Jessie Trice Community Health Center, Inc. – include: emergency first aid, nutrition counseling, screenings (e.g., HIV, vision, breast exam), chronic disease management (e.g., diabetes, high blood pressure), medication prescriptions. Individuals with medical concerns that require specialized diagnosis and treatment, or more comprehensive care are referred to a physician, 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/student-health-insurance/>.

Contact: For non-emergency questions regarding student health insurance, general health care, or to make an appointment in the University clinic, contact the center’s front desk at (305) 628-6690. To make an appointment for counseling services, call (305) 628-6695 or e-mail Maria Bedoya at Mgaravito@stu.edu For emergencies, call 911.

Hours:

Clinic:	Monday – Friday.....	8:00am – 5:00pm
Counseling:	Monday – Friday.....	9:00am – 5:00pm
Nurse Practitioner:	Tuesday & Thursday.....	9:00am – 5:00pm

Student Insurance: All full-time undergraduate, international, and law students are required to have adequate health insurance. This policy is in place for the sole purpose of safeguarding the well-being of students. There are no exceptions to this policy. If you do not have personal health insurance, an affordable health insurance plan is available for students of St. Thomas University. All full-time undergraduates, international, and law students are automatically enrolled in this insurance plan for the 2019-2020 academic year unless proof of comparable health coverage is provided online by the waiver deadline date. The **Student Health Center communicates to students through St. Thomas University e-mail accounts, this includes the waive/enroll insurance information and deadline.** Please be very careful to check your STU email regularly for updates on verifying existing health insurance, enrolling for student health insurance, and for all applicable deadlines. It is each **student’s sole responsibility** to assure full cooperation with the guidelines for health insurance enrollment every calendar year. Each student is required to submit proof of health insurance. Active insurance status will be checked for accuracy. **Both enrollment for the insurance**

and providing proof of alternative insurance must be done entirely online during the period of July 1st through September 9, 2019.

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: All incoming first year and transfer students (Undergraduate and Law) must submit immunization records and physical forms prior to starting the semester. Student athletes will have their own physical forms coordinated by the athletic department, but are still required to submit the immunization forms.

All first-year students residing on campus must show proof of a recent meningitis immunization. Check the Student Health Center webpage for information and University Immunization Guidelines and for health forms. <https://www.stu.edu/students/student-affairs/student-health-center/insurance-and-forms/> You may submit your health forms via e-mail at studenthealth@stu.edu, via mail, or in person at the student health center (building 9). Students who reside on-campus may give their health forms to their Resident Advisors or Housing Officers when checking in. Health forms are maintained by the Student Health Center in compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

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). Men's teams compete in baseball, basketball, football, golf, soccer, tennis, track & field, and cross-country; women's teams compete in basketball, golf, softball, volleyball, soccer, tennis, track & field and cross-country. The University also has co-ed varsity Cheer & Dance, Beach Volleyball, 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) and the Sun Conference (TSC), in addition to the University's admissions requirements. Whichever the most 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 at least 24 credit hours within 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, soccer, basketball, volleyball, 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, with a priority of 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 better 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 their profile, upload their résumé, and start looking for jobs and internships 24/7 online through software from GEOSOL.
3. **Web-based Career Services:** Students may acquaint themselves with Career Services resources on our website at www.stu.edu/career.
4. **Career Expos:** Fall and Spring Career Expos are planned, resulting in approximately 50-60 employers converging on campus to hire students.
5. **Career Workshops and Class Visits:** Participate in our "Getting to Hired" workshops on a variety of 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 for 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 to a higher-level position in your organization, we are here to help alumni with their résumé, cover letter, and job search. Simply 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 is located in the University Library. For more information, call (305) 628-6577, visit www.stu.edu/career, or email us at 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. 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 **S**tudent **O**riented **C**enter for **R**etention through **T**utoring and **E**ducational **S**ervices is located on the second floor of the University Library. 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 107

Phone: (305) 474-6900

Fax: (305) 474-6930

E-mail: StudentSuccessCenter@stu.edu

Sscgraduatestudents@stu.edu

Web: www.stu.edu/StudentSuccessCenter

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

1. Registration Services
2. Academic Planning through degree completion (semester by semester)
3. Faculty engagement
4. Student Success Technological systems
 - a. Starfish
 - b. Student Academic Planning (Self-Service)
 - c. Focus 2
 - d. Handshake
 - e. InterviewStream
5. Collaboratetion 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 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.
- **Focus 2:** A Career Assessment tool, which aligns student's feedback and responses to the University's programs of study, and provides students with career exploration options.

- **Handshake:** Handshake is a career management tool for students and alumni seeking internship and job opportunities, and employers recruiting for talent. Students may log in using their STU email and password. Employers can create their profile and start posting their positions, free of charge. If you experience technical issues, please contact Handshake's support team at support@joinhandshake.com.
- **InterviewStream:** InterviewStream prepares job-seekers for entering the workforce by developing the soft skills they need to land their dream job.

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>

Career Services - 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, including an internet-based system for professional, internship, and part-time openings and resume referrals.

Location: Student Success Center

Hours: 9:00 a.m. – 6:00 p.m. (Monday – Thursday)
9:00 a.m. – 5:00 p.m. (Friday)

Phone: (305) 628-6577

Website: www.stu.edu/CareerServices

Services available to students:

- Student Self-assessment
- Job search assistance
- Internships and Experiential Learning
- Career Expos
- Career Resources
- Career Workshops and Class Visits
- Mock Interviews
- Mentoring Program

Testing Center - The Testing Center located in the Academic Enhancement Center is committed to assisting students in achieving academic excellence. The testing center provides undergraduate and graduate skills assessment, as well as other computer-based exams, to both St. Thomas University students and non-St. Thomas University students.

Location: Institute for Workforce Enhancement Bldg.

Hours: 9:00 a.m. – 5:00 p.m. (Monday – Friday)

Phone: (305) 628-6797

Web: www.stu.edu/testing

Placement Exams:

- Accuplacer
- Accuplacer – WritePlacer
- Accuplacer-Levels of English Proficiencies

College Credit Exams: Students obtaining satisfactory scores in a particular subject area can earn college credits.

- College-Level Examination Program (CLEP)
- DSST Program (formerly known as Dantes)

Other Exams:

- Miller Analogies Test (MAT)
- Test of English as a Foreign Language (TOEFL): Evaluates English proficiency. Registering for the TOEFL exam or to find out your TOEFL test score, please visit: <http://www.toeflgoanywhere.org>
- American Council on the Teaching of Foreign Languages (ACTFL) Examinations

To take any of the above exams please complete the electronic forms at www.stu.edu/testing or call the Testing Center at (305) 628-6797. The Academic Enhancement Center and Testing Center are under the direction of the Dean of Undergraduate Programs. For more information please visit <http://web.stu.edu/Academics/AcademicEnhancementCenter/tabid/150/Default.aspx>

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

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.

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. A student wishing to change from one program to another must submit a new application to the Office of Admission. Such a request will be evaluated on the same basis and according to the same standards and policies as a newly applying student. No more than nine (9) credits may be transferred from one program St. Thomas University graduate program to another program, regardless of similarity of individual course content. Additional limitations may exist. Students wishing to change specializations within a program must complete the change of degree program form. Forms are available in the Student Success Center.

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 Dean of the appropriate College/School 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 Dean of the College/School 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.

APPEAL OF A COMPREHENSIVE EXAMINATION FAILING GRADE

Appeals must be initiated NO LATER than 45 days after the student receives notice of the falling 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/School is final and may not be appealed. In colleges/schools where there is no Dean, the Associate Provost will serve in the Dean's absence.

CONFIDENTIALITY OF RECORDS

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

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 probational admission, a student may be placed on probation one time. Subsequent events that would otherwise result in the imposition of probation, such as failing to maintain a 3.0 cumulative GPA for a second time, may instead result in immediate termination from St. Thomas University.
5. A student receiving Veterans Administration educational benefits who has not maintained satisfactory progress (cumulative GPA of 3.00 GPA or better) at the end of any Fall or Spring Semester will be placed on academic probation. If the student has not been removed from academic probation by the end of two semesters subsequent to this posting of probation, the student's VA educational benefits will be terminated for unsatisfactory progress. The VA student may petition St. Thomas University to re-certify him/her for educational benefits after one semester has elapsed. St. Thomas University will re-certify the student only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of his/her academic career.
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 faculty and advisors will help the student choose appropriate courses, the students are responsible for fulfilling all requirements. Degrees and/or certificates will be awarded only if all requirements are met.

After registration, all changes of schedule must follow the formal procedure established by the University. This includes completion of a Registration-Add form and/or Drop form and submission of the appropriately signed forms to Student Success Center. The change becomes effective on the date the forms are received by 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.

TRANSCRIPTS

1. All students who attended St. Thomas University are required to submit their **transcript request online at www.studentclearinghouse.org** (login required). Students who do not know their login ID and/or PIN should **go to 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.

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 including the filing of an approved, formal application for the degree before any degree is awarded or posted to the transcript. Check with the Student Success Center for more information.

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. In addition, the University may also accept credit for coursework completed at colleges and universities accredited by a national accrediting agency recognized by the US Department of Education. 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.

Master of Divinity Exception

Students transferring into the Master of Divinity program are eligible for a transfer of up to 24 graduate credits. Students working toward the Master of Divinity Degree in the School of Theology and Ministry may transfer a maximum of twenty-four graduate credits in theology, ministry from a regionally accredited program. The courses may be accepted in substitution for required courses in the M.Div curriculum only if their content is equivalent to the course for which it is being substituted. Students wishing to transfer credits into the Master of Divinity program are responsible for making a formal request in writing to the program director and for providing a syllabus and any other accompanying paperwork requested to ensure the content of the credits to be

transferred. Transfer credits will only be accepted after the successful completion of one semester of coursework to ensure the student's preparation for advanced standing in the degree program.

WEBADVISOR

A Personal Identification Number (PIN), which gives access to WebAdvisor, will be assigned upon admission to St. Thomas University and may be obtained from the Student Success Center. Incoming students will be able to register via WebAdvisor using their PIN after their first semester of study; their first semester, new on-campus students must register in person at the Student Success Center. New online students should contact the College/School for their program for registration. WebAdvisor provides access to each student's Academic Evaluation Report, account balance, grades, unofficial transcript, and schedule. Online registration is denied to all students who have an Academic Enhancement hold flag, have an outstanding balance, have failed to meet course Prerequisite, have not declared a major, or are on academic probation/suspension. **Online registration through WebAdvisor does not substitute for academic advisement.** Students should continue to meet with their academic advisor on a regular basis so the advisor may help in selecting the appropriate courses to ensure academic success.

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 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 exceptional circumstances.

ST. THOMAS UNIVERSITY NETWORK ACCEPTABLE USE POLICY.

GENERAL USAGE:

1. Faculty, staff, students, and others with St. Thomas University authorized accounts may use the available computing facilities, including transmission of data for scholarly purposes, official University business, and for personal purposes so long as such use:
 - a. Does not violate any law or University policy.
 - b. Does not involve significant use of University resources, direct cost, or substantial interference with the performance of University duties/work.
 - c. Does not result in commercial gain or private profit.

2. ALL USERS are expected to preserve the integrity of the St. Thomas University (STU) network by prohibiting any person from sharing personal passwords or sharing personal accounts. It is the USERS' responsibility to report any unauthorized use of their account(s). Policies and procedures for system(s) security will be determined by the Office of Information Technology (OIT).
3. Owners of an account are responsible for actions that occur from that account.
4. Any attempt to circumvent system security, guess other's passwords, or in any manner gain unauthorized access to STU or INTERNET resources is prohibited.
5. With the exception of the "FAIR Use Doctrine," transferring copyrighted materials to or from any system or via the STU network without express consent of the owner may be a violation of Federal Law and is a felony under State Law. Such violations will be subject to case-by case review and may result in censure, removal of network access, or reported to pertinent authorities.
6. Use of electronic mail and other network communications facilities to harass, offend, or annoy is prohibited.
7. Use of STU network facilities for running graphics-based interactive applications (programs) is prohibited unless approved by OIT.

ST. THOMAS UNIVERSITY GRADUATE COURSE LEVELS

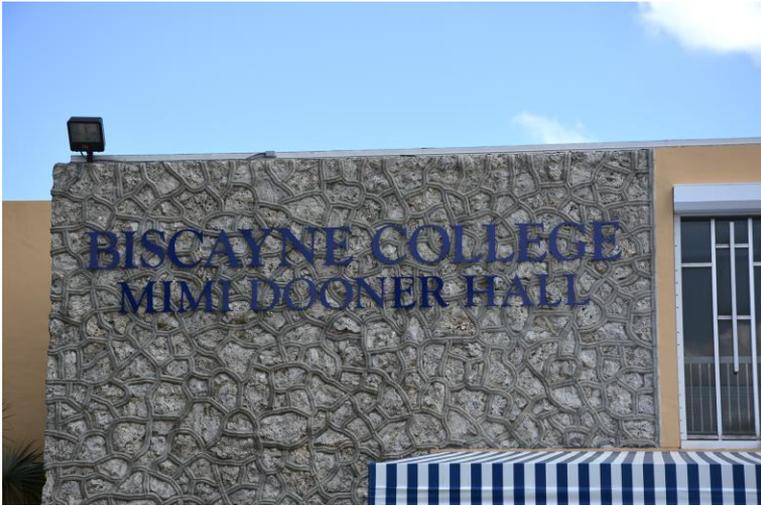
Courses at St. Thomas University are numbered at the following levels: Master's (500-700), Doctoral (800-900).

STU ONLINE

STU Online works with schools and departments across St. Thomas University to provide access to academic programs that will help individual students advance their careers or initiate new and exciting ventures. It is charged with expanding educational opportunities by focusing on the university's motto- Leaders for Life!

STU Online facilitates the delivery of degree programs that are engaging and cutting-edge! This is done so a student doesn't have to sacrifice their personal schedule and "family-time". An array of degree programs are offered 100 percent online. STU faculty work to accommodate a student's busy schedule and assist them every step of the way. Most importantly, at STU the term online never means on your own.

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"***

Jeffrey Pickens, PhD Chair, Biscayne College

Faculty: J. Bachay, T. Brezenski, A. Campbell, M. Carter Waren, P. Cingel, O. Cortes, C. de Yarza, G. Feinberg, M. Espino, E. Ferrero, B. Froehle, D. Goodman, S. Gupta, J. Grace, A. Holmes, G. Jamison, A. Javadzadeh, J. Kryszak, R. Lovett, R. Montes, J. Pickens, R. Raleigh, P. Reckford, L. Rubin, C. Silitsky.

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 Degrees in the following areas: Counseling Studies, School Counseling, Elementary Education, Educational Leadership, Instructional Design and Technology, Ethical Leadership, Marriage and Family Therapy, and Mental Health Counseling, Pastoral Ministries, Divinity. Joint degree programs include JD/MSMFC, JD/MACJ and MSM/Justice Administration, Doctoral Degrees in Ethical Leadership, Leadership and Innovation, Practical Theology, along with several certificate programs.

GRADUATE COUNSELING PROGRAMS

Four counseling degree programs are offered at St. Thomas University: the Master of Science in School Counseling, the Master of Science in Marriage and Family Therapy, the Master of Science in Mental Health Counseling and the Master of Science in Counseling Studies. All counseling programs share core coursework; however, the respective curricula vary with regard to specific areas of focus. While students must select one degree based upon their primary area of interest and certification/licensure needs, students are encouraged to explore coursework outside of their primary track from among the other counseling degrees and certificate programs, and when possible explore coursework outside of their major (business, religious studies, science) to satisfy their 'electives' requirements.

The process of counseling requires the development of a trusting relationship between the client and the practitioner through which the client learns new and different ways to cope with personal issues as well as with life's dilemmas and challenges. As such, its interactive relationship requires both the client and the practitioner to engage in meaningful dialogue, dedicated to problem solving. Consequently, counseling is among the most personally fulfilling, while also among the most emotionally demanding, professions. The stressors placed on the counseling professional require a high degree of self-awareness, ethical integrity, and an ongoing responsibility to develop intellectually and emotionally from one's life experiences.

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

Prospective School Counseling students pursuing certification in Florida are advised to seek information from the Florida State Department of Education, Office of Certification, which has the responsibility for the certification of instructional staff for the public school system in Florida (FL Statute 231, and Florida Administrative Code). The Department of Education's home page is <http://www.firn.edu> and in-state and out-of-state telephone numbers are 800-445-6739 and 850-488-2317 respectively.

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

THE FACULTY

Experienced, full-time faculty members with degrees in counseling, counselor education and psychology teach courses in the program. Adjunct faculty members currently working as practitioners in the schools and in other community settings add expertise and diversity to the curriculum. The faculty, committed to academic excellence and community service, believe students should: strive for personal and professional growth, become advocates for their clients and for the counseling profession, and maintain high

professional and ethical standards. Faculty has diverse research and practice interests and supports the personal and intellectual growth of students in all counseling programs.

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. Letter of recommendation or recommendation forms (letters of recommendation forms can be obtained online at www.stu.edu or from the Office of Admissions).
4. Admissions test scores, personal statements, and resume.
5. All graduate applicants who have an undergraduate GPA of less than 3.0 or low scores on standardized tests will be required to take a writing skills course.

SPECIFIC ADMISSION REQUIREMENTS FOR THE GRADUATE COUNSELING PROGRAMS:

1. A cumulative undergraduate grade point average (GPA) of at least 3.0.
2. Two letters of recommendation to comment on the applicant's potential to succeed academically and to work effectively with others in a therapeutic capacity.
3. An autobiographical statement that is no more than six (6) typed pages in length. The statement must include a description of the applicant's life experiences which have led to his/her choice of career as a counselor.
4. A summary of the applicant's personal and professional goals (two-page maximum).
5. After all documents have been received by the Graduate Admission Office, a member from the Social Sciences and Counseling Department will contact the applicant to schedule an interview with the Program Director for the degree to which the applicant wishes to be admitted. The purpose of this interview is to assess the applicant's potential to serve within the community as a therapeutic professional. The interview also helps to establish suitability for the academic preparation program.

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

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

APPLICANT'S RESPONSIBILITIES

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

Prior to full matriculation as a counseling graduate student, applicants may be admitted either on a provisional or probational status.

Provisional status means that the entering student has obtained greater than a 3.0 GPA from their undergraduate institution and may proceed through the graduate program to the point that they have earned grades of B's or better in their first 15 credits (to include CPS 730, CPS 733, and CPS 735 or CPS 667, depending on specific program requirements), and has achieved a passing score on a faculty evaluation of their overall performance to that point.

In the event that applicants transfer courses into the graduate program, faculty will determine which courses will meet the criteria. Following successful evaluations from faculty, and maintenance of a 3.0 GPA, provisionally admitted students will be fully matriculated into the program. If the student does not successfully meet these criteria, they will be either counseled out of the program or given the opportunity to pursue an alternate "non-clinical" degree within the Department Social Sciences and Counseling (the Master of Counseling Studies).

Probational status means that the applicant entered the program either with less than a 3.0 GPA from their undergraduate institution, has writing skills that are deemed to be below graduate level standards on the admission writing exam or report life circumstances that may interfere with their performance in or adjustment to the social/emotional demands of graduate school, and in particular counselor preparation.

Once the probationally admitted student successfully completes the aforementioned requirements, including but not limited to a writing course, supplemental additional coursework, or required personal counseling, their status may be changed to provisional. At this point, they may continue until completion of the 15 credits as noted above and complete the same process as the provisionally admitted student.

All fully matriculated students will be evaluated both formally and informally at various points throughout the remainder of their respective program, including, but not limited to prior to commencing field experience, at the completion of any of the field experiences or during the course of academic study in order to optimize their chances for successful completion of their graduate counseling degree. At minimum, and in addition to the above, students must maintain a GPA of at least 3.0 each semester or be placed on probation, at which point they will be offered a remedial plan. Probational status may not exceed two consecutive terms, after which the student will be terminated from the program.

Appeal: If a student wishes to appeal the above decision, they must submit, in writing, within 30 days, a document to the Department Chair, in which they detail their rationale for an appeal.

PERSONAL AND PROFESSIONAL GROWTH

Personal and professional development are critical elements in the training of a mental health practitioner. It is imperative that graduate counseling students explore their motivations for choosing this career, examine personal issues that may interfere with their professional effectiveness, and be continually open to feedback from faculty regarding their readiness to transition from the academic to the clinical/experiential portion of their training. Once a student applies for field placement or school counseling practicum (after completion of required foundation and specialization courses), their

progress, both academic and personal/emotional, will be reviewed by the counseling faculty, who will make a recommendation of either readiness or lack of readiness to enter their field placement. In the event that faculty determine a student is not ready for this transition, a formal recommendation for counseling and/or other remedial measures will be made and professional referrals offered. A student may be required to take a graduate writing seminar to improve his/her skills (GRW 500). In this circumstance, the student will be permitted to begin field placement once their readiness is determined in collaboration with both the counseling and/or other professionals to whom the student has been referred and the counseling faculty.

DEGREE REQUIREMENTS

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

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

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

General Student Learning Outcomes

1. Students will have a basic understanding of research and assessment and how they inform practice.
2. Students will engage in an ongoing self- reflective process that includes understanding their own values, biases, histories, and personal experiences as they may influence their practice.
3. Students will have a solid contextual, developmental, and theoretical understanding of human beings in all their diversity, including knowledge of personality differences, resilience, and psycho-social as well as emotional challenges and strengths.
4. Students will have solid counseling skills including the ability to establish a therapeutic relationship, to show empathy, and to effectively and ethically

integrate theory and skills from a variety of treatment modalities into the counseling process.

5. Students will develop an understanding of social justice, especially as it applies to urban and international populations and clinical settings that serve diverse communities and students will be knowledgeable on how to promote social justice through their counseling practice.

General Student Learning Outcomes Assessment

The successful completion of the above objectives will be determined by:

1. Completion of the academic requirements of the program with a GPA greater than 3.0
2. Successful completion of the capstone/comprehensive project (depending upon the program in which the student is enrolled).
3. Successful completion of the clinical internships as determined by faculty and on-site supervisor evaluations.

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

Program Coordinator: 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): G. Feinberg, R. Lovett, 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 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.*

COURSE REQUIREMENTS

36 credits

Required Core Courses

CJA	630	Juvenile Crime and Justice
CJA	650	Advanced Criminology

24 credits

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	714	Counseling Criminal Offenders, Crime Victims, & Law Enf. Personnel
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 Coordinator: Gary Feinberg

Academic Credentials: Ph.D. in Sociology with a specialization in Criminology, (The Union Institute); MA in Sociology (Brooklyn College); BA in Sociology (Brooklyn College).

Contact Information: 305-628-6578; gfeinber@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's 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.

COURSE REQUIREMENTS _____ **102 credits**

Required Core Courses _____ **24 credits**

LAW	620	Criminal Law
LAW	808	Criminal Procedure
LAW	850	Professional Responsibility
LAW	705	Advanced Legal Research and Writing
CJA	651	Quantitative Research Methods

CJA	630	Juvenile Crime and Justice
CJA	660	Advanced Criminological Theory
CJA	775	Comparative International Criminal Justice Systems

Specialty Courses

12 Credits

CJA	710	Globalization and Terrorism
CJA	712	Economics of Crime;
CJA	714	Counseling Criminal Offenders, Crime Victims, and Law Enforcement Personnel
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.

MASTER OF SCIENCE (MS) IN COUNSELING STUDIES **[Delivery Locations: Main Campus]**

Program Coordinator: Lawrence Rubin, PhD, ABPP, LMHC, RPT-S

Academic Credentials: PhD, Clinical Psychology (Nova Southeastern University); MA, Psychology (Wayne State University); BS, Psychology (Brooklyn College)

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

Program Advisor(s): L. Rubin, J. Bachay, C. Silitsky

Program Description: The Master of Science in Counseling Studies is designed for individuals who have completed undergraduate studies earning a B.A. or B.S. degree and who seek to sharpen their skills as leaders and advocates in the field of counseling.

The M.S. in Counseling Studies is intended for those who desire to improve the well-being of those whom they lead and serve. This program is specifically geared toward individuals who desire to attain a master's degree to further their career but do not wish to seek licensure as a professional counselor. The curriculum is designed to facilitate the development of basic interpersonal skills, cultural sensitivity, and additional knowledge and tools that enhance the preparation of students for professional employment in increasingly diverse social agencies, school and community settings, business and industry environments, and in the health care sector. The M.S. in Counseling Studies is also meant for current or aspiring administrators for whom planning, designing, and evaluating human services strategies and developing more effective policies for providing counseling and therapy are recognized as viable assets in achieving their career goals.

The M.S. in Counseling Studies program will allow candidates to develop the skills needed for professional employment in increasingly diverse social agencies, school and community settings, in business and industry environments, and in hospitals. The program will enhance students' abilities to administer mental health and social service programs in educational and community settings, act as consultants and collaborators, develop and evaluate programs, act as advocates and agents of change, understand and utilize theory and research, and understand power dynamics, systems, and social sources of well-being.

Academic Program

36 credits

Required Courses

(27 credits)

CPS	503	Applied Research Methods	3 credits
CPS	720	Life Span Psychology	3 credits
	or		
CPS	741	Transitions in Family Life	
CPS	730	Theories of Personality and Therapy	3 credits
CPS	733	Introduction to Counseling	3 credits
CPS	735	Group Therapy	3 credits
CPS	736	Legal and Ethical Issues in Counseling	3 credits
CPS	745	Abnormal Psychology	3 credits
CPS	750	Introduction to Community Consultation	3 credits
CPS	667	Counseling Special and Diverse Populations	3 credits

Three Elective Courses

(9 credits)

CPS	747	Individual Assessment and Treatment Planning	3 credits
CPS	746	Human Sexuality Counseling	3 credits
CPS	740	Introduction to Family Therapy and Evaluation	3 credits
CPS	741	Transitions in Family Life	3 credits
CPS	720	Life Span Psychology	3 credits
	or		
CPS	663	Occupational and Educ. Principles of Guidance	3 credits
CPS	744	Substance Abuse and the Family	3 credits

Graduate courses offered in other disciplines such as Business, Religious Studies, Education, etc., may be taken as electives with the approval of the Program Coordinator.

Program Goals:

1. To provide an alternative counseling-related (non-clinical) program in the Department of Social Sciences and Counseling as a means of deepening the University's commitment to develop principled leaders for life in the 21st Century
2. To produce successful candidates who can apply theoretical and practical counseling principles in a variety of service, teaching and research-oriented venues within the diverse community.
3. To produce professionals who seek to sharpen their skills as leaders and advocates in the field of counseling and healthcare who desire to improve the well-being of those whom they lead and serve

Student Learning Outcomes: The M.S. candidate in Counseling Studies will:

1. Demonstrate knowledge of core clinical concepts.
2. Demonstrate the ability to integrate core clinical concepts for the purpose of case-based application.

Student Learning Outcomes Assessment: These outcomes are assessed by successful results on the following:

1. Completion of all academic coursework with a GPA of greater than or equal to 3.0.
2. Successful completion of the Counseling Studies Comprehensive Exam or Capstone Project with a score of 3.0 or better.



MASTER OF SCIENCE (MS) IN SCHOOL COUNSELING
[Delivery Locations: Main Campus]

Program Director: Judith Bachay, PhD, LMHC

Academic Credentials: PhD, Leadership in Education with a Specialization in Counseling (Barry University); MS, Community Counseling (Barry University); BA, Public Administration (St. Thomas University)

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

Mission Statement for the School Counseling Program: The St. Thomas University School Counseling is a learning community where the life of the mind and heart is intensely lived, a space apart within a Catholic University where learners may imagine themselves to grow as human beings so that they go forward to work within school settings where they seek equity for all students and their families so that strength and resilience produce civically engaged, ethical school graduates.

Program Description: The MS in School Counseling program is designed to prepare students for counseling positions in public and private elementary, middle, and

secondary schools. The curriculum combines courses in theory, practice, and specific areas of specialization. Graduate students are invited to become an integral part of a diverse learning community committed to life-long learning and counselor/education leadership. Program faculty encourage opportunities for professionalization including collaborative research, community engaged scholarship, presentations, and university intellectual life offerings. A comprehensive developmental guidance model provides a framework for the provision of professional and compassionate school guidance services. The program is unique in its social justice orientation employing the tenets of Catholic Social Teaching. Our approach is a strength based and trauma informed.

Students who do not have the Florida Teacher Certification may obtain certification in School Counseling by completing the program and meeting the additional requirements of the State of Florida Department of Education. Applicants are encouraged to contact the Department of Education in order to determine additional coursework and testing requirements (Professional Preparation, Florida State Board of Education Rule (6A-4.006(2)). It is advisable to fulfill these requirements prior to admission into the graduate School Counseling Program. Interested students are strongly encouraged to have transcripts evaluated by the Florida State Department of Education before making formal application to the School Counseling program. Undergraduate courses and testing requirements can be clarified before pursuing the master's degree.

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

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

SPECIFIC ADMISSION REQUIREMENTS FOR MS IN SCHOOL COUNSELING:

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

1. Basic Florida Teaching Certification on the early childhood, elementary, middle, or secondary school level.
or
2. One or more years of teaching experience or social service work experience or additional volunteer experience working with children.
3. Professional writing proficiency.
4. A personal goal statement that demonstrate the capacity for professional commitment and dedication to lifelong learning, ongoing self-reflection, and both professional and personal development.

COURSE REQUIREMENTS

45 credits

Foundation Courses

24 credits

CPS 503 Applied Research Methods

CPS	730	Psychology of Learning and Personality Theory
CPS	733	Introduction to Counseling (pre-requisite for CPS 735)
CPS	735	Group Therapy
CPS	736	Legal and Ethical Issues in Counseling
CPS	745	Abnormal Psychology
CPS	749	Intermediate Counseling
CPS	750	Introduction to Community Consultation

Specialization Courses

18 credits

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

Elective Courses

3 credits

Chosen from the following or other courses approved by Program Director:

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

Additional Counseling courses can be selected in consultation with the student's advisor and applied as elective credit.

Student Learning Outcomes: An MS candidate in School Counseling will:

1. Demonstrate the following knowledge as it applies to school counseling K-12: case analysis and application, group processes in counseling, occupational guidance and assessment, measurement and research, legal, ethical and professional principles.
2. Demonstrate that they are personally, academically, and clinically prepared for direct provision of professional school counseling services.
3. Demonstrate applied strategies in consultation, individual and group counseling, developmental counseling, and outcomes assessment.
4. Complete the educational requirements for Florida State certification.
5. Demonstrate competence in community engaged scholarship through direct application of counseling skills.

Student Learning Outcomes Assessment: These outcomes are assessed by the following:

1. Graduate comprehensive exam.
2. Field supervisor evaluation scores.
3. Scores on the State of Florida Guidance Counseling Certification Exam.

MASTER OF SCIENCE (MS) IN MARRIAGE AND FAMILY THERAPY **[Delivery Locations: Main Campus]**

Program Director: Cindy Silitsky, PhD, LMFT, MSW

Academic Credentials: PhD, Marriage and Family Therapy, with a Certificate in Medical Family Therapy (Nova Southeastern University); MSW, Social Work (Barry University); BS, Psychology (Social) (Florida Atlantic University)

Contact Information: 305-474-6907 csilitsky@stu.edu

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

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

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

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

ACADEMIC PROGRAM

The academic program is theoretically and experientially based. A foundation in family systems theory provides a basis for understanding and assessing the therapeutic needs of families, couples, and individuals. Experiential learning is achieved through in-class simulation exercises and videotaping as well as evaluation of therapeutic techniques, site

visits to successful family service agencies, and field-work internships which provide students with the opportunity to practice intervention skills with families as well as individuals.

While the development of the Marriage and Family Therapy curriculum was guided by both state and national credentialing requirements, matriculating and prospective students are encouraged to direct questions regarding licensure to the Florida Department of Health; Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling at <http://www.doh.state.fl.us/mqa/491>, 4052 Bald Cypress Way, BIN C08, Tallahassee, Florida 32399-3258, 850-245-4474. At present, this agency is the only official source of information.

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

COURSE REQUIREMENTS **48 credits**

Foundation Courses **21 credits**

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

Specialization **18 credits**

CPS	740	Introduction to Family Therapy and Evaluation
CPS	741	Transitions in Family Life
CPS	742	Intermediate Family Therapy
CPS	743	Theory and Practice of Counseling Couples
CPS	792	Field Experience I
CPS	793	Field Experience II

Electives **9 credits**

Three courses chosen from the following: (*Needed for state licensure)

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

Other courses may be taken as electives with the approval of the Program Director. Students are advised to consult with the Program Director as to which electives are required by the state of Florida for the licensure process.

Program Outcomes: A Marriage and Family Therapy program candidate will:

1. Demonstrate knowledge of family systems models of therapy.
2. Apply systemic/relational clinical skills across a variety of contexts
3. Identify ethical concerns and articulate potential appropriate actions to clinical issues, based on laws and the AAMFT Code of Ethics.
4. Apply therapeutic interventions from a systemic/relations perspective to diverse client populations, relevant to various practice contexts.

Student Learning Outcomes:

1. Clearly articulate and apply relational/systemic models to couples, families, and individuals in clinical practice.
2. Effectively describe and apply theories of individual and family development across the life span to clinical practice.
3. Apply research outcomes and knowledge of the marriage and family therapy literature to couples, families, and individuals in clinical practice.
4. Demonstrate critical thinking and writing by analyzing and discussing practice issues relevant to family dynamics, systems theory, and process of therapy.
5. Communicate effectively through the appropriate use of grammar, in a professional tone, while adhering to APA 6th edition formatting and style.
6. Deliver culturally and ethnically sensitive clinical services to clients in a variety of settings through application of multi-cultural competencies, recognition of contextual and systemic dynamics, and sensitivity to diversity variables.
7. Apply the American Association for Marriage and Family Therapy Code of Ethics to the practice of marriage and family therapy, as well as demonstrate and act appropriately according to the legal, ethical, and professional standards of our profession.
8. Conceptualize client problems through a systemic/relational perspective, while respecting multiple perspectives and other potential case conceptualizations, to formulate a professional identity as a marriage and family clinician.

Student Learning Outcomes Assessment: These outcomes are assessed by the following:

1. Graduate comprehensive exam.
2. Field supervisor evaluation scores and meeting the criteria established for passage of field placement.
3. Successful completion of all educational requirements that lead the student to the path towards licensure.
4. Successful completion of structured assignments and experiential activities in specialization courses that align with the student learning outcomes, such as construction of a genogram, theoretical application, proficiency in case application on exams, etc.

Gainful Employment Information:

Estimated Tuition Cost (per credit): \$631.00



Joint JD/MS in Marriage and Family Counseling [Delivery Locations: Main Campus]

Program Director Cindy Silitsky, PhD, LMFT, MSW

Academic Credentials: PhD, Marriage and Family Therapy, with a Certificate in Medical Family Therapy (Nova Southeastern University); MSW, Social Work (Barry University); BS Psychology (Social) (Florida Atlantic University)

Contact Information: 305-474-6907; csilitsky@stu.edu

Program Description: St. Thomas University offers a joint JD and MS in Marriage and Family Counseling degree program. The joint JD/MS in Marriage and Family Counseling Program is available only to students who have been fully admitted to the St. Thomas University School of Law and who maintain satisfactory progress in their law studies. Nine (9) credits from the student's Law program courses will transfer to the MS in Marriage and Family Counseling. LAW 635 (Legal Analysis, Writing and Research) will replace CPS 503 (Applied Research Methods) and LAW 850 (Professional Responsibility) will replace CPS 736 (Legal and Ethical Issues in Counseling) as a required foundation courses in the MS program. LAW 819 (Alternative Dispute Resolution) will replace CPS 733 (Introduction to Counseling) as a required foundation course in the MS program. Students in the joint degree program must complete 27 additional credits required for the Master of Science degree. Students in the joint program are not required to take and pass the comprehensive examination. CPS 503, CPS 733, and CPS 736 are commonly needed for Florida Licensure as LMFT. Although these three areas are covered to a degree in the Law program courses, the Florida Department of Health (Florida Statute 491, Rule Chapter 64B4, F.A.C.) determines education requirements for licensure and mental health practice in the state of Florida. This degree program does not include all the required coursework for the MS in Marriage and Family Therapy program (48 credits) and therefore does not meet the full criteria for Licensure in the State of Florida as a Marriage and Family Therapist. Upon completion of the joint JD/MS in Marriage and Family Counseling program, students may apply for the MS in Marriage and Family Therapy program, which leads towards licensure.

COURSE REQUIREMENTS

35 credits

Foundation Courses:

20 credits

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

Required Family Courses:

15 credits

CPS	740	Introduction to Family Therapy and Evaluation
-----	-----	---

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

Program Outcomes: The Joint JD/MS in Marriage and Family Counseling candidate is:

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

Student Learning Outcomes: The Joint JD/MS in Marriage and Family Counseling candidate will:

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

Student Learning Outcomes Assessment:

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

Gainful Employment Information:

Estimated Tuition Cost (per credit): \$631.00

MASTER OF SCIENCE (MS) IN MENTAL HEALTH COUNSELING **[Delivery Locations: Main Campus]**

Program Director: Lawrence Rubin, PhD, ABPP, LMHC, RPT-S

Academic Credentials: PhD, Clinical Psychology (Nova Southeastern University); MA, Psychology (Wayne State University, Detroit); BS, Psychology (Brooklyn College).

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

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

The Master of Science degree in Mental Health Counseling provides graduate students with the concepts and beginning clinical competencies required to effectively facilitate

and manage the process of intrapersonal and interpersonal change. Students are equipped to assist others through a helping relationship in achieving optimal mental health through personal and social adjustment, development, and prevention. The Program is designed to provide training for those who intend to serve, or are currently serving, the community as counselors in public and private settings.

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

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

All entering Mental Health Counseling students will be given and be asked to read and sign the program's handbook which will further articulate requirements and factual information about the Mental Health Counseling program.

ACADEMIC PROGRAM

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

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

Course Requirements

60 credits

(All courses are three credits unless otherwise specified)

Foundation Courses

24 credits

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

Specialization

27 credits

CPS	733	Introduction to Counseling
CPS	744	Substance Abuse and the Family
CPS	749	Intermediate Counseling
CPS	750	Introduction to Community Consultation
CPS	663	Occupational and Educational Principles of Guidance
CPS	667	Counseling Special and Diverse Populations

or

CPS	760	Multicultural Counseling
CPS	790	Field Experience I
CPS	791	Field Experience II
CPS	795	Field Experience III

Electives

9 credits

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

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

MHC Program Goals

1. To produce graduates who are personally and professionally prepared for entry-level counseling positions in community clinics, hospitals, private practices, schools and businesses; and who will go on (if they desire) to obtain licensure as Mental Health Counselors.
2. To produce graduates who are knowledgeable, ethical and effective, which includes engaging in developmentally appropriate and culturally sensitive practice in serving underserved and diverse populations.

Student Learning Outcomes: The M.S. candidate in Mental Health Counseling will:

1. Demonstrate knowledge of core clinical concepts.
2. Demonstrate the ability to integrate core clinical concepts through case-based application.
3. Demonstrate the ability to successfully apply core clinical concepts with real-world clients.

Student Learning Outcomes Assessment: These outcomes are assessed by:

1. Completion of all academic coursework with a GPA of greater than or equal to 3.0.
2. Successful completion of the MHC Comprehensive Exam or Capstone Project with a score of 3.0 or better
3. Successful completion of all three Field Experience courses (internships) as indicated in scores of 3.0 or better on the supervisor evaluations.



GRADUATE CERTIFICATE PROGRAMS

CHILD ADOLESCENT STUDIES CERTIFICATE

Program Director: Lawrence Rubin, PhD, ABPP, LMHC, RPT-S

Academic Credentials: PhD, Clinical Psychology (Nova Southeastern University); MA, Psychology (Wayne State University, Detroit); BS, Psychology (Brooklyn College)

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

Description: Mental Health Counseling students interested in providing clinical services to youth may obtain a Certificate in Child and Adolescent Studies. The requirements for this Certificate include four courses focusing on the theory and practice of counseling minors, two field experience classes in an appropriate child/adolescent-centered community setting, and passage of the Certificate capstone exam. A Certificate will be awarded only to students who make appropriate admissions application and maintain 3.0 GPA.

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

(All courses are 3 credits unless otherwise noted)

CPS	710	Play Therapy in Counseling	3
CPS	720	Life Span Psychology	3
CPS	734	Therapeutic Issues of Infancy and Childhood	3
CPS	737	Therapeutic Issues of Adolescence	3
CPS	790	Field Experience I	3
CPS	791	Field Experience II	3
	or		
CPS	795	Field Experience III	3

Student Learning Outcomes: The candidate for the Certificate in Child and Adolescent Studies will:

1. Demonstrate knowledge of core clinical concepts.
2. Demonstrate the ability to integrate core theoretical concepts through case-based application.
3. Demonstrate the ability to successfully apply core clinical concepts with real-world clients.

Student Learning Outcomes Assessment: These outcomes are assessed by:

1. Completion of all academic coursework with a GPA of greater than or equal to 3.0.
2. Successful completion of the Certificate Capstone Project with a score of 3.0 or better

3. Successful completion of all certificate-specific Field Experience courses (internships) as indicated in scores of 3.0 or better on the supervisor evaluations.

Gainful Employment Information:

Estimated Tuition Cost (per credit): \$782.00

Estimated Cost of Books: Free with Tuition

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

MARRIAGE AND FAMILY THERAPY POST MASTERS CERTIFICATE

Program Director: Cindy Silitsky, PhD, LMFT, MSW

Academic Credentials: PhD Marriage and Family Therapy, with a Certificate in Medical Family Therapy (Nova Southeastern University); MSW, Social Work (Barry University); BS, Psychology (Social) (Florida Atlantic University)

Contact Information: 305-474-6907 csilitsky@stu.edu

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

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

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

St. Thomas University offers the following eighteen (18) credit hours, six courses. (All courses are 3 credits unless otherwise specified)

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

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

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

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

4. Is prepared as a professional marriage and family therapist, with compassion, multicultural sensitivity, and skill.
5. Is able to bring therapeutic change to individuals, couples, and families, based on family systems theory and practice.
6. Has completed the educational requirements that demonstrate a focused course of advanced study in Marriage and Family Therapy.

Certificate Learning Outcomes Assessment: These outcomes are assessed through:

1. Capstone exam in CPS 742 Intermediate Family Therapy.
2. Field supervisor evaluation scores.

Gainful Employment Information:

Estimated Tuition Cost (per credit): \$631.00

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

SCHOOL COUNSELING POST MASTER'S CERTIFICATE

Program Director: Judith Bachay, PhD

Academic Credentials: PhD, Leadership in Education with a Specialization in Counseling (Barry University); MS, Community Counseling (Barry University); BA, Public Administration (Barry University)

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

Description: Professionals currently working in the public or private schools who have attained a master's degree in education, counseling, educational administration, educational curriculum, or a related field may apply for admission to the certificate program. The certificate program requires students to take only those courses specified by the Florida Department of Education needed to obtain certification in School Counseling. A certificate is awarded upon successful completion of these courses.

Students are advised to contact the State Department of Education for specific information regarding certification requirements.

St. Thomas University offers the following thirty (30) credit hours (10 courses) (All courses are three credits unless otherwise specified)

CPS	660	Psychology of Learning and Personality Theory	3
CPS	733	Introduction to Counseling	3
CPS	735	Group Therapy	3
CPS	736	Legal and Ethical Issues in Counseling	3
CPS	750	Introduction to Community Consultation	3
CPS	662	Principles and Procedures of Psychological Testing	3
CPS	663	Occupational/Educational Principles of Guidance	3
CPS	664	Principles, Phi., Org. of Guidance & Counseling	3
	or		
CPS	665	Org. and Dev. of School Guidance Programs	3
CPS	667	Counseling Special and Diverse Populations	3
CPS	669	Supervised Counseling Practices	3

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

1. Plan One: A master's or higher degree with a graduate major in School Counseling or counselor education which includes three (3) semester hours in a supervised counseling practicum in an elementary or secondary school, or
2. Plan Two: A master's or higher degree with thirty (30) semester hours of graduate credit in School Counseling to include the areas specified below:
 - a. Three semester hours in principles, philosophy, organization, and administration of guidance;
 - b. Three semester hours in student appraisal including administration and interpretation of standardized test;
 - c. Three semester hours in education and career development information practices and systems;
 - d. Three semester hours in learning, personality theory, and human development;
 - e. Three semester hours in counseling theories and individual counseling techniques;
 - f. Three semester hours in group counseling and guidance techniques;
 - g. Three semester hours in consultation skills and techniques for conferring with groups such as agencies, teachers, and parents;
 - h. Three semester hours in legal, ethical, and current issues affecting school counselors;
 - i. Three semester hours in specialized counseling techniques for use with elementary or secondary level special populations such as exceptional students, drop outs, and minorities; and
 - j. Three semester hours in a supervised counseling practicum in an elementary or secondary school.

Certificate Student Learning Outcomes. Certificate candidates in School Counseling are:

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

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

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

Gainful Employment Information:

Estimated Tuition Cost (per credit): \$782.00

Estimated Cost of Books: Free with Tuition

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

THE STUDY OF LOSS AND HEALING CERTIFICATE

Program Director: Joint Faculty from MHC, MFT & CG Programs

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

Certificate Requirements:

18 credit hours

STM	673	Spirituality, Death and Healing	3
CPS	753	Crisis Intervention and Management	3
CPS	754	Counseling Needs of the Dying & Their Families/Caregivers	3
CPS	755	Culture and Death	3
CPS	757	Special Issues in Grieving and Loss	3
CPS	790	Field Experience in MHC I	3
or			
CPS	792	Field Experience in MFT I	3
or			
STM	791	Practicum I	3
STM	792	Practicum II	1 credit

Admission Requirements:

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

Student Learning Outcomes: Certificate candidates in the Study of Loss and Healing will:

1. Demonstrate understanding of the diverse cultural expressions of loss, the psychological processes of healing and resilience, the spiritual aspects of the grief and the mourning experience.
2. Demonstrate awareness of the dying process, anticipatory grief and mourning, and extant and emerging research in the field of thanatology.

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

Student Learning Outcomes Assessment: Outcome assessed through Practicum supervisor passing evaluation scores.

Gainful Employment Information:

Estimated Tuition Cost (per credit): \$782.00

Estimated Cost of Books: Free with Tuition

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

*O*NET Code. 21-1013.00*





DEPARTMENT OF LEADERSHIP AND EDUCATION

"Leadership Is Learned"

Faculty: K. Cadeau, S. Gillig, A. Holmes, S.R. Massey, Z.J. Mushipe, H. Thomas,

Online Faculty/Administrators: L. Chiappone, V. Czelusniak, J. Karp, M. Lane, D. Maxwell, M. Orlando, K. Pann, H. Schmidt, T. Stafford

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:

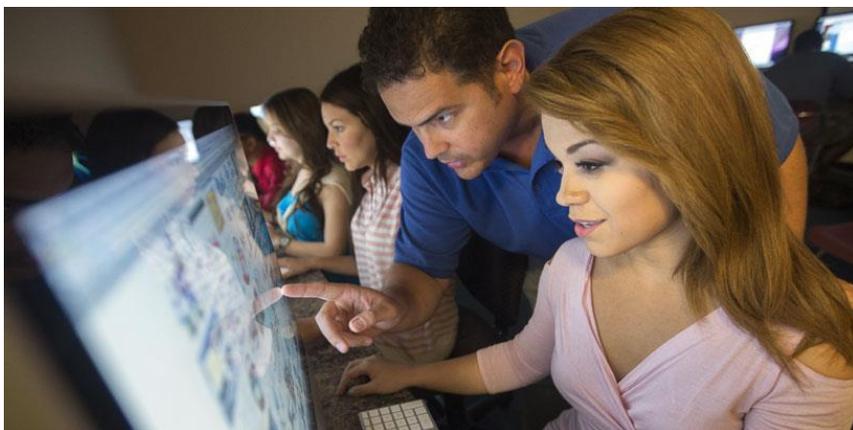
1. A cumulative undergraduate grade point average of at least 3.0. If a student has an undergraduate GPA of less than a 3.0, the student may submit a brief essay explaining why and how the student has progressed professionally since graduation to be considered for admission, as deemed necessary by the 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.
 1. 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 a 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

Department Chair: Susan R. Massey, Ph.D.

Academic Credentials: Ph.D. in Teaching & Learning: Special Education and Reading (University of Miami, Florida); M.Sc. in Learning Disabilities and Emotional Behavior (University of Miami, Florida); BA in Elementary Education (Nova Southeastern University)

Contact Information: 305-474-6996; smassey@stu.edu

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://www.fldoe.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]

Program Coordinator: Katsia Cadeau-Stephenson, Ed.D., MS, Nova Southeastern University; BBA, St. Thomas University.

Program Description: The Master of Science (MS) in Elementary Education is 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. For a career change.

The core courses consist of 5 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/>

The MS in Elementary Education consists of the 7 content/methods courses required for certification and to prepare individuals for the Elementary Education Subject Area Exam (SAE).

MS IN ELEMENTARY EDUCATION COURSE REQUIREMENTS

36 credits

Professional Education Courses

15 credits

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

Elementary Education Subject Area Courses

21 credits

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 Studies 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 EDUCATIONAL LEADERSHIP **[Delivery Locations: Blended]**

Program Coordinator: Hilroy Thomas, Ed.D., EdM, Harvard University, BS, Boston State College.

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.fldoe.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 36 Credits

Courses Requirements

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. Students will design comprehensive professional plans benefitting educational institutions.

2. Students will implement the necessary skills and research-based theories for classroom management, school safety and student discipline.
3. Students will integrate culturally-appropriate strategies to collaborate with diverse community members to address community needs.
4. Students will apply technology to enhance curriculum development and engage K-12 student learning.

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: Main Campus, Blended]**

Program Coordinator: Anthony Andenoro, PhD

Academic Credentials: PhD, Agricultural Leadership (Texas A&M University); MS, Educational Administration (Texas A&M University); BA, Communications (University of Toledo)

Contact information: TBD

Program Advisors: A. Andenoro

Program Description: The Masters in Ethical Leadership strives to create effective leaders through a program that synthesizes cutting-edge concepts and the student's professional experiences. The program is best-suited for persons who hold managerial, executive and other leadership positions in industry, government and non-profit organizations. Ethical leaders help foster a positive environment 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

In relationship to the St. Thomas University Mission, the Masters in Ethical Leadership strives to further create effective leaders through a program that focuses on ethics, professionalism, diversity, practical experience and teamwork. By providing this service, students will be better prepared at their workplace and/or pursue continued studies including doctoral programs.

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. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at www.stu.edu or from the Office of Admissions)
4. Personal statement describing applicant's professional goals and why such a degree is important to achieve those goals
5. Professional résumé
6. All graduate applicants who have an undergraduate GPA of less than 3.0 will be required to submit an essay explaining why, and show how they have progressed professionally since their undergraduate graduation.

MASTERS IN ETHICAL LEADERSHIP REQUIREMENTS

36 credits

Required Courses

36 credits

LST 540	Global Ethics in World Religions	3
LST 580	Global Ecological Ethics in the Earth Charter	3
MEL 503	Applied Research Methods	3
MEL 580	Managing Technology	3
MEL 600	Leadership Foundations and Skills Assessment	3
MEL 630	Organizational Communication and Leadership	3
MEL 635	Legal and Ethical Aspects of Organizations	3
MEL 640	Organizational Leadership and Change	3
MEL 645	Global and Cultural Diversity in Leadership	3
MEL 650	Conflict Resolution and Mediation	3
MEL 660	Project Management and Leadership	3
MEL 700	Organizational Behavior	3

All courses in the program will use teaching strategies that integrate practical applications through fieldwork, online techniques, teamwork or other applied practices in conjunction with research.

Program Student Learning Outcomes: Graduates of the Masters in Executive Leadership program should:

1. Demonstrate strong interpersonal skills along with strong oral, written, visual, presentation and listening communication skills.
2. Solve work place problems; using various applications of technology, research, critical and strategic thinking skills.
3. Participate in the creation of ethical and moral values within the work environment.
4. Assume leadership roles in the workplace while recognizing the value of group work and collaboration.

Program Student Learning Outcomes Assessment: The final project and assessment of the program are conducted in the capstone course – Organizational Leadership and Change (MPS 640).

Graduation Requirements: The Masters in Executive Leadership requires a total number 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.



GRADUATE LEADERSHIP PROGRAMS

Program Director: Vernon L. Czelusniak, PhD.

Academic Credentials: Doctor of Philosophy, Computing Technologies in Education, (Nova Southeastern University), Master of Science, Adult Education and Human Resources Development, (Florida International University), Bachelor of Arts, Human Resources Management, (St. Leo University).

Contact information: vczelusniak@stu.edu

Program Description: The Department of Leadership offers degrees and courses at the undergraduate and graduate levels. Unlike traditional university programs where new classes typically begin twice a year, the courses within the Department start new cohorts of students every 8 weeks. Convenient evening, blended, and online classes are offered for the working professional as well.

The Department offers the following program entirely online: a Bachelors (BA) in Ethical Leadership, a Master of Science (MS) in Educational Leadership, a Master of Science, a Master of Science (MS) in Instructional Design and Technology, and a Doctor of Education (Ed.D.) in Leadership and Innovation.

MASTER OF SCIENCE (MS) IN EDUCATIONAL LEADERSHIP [Delivery Locations: Online]

Program Director: Maria Orlando, Ed.D.

Academic Credentials: Ed.D., Educational Leadership (Maryville University); MA in Educational Administration (Lindenwood University); and BA, Elementary Education (Lindenwood University)

Contact Information: morlando@stu.edu

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.fldoe.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 36 Credits

Courses Requirements

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. Students will design comprehensive professional plans benefitting educational institutions.
2. Students will implement the necessary skills and research-based theories for classroom management, school safety and student discipline.
3. Students will integrate culturally-appropriate strategies to collaborate with diverse community members to address community needs.
4. Students will apply technology to enhance curriculum development and engage K-12 student learning.

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.

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 educational professionals who are interested in learning how to enhance teaching and learning through the use of technology. It presents students with opportunities to examine the rapid and never ending changes in learning technologies and their impact on multiple forms of education.

This program is particularly appropriate for those who teach in the classroom and online, technology specialists, informal educators, providers of professional education, and others interested in effectively using information and communications technologies to enhance instruction in both synchronous and asynchronous environments. Graduates may design online courses, enhance existing curriculum with emerging technologies, or may work as instructional designers and technology specialists, assisting with the integration of technology in academic and informal learning environments.

MS IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

COURSE REQUIREMENTS

30 credits

EDA 606	Curriculum and Instruction for Diverse Student population
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
EDU 540	Effective Teaching and Classroom Management

Program Learning Outcomes:

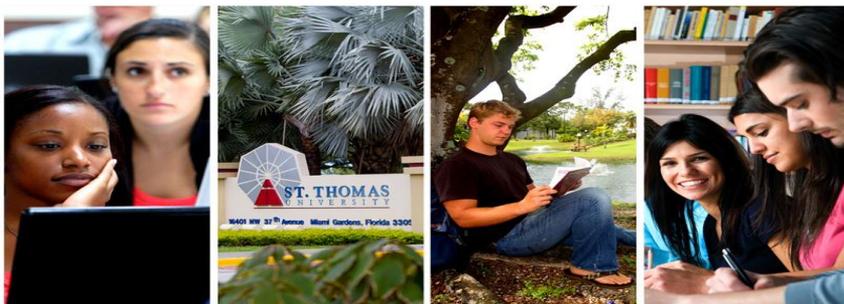
Graduates will be able to:

1. Design, implement and manage the latest technology programs for K-12 learners that utilize students' creativity, competencies, and curiosity.
2. Create multimedia and Web-based products that support innovative learning environments and instruction.
3. Provide professional development for teachers and other educators, including recommendations for integrating technology to promote student learning.
4. Develop standards-based, technology-supported courses that align with the ISTE and NCATE.

Program Outcomes Assessment:

EDT 650 (Practicum in Instructional Technology) is designated as the capstone course for program assessment in this program. Candidates must complete two program assessment activities in EDT 650 (a field experience and a capstone e-Portfolio) and have their performances evaluated via rubrics aligned with the ISTE's and NCATE's Technology Facilitation Standards.

GRADUATION REQUIREMENTS: A candidate must maintain an overall GPA of 3.0 and must complete the entire program's required course work.



DOCTOR OF EDUCATION (EdD) IN ETHICAL LEADERSHIP
[Delivery Locations: Blended]
Effective in 2020

Program Coordinator: Anthony Andenoro, PhD

Academic Credentials: PhD, Agricultural Leadership (Texas A&M University); MS, Educational Administration (Texas A&M University); BA, Communications (University of Toledo)

Contact information: TBD

Program Advisors: A. Andenoro

The Doctorate in Ethical Leadership (EdD) combines ethical principles and leadership theories for practical application to the working environment. It is ideal for working professionals who seek to enhance their roles as ethical leaders and infuse ethical principles and theories in management, planning, design, evaluation, research and policy development in a variety of organizational settings and environments. Ethical leaders help foster a positive environment 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 government, business corporations, higher education, K-12 schools, and health care.

Program Learning Outcomes: The Ed.D in Ethical Leadership 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 to teaching and learning to maximize the performance achievements of all learners.
4. Demonstrate ethical behaviors and problem solving with skills for designing, critiquing and implementing research relevant to effective practice.

Program Learning Outcomes Assessment: These outcomes are assessed by the writing of the dissertation plan, written and oral components of the doctoral dissertation, and the oral defense of the dissertation.

Program Requirements and Structure:

The Ed.D program requires 60 credits of doctoral work beyond the master's degree, including 48 credits of core courses and 12 credits of dissertation benchmarks.

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

[Delivery Locations: Main Campus, Online]

Program Director: Vernon L. Czelusniak, PhD.

Academic Credentials: Doctor of Philosophy, Computing Technologies in Education, (Nova Southeastern University), Master of Science, Adult Education and Human Resources Development, (Florida International University), Bachelor of Arts, Human Resources Management, (St. Leo University).

Contact information: vczelusniak@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, leading a learning organization, and in ethics, consulting and public policy applied to a variety of organizational settings.

The Ed.D. in Leadership and Innovation is designed for candidates who are interested in careers as business leaders and managers, school superintendents, principals, directors, and supervisors; administrators in state, federal, and international agencies; professors and administrators in institutions of higher education; or directors and supervisors of educational services in non-profit agencies and non-governmental organizations.

The program offers 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.

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

5. Respond to the changing needs of diverse organizations.
6. Participate in managing and leading private corporations, public organizations, educational institutions and systems and nonprofit agencies.
7. Develop leadership and innovation skills and effective team-oriented approaches to teaching and learning to maximize the performance achievements of all learners.
8. 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 outcomes are assessed by the writing of the dissertation plan, written and oral components of the doctoral dissertation, and the oral defense of the dissertation.

Program Requirements and Structure:

The Ed.D program requires 60 credits of doctoral work beyond the master's degree, including 48 credits of core courses and 12 credits of dissertation benchmarks.

Core Courses

48 credits

ELI 801	Theory and Practice of Leadership
ELI 803	Information Management
ELI 804	Management of Crisis and Change

ELI 805	Strategic Leadership and Global Change
ELI 806	Accountability in Leadership
ELI 807	Ethics and Governance
ELI 808	Human Resources Development
ELI 809	Innovation and Leadership
ELI 813	Leading a Learning Organization
ELI 814	Cross-Cultural Relations
ELI 815	Public Policy Leadership
ELI 816	Consulting Practices
ELI 817	Managing Social Media in Organizations
ELI 819	Managing Performance
RES 820	Quantitative Research
RES 821	Qualitative Research

Dissertation Benchmarks

12 credits

*all courses are 2 credits unless otherwise noted

DIS	890	Dissertation Plan Benchmark
DIS	891	Dissertation Benchmark I
DIS	892	Dissertation Benchmark II
DIS	893	Dissertation Benchmark III
DIS	894	Dissertation Benchmark IV
DIS	895	Dissertation Benchmark V

TOTAL: 60 credits

Continuous Registration for Dissertation Students:

By the semester following successful completion of all dissertation courses, all doctoral candidates will be expected to continuously enroll for one (1) dissertation credit course up to and including the semester in which the student is graduating. Failure to do so may result in a delay in the student's ability to continue with his/her dissertation efforts and to work with their respective Dissertation Chair.

DIS 896 Dissertation: Research in Leadership and Innovation each semester until graduation. A student must be registered in the semester that he or she graduates.

Dissertation advice by the Dissertation Chair or Committee members can only be given to a doctoral candidate who registers for DIS 896 Dissertation: Research in Leadership and Innovation as appropriate or is in active student status. The doctoral candidate shall register online each semester, will have access to all services of the University and is expected to consult with the Dissertation Chair (or Committee member with the chairs approval) during a semester in which the candidate is registered for DIS 896 Dissertation: Research in Leadership and Innovation. A doctoral candidate cannot access the University's services and consult with a Chair or Committee member regarding the dissertation if that student is not registered (and in active student status) during that same period.

A candidate who fails to maintain two semesters of continuous registration during an academic year will be required to re-apply to the program when that student undertakes to continue or complete the degree. If re-admitted, it will be at the discretion of the School of Leadership, Education, and Communication which courses previously taken in the Ed.D. program will be accepted on re-admission.

Doctoral Studies Policies and Procedures Manual:

The Ed.D Dissertation Handbook and Dissertation Publication Manual provide a set of policies and procedures that govern doctoral study in the School of Leadership, Education, and Communication. The University's Dissertation Publication Manual provides specific guidelines for producing the dissertation.

Doctoral Candidacy and the Dissertation Plan:

The dissertation is an original and scholarly research contribution to the candidate's chosen area of specialization. It should demonstrate competent application of appropriate research procedures and ethical guidelines in the investigation of a significant problem or issue. After completing the dissertation, students are strongly encouraged to apply for appropriate dissertation award programs and for opportunities to present and publish their work at appropriate venues.

Although the Dissertation process begins with DIS 890 - Dissertation Plan Benchmark, students must successfully pass DIS 891 Dissertation Benchmark I and complete Chapter One of the Dissertation; at this point they are deemed to have officially matriculated to the Dissertation Phase.

A doctoral student does not officially become a candidate for the doctoral degree until after successfully completing DIS 890 – Dissertation Plan (see Dissertation Handbook for other requirements). In addition, the Ed. D student must demonstrate:

1. Maintenance of at least a 3.00 GPA in all the doctoral course work.
2. Completion of all program requirements, except for the doctoral dissertation.

After, students complete DIS 891 - Dissertation Benchmark I, they can then begin to work on the Institutional Review Board (IRB) proposal and the remaining dissertation according to the University's dissertation policy. Please pay particular attention to the dates, timelines and deadlines contained in this Handbook. They are strictly observed by the University.

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

The Dissertation Plan Benchmark (DPB) is completed when the student is enrolled in DIS 890 Dissertation Plan Benchmark and represents the beginning stage of the dissertation process. In DIS 890, each student also develops a student dissertation profile and completes the Dissertation Chair selection process. After the Dissertation Chair has been selected, the student will begin working with the Dissertation Chair, and all work is completed in DIS 897 – Dissertation Experience, which is the "collaboration area" in Canvas. Students must register for all Dissertation benchmarks, but all Dissertation work is documented in DIS 897 – Dissertation Experience. The benchmark sequence for all Dissertation Benchmarks is outlined below. The DPB and the Dissertation Benchmarks I-V combine for 12 credits and span over two to three years. The DPB is normally completed by the first three semesters of a student's doctoral program.

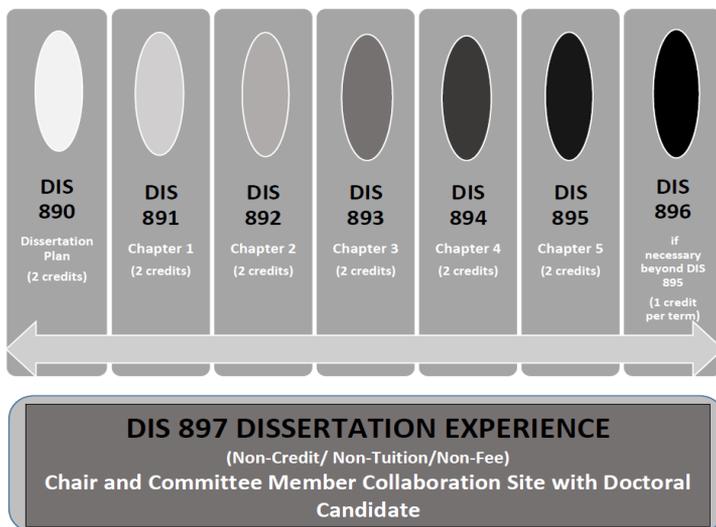
The following is a visual display of all of the dissertation benchmarks and how DIS 897 Dissertation Experience is the collaboration site for the student to engage the assistance of their full committee:



DOCTORAL DISSERTATION BENCHMARKS

DIS 890 – DIS 895 - Progress Reporting Benchmarks

NOTE: Chair/Committee Member are not directly assigned to the benchmarks. Non-Academic Progress is reported to the Lead Dissertation Chair at the end of each term based on progress made through documentation in DIS 897.



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 Ed.D 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 that must be related to the degree focus (Leadership and/or Innovation) and must be approved by the Dissertation Chair. 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.

A candidate for the doctoral degree must complete the DIS 890 Dissertation Plan Benchmark successfully. A student who cannot successfully complete DIS 890 Dissertation Plan Benchmark will be withdrawn from the program.

After completing DIS 890 Dissertation Plan, a candidate for the doctoral degree must also complete a minimum of 10 semester hours of dissertation credits (DIS 891 – DIS 895), beyond the DIS 890 Dissertation Plan benchmark. Once the 10 semester hours of dissertation credits have been completed, the candidate must maintain continuous registration in DIS 896 and pay for one credit each semester (fall, spring and summer) until the dissertation is successfully completed and defended. All documented work toward completion of the dissertation, takes place in **DIS 897 Dissertation Experience. It is the only place where the Dissertation Committee and the student interact and document the successful completion of each of the Dissertation benchmarks.** See the Dissertation Handbook for more details on the Dissertation process and grading policy for the Dissertation Benchmarks (DIS 890 - DIS 895).

Ethics of Dissertation Research:

The primary responsibility for insuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the doctoral candidate and the dissertation chair. The 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 read the IRB's Guidelines for the detail needed to submit and get approval to proceed with data collection and subsequent portions of the dissertation study.

APA, Quality Control, and Style Test Requirements:

1. When the dissertation has been successfully defended, it must pass a 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. Dissertation that fails those requirements will be returned to students for review and rewrite. 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 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 quality issues are successfully resolved.

Publishing the Dissertation:

St. Thomas University requires that all dissertations be published in the St. Thomas University Library database; two print copies must be bound and submitted for the Archives; and all students must submit their dissertations to ProQuest for inclusion in

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:

From time to time, a doctoral student may not be able to complete all the assigned work for a particular class. It may be necessary for a doctoral student to request an Incomplete for a course. The instructor and student are asked to complete the necessary paperwork to request an Incomplete and to submit it to the Program Coordinator. Instructors are encouraged to give doctoral students in this situation sufficient support and time to complete the assignments at an appropriate level.

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 at the graduate level. All incompletes must be completed prior to the midpoint of the following semester (Fall incompletes completed by Spring, Spring and Summer incompletes by the Fall) or they automatically convert to an "F". Students who are on Academic Probation will not be allowed to register if they have a course(s) remaining as Incomplete.

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. When Incomplete is requested, the student (at this point) is passing the course.
3. Unusual or exceptional circumstances have unexpectedly occurred near the end of the semester, which have prevented the student from completing all of the course requirements. In general, the circumstances are beyond the control of the student, e.g., sudden illness (sickness), 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 make up the Incomplete 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, so as to provide additional time for submission of assignments/benchmark task 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 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 Ed.D 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 re-application) 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. Students in the Ed.D in Leadership and Innovation do not qualify for any current discount programs sponsored by St. Thomas University and listed in the Graduate Catalog, unless otherwise advertised.

DEPARTMENT OF THEOLOGY AND MINISTRY

"Where Faith and Tradition meet Experience and Action"

Faculty: M. Carter Waren, O. Cortes, B. Froehle, J. Kryszak,

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.



GRADUATE THEOLOGY PROGRAMS

MASTER OF ARTS IN PASTORAL MINISTRIES (MAPM) (Delivery Locations: Main Campus)

Program Coordinator: Mary Carter Waren

Academic Credentials: DMin, Barry University, MA, St. Thomas University, BA, University of Wisconsin-Oshkosh, Associate Professor of Theology, 1992

Contact Information: 305-628-6653; MCarterWaren@STU.EDU

Program Advisor(s): Carter Waren

PROGRAM DESCRIPTION

Vision: The Master of Arts in Pastoral Ministries 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: Compliance with standard Graduate Program admissions requirements, including satisfactory letters of recommendation, transcripts, and test scores, as stated in the Procedures for Admissions section of this catalog.

1. Applicants must have a minimum of 6 undergraduate credits in Religious Studies, Theology or Ministry.
2. A cumulative undergraduate grade point average of at least 3.0.
3. Graduate Record Exam (GRE) or Miller Analogy Test Scores.
4. Three letters of Recommendation: one letter must be from a leader within the applicant's faith community attesting to the applicant's service. The other two letters should testify to the applicant's potential to successfully complete a Master's level program.
5. A sample of academic writing between 5 and 10 pages in length.
6. An admissions interview with the Program Director and/or Dean.

St. Thomas University's MA programs utilize a selective admissions process to insure compatibility of applicant's needs with the program.

MA PASTORAL MINISTRIES 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
-----	-----	-------------------	---

Major Ministerial Project (Required for Graduation)

A Pastoral Project is the exit requirement for the MA in Pastoral Ministries. Through it, students demonstrate their competence in integrating the cognitive, affective and practical aspects of the program in the form of a concrete project. Using the methodology of practical theology students identify a need, research it appropriately, implement a pastoral response and evaluate it. They then reflect on their experience in 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, toward the M.Div. 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.

MA PASTORAL MINISTRIES COURSE REQUIREMENTS 36 credits **WITH A SPECIALIZATION IN RELIGIOUS EDUCATION** **(Delivery Locations: Main Campus)**

Pastoral Foundations 18 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	521	Hebrew Scriptures	3
STM	522	Christian Scriptures	3
STM	541	Theological Ethics	3
STM	612	Introduction to Practical Theology	3
STM	737	Sacrament and Symbol	3

Religious Education 15 credits

These courses enable the student to develop competence in specific areas of ministry. Students may choose courses according to their needs.

Required 12 credits:

STM	511	Human and Faith Development	3
STM	551	Contemporary Approaches to Religious Education and Formation	3

STM 552	Historical Foundations of Religious Education	3
STM 652	Adult Religious Education – Principles and Application	3

Electives: 3 credits chosen from the following:

STM 562	Justice Advocacy and Social Transformation	3
STM 512	Method in Ministry	3
STM 655	Adolescent Faith Formation	3

Pastoral Integration 3 credits

Field education provides students the opportunity to integrate their learning through field experience and theological reflection in a religious education setting.

STM 591	Field Education I	3
---------	-------------------	---

Major Ministerial Project (Required for Graduation)

A Pastoral Project is the exit requirement for the MA in Pastoral Ministries. Through it, students demonstrate their competence in integrating the cognitive, affective and practical aspects of the program in the form of a concrete project. Cognizant of the methodology of religious education (as a sub-field 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 successfully present their major project before the mid-term date of the semester in which 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, toward the M.Div. 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.

MASTER OF DIVINITY (MDiv)

Program Coordinator: Mary Carter Waren

Academic Credentials: DMin, Barry University, MA, St. Thomas University, BA, University of Wisconsin-Oshkosh, Associate Professor of Theology, 1992

Contact Information: 305-628-6653; MCarterWaren@STU.EDU

Program Advisor(s): Carter Waren

PROGRAM DESCRIPTION

Vision: The Master of Divinity (MDiv) program prepares students to serve communities of faith through transformative, interculturally engaged leadership reflectively grounded in Christian texts, traditions, theologies, and spiritualities.

Mission: To educate men and women with theological expertise and pastoral skills within a community of faith and scholarship for use in church service.

The MDiv mission is modeled in the program 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. An intercultural and inter-confessional educational experience provided by a diverse student body and learning opportunities.

ADMISSION REQUIREMENTS: Compliance with standard Graduate Program admissions requirements, including satisfactory letters of recommendation, transcripts, and test scores, as stated in the Procedures for Admissions section of this catalog.

1. Applicants must have a minimum of 6 undergraduate credits in Religious Studies, Theology or Ministry.
2. A cumulative undergraduate grade point average of at least 3.0.
3. Graduate Record Exam (GRE) or Miller Analogy Test Scores.
4. Three letters of Recommendation: one letter must be from a leader within the applicant's faith community attesting to the applicant's service. The other two letters should testify to the applicant's potential to successfully complete a Master's level program.
5. A sample of academic writing between 5 and 10 pages in length.
6. An admissions interview with the Program Director and/or Dean.

The Master of Divinity program utilizes a selective admissions process to insure the compatibility of applicant's needs with our programs.

MASTER OF DIVINITY COURSE REQUIREMENTS			72 credits
Foundations			9 credits
STM	500	Theological Research and Writing	3
STM	511	Human and Faith Development	3
STM	512	Method in Ministry	3
Bible			9 credits

STM	521	Hebrew Scriptures	3
STM	522	Christian Scriptures	3
		<i>And one other approved scripture course</i>	3

Systematics **9 credits**

STM	531	Christian Thought I	3
STM	532	Christian Thought II	3
		<i>And one of the following courses, or others if approved</i>	
STM	732	Christology	3
STM	737	Sacrament and Symbol	3

Ethics **6 credits**

STM	541	Theological Ethics	3
STM	641	Ministerial Ethics	3

Pastoral Practice **18 credits**

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
		<i>And two of the following courses, or others if approved</i>	
STM	671	Advanced Pastoral Care and Counseling	3
STM	771	Clinical Pastoral Education I	3
STM	681	Preaching and Presiding	3

Pastoral Integration **9 credits**

This area enables students to integrate their learning through field experience and theological reflection. Supervised ministry is offered each semester. Students are to work with their advisor in scheduling their placements, which will vary depending on their ministerial goals.

STM	591	Field Education I	3
STM	691	Field Education II	3
STM	791	Ministry Integration Seminar	3

Integrative Statement of Purpose (Required for Graduation)

Students are required to develop an integrative statement of purpose and vision for ministry, demonstrating their mastery of the cognitive, formational, and practical components of their course of study. A public presentation of their theological reflection will be made before a panel of three faculty and two peers for evaluation. This will ordinarily be done in the final semester of course work.

Electives **12 credits**

Students are encouraged to take cognate courses, with the permission of the program coordinator, within other disciplines at Saint Thomas University, including counseling, business administration, or other fields. Students may also take other approved courses within the School of Theology and Ministry, including directed research or reading courses. Twelve elective credits are the minimum required for the degree, although it is possible that some students may need to complete additional electives within the School of Theology and Ministry in order to obtain the academic qualifications necessary for ordination. Students are therefore encouraged to seek guidance from their respective authorities throughout their studies, as such requirements may change. Saint Thomas University is not responsible for establishing or communicating such requirements.

Program Student Learning Outcomes:

1. Demonstrate expansive knowledge of four major fields of Christian theology essential for ministerial leadership: scripture, systematics, ethics, and practical theology.
2. Demonstrate ministerial leadership skills.

Program Student Learning Outcomes Assessment: These outcomes are assessed using a locally-developed test, and a written presentation.

Transfer of Credit

In consultation with the program coordinator, up to 24 graduate credits may be accepted from a regionally accredited institution toward the M.Div. 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.

While the School does not in any way guarantee that certain courses will be offered at certain times, there is a two-year rotation of all the core courses offered by the M.Div. program. Students are reminded that they need additional elective credits to graduate, for which a minimum of 72 credit hours is required. Students cannot graduate without completing all required courses. Electives may be taken within the School of Theology and Ministry, elsewhere within the University, or on a transfer basis from other institutions, provided that Saint Thomas University and School of Theology and Ministry rules regarding transfer credit are observed. Such rules are ordinarily based on those set by the relevant accrediting agencies.

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 PRACTICAL THEOLOGY (PhD) (Delivery Locations: Main Campus)

Program Coordinator: Bryan T. Froehle, PhD

Academic Credentials: PhD, MA, Sociology (University of Michigan); BS, Foreign Service (Georgetown University).

Contact Information: 305-628-6636; bfroehle@stu.edu

Program Advisor(s): As assigned

PROGRAM DESCRIPTION

Vision: In response to the “joys and hopes, the grief and anxieties of the people of our time,” this PhD 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.

Practical Theology at St. Thomas University: Practical theology at St. Thomas University is both a theological field and a way of doing theology. It begins with a practical concern that comes out of experience, engages that concern in dialogue with the religious tradition and the culture, and through that dialogue discerns wisdom that leads to transformative action. The PhD Program in Practical Theology 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. Students are expected to produce original research both creative and liberative. 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 on-campus setting.

ADMISSION REQUIREMENTS FOR THE PhD 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. Applicants without a graduate degree in theology must have 15 graduate credits in theology.

1. **Online Graduate Application and Fee.** Applicants should complete the online graduate application for St. Thomas University as soon as possible. The applicant need only submit basic contact information in this application. This opens a file in the Office of Admissions, which allows all documentation to be appropriately compiled. The fee is set by the Office of Admission of St. Thomas University. A graduate admissions officer should be contacted with any questions regarding this fee.

2. **Statement of Purpose.** This is a 3-5 page articulation of the applicant's academic and professional interests. It should include a clear discussion of why the applicant is seeking a PhD in practical theology as well as why St. Thomas University and this program in particular is the best place for them to study.
3. **Curriculum Vitae.** Applicants are urged to submit an academic-style curriculum vitae following a generally accepted format of their choosing. Such formats ordinarily include a listing of a person's educational history, experience, and honors or awards. Other material, including any publications or papers that have been presented before scholarly associations, if applicable, is helpful to include as well, but by no means expected. A traditional resume is acceptable in lieu of a formal curriculum vitae.
4. **Writing Sample.** The writing sample should be in theology or an allied field and no less than twenty pages. It may consist of multiple papers or a single paper as long as it is twenty or more pages total. The writing sample will ideally reflect an area of the applicant's scholarly interest.
5. **Recommendations.** There must be a minimum of three letters of recommendation and they must give evidence of scholarly potential as well as personal skills for the candidate to be both a self-motivated and peer learner. The University-supplied form may be used, but a traditional letter of recommendation is encouraged as well.
6. **Transcripts.** Official transcripts must be provided to the Office of Admissions from any institution of higher education for any course at or above the undergraduate level. Applicants with a graduate degree from outside the United States must submit their transcript to a credential review agency approved by the University. The report of the credential review agency must show that the applicant has an academic degree that may be considered the equivalent of a graduate degree from a regionally accredited institution in the United States.
7. **TOEFL (if applicable).** Applicants holding an undergraduate or graduate degree from an academic institution within the United States are not required to take the Test of English as a Foreign Language (TOEFL) examination. Applicants who have completed a course of study in the English language outside of the United States are also not required to take the TOEFL. However, all other international students whose native language is not English, including transferring students from U.S. institutions, are required to submit the results of the TOEFL.

Deadlines. The deadline for all applications documentation is January 31. Applicants who do not submit materials in full by the deadline of January 31 may still be considered if their materials are submitted by March 31. Incomplete files are not considered after that date. For fullest possible consideration, including for scholarship opportunities, applicants are strongly encouraged to have their file complete by January 31.

Personal Interview. This is the single most important part of the process. It occurs after all other required documentation has been submitted. This interview is organized and scheduled by the Program Director. Interviews are ordinarily scheduled for mid or late February, and generally take place before the entire faculty via an Internet-based video connection. The faculty is responsible for admission decisions. Interviews are scheduled in mid or late April for those who complete their files by March 31.

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. Half of the courses are offered in the fall semester (STM 811, 831, 911, 931), while the other half of the courses are offered in the spring semester (STM 821, 841, 921, 941). Courses at the 800 level are organized around practical theological theory and method. 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. 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.

Core Pre-Candidacy Courses			36 credits
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

Elective Pre-Candidacy Courses **6 credits**

This requirement may be met by formal elective courses

This may also be met by independent study courses (891, 893, 897)

STM 861-899	1-4 credits each
<i>or other pre-approved courses within the University</i>	
<i>or transfer credits from other institutions, as approved</i>	

Candidacy Course Sequence **12 credits**

STM	961	Prospectus Seminar	3
STM	971	Dissertation Seminar I	3
STM	981	Dissertation Seminar II	3
STM	991	Dissertation Seminar III	3

Program Student Learning Outcomes: The PhD 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 is completed. This period of study is designed to engage the student with the length and breadth of the literature necessary for joining the scholarly conversation and commencing the 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 director, or dean where relevant, 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 consisting of 42 credits. They must be in good academic standing. Successful completion of the 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, and to which the literature and methods of practical theology may be effectively applied. The prospectus offers a roadmap for such a dissertation, including presentation of the research problem, an examination of the literature and research question(s), and presentation of design and relevant methods, together with proposed chapter titles, a detailed timeline of completion, and a list of references critical to the work.

Dissertation Committee

The dissertation committee consists of a chair, lead reader, and at least one other member. The chair must be drawn from St. Thomas University faculty. It is the duty of the chair to coordinate institutional relationships and convene the committee. The lead reader may be someone other than the chair and is generally chosen for particular expertise in the area in which the candidate is working. This person 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 writer's dissertation committee, who are responsible to sign the dissertation title page upon their approval. Such a defense must occur before the midpoint of the fall or spring semester if the dissertation writer is to graduate in that semester. Upon a successful defense, the dissertation is given a final format check by the dean of the library or a designee of the dean. 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. 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.

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 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.

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 seek and obtain written 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 calculation of 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 SCHOOL OF BUSINESS

“Ethics and Leadership Are the Keys to Success”

Lloyd A. Mitchell, MBA Chairperson, School of Business & Associate Professor of Accounting

Faculty: T. Abernethy, K. Brady, R. Epling, H. Gringarten, L. Higgins, P. Klein, L. Knowles, N. Mathew, S. Maynard-Patrick, L. Mitchell, J. Peart, C. Reese, J. Rocha, S. Song

Mission: The School of Business supports the University’s mission of Developing Leaders for Life by providing high-quality, convenient, and affordable educational opportunities that represent superior value to diverse groups of part-time, full-time, traditional, and adult students with undergraduate, graduate, and certificate programs.

The School of Business faculty is driven by a passion to develop the next generation of leaders. Working closely with faculty, students will expand upon the business concepts and principles necessary 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.

MASTER OF ACCOUNTING (MAC) [Delivery Locations: Main Campus]

Program Coordinator: 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

Program Advisor(s): C. Reese, L. Higgins

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 School of Business graduate academic standards apply, including the requirement that students must maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. 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

SPECIALIZATION IN FORENSIC ACCOUNTING or TAXATION

Students may obtain a specialization with the Master of Accounting degree in either Forensic Accounting or Taxation by completing the required 12 credits (four courses) within the specialization area. This can be accomplished within the 30 credit MAC program only through careful planning and scheduling of coursework. A student with a specialization may not earn a duplicate certificate. Consult with an advisor in advance if you are interested in these specializations. Specialization courses normally require at least one and one-half years to complete. Details of course requirements are presented below.

MASTER OF ACCOUNTING**30 credits****Accounting****15 credits**

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

Management**6 credits**

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

Accounting Electives**3 credits**

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**6 credits**

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

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

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

Forensic Accounting Specialization

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

The MAC student must be admitted to the specialization before applying for graduation. ACC 502 Advanced Auditing must be completed prior to registering for the courses below. The graduate specialization will be awarded to those who complete three courses (9 credits) at St. Thomas University from the following forensic accounting courses at the same time as they complete the MAC degree:

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

Taxation Specialization

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

The MAC student must be admitted to the specialization before applying for graduation. ACC 505 Advanced Taxation must be completed prior to registering for the courses below. The graduate specialization will be awarded to those who complete three courses (9 graduate credit hours) at St. Thomas University from the following graduate taxation courses at the same time as they complete the MAC degree:

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

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

Prerequisites

Although an undergraduate degree in accounting or its equivalent is a prerequisite for admission to the MAC, it is possible for an applicant to be admitted to the MAC program with a baccalaureate degree in another business discipline or some other discipline if he or she agrees to complete the prerequisites for the MAC program. Each prerequisite must be taken before the student may take the advanced graduate course related to the prerequisite, e.g., ACC 303 (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	Advanced Accounting	3
or		
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 education by earning our MBA specialization in Accounting or Master of Science in Management (MSM) specialization in Management Accounting. Although the general admission requirements for the MBA and MSM differ from those for the MAC, the above listed accounting prerequisites are the same for all three graduate programs.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Program Coordinator: Kevin Brady, PhD

Academic Credentials: PhD (Florida Atlantic University); MS (Florida Atlantic University); BA, (SUNY Oswego, New York) Visiting Professor of Finance, 2017

Contact Information: 305-474-6942; kbrady@stu.edu

Program Advisor(s): T. Abernethy, K. Brady, R. Epling, H. Gringarten, L. Higgins, L. Knowles, S. Maynard-Patrick, N. Mathew, J. Peart, C. Reese, J. Rocha, 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 Accounting, International Business, or Sports Administration. The joint degree program requires prior acceptance into the University's School of Law in addition to separate admission into the MBA program.

The St. Thomas University Master of Business Administration program has full-time and 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.

Ten 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.

MASTER OF BUSINESS ADMINISTRATION

36-45 credits

Preparatory Courses (if required)

ACC 530	Essentials of Accounting	3
BUS 532	Statistical Analysis for Management	3
BUS 724	Foundation for Business Studies	3

Core Courses

24 credits

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

* 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.

[Delivery Locations: Main Campus]

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]

Cyber Security Management Specialization

12 credits

Four of the following courses:

BUS 511	Cyber Security Management Law	3
BUS 536	Entrepreneurship	3
BUS 608	Ethical Hacking for Business	3
MIS 673	Cyber Security Governance+	3
MIS 674	Enterprise Information Security+	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]

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]

Human Resource Management Specialization

12 credits

Take the following:

MAN 703	Human Resource Management	3
---------	---------------------------	---

Then select three of the following courses:

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 795	International Management	3
BUS 789	Graduate Project	3
BUS 792**	Business Internship I	3

[Delivery Locations: Main Campus]

Management Specialization

12 credits

Four of the following courses:

BUS 536	Entrepreneurship	3
BUS 670	Advanced Operations Management	

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,]
Sports Administration Specialization*** 12 credits**

Take the following:

SPO 719	Legal Aspects of Sports Administration	3
---------	--	---

Then choose three of the following courses:

BUS 536	Entrepreneurship	3
SPO 717	Seminar/Principles of Sports Administration	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

**[Delivery Locations: Main Campus]
Sports Tourism Specialization 12 credits**

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
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 Accounting, International Business or Sports Administration requires prior acceptance into the University's School of Law in addition to admission into the MBA degree program during the spring term of the law student's first year. Three (3) 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 Accounting, 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 Accounting, 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 School 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 the School 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 Accounting	MBA International Business	MBA – Sports Administration
LAW 812 Federal Income Taxation	Replaces ACC 505	X	X

LAW 700 – International Law or LAW 832– International Business Transactions	X	Replaces BUS 771	X
LAW 745 – Sports Law	X	X	Replaces SPO 719

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 27 credits (plus any prerequisite accounting, business and economics courses) required for the MBA degree.

MASTER OF INTERNATIONAL BUSINESS (MIB)
[Delivery Locations: Main Campus]

Program Coordinator: Nicholas Mathew, PhD

Academic Credentials: PhD, MBA

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 30-39 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.

MASTER OF INTERNATIONAL BUSINESS REQUIREMENTS 30-36 credits

Preparatory Courses (if required) 6 credits

ACC 530	Essentials of Accounting	3
BUS 724	Foundation for Business Studies	3

General Requirements 15 credits

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

International Business Core Requirements 12 credits

BUS 672	Global Marketing Concepts & Strategies	3
BUS 775	International Business	3
BUS 771	International Business Law	3
BUS 795	International Management	3

Electives

3 credits

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 CYBER SECURITY MANAGEMENT (MSCSM) [Delivery Locations: Main Campus]

Program Coordinator: Lloyd A. Mitchell

Academic Credentials: MBA, University of Miami, CPA, CGMA, BBA, Florida International University, Chairperson, Gus Machado School of Business and Associate Professor of Accounting, 1984.

Contact Information: 305.628.6622; Lmitchell@stu.edu

Program Advisor(s): C. Reese, J. Rocha

Program Description: The program is designed to provide a comprehensive understanding of the Cyber Security Management process, and the major functional activities related to securing 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 cyber security strategy, policy, and subsequent establishment of supporting security processes.

The Master of Science in Cyber Security Management (MSCSM) program offers a unique multidisciplinary approach through the synergy and active participation of the following St. Thomas University Colleges and Schools:

- St. Thomas University School of Business graduate program
- St. Thomas University Biscayne College Criminal Justice graduate program
- St. Thomas University School of Law program, and
- St. Thomas University School of Science, Technology & Engineering Management's Computer Science graduate program

Through this blended multidisciplinary approach, the Master of Science in Cyber Security Management (MSCSM) program graduate students will have a wide variety of learning opportunities to apply in their professional careers related to Cyber Security Management issues, challenges, and opportunities. As a result, the Master of Science in Cyber Security Management curriculum will provide graduate students 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 (6 credit hours) needed for sound decision-making with cyber security management core and electives (24 credit hours) to provide students with a uniquely cyber security management perspective. [Prerequisites may apply, see degree program section below].

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 admissions with evidence of significant relevant full-time work experience

SPECIFIC ADMISSION REQUIREMENTS FOR MSCSM:

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.
1. 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 MANAGEMENT**30 credits**

To earn the Master of Science in Cyber Security Management degree, the student must successfully complete:

General Requirements**6 credits**

MIS 679	Information Ethics	3
MIS 670	IS Project Management	3

Cyber Security Management Core Requirements**15 credits**

BUS 511	Cyber Security Management Law	3
MIS 673	Cyber Security Governance+	3
MIS 674	Enterprise Information Security+	3
MIS 677	Cyber Security Technologies	3
MIS 690	Seminar in Cyber Security Management	3

SPECIALIZATIONS**9 credits**

Select ONE of the following Specializations:

Privacy and Compliance

Take any THREE of the following courses:

MIS 676	Cyber Security Risk Management	3
MIS 678	Information Privacy	3
MIS 680	Cyber Security Auditing	3
BUS 536	Entrepreneurship	3

Security Operations

Take any THREE of the following courses:

BUS 608	Ethical Hacking for Business	3
CIS 542	Internet Protocols & Network Management Security	3
MIS 675	Cyber Security Operations	3
BUS 536	Entrepreneurship	3

IS Auditing

Take THREE of the following courses:

MIS 680	Cyber Security Auditing	3
BUS 608	Ethical Hacking for Business	3
CJA 717	Investigating Cyber Crime	3

General

Take any THREE of the following courses:

BUS 511	Cyber Security Management Law	3
CJA 717	Investigating Cyber Crime	3
CIS 542	Internet Protocols & Network Management Security	3
MIS 675	Cyber Security Operations	3
MIS 676	Cyber Security Risk Management	3
MIS 678	Information Privacy	3
MIS 730	Special Topics in Cyber Security Management	3
BUS 536	Entrepreneurship	3

+ These courses will help students to prepare for the Information Systems Audit and Control Association (ISACA) – Information Security Manager Competency skills certification program.



SPORTS ADMINISTRATION GRADUATE PROGRAMS

Program Coordinator: 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

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 markets 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 1000 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 School of Business's graduate sports administration program. Acceptance into the School of Law allows the student to begin the required first year law school program of study. The interested joint-degree student will make application by March 1 of the spring semester of the first year of law school to allow 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 the School of Business. In applying to the MS-SA or MBA-SA program, the joint program applicant's law school application and supporting materials are applicable to the MS-SA or MBA-SA program application. Admission into St. Thomas University's School of Law does not guarantee admission into either of the joint Master's degree programs.

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

All Joint JD /Sports Ad students take either:	MS – Sports Administration	MBA – Sports Administration
LAW 819 – Alternative Dispute Resolution	Replaces SPO Elective	Not applicable
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 (27 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. Three (3) credits from the law school will be transferred to the MBA in Sports Administration. Conversely 13 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

Guided Electives 21 credits

Seven approved courses chosen from:

MAN 703	Human Resource Management	3
MAN 503	Applied Research Methods	3
MAN 510	Management Ethics	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 719	Legal Aspects of Sports Administration	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 **27-36 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

Core Courses **21 credits**

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: **6 credits**

Required Sports Administration Courses:

SPO 717	Seminar/Principles of Sports Administration	3
---------	---	---

Then choose one of the following courses:

MAN 503	Applied Research Methods	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 719	Legal Aspects of Sports Administration	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 Coordinator: 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

Program Advisor(s): T. Abernethy, R. Epling, S. Song

Program Description: The Master of Science in Sports Administration 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

30 credits

Required Courses

15 credits

MAN 503	Applied Research Methods	3
MAN 510	Management Ethics	3
SPO 717	Seminar/Principles of Sports Administration	3
SPO 719	Legal Aspects of Sports Administration	3
SPO 790	Supervised Internship	3

Guided Electives chosen from:

15 credits

MAN 700	Organizational Behavior	3
MAN 703	Human Resource Management	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) IN SPORTS ADMINISTRATION

[Delivery Locations: Main Campus]

Program Coordinator: 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

Contact Information: 305-628-6630; tabernethy@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 Sports Administration 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 previous 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 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. A minimum score on the following standardized tests is required.

GRE	GMAT
154 Q & 157 V	600

7. 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: In consultation with the program director, up to 42 graduate credits may be accepted for students who have obtained a MS in Sports Administration/Management or an MBA degree from a regionally accredited institution.

Any MBA or MSSA student who has successfully completed 18 or more credit hours, with a minimum of 3.0 GPA at St. Thomas University, can matriculate directly into the DBA program upon consultation with the Program Director and completion of an official change of degree submission.

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. Academically qualified applicants unable to take the TOEFL or who have a score below 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 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 will be required to pursue additional coursework in English, if their command of the English Language is judged to be insufficient for graduate study. Depending upon the level of proficiency, as determined by the TOEFL or LOEP, international students may be allowed to take limited number of courses in their degree program, while completing their English coursework.

DEGREE REQUIREMENT DBA IN SPORTS ADMINISTRATION

RESEARCH REQUIREMENTS 30 credits

RESEARCH CORE 12 credits

BUS 801	Quantitative Research in Business Administration	3
BUS 802	Qualitative Research in Business Administration	3
BUS 803	Theory in Business Research	3
BUS 804	Research Design in Business Administration	3

DOCTORAL DISSERTATION 18 credits

SPO 812	Doctoral Dissertation I	3
SPO 813	Doctoral Dissertation II	3
SPO 814	Doctoral Dissertation III	3
SPO 815	Doctoral Dissertation IV	3
SPO 816	Doctoral Dissertation V	3
SPO 817	Doctoral Dissertation VI	3

BUSINESS ADMINISTRATION REQUIREMENTS 24-33 credits

Preparatory Courses (if required)

ACC 530	Essentials of Accounting	3
BUS 724	Foundation for Business Studies	3
BUS 532	Statistical Analysis for Management	3

BUSINESS ADMINISTRATION CORE 24 credits

ACC 770	Managerial Accounting	3
BUS 670	Advanced Operations Management	3
BUS 704	Policy, Planning and Strategy Systems	3
BUS 705	Advanced Information Systems	3
BUS 750	Strategic Marketing Management	3
FIN 751	Financial Management	3
MAN 510	Management Ethics	3
MAN 700	Organizational Behavior	3

SPORTS ADMINISTRATION REQUIREMENTS 27 credits

SPORTS ADMINISTRATION CORE 12 credits

SPO 717	Seminar/Principles of Sports Administration	3
SPO 719	Legal Aspects of Sports Administration	3
SPO 750	Issues in Sports Administration	3
SPO 755	Special Topics in Sports Administration	3

SPORTS ADMINISTRATION ELECTIVES	15 credits
(Choose five from the following)	
SPO 510 Sports Ethics	3
SPO 540 Sports Media and Public Relations	3
SPO 543 Sports Financial Management	3
SPO 544 Sports Marketing and Promotions	3
SPO 546 Facility & 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 789 Directed Readings	3
SPO 790 Supervised Internship I	3

ELECTIVES **0-9 credits**
(Choose from any graduate ACC, BUS, FIN, MAN or SPO courses)

TOTAL CREDITS REQUIRED **90 credits**

NOTE. The following program features may prove especially attractive to potential applicants:

1. If a student were unable to complete the full DBA, graduation with a MBA in General or MS in Sports Administration is possible.
2. Students' current career experience could be applied toward internship credit through portfolio documentation.
3. Course work is delivered in a 9-week, A-term format. However, dissertation hours are completed in a semester format.

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.

A candidate for the doctoral degree must also complete a minimum of 18 semester hours of dissertation. See the Dissertation Handbook for more details on the Dissertation process and grading policy.

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 Coordinator 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 the School of Business. The University's Dissertation Publication Manual provides specific guidelines for producing the dissertation.



EXECUTIVE DOCTOR OF BUSINESS ADMINISTRATION IN INFORMATION SECURITY (EDBA-IS)
[Delivery Locations: Main Campus]

Program Coordinator: Lloyd A. Mitchell

Academic Credentials: MBA, University of Miami, CPA, CGMA, BBA, Florida International University, Chairperson, Gus Machado School of Business and Associate Professor of Accounting, 1984.

Contact Information: 305.628.6622; Lmitchell@stu.edu

Program Advisor(s):

Program Description: The Executive Doctor of Business Administration in Information Security (EDBA-IS) is designed to develop scientist-practitioners who will be skilled in practice-focused research in information security. The research approach for EDBA-IS is the "engaged scholarship" model 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. The three-year, part-time program is for the working executives with seven to 10 years of managerial or consultative experience in cyber security, IT, compliance, audit or related field. The EDBA-IS graduates will benefit from knowledge improvement in information security, and potential opportunities for career differentiation and advancement.

GENERAL ADMISSION REQUIREMENTS: Applicant for the program must provide:

1. A completed and signed Application for Admission.
2. An earned Master's degree in information security, information systems, information technology, computer science or a related area with a minimum 3.00 GPA.
3. Official college and/or university transcripts from the institution where the Master'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 or from the Office of Admissions).
5. Personal Goals Statement. This essay should include the following:
 - a. Discuss your reasons for pursuing this degree.
 - b. Please include information on your strengths and weaknesses.
 - c. Describe how you plan to balance the time commitment required for the program (about 20 hours per week) with your personal and professional responsibilities.
 - d. Describe any obstacles or anticipated impediments to successfully complete the program.
6. Resume or Curricular Vitae.
7. A minimum of seven to 10 years of managerial or consultative experience in cyber security, IT, compliance, audit or related field.
8. (Optional) Applicants may submit standardized test scores (GMAT or GRE).
9. All foreign applicants must demonstrate proficiency in the English language. Standard testing generally used for this purpose by St. Thomas University will apply.

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. Academically qualified applicants unable to take the TOEFL or who have a score below 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 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 will be required to pursue additional coursework in English, if their command of the English Language is judged to be insufficient for graduate study. Depending upon the level of proficiency, as determined by the TOEFL or LOEP, international students may be allowed to take limited

number of courses in their degree program, while completing their English coursework.

TRANSFER OF CREDIT

Graduate work completed at another accredited school or at St. Thomas University may be accepted as transfer credit if the course work parallels courses offered in Executive DBA in Information Security. In general,

1. Students may transfer a maximum of twelve (12) credits of graduate level coursework completed at another regionally accredited school to be applied to Executive DBA in Information Security.
2. Students may transfer no more than twelve (12) credits forward from one St. Thomas University Master's degree to Executive DBA in Information Security.
3. Any transfer of credit has to adhere with St. Thomas University's Transfer Credit Policy Item 2 to 9 as listed in the Graduate Catalog.

DEGREE REQUIREMENTS:

EXECUTIVE DBA IN INFORMATION SECURITY **54 credits**

Foundational Courses **12 credits**

MIS 677	Cyber Security Technologies	3
MIS 673	Cyber Security Governance	3
MIS 674	Enterprise Information Security	3
MIS 679	Information Ethics	3
or		
MAN 510	Management Ethics	3

Research Methods Courses **12 credits**

BUS 801	Quantitative Research in Business Administration	3
BUS 802	Qualitative Research in Business Administration	3
BUS 803	Theory in Business Research	3
BUS 804	Research Design in Business Administration	3

Doctoral Seminar **9 credits**

MIS 801	Scientific Inquiry for Information Security	3
MIS 802	Information Security Management Seminar	3
MIS 803	Information Privacy Seminar	3

Doctoral Research **21 credits**

MIS 810	Research Practicum	3
MIS 811	Advanced Research Practicum	6
MIS 901	Dissertation I	6
MIS 902	Dissertation II	6

+Students who are unable to complete dissertation work in Dissertation I & II need to register for Continuing Dissertation.

MIS 903	Continuing Dissertation ⁺	3
---------	--------------------------------------	---

+Students who are unable to complete dissertation work in Dissertation I & II need to register for Continuing Dissertation.

Doctoral Dissertation

A EDBA-IS 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 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.

A candidate for the doctoral degree must also complete a minimum of 12 semester hours of dissertation. See the BA in Sports Administration Dissertation Handbook for more details on the Dissertation process and grading policy.

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 Coordinator 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 EDBA-IS 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 EDBA-IS 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

Then Dissertation Handbook and Dissertation Publication Manual provide a set of policies and procedures that govern doctoral study in the School 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+	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): \$782.00

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): \$782.00

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): \$782.00

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): \$782.00

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): \$782.00

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): \$782.00

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): \$782.00

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 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

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): \$782.00

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): \$782.00

Estimated Textbook Cost: Up to \$500



SCHOOL OF SCIENCE, TECHNOLOGY, AND HEALTH

"Leaders Make the Discoveries That Build Our Future"

Dora Pilar Maul, PhD
Chair, School of Science, Technology, and Health
Professor

Faculty: J. Abdirkin, A. Cioffi, L. Fernandez-Torres, P. Maul, S. Mondesire, M. Pina, J. Plunkett, A. Tapanes-Castillo

Mission: The faculty of the School 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.

School Overview: The School 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 School 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 School offers Master of Science degrees in Cell & Molecular Biology, Biology for STEM Education, Big Data Analytics, and Bioethics. The School is also the host for the School of Nursing, which offers a Master of Science degree in Nursing – Family Nurse Practitioner specialization (MSN-FNP) that is fully online.

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

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).

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 Coordinator: Sean Mondesire, PhD

Academic Credentials: PhD, MS, BS Computer Science (University of Central Florida)

Contact Information: 305-628-6760; smondesire@stu.edu

Program Advisor(s): S. Mondesire

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 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.

SPECIFIC ADMISSION REQUIREMENTS FOR THIS PROGRAM:

1. 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 2.5 should be interviewed and might be required to submit a GRE score.
2. Students can only transfer up to 12 credits from an accredited institution towards their degree in this program.
3. 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
MAD 2104	Discrete Mathematics
COP 2073	Introduction to Data Science
COP 4764	Advanced Database Systems Development

MS IN BIG DATA ANALYTICS**30 credits****Math Foundation Course****6 credits**

MAT 502	Statistical Methods	3 credits
MAT 602	Applied Machine Learning	3 credits

Core Requirements**12 credits**

CIS 541	Fundamentals of Big Data Analytics	3 credits
CIS 544	Data Mining and Machine Learning	3 credits
CIS 545	Big Data Warehousing	3 credits
CIS 546	Data Visualization	3 credits

Advanced Requirements**9 credits**

CIS 542	Internet Protocols and Network Security	3 credits
CIS 543	Programming for Data Analytics	3 credits
CIS 626	Big Data Analytics Applications	3 credits

Capstone Options**3 credits**

CIS 627	Big Data Analytics Capstone	3 credits
---------	-----------------------------	-----------

PROGRAM LEARNING OUTCOMES: Graduates of the proposed M.S. program in Big Data Analytics will be able to:

1. Apply the theories and discern the key ethical, legal and social responsibilities of the big data analytics technologies.
2. Implement the basic concepts and principles of big data analytics platform systems and practice its installation, setup, maintenance, and programming.
3. Analyze, design, and implement the data mining and machine learning algorithms for various analytics methods with system installation, maintenance, and programming.
4. 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*.

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 *Magna Cum Laude* (Pontifical Gregorian University); MDiv *Cum Laude* (St. Vincent de Paul Regional Seminary); BS, Biology (Florida International University)

Contact Information: 305-474-6968; 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 moral theology according to the Catholic tradition. This program will enable its graduates to develop professional careers in academia, healthcare, governmental regulation, industry, foundations, and other 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 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. Graduate record examination, general, with 75% achievement minimally.
2. A personal statement describing one's goals in pursuing an MS in Bioethics.
3. 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.

- All foreign applicants must demonstrate proficiency in the English language. Standard testing generally used for this purpose by St. Thomas University will apply.
- Approval by faculty committee in the School of STEM.

PROGRAM COURSE REQUIREMENTS

30 Credits

Foundation Courses		First Semester	7 credits
BIO 513	Fundamentals of Catholic Bioethics		3 credits
BIO 514	Responsible Research & Professional Conduct		4 credits
Specialization Courses		Second Semester	23 credits
BIO 602	Beginning of Human Life Bioethics		4 credits
BIO 603	End of Human Life Bioethics		4 credits
		Third Semester	
BIO 601	Bioethical Decisions in Healthcare Services		4 credits
MAT 507	Data Analysis and Probabilities		3 credits
		Fourth Semester	
BIO 600	Bioethics of Human Population & Earth's Ecosystem		4 credits
BIO 604	Bioethics Internship		4 credits

PROGRAM STUDENT LEARNING OUTCOMES: A graduate of the MS in Bioethics will be able to:

- Analyze critically the basic scientific and theological principles related to bioethical issues.
- Apply these principles to a variety of contemporary bioethical issues.
- Explain such principles to others willing to consider their usefulness.

PROGRAM STUDENT LEARNING OUTCOMES AND ASSESSMENTS:

- Evaluation: BIO 600 Bioethics of Human population & Earth's Ecosystem with written report using a scoring rubric.
- Evaluation: BIO 601 Bioethical Decisions in Healthcare Services with an oral presentation using a scoring rubric.
- Evaluation: BIO 604 Bioethics Internship using an evaluation form submitted by the internship supervisor.

GRADUATION REQUIREMENTS: A student must complete:

- All required courses in a timely manner.
- Maintain a minimal course grade of B (3.00/4.00)
- 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 Coordinator: 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

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.
5. Two letters of recommendation.
6. Personal statement of 900 words or more regarding interest in the program and relation to career goals.

PROGRAM COURSE REQUIREMENTS

30 Credits

Biology Requirements

16 credits

BIO 500*	Cellular and Anatomical Neuroscience	4 credits
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 **3 credits**

MAT 502 Statistical Methods 3 credits

Philosophy Requirements **3 credits**

BIO 510 Bioethics 3 credits

Science Requirements **8 credits**

BIO 501 Biology Seminar 1 credit

BIO 505 Journal Club 1 credit

BIO 506 Field Experience I 3 credits

BIO 507 Field Experience II 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 NURSING (MSN) **(Delivery Locations: Online, Main Campus)**

Program Coordinator: Adline Dormeus, DNP, NP-C

Academic Credentials: DNP (University of Alabama); MSN, Family Nurse Practitioner (Florida International University); BSN (Florida International University)

Contact Information: 305-628-6574; adormeus@stu.edu

Program Advisor(s): A. Dormeus, M. Joseph

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. 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 VA Benefits administrator.
4. Curriculum vitae or resume.
5. Undergraduate GPA of 3.0.

SPECIFIC ADMISSION REQUIREMENTS FOR MS IN NURSING:

1. Unencumbered RN license.
2. Curriculum vitae or resume must show one-year of experience.
3. If necessary, availability for interview upon review of application.

MSN Core Requirements		24 credits
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504	Advanced Health Assessment	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

MSN in Advanced Family Practice Specialization		23 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 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:

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 an 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.

Program Learning Outcomes Assessment:

1. Nursing faculty evaluates students based on defined course learning outcomes for both clinical and online courses. Nursing faculty and clinical preceptors grade students on online course assignments and discussions, exams, clinical skills evaluation, and research critique. The scholarly project gives the students an opportunity to participate in research and to integrate advanced practice knowledge and evidence-based practice.
2. Students receive a comprehensive examination in the last term of coursework and are assessed on: (1) application of theoretical perspective; scientific and clinical knowledge skills from nursing and other related science; (2) application of critical thinking skills in decision making; (3) Integrating evidence-based research in the clinical setting; and (4) ethical analysis. The threshold for this learning outcome is for 95% of the students to succeed in the comprehensive examination. It is expected that the students will be prepared to take and pass the national certification for the specialty after graduation.
3. The MSN students have the opportunity to assess the program outcome by evaluating courses and faculty. At the end of the program, students are asked to complete a program evaluation survey. As part of the program evaluation, graduates of the program are asked to submit a curriculum vitae (CV) and complete an alumni survey two years after graduation. A survey will also be sent to the employer of the graduate students. A CV will be requested every five years to review for the position held, regional and national presentations

and publications and research funding. The targets for this outcome are: that 50% of graduates will report research funding after graduation; that 60% will be in positions using academic and research expertise; and that 80% will publish at least one dissertation work.

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.

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*

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

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

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

This course critically analyzes the fundamental Catholic moral principles and examines empirically 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 theological and biological principles relevant to contemporary bioethics, in turn grounded on a profound Judeo-Christian Anthropology.

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 theological and biological principles relevant to contemporary bioethics, in turn grounded on a profound Judeo-Christian 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. Reviews current population data at global, regional, and local scales. Includes study of specific South Florida carrying capacity bioethical issues.

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.

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.

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 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.

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 on Hadoop platform. Topics such as how to configure the Hadoop platform and 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.

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*

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.

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 6 module 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.

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 use three comprehensive case studies to 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.

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 in teams 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.

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.

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.

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.

ELI (LEADERSHIP and INNOVATION) 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 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 Management of 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 Strategic Leadership and Global Change

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 Managing Social Media in Organizations

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 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.

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 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.

ENGLISH

(All Courses 3 credits unless otherwise specified)

ENG 530 European Classics: Ancient to Renaissance

This course presents selected masterpieces of European literary history focusing primarily on the epic poems of Homer, Virgil, Dante, and Milton to illustrate defining literary techniques and dominant themes associated with the Ancient World, the Middle Ages, and the Renaissance. Topics include myth, heroism, the oral tradition, the Pax Romana, the advent of Christianity, conversion, allegory, and humanism.

ENG 531 World Literature Masterpieces: Modern and Contemporary

Based upon the idea that students of literature need to expand their knowledge base beyond the traditional American and British literary canon, this course will introduce students of literature to texts from Latin America, Asia, Africa, the Caribbean, and both Southern and Eastern European nations. With the aim to analyze narrative techniques, political and racial identities, and cultural differences and similarities, the course will cover the work of Franz Kafka, Gabriel Garcia Marquez, Chinua Achebe, Haruki Murakami, V.S. Naipaul, and Helen Oyeyemi.

ENG 540 British Literature Classics

This course will provide an examination of selected major works in British literature ranging from Shakespeare to Coleridge, Conrad, Joyce, and Eliot, analyzing such works in terms of biographical, political, sociological, and religious backgrounds and in relationship to the art of the relevant historical period.

ENG 580 Studies in the Novel

A study of major novelists from the 19th Century onward, Studies in the Novel will explore this particular genre as well as important authors within the genre for the purpose of understanding important elements of character development, setting, political contexts, (a) temporality, and organizational principles. The course will also help students better comprehend the different artistic periods and literary movements within the genre during the last two centuries.

ENG 590 Studies in the Short Story

This is a genre course specializing in short fiction of the last 100 years, but reaching back as early as "The Thousand and One Nights" around the year 1100 C.E. It is felt that this genre is especially applicable to the fast pace of the current century. Class participation will be encouraged. The readings will include literature from over six countries, but the emphasis will be on English language study.

ENG 690 Literary Criticism: Ancient to Modern

A study of major critics of the western literary world from Plato and Aristotle to the twentieth century with discussions and papers on critical theory as it relates to individual achievements by literary artists, specifically in the genre of drama.

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 emotionally 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*

LIBERAL STUDIES

(All Courses 3 credits unless otherwise specified)

LST 501 Introductory Seminar

Traditional & Contemporary Visions In Liberal Studies. This course will explore the still evolving tradition of Liberal Studies (Studia Liberalia), with the Latin Studia (studies) referring to the exercise of personal and collective analysis of issues and texts, and the Latin Liberalia (free) referring to a spirit of inquiry characterized by its breath, openness, and respect for all who seek understanding and wisdom. The course will examine three historical stages of this tradition: 1) the classical Western era with its understanding of the Liberal Arts as the knowledge, skills, and virtues required for individuals to exercise freedom; 2) the European Renaissance with its concept of Humanitas; and 3) the current era with its debate over meaning and wisdom for the future of a global civilization. Team-taught, the course will also provide a basic orientation to a range of Liberal Arts disciplines.

LST 503 Global Ecological Ethics and World Philosophy

This course is an introduction to ecological ethics as treated in the philosophic tradition. It provides students with an overview of the main ideas of importance in ecological philosophy today, with an emphasis on Western philosophical approaches to this global issue. This course will introduce students to the Land Ethic, Deep Ecology, Ecofeminism, and Heideggerian and Critical Theoretic Approaches to Ecological Thought. It will demonstrate the roots of much of this thought in the ideas of Spinoza and Marx and examine some current developments in the Continental philosophic tradition, ranging from the contributions of Guattari to those of Latour.

LST 510 Research Methods in the Liberal Arts

Team taught, this research-methods course trains students to identify problems, interpret them in social and cultural contexts, collect evidence, and persuasively communicate findings. One key course goal is to have every student develop the bedrock skill of a liberal education: critical analysis. This course simultaneously prepares students for advanced university coursework as well as scholarly writing, library skills, and digital archives utilized in twenty-first century professions.

LST 540 Global Ethics in World Religions

This course will explore contributions from select world religions to the construction of an authentically postmodern global ethics, and partly in relation to the United Nations' efforts on behalf of global ecology. Sources will include the current Dalai Lama's famous book on global ethics, the developing centrality of ecology for Catholic Social Teaching, the contributions of the "Green Patriarch" of the Greek Orthodox Church, the role of Daoism in the new call of the government of China for a global ecological civilization, and the ancient spiritual-ecological traditions of the indigenous peoples of Africa, the Americas, Asia/Pacific, Latin America/Caribbean.

LST 550 Introductory Seminar: Traditional & Contemporary Visions in Liberal Studies

This course will explore the still evolving tradition of Liberal Studies (*Studia Liberalia*), with the Latin *Studia* (studies) referring to the exercise of personal and collective analysis of issues and texts, and the Latin *Liberalia* (free) referring to a spirit of inquiry characterized by its breath, openness, and respect for all who seek understanding and wisdom. The course will examine three historical stages of this tradition: 1) the classical Western era with its understanding of the Liberal Arts as the knowledge, skills, and virtues required for individuals to exercise freedom; 2) the European Renaissance with its concept of *Humanitas*; and 3) the current era with its debate over meaning and wisdom for the future of a global civilization.

LST 580 Global Ecological Ethics in the Earth Charter

This course is based on the premise that the predominant value systems of today are reductionist and that the current patterns of human endeavors are not sustainable, either socially or environmentally. Following that premise, the course examines The Earth Charter as providing a holistic perspective for a way to personal and global transformation and for inviting consciousness of one's moral responsibility as an agent of personal, social, and ecological change in personal life, in our societal relationship with all women and men, and on behalf of the sustainability of the natural world.

LST 590 Global Ecological Ethics Service Learning Seminar

In this seminar, students will gain real life-experience in a sustainable ecological framework by engaging and collaboratively interacting with a community of their choice, either local or beyond. They will integrate their knowledge of ecological ethics in the service-learning experience, resulting in a mutually beneficial exchange, exploration and application of knowledge.

LST 670 Global Ecological Ethics Integration Seminar

This course will assist students in synthesizing all that they have learned thus far in this program, and it will then guide them in identifying and developing a topic or theme, and an initial plan, for a paper or project to be completed in the program's capstone course. It will also provide opportunities for additional readings as enhancing background for students' papers or projects.

LST 680 Literature, Ethics and the Liberal Arts: An Integration Colloquium

This course builds upon the "Introduction to the Liberal Arts" and the "Research Methods" courses and serves to integrate perspectives of the varied emphases contributing to the liberal arts curriculum, specifically the language arts and imaginative literature, history, philosophy, and theology. The course is team-taught with contributions in the form of guest lectures and/or online components presented by faculty from the academic disciplines in question, giving each student the opportunity to identify a topic that will serve as the basis for the "Capstone Seminar Paper."

LST 690 Capstone Seminar

This course builds upon the "Research Methods" and "Integration Colloquium" and gives each student the opportunity to refine and research a topic that will serve as the basis for the "Capstone Seminar Paper." Students will develop a formal prospectus and preliminary bibliography, an extensive annotated bibliography, and oral reports on each section of the paper in question. The final sessions of the class will be structured like a formal thesis defense, with members from the university community invited for final discussion of the paper.

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 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 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.

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 entertainment. It covers security monitoring, incident response, threat analysis and intelligence, digital forensics, cyber security services, and technical security solutions.

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.

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 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 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 inquired-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.)

MPS (EXECUTIVE MANAGEMENT [MEM]) 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 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.

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

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. 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.

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.

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.

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.

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.

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.

NUR 600 Clinical Pharmacology

This is 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 with a thesis 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.

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.

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.

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*

SCIENCE COURSES

(All courses 3 credits unless otherwise specified)

SCI 501 Environmental Science and Technology for Teachers

This course provides an overview of Ecology stressing the interconnectedness of Ecosystems. The progressive levels of the bioregion will be investigated. Special emphasis will be placed on energy utilization in the environment using computers and laser video discs. Activities will be geared for use in the elementary science classroom.

SCI 502 Molecular Biology for Teachers

This course covers the principles and techniques of molecular biology. Students will learn how to analyze and manipulate nucleic acids, proteins, and gene expression. Techniques including spectrophotometry, gel electrophoresis, and chromatography will be covered. Students will be exposed to practical applications of molecular biology, and they will examine the impact of molecular biology on society.

SCI 503 Thesis

Thesis candidates will develop laboratory exercises, demonstrations, and teaching methods from the MSST course content and apply these as projects in their own classrooms. In accordance with the MSST committee and school-district based needs, the thesis candidate will choose a science topic that is regularly taught in the K-12 classroom, but poorly understood by students. The thesis candidate will develop an inquiry-based learning module that will be tested in the classroom, write a thesis, and give a public presentation.

SCI 504 Natural Products Chemistry

Studies of the chemical origins (biosynthesis), properties, and synthesis of the various classes of naturally occurring compounds: terpenes, steroids, alkaloids, acetogenins.

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 520A Science, Technology, and Society: Earth/Space Science Examples

This course explores the scientific method and how science and technology are presented to the society at large. Important scientific topics such as the placebo effect, human perception, double-blind tests, small number statistics, and correlation vs. causality are covered. The course also discusses the peer review process and government funding of scientific investigations and publications in scientific journals. Practical methods are given to assist the average citizen in distinguishing real science from pseudoscience. Examples throughout the history of astronomy are covered as they relate to the course content.

SCI 521 Astronomy I: The Solar System

This course is an introduction to astronomy and the Solar System. Employing a limited mathematical approach, this course is descriptive in nature. The content includes the origin of gravity, how planets move around, our understanding of the formation of the Solar System, and a comparison and contrast among the planets and other objects of the Solar System. Earth science is covered in greater depth than other planets, and Earth also serves as a point of comparison and contrast among other planets. *Prerequisite: MAT 181 or equivalent*

SCI 522 Astronomy II: Stars, Galaxies, and Cosmology

This course is an introduction to stellar, galactic, and extragalactic astronomy. Appealing to a qualitative analysis in most cases and using a simple mathematical background, the course explores the fundamentals of the inner workings of stars and their life cycle. Course material includes unusual objects such as neutron stars, black holes, and gamma-ray bursters. The course also covers the basics of galaxies, clusters of galaxies, dark matter, dark energy, and cosmology. *Prerequisite: SCI 521*

SCI 523 Introduction to Astrobiology

This course offers an introduction to a wide range of sciences, including astronomy, biology, chemistry, geology and cosmology. It has been developed as an integrated approach to the problem of life in the Universe, astrobiology. Topics include the science of life in the Universe, the nature of life, the geological history of Earth, the origin and evolution of life on Earth, searching for life in our Solar System, the search for habitable worlds and extraterrestrial intelligence, interstellar travel and the Fermi paradox. *Prerequisite: SCI 521*

SCI 524 Introduction to Rocketry and Space Technologies

This course introduces students to space technologies: rockets, satellites, the global positioning system, radio-telescope arrays, infrared spectroscopy, sources of energy for space stations and future colonies, space telescopes, robotics, artificial intelligence, and long distance communication technologies. *Prerequisite: SCI 521*

SCI 525 Earth Science: An Integrated Approach

This course uses energy as the unifying concept behind all systems in nature: what it is, how it affects our lives, and how it affects the "Spaceship Earth." It focuses on the investigation of the flow of energy through the natural environment, including the atmosphere, hydrosphere and lithosphere, along with the basic chemical and physical principles needed to understand the concepts introduced above. It also addresses the connections and integration of environmental problems presently faced by humankind with physical principles discussed above. *Prerequisite: SCI 521*

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.

SPORTS ADMINISTRATION COURSES **(All courses 3 credits unless otherwise specified)**

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 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*

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 892-895 Directed Doctoral Reading in Practical Theology **1-4 credits**

Students will pursue readings in advanced topics of particular interest in practical theology on a tutorial basis. To be arranged between the professor and student or students in advance. Course numbers 892-895 are used sequentially for each time a student registers for a directed doctoral reading course.

STM 896-899 Directed Doctoral Research in Practical Theology **1-4 credits**

Students will pursue pre-dissertation research in practical theology on a tutorial basis. To be arranged between the professor and student or students in advance. Course numbers 896-899 are used sequentially for each time a student registers for a directed doctoral research course.

STM 901 Propadeutic Doctoral Course in Christian Practice **1-4 credits**

Presents seminal works in 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.

Laura Courtley-Todd, MS, St. Thomas University, BS, Ohio State University, Director, Athletics.

D.P. Harris, BA, St. Vincent College, Head Men's Basketball Coach, Assistant Director of Athletics, Development Director.

Crystal Morvant, MEd, BS, University of New Orleans, AS, Nicholls State University, Manager, Fernandez Center.

Office of the Provost

Jeremy Moreland, PhD, MS, Texas Christian University, BA, Stephen F. Austin State University, Provost and Chief Academic Officer.

Diana Barbu, PhD, Florida State University, MCIS, Rutgers University, BS, Northern University (Romania), Associate Vice Provost, Institutional Research and Effectiveness.

Theodore Blashak, EdD, University of Phoenix, MA, BA, University of New Mexico, Vice Provost, Adult and Online.

Luis C. Fernandez-Torres, PhD, University of Houston, MS, University of Puerto Rico, BS, Pennsylvania State University, Assistant Professor of Chemistry, Dean, Undergraduate Programs.

Academic Administration

Maria Abdel, MS, St. Thomas University, BPS, Barry University, Registrar.

Wencheng Chang, MBA, MS, St. Thomas University, BS, Florida International University, Instructional Designer.

Vernon Czelusniak, PhD, Nova Southeastern University, MS, Florida International University, BA, AA, St. Leo College, Doctoral Dissertation Chair/Director, STU Online-Professional Development/Associate Professor.

Rebecca Devereaux, PhD, Claremont University, MS, BS, Florida State University, Director, Center for Community Engagement.

Adline Dormeus, DNP, University of Alabama, MSN, BSN, Florida International University, AA, Miami-Dade Community College, Associate Dean of Nursing/Chief Nursing Officer.

Magdaleina Joseph, PhD, MSN, BSN, Barry University, Director, Undergraduate Programs/Assistant Professor, School of Nursing.

Molly Lane, PhD, MS, BA, Purdue University, Doctoral Dissertation Chair/Associate Professor.

Lina Lopez, PhD, MS, BA, University of Miami, Doctoral Dissertation Chair/Associate Professor.

Kennedy Maranga, PhD, MS, Walden University LLM, Washington University in St. Louis, JD, BA, Marathwada University, Doctoral Dissertation Chair/Associate Professor.

Yosyp Martynyak, MD, Lviv State Medical University (Ukraine), MSN, Grand Canyon University, RN, Simulation Lab Coordinator and Assistant Professor of Nursing, 2017.

Delois Maxwell, EdD, BS, Morgan State University, MS, Iowa State University, Doctoral Dissertation Chair/Associate Professor.

Lloyd Mitchell, MBA, University of Miami, CPA, BBA, Florida International University, Chairperson, Gus Machado School of Business.

Maria Orlando, EdD, Maryville University, MA, BA, Lindenwood University, Doctoral Dissertation Chair/Associate Professor.

Jessica Orozco, BA, Florida International University, MS, Florida State University, Associate Library Administrator/Metadata Librarian.

Katrina Pann, PhD, University of Miami, MS, Georgia State University, BA, Emory University, Doctoral Dissertation Chair/Associate Professor.

Juan Ramirez, MBA, BBA, St. Thomas University, Director, 21st Century Grant.

Maritza Rivera, MA, BA, Interamerican University of Puerto Rico, Director, Academic Enhancement and Dual Enrollment Program.

Heidi Schmidt, PhD, MS, University of Wisconsin-Madison, BS, University of Wisconsin-Platteville, Doctoral Dissertation Chair/Associate Professor.

Timothy Stafford, PhD, MS, Capella University, BA, Bethany University, Doctoral Dissertation Chair/Associate Professor.

Carlos Vazquez, BS, St. Thomas University, Project Director, 21st Century CCLC-2 Grant.

Office of Administrative Affairs

Linda Wagner, MBA, BS, Gannon University, Vice President for Administration and Chief Financial Officer.

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.

Monique Cunningham-Brijbasi, DLP, Northeastern University, MBA, Nova Southeastern University, BS, Barry University, Director, Risk Management and Compliance.

Nadine Lewis-Sevilla, MEd, BA, University of Miami, Associate Vice President, Human Resources.

Isaura Mariota, Payroll Manager/HRIS Specialist.

Lenore Prado, PHR, SHRM-CP, MS, BA, St. Thomas University, Associate Director of Human Resources.

Mileidys Sierra, MS, BA, St. Thomas University, Associate Payroll Manager.

Maribel Smith, BS, Lehman College, Associate Vice President for Finance/Controller.

Christopher Tarrant, BA, Thomas More College, Facilities Supervisor.

Eric Wilkymacky, Associate Vice President, Facilities.

Office of Philanthropy and Communications

DeAnna Arana, MPA, Long Island University, BA, University at Albany, Director of Annual Giving.

Lorena Hidalgo-Morana, BBA, Florida International University, Director of Alumni Relations.

Janine Laudisio, BA, BS, University of Miami, Vice President for Philanthropy and Communications.

Marlen Lebish, BS, University of Florida, Director of University Communications.

Shannon Perdue-Atwell, MPA, West Virginia University, BA, Converse College, Director of Grants.

Carla Valeriani, BA, St. Thomas University, Director, Advancement Services and Data Analytics.

Office of Enrollment and Student Services

Camila Alcalá, BA, St. Thomas University, Associate Director for Processing.

Erin Burcu Ayrim, MS, Florida International University, BS, Yeditepe University, Director of University Marketing.

Gretell Garcia, MS, BA, St. Thomas University, MS, University of Florida, AS, Florida National College, Director, Student Success Center.

Yamirka Rial, MBA, Barry University, BS, Florida Atlantic University, AS, Broward College, Director of Financial Aid.

Office of Student Affairs

Maria Bedoya, MS, BA, St. Thomas University, Director, Student Health Center.

Kenneth Carr, MEd, Walden University, BME, Northern Kentucky University, Coordinator, Co-curricular Recruitment and Director of Bands and Choirs.

Claudia Herrera-Montero, PhD, MA, St. Thomas University, BA, Universidad del Rosario, Director, Campus Ministry/Assistant Professor.

John P. Jackson, BA, St. Thomas University, Associate Director, Student Life.

Richard McNab, MS, BBA, St. Thomas University, Associate Vice President for Student Affairs.

FACULTY

John Abdirkin, MD, University of Bologna, BS, Syracuse University, Professor of Biology, 1996.

Ted Abernethy, PhD, Ohio University, MS, St. Thomas University, BA, University of Pittsburgh, Professor of Business Management, 1995.

Judith Bachay, PhD, MS, Barry University, BA, St. Thomas University, Professor of Education, Counselor Education/Student Counseling and Guidance Service, 1996.

Kevin P. Brady, PhD, MS, Florida Atlantic University, B.A., SUNY Oswego, NY, Visiting Professor of Finance, 2017.

Thomas F. Brezenski, PhD, MS, Florida State University, BA, Penn State University, Associate Professor, Political Science and Government, 2002.

Katsia M. Cadeau, EdD, MS, Nova Southeastern University; BBA, St. Thomas University, Associate 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

Mary Carter Waren, DMin, Barry University, MA, St. Thomas University, BA, University of Wisconsin-Oshkosh, Associate Professor of Theology, 1992

Lina Chiappone, PhD, University of Miami, MEd, University of Miami, BA, University of Miami, Doctoral Dissertation Chair and Associate Professor, 2018.

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.

Sister Ondina Cortes, rmi, PhD, St. Thomas University, MA, St. Vincent de Paul Regional Seminary, BA, Barry University, Associate Professor of Theology and Ministerial Studies, 2009.

Vernon Czelusniak, PhD, Nova Southeastern University, MS, Florida International University, BA, AA, St. Leo College, Doctoral Dissertation Chair, Director- STU Online Professional Development, and Associate Professor, 2016.

Steven Diaz, MS, Nova Southeastern University, BS, University of Puerto Rico, Lecturer, Academic Enhancement, Applied Mathematics, 2006.

Adline Dormeus, DNP, University of Alabama; MSN, Family Nurse Practitioner, Florida International University; BSN, Florida International University, Interim Associate Dean of Nursing and Chief Nursing Officer, 2016.

Robert Epling, PhD, University of Tennessee, Knoxville, MEd, BS, University of Georgia, Associate Professor, Administration, Management & Operations, 2016.

Maria Dolores Espino, PhD, MS, BS, Florida State University, Professor of Economics, 1999.

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.

Elisabeth M. Ferrero, PhD, Rutgers University, MA, St. Thomas University, BA, Hunter College, Full Professor of Theological Studies and Religious Vocations, 1987.

Roseann Fibbio, MSN-Ed, Florida Atlantic University, RN, Nursing Instructor, 2018.

Bryan T. Froehle, PhD, MA, University of Michigan, BS, Georgetown University, Full Professor of Practical Theology, 2008.

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.

Leslee N. Higgins, PhD, University of Cincinnati, MBA, University of Louisville, BA University of California, Associate Professor, Accounting and Related Services, 2015.

Arthur L. Holmes, Sr., EdD, MS, St. Thomas University, BS Barry University, AA, AS, Miami Dade College, Instructor of Multi/Interdisciplinary Studies, 2012.

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 (Aby) Javadzadeh, PhD, Florida International University, MA, BA, Florida Atlantic University, Associate Professor of Criminology, 2013.

Magdaleina V. Joseph, ARNP, FNP-BC, NP-C, PhD Nursing, MSN/FNP Nursing, BSN Barry University, Director of Undergraduate Nursing Programs and Assistant Professor, 2017.

Jason Karp, Ed.D., MS, Nova Southeastern University, BA, Florida Atlantic University, Doctoral Dissertation Chair and Associate Professor, 2017.

Paul-Michael Klein, MPS, Cornell University, BA, Hofstra University, Associate Professor of Tourism and Hospitality Management, 1984.

Lisa J. Knowles, PhD, Lynn University, MEd, BA, Northeastern University, Associate Professor of Business Administration, Management, and Operations, 2007.

Jennifer Ellen Kryszak, PhD, Duke University, MA, Graduate Theological Union, AB, Augustana College, Assistant Professor, Theological and Ministerial Studies, 2015.

Molly Lane, PhD, MS, BA, Purdue University, Doctoral Dissertation Chair and Associate Professor, 2017.

Pauline Louis, MSN-Ed, Barry University, APN, RN, Nursing Instructor, 2018.

Robin L. Lovett-Aaron, JD, Howard University School of Law, BA, Bethune-Cookman College, Associate Professor of Social Sciences, Sociology (Criminal Justice), 1999.

Yosyp Martynyak, MD, Lviv State Medical University (Ukraine), MSN, Grand Canyon University, RN, Simulation Lab Coordinator and Assistant Professor of Nursing, 2017.

Susan R. Massey, PhD, MS, University of Miami, BS, Nova Southeastern University, Full Professor of Teacher Education and Professional Development, 2009.

Nicholas Mathew, PhD, MBA, BBA, Cleveland State University, Visiting Professor of International Business, 2018.

Dora Pilar Maul, PhD, Florida Institute of Technology, MS, Louisiana State University, BS, National Agrarian University (Lima, Peru), Chairperson, School of Science, Technology and Health and Professor of Biology, 2007.

Stephanie Maynard-Patrick, PhD, New Mexico State University, Masters, University of Illinois, BS, University of West Florida, Assistant Professor of Administration, Management and Operations, 2014.

Delois Maxwell, EdD, BS, Morgan State University, MS, Iowa State University, Doctoral Dissertation Chair and Associate Professor, 2017.

Andre M. Menyonga, DNP, Chamberlain College of Nursing, MSN, University of Phoenix, RN, MCSE, CCNA, Assistant Professor of Nursing, 2017.

Amalya Mihnea, PhD, MS, Florida Atlantic University, BS, Babes-Bolyai University, Visiting Assistant Professor of Mathematics, 2018.

Lloyd A. Mitchell, MBA, University of Miami, CPA, CGMA, BBA, Florida International University, Chairperson, Gus Machado School of Business and Associate Professor of Accounting, 1984.

Sean Mondesire, PhD, MS, BS, Computer Science (University of Central Florida), Assistant Professor of Computer Science, 2018.

Rafael Miguel Montes, PhD, University of Miami, MA, University of Miami, BA, Oberlin College, 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.

Maria Orlando, EdD, Maryville University, MA, BA, Lindenwood University, Doctoral Dissertation Chair, Program Director- Educational Leadership Programs, and Associate Professor, 2017.

Katrina M. Pann, PhD, University of Miami, MS, Georgia State University; BA, Emory University, Doctoral Dissertation Chair and Associate Professor, 2018.

Justin Peart, PhD, MBA, Florida International University, BS, University of the West Indies, Associate Professor of Business Management and Administrative Services, Director for Global Entrepreneurship, 2001.

Jeffrey N. Pickens, PhD, Florida International University, MS, BS, University of Florida, Full Chairperson, Biscayne College and 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.

Philip J. Reckford, PhD, MA, University of North Carolina, BA, Harvard University. Full Professor of English Language and Literature/Letters, 1974.

Craig E. Reese, PhD, University of Texas at Austin, BBA, University of Texas, MBA, St. Mary's University, Full Professor of Accounting, 1992.

Jolen T. Robinson, EdD, EdS, Nova Southeastern University, MEd, University of South Florida; BS, Missouri State University, Lead Doctoral Dissertation Chair, and Associate Professor, 2017.

José Rocha, PhD, Florida International University, MS, University of Miami, MBA, State University of New York at Buffalo, BS, Tec de Monterrey, Mexico, Assistant 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.

Gloria P. Ruiz, PhD, Stanford University, MA, Education, MA, Communications, Stanford University, BA, San Francisco State University, Full Professor of Communications, 1996.

Heidi Schmidt, PhD, MS, University of Wisconsin-Madison, BS, University of Wisconsin-Platteville, Doctoral Dissertation Chair, Program Director- Charter School Leadership, and Associate Professor, 2018.

Cindy Silitsky, PhD, Nova Southeastern University, MSW, Barry University, BA, Florida Atlantic University, Associate Professor of Education, Counselor Education/Student Counseling, and Guidance Service, 2002.

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; MEd, Capella University, BA, Bethany University, Doctoral Dissertation Chair, Program Director- Instructional Design and Technology Programs, and Associate Professor, 2017.

Alexis Tapanes-Castillo, PhD, Weill Cornell Graduate School of Medical Sciences, BS, University of Miami, Assistant Professor of Biology, 2016.

Hilroy Thomas, Ed.D., EdM, Harvard University, BS, Boston State College, Associate Professor, Educational Administration and Supervision, 2003.

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.

Richard Raleigh, MA, BA, University of Detroit, Professor Emeritus of English Language and Literature/letters, 1966.

+ Francis J. Sicius, PhD, Loyola University, MA, BA, Florida State University, Professor Emeritus of History, 1979.



INDEX

Academic Policies	50-61
Academic Policies, Exceptions To	53
Academic Dishonesty	50
Accounting (MAC).....	122
Accounting (MBA) Specialization.....	128
Accreditation	5
Administration	236
Admission Classifications.....	14
Admission Procedures.....	12
Admission Requirements.....	12
Admission Tests	13
Alumni Association	37
Application Deadlines.....	13
Associations and Memberships	9
Attendance Policy	50
Audit Policy	51
Big Data Analytics (MS)	164
Bioethics (MS).....	166
Biology for STEM Educators (MS)	162
Board of Trustees.....	5
Business Administration (DBA)	143
Business Administration (MBA)	126
Business Administration Certificates	151
Calendars.....	248-250
Campus Ministry.....	37
Career Planning and Placement Services.....	43
Cell and Molecular Biology (MSCMB).....	167
Change of Degree Program.....	51
Child/Adolescent Studies Certificate.....	84
Comprehensive Examinations.....	51
Confidentiality of Records	52
Core Values.....	11
Counseling Programs	63
Counseling Studies (MS)	72
Criminal Justice (MA).....	67
Cyber Security Management Certificate	152
Cyber Security Management (MBA) Specialization	128
Cyber Security Management (MS)	137
Cyber Security Management (MS) Specialization	137
Data Analytics (MBA) Specialization	128
Divinity (MDiv)	114
Education Department.....	90
Educational Leadership (MS).....	95, 98
Elementary Education (MS).....	93
Ethical Leadership	96, 102
Executive Doctor of Business Administration in Info Security (EDBA-IS).....	147
Faculty.....	240
Financial Aid.....	27-36
Financial Affairs	19

Finance Certificate.....	153
Financial (MBA) Specialization	129
Forensic Accounting Certificate	144
Forensic Accounting or Taxation (MAC) Specialization	124-125
Graduate Business Certificates	151
General MBA	130
Grade Appeals.....	54
Grades and Grade Points	54
Graduation Requirements (General)	58
Student Health Center	40
Human Resource Management Certificate.....	156
Human Resource Management (MBA) Specialization	129
Incompletes	55
Instructional Technology (MS)	100
International Business Certificate	157
International Business (MBA) Specialization	129
International Business (MIB).....	133
International Student Admissions Procedures	15
Internships.....	44
IS Auditing (MSCSM) Specialization	137
Joint BA/MA Express Degree Criminal Justice.....	68
Joint JD/MA Degree in Criminal Justice.....	69
Joint JD/MBA Sports Administration.....	132,141
Joint JD/MS Marriage and Family Counseling	80
Joint JD/MS Sports Administration.....	139
Leadership and Innovation (EdD)	103
Leave of Absence	56
Management Accounting Certificate	158
Management (MBA) Specialization.....	129
Marketing Certificate.....	155
Marketing (MBA) Specialization	129
Marriage and Family Therapy Certificate	85
Marriage and Family Therapy (MS).....	77
Mental Health Counseling (MS)	81
Mission Statement	11
Multiple Master's Degrees	56
Nursing (MSN).....	170
Pastoral Ministries (MAPM).....	110
Practical Theology (PhD).....	117
President's Message	6
Probation, Suspension and Termination.....	57
Recency of Credits.....	57
Refunds	20
Registration.....	57
Religious Education (MAPM) Specialization.....	112
Satisfactory Academic Progress.....	29
School Counseling Certificate (Post Masters).....	86
School Counseling (MS)	74
Security Operations (MSCSM) Specialization	137
Special Students.....	14
Sports Administration Certificate	159
Sports Administration (DBA)	143

Sports Administration Graduate Programs.....142
Sports Administration (MBA)130
General (MS Cyber Security) Specialization137
Sports Administration (MS)142
Sport Tourism (MS)130
Security Operations (MSCSM) Specialization137
Student Success Center 47
Study of Loss & Healing Certificate..... 88
Taxation Certificate160
Transcripts..... 58
Transfer Credit..... 59
Tuition and Fees.....24
University Advancement 37
Veterans Administration..... 26
Vision Statement 11
Withdrawal from Courses..... 34
Withdrawal from the University 60

ACADEMIC CALENDARS

Fall 2019

FINAL Starting August 26 – December 13, 2019

FALL 2019 SEMESTER (16 weeks)			
FL1 - Residence Hall Check-in	Aug. 23	FL - Term Residence Hall Check-in Returning Students	Aug. 23-24
FL - Term Residence Hall Check-in New/Transfer Students	Aug. 23	Academic Advising & Student Planning for Spring Terms: SP, SP1, SP2 Terms	Sept 23 - Oct. 25
Spring 2020 1 st Payment (Payment Plan)	Dec. 15	Registration for SP1, SP2 & SP Terms Begins	Oct. 28
Spring 2020 Final Term Payment (Payment Plan)	Dec. 30		
Spring 2020 Deletion for Non Payment	Jan. 8		
(1st FALL 8 weeks)		(2nd FALL 8 weeks)	
FL1 - August 24 – October 18		FL2- October 19 - December 13	
FL1 First Payment Due Date (Payment Plan)	July 15	FL2 Final Term Payment	Oct. 14
FL1 Final Term Payment	Aug. 19	Term FL2 Begins	Oct. 19
Term FL1 Begins	Aug. 24	FL2 Deletion for Non-Payment	Oct. 23
FL1 Deletion for Non-Payment	Aug. 28	Last day to Add/Drop Deadline w/ 100% refund if registered only for FL2 (Undergraduate) and for all FL2 Graduate students	Oct. 30
Labor Day / St. Thomas Closed/No Classes	Sep. 2	Life Experience Portfolio Deadline	Nov. 4
Last day to Add/Drop FL1 Deadline 100% refund / FL1 - UG and GR	Sep. 5	FL2 withdrawal - "W" grade Deadline	Nov. 22
Graduate Comprehensive Exam Application Deadline	Sep. 20	Founder's Day/Thanksgiving Vacation - STU closed/No Classes	Nov. 27-29
Graduate Comprehensive Exam	Sep. 28	Term FL2 Ends	Dec. 13
FL1 withdrawal with "W" grade Deadline - All Students	Oct. 4	Degree conferral/posting date	Dec. 13
Term FL1 Ends	Oct. 18	FL2- Deadline for Faculty submission of Grades	Dec. 16
FL1 - Deadline for Faculty submission of Grades	Oct. 21		
FL - 2019 August 26 - December 13 (16 weeks)			
FL - 2019 August 26 – December 13		FL - 2019 continued	
FL First Payment Due Date (Payment Plan)	July 15	Last day to submit Dissertation/Thesis to library	Oct. 11
FL Final Term Payment	Aug. 19	Life Experience Portfolio Deadline	Nov. 4
FL - Fall Term Begins -First day of classes	Aug. 26	Founder's Day/Thanksgiving Vacation - STU closed/No Classes	Nov. 27-29
FL Deletion for Non-Payment	Aug. 28	FL - Fall term withdrawal deadline - "W" grade - All Students	Nov. 22
Labor Day / St. Thomas University Closed/No Classes	Sep. 2	Final Exams - FL - Fall term	Dec. 9-13
Last day to Add/Drop FL Deadline 100% refund / FL - UG and GR	Sep. 5	FL - Fall term ends	Dec. 13
Graduate Comprehensive Exam Application Deadline	Sep. 20	Last day to submit Spring Incompletes	Dec. 13
Graduate Comprehensive Exam	Sep. 28	Degree conferral/posting date	Dec. 13
		FL Term - Deadline for Faculty submission of Grades 9:00am	Dec. 16
GRADUATION APPLICATION DEADLINES			
App. Deadline for December (Degree/Certificate) Posting	September 30	App. Deadline for May (Degree/Certificate) Commencement & Ceremony	February 1

Law School Only: Emergency Make -Up Days (September 14, 2019 October 5, 2019 November 9, 2019)

8/22/19

ACADEMIC CALENDARS

Summer 2020

SUMMER 2020 SEMESTER (14 weeks)			
SU1-Term Residence Hall Check-in New/Returning/Transfer Students	May 8	SU2-Term Residence Hall Check-in New/Returning/Transfer Students	July 2
Fall 2020 1 st Payment (Payment Plan)	July 15		
Fall 2020 Final Term Payment (Payment Plan)	Aug. 17		
Fall 2020 Deletion for Non Payment	Aug. 26		
(1 st Summer 7 weeks) SU1 – May 9 – June 26		(2 nd Summer 7 weeks) SU2 – June 27 - August 14	
SU1 First Payment Due Date (Payment Plan)	May 4	SU2 First Payment Due Date	June 22
Term SU1 Begins First day of class	May 9	Term Su2 Begins – First day of classes	June 27
SU1 Deletion for Non-Payment	May 13	SU2 Deletion for Non-Payment	June 30
Last day to add SU1/Drop Deadline with 100% refund/ GR & UG	May 20	Independence Day - St. Thomas Closed/No Classes	July 3-4
Memorial Day - St. Thomas Closed/No Classes	May 25	Last day to Add/Drop Deadline w/ 100% refund if registered only for SU2 (Undergraduate) and for all SU2 Graduate students	July 9
SU1 withdrawal with "W" grade Deadline - GR & UG	June 12	SU2 withdrawal with "W" grade Deadline - GR & UG	July 31
Term SU1 Ends	June 26	Term SU2 End	Aug. 14
SU1 - Deadline for Faculty submission of Grades 9:00am	June 29	Degree Conferral/Posting Date	Aug. 14
		SU2 - Deadline for Faculty submission of Grades 9:00am	Aug. 17
SU - 2020 May 11 – August 14 (14 weeks)			
SU - 2020 May 11 – August 14		SU - 2020 continued	
SU First Payment Due Date (Payment Plan)	May 4	Last Day to Submit the Dissertation/Thesis to library	June 12
SU Term Begins -First day of classes	May 11	Independence Day - St. Thomas Closed/No Classes	July 3-4
SU Deletion for Non-Payment	May 13	SU withdrawal with "W" grade Deadline	July 31
Last day to Add/Drop Deadline w/ 100% refund SU courses	May 20	Term SU Ends	Aug. 14
Memorial Day - St. Thomas Closed/No Classes	May 25	Degree Conferral/Posting Date	Aug. 14
		SU - Deadline for Faculty submission of Grades 9:00am	Aug. 17
GRADUATION APPLICATION DEADLINES			
App. Deadline for Aug. (Degree/Certificate) Posting June 15 - App. Deadline for Dec. (Degree/Certificate) Posting September 30			



16401 N.W. 37th Avenue, Miami Gardens, FL 33054 www.stu.edu