

GRADUATE CATALOG

2024 - 2025

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

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ACCREDITATION

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



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PRESIDENT'S MESSAGE



Welcome to St. Thomas University! It is my privilege and pleasure to welcome you to the start of the fall 2024 academic year. As the President of St. Thomas University, I am looking forward to a productive and exhilarating year as we strive to realize our vision of becoming the great Catholic university of the south.

I am honored to serve the students and faculty of St. Thomas University, home of Biscayne College, the Gus Machado College of Business, the Benjamin L. Crump College of Law, and the College of Health Science and

Technology. This catalog is your guide to our innovative undergraduate programs that will help you advance your career and personal goals. At St. Thomas University, we provide world-class career preparation in all our programs, with the overarching goal of graduating ethical leaders for our global community.

Despite what is being said about higher education, degree attainment, and student debt, I can assure you that the best investment you can make is in earning a college degree. Bachelor's degree holders generally earn 84% more than those with just a high school diploma, and the higher the level of educational attainment, the larger the payoff. I applaud you for taking the next step in ensuring your future success and financial security by pursuing a STU education and earning a degree in one of our many innovative, entrepreneurial programs that are grounded in values-based leadership.

You are about to embark on a remarkable journey in your chosen area of study that will help you grow personally and professionally, so please take advantage of all St. Thomas University has to offer. I encourage you to establish quality relationships with our excellent faculty who could become lifelong mentors in your chosen field. I challenge you to make the most of the experiential learning opportunities (internships, study abroad programs, etc.) that await you. I implore you to be good STUwards of your time here: go to class, pay your bills on time, and hit your deadlines.

I look forward to seeing you around campus. Have a great year!

God Bless and Go Bobcats!

David A. Armstrong, J.D.
President

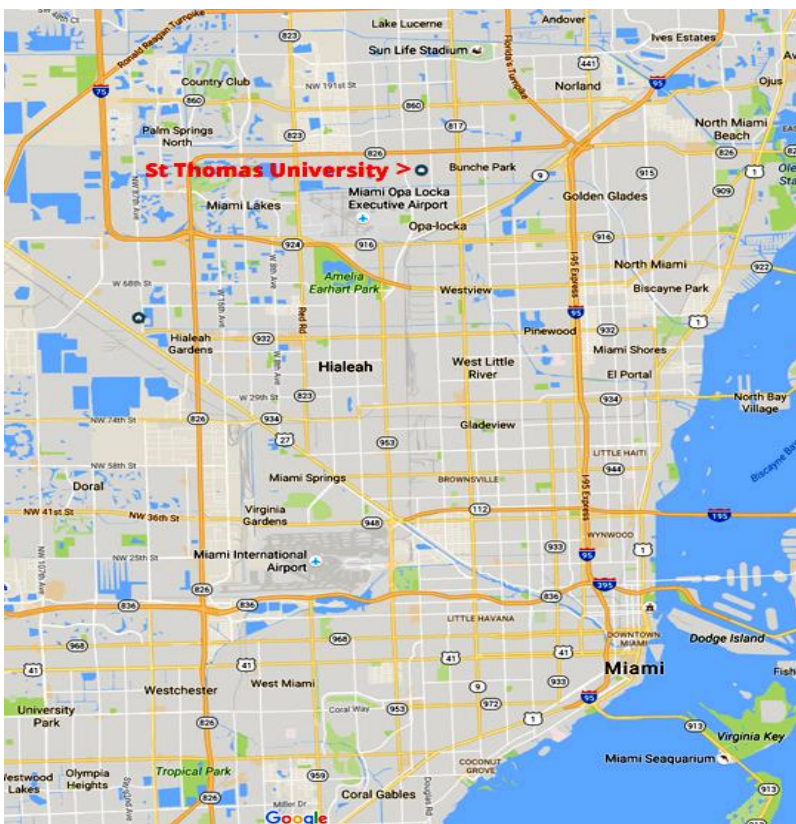
VISITING THE UNIVERSITY

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

Arranging a visit is simple. Please schedule your visit at stu.edu/visit. Once your visit has been confirmed, we will make arrangements for you to tour campus, meet with an admissions counselor, and others indicated on your visit request form.

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

ST. THOMAS UNIVERSITY LOCATION MAP



St. Thomas University, Main Campus - 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 College of Law & Law Library
- 4 O'Malley Hall
- 5 Academic Enhancement & Testing Center
- 8 College of Law
- 18 Chickee Hut & Environmental Hut

RESIDENTIAL

- 19 Carnival Cruise Lines Science & Technology
- 22 Center for Professional Development
- 23 Gus Machado College of Business
- 24 University Inn
- 13 Murphy Family Residence
- 14 Sullivan Hall
- 15 Cascia Hall/Health Clinic
- 16 Villanova Hall
- 24 New Hall

ATHLETIC

- 20 Fernandez Family Center for Leadership & Wellness
- 26 Weight Room

MULTI-USE

- 6 Chiller Plant
- 7 Carroll Hall/Cafeteria
- 9 Student Center/Bookstore
- 11 Boras Offices
- 12 Lewis Hall
- 17 Chapel of Saint Anthony
- 21 Monastery
- 25 New Cafeteria/Student Union

16401 NW 37th Ave • Miami, FL 33054 • 305.625.6000 stu.edu



ST. THOMAS UNIVERSITY

MISSION STATEMENT

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

CORE VALUES

- Catholic Identity
- Global Diversity
- Student Success
- Leadership Development

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

VISION STATEMENT

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



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

GRADUATE ADMISSIONS

REQUIREMENTS FOR ADMISSION

All applicants must possess a bachelor's or master's degree (or its equivalent) from an accredited college or university prior to enrollment and submit proof no later than the end of the first semester. The Admissions Committee considers all applicants for admission based on their academic record. International applicants are required to submit the results of the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), Pearson Test of English (PTE) or Level of English Proficiency (LOEP) pre-test to assess English skills.

Procedures for Admission

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

An applicant who fails to meet this criterion may gain admission via an exception to the admissions standards which is approved by the Office of Graduate 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 Graduate Admissions
16401 NW 37th Avenue
Miami, FL 33054-6459
Phone: 305-928-2865
admissions@stu.edu

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

1. A completed and signed free Application for Admission.
2. Official college and/or university transcripts from the institution where the Bachelor's or Master's Degree was conferred. If you are a veteran expecting to utilize VA benefits, you are required to submit transcripts from each institution attended. Official transcripts are those sent directly from the institution attended to the Office of Admissions at St. Thomas University.

Application Deadlines

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

TOEFL/IELTS/PTE:

The TOEFL, IELTS, and PTE are acceptable tests for English proficiency for some F-1 seeking students from non-English speaking countries. 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
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Pearson VUE
Three Bala Plaza West, Suite 300
Bala Cynwyd, PA 19004
(610) 617-9300

Admissions Classifications

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

1. Full Admission - a student who meets all degree requirements, and who has submitted all required official documentation for admission.
2. 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 considering current degree requirements. Other requirements for re-application may be requested by the Program Coordinator/Director before recommendation is made for the student to be re-admitted in the program.

Special Student

A student who wishes to take graduate courses for credit on a non-degree-seeking basis is categorized as a "Special Student." To enroll as a special student, an applicant must complete a Special Student (non-degree) Application. The Office of Graduate Admissions processes all Special Student applications. No financial aid or assistance is available to students in the Special Student category.

A special student is limited to six (6) 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 six (6) 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. **Evaluations:** A NACES (National Association of Credential Evaluation Services) accredited evaluator, including InCRED (International Credential Evaluations), must evaluate all transcripts from institutions outside the United States. The evaluation agency must indicate that the institution has accreditation equivalent to that of institutions recognized as accredited by the United States Department of Education. However, the Office of Graduate Admissions reserves the right to request an accredited evaluation of a transcript from an English-speaking institution during the admissions process if the accreditation of the institution is in doubt. International applicants can obtain information regarding accredited evaluators by contacting the Office of Graduate Admissions. International applicants must request that the evaluator provide the Admissions Committee with a course-by-course evaluation and a grade point average equivalent. Also, applicants must request that the evaluator send the original evaluation directly to the Office of Graduate Admissions at St. Thomas University.
3. **TOEFL/IELTS/PTE/Duolingo:** International students educated in foreign institutions where the language of instruction is not English are required to submit the results of either the Test of English as a Foreign Language (TOEFL) the International English Language Testing System (IELTS) or the Pearson Test of English (PTE). Applicants must demonstrate a TOEFL score of at least 213 on the computer-based test or 79 on the Internet-based test, an overall IELTS score of at least 6, or a PTE score of 50. A minimum Duolingo score of 100 is required for admission.

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, PTE, and Duolingo.

Academically qualified applicants unable to take the TOEFL/IELTS/PTE/Duolingo 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, a PTE score below 50, or a Duolingo score below a 100 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, Duolingo, or LOEP, international students may be allowed to take a limited number of courses in their degree program, while completing their English coursework. The Office of Graduate Admissions and Director of the Academic Enhancement Center will make this determination.

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

United States Citizen and Immigration Services Requirements

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

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

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

1. Financial Guarantee Form. The individual or agency that will act as the Financial Sponsor for the student must complete this form. This form must be completed and signed by the student, sponsor, government representative or sponsoring agency. Students may elect to have their sponsor's bank forward a certified letter verifying that the funds required are available. (Please contact the Office of Graduate Admissions for the minimum amount that must be certified). The required Financial Guarantee Form is available via the International Admissions website: <https://www.stu.edu/Students/Student-Affairs/International-Student-Services/international-admissions/>
2. Copy of the passport identification page.

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

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

- Transfer Eligibility Form (available at www.stu.edu or in the Office of Graduate Admissions)
- 3. The I-20 will be issued after the student confirms their admission decision when they submit their tuition deposit.

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.

Office of Graduate Admissions Address

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

St. Thomas University
Office of Graduate Admissions
16401 NW 37th Avenue
Miami, FL 33054-6459
Phone: 305-928-2865
admissions@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:

<u>Tuition</u>	<u>% Credited from Account</u>	<u>You Owe</u>
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 5th day of the enrolled session. For example, if registered for "FL1" a student may withdraw from the "FL1" session during the first five (5) 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 five (5) 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 5th 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 5th day of the "SP2" term to be eligible for 100 percent refund.

ST. THOMAS UNIVERSITY REFUND POLICY

Tuition refunds are based on total tuition charges and **not** on the amount paid. Refunds for students who were awarded federal aid will be refunded in accordance with Federal Law to the programs that disbursed the funds. Federal law requires St. Thomas University to refund any excess funds as a result of Financial Aid by the 14th day after aid has been posted to the students' account. **Registration fees and deposits are non-refundable. IN THE CASE OF "8 week" TERMS, THE TERM BEGINS ON THE FIRST BUSINESS MEETING DAY OF CLASSES FOR THAT SESSION, NOT THE STUDENT'S FIRST CLASS DAY.** Students who register but do not attend classes, or who stop attending classes, **will not** receive credit unless they withdraw officially by submitting a completed official withdrawal (add/drop) form to the Student Success Center. The effective date of withdrawal is the date on which the Student Success Center receives the form. Students who receive Financial Aid refunds in error are required to return the funds to St. Thomas University immediately. Failure to do so will be subjected to late charges, administrative drop, and referral to a collections agency. St. Thomas requires all students enroll in direct deposit. Paper checks will not be issued. **SEE BUSINESS OFFICE BULLETIN ONLINE FOR DETAILS.**

SPECIAL BILLING TO THIRD PARTIES

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

St. Thomas University TUITION INSTALLMENT PAYMENT PLAN

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

The Business Office will provide assistance to enroll if needed.

RIGHT TO PRIVACY AND DISCLOSURE REGARDING FINANCIAL RECORDS

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

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

The University prohibits the registration or release of transcripts or the issuance of a certificate of completion or diploma to any student who has not satisfied their financial obligations to the University. The total balance due must be paid. **See Business Office Bulletin online for details.**

GRADUATION POLICY

Students applying for graduation must be cleared by the Business Office in order to participate in the Commencement Ceremony. Students who are not cleared for Graduation will not participate in the Ceremony. All financial obligations must be fulfilled. This policy may be subject to change.

DELINQUENT STUDENT ACCOUNTS

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

In order to receive a full refund, students who wish to drop classes must complete the proper form and report to the Student Success Center no later than the final full refund drop date (100 percent Refund Withdrawal Date). **Please see Business Office Bulletin online for details.** Courses officially dropped with a 100 percent refund will be removed from the student's record. Amounts due to the University will be deducted before refund disbursement or credit is issued.

TRUTH IN LENDING ACT

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

THE SELF-CERTIFICATION FORM MUST BE COMPLETED AND SUBMITTED TO THE BUSINESS OFFICE. This student form is located via the web under the Office of Financial Affairs.

Payment should be mailed to:

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

**Or payment can be made online via MYBOBCAT or at go.stu.edu/pay
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 2024 – 2025 (effective July 1, 2024)

FULL-TIME UNDERGRADUATE (12-18 credits)	\$16,790	per semester
Medical Insurance	\$ 2,260	Annual
Spring/Summer	\$ 1,317	

waived after acceptable proof of insurance is provided by posted deadline

Tuition rate for credits in excess of 18 credits	\$840	per credit
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PART-TIME UNDERGRADUATE (1-6 credits)	\$840	per credit
SUMMER RATE*	\$840	per credit

GRADUATE PROGRAMS

Theology and Bio Ethics	\$585	per credit
MS Education	\$530	per credit
MA in Counseling	\$670	per credit
Liberal Arts/Counseling/Psychology	\$670	per credit
MS in FNP/MSN PMHNP	\$605	per credit
MS in Science & Biology for Stem Educators	\$500	per credit
Ethical Leadership	\$500	per credit
*Technology and Resource Fee	\$ 75	per course

DOCTORATE PROGRAMS

Ethical Leadership	\$1055	per credit
*Technology and Resource Fee	\$ 740	per credit
	\$ 100	per course

PROFESSIONAL STUDIES COHORT PROGRAMS

Undergraduate	\$415	per credit
Technology and Resource Fee	\$ 50	per course

SPECIAL DISCOUNTS/WAIVERS/SCHOLARSHIPS

Undergraduate (Teachers, ADOM Employees)	\$840	per credit
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Graduate:

Catholic School Teachers*	15%	discount
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DUAL ENROLLMENT-

High School Program	\$60	per credit
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+Only students enrolled in a degree-seeking program are eligible for tuition discounts. Online Programs are not eligible for teachers and Adom discounts.

*ROOM AND BOARD

Room Rate

Cascia Hall

Double	\$3915	per semester
Double (Quad Suites)	\$2880	per semester

Murphy Hall

Double	\$3915	per semester
Double (Quad Suites)	\$2935	per semester

TRIPLE	\$2888	per semester
ROOM AND BOARD	Room Rate	Board Rate
University Inn		
Double	\$3535	per semester
Triple	\$2015	per semester
Villanova Hall		
Double	\$3915	per semester
Triple	\$2880	per semester
Quad Shared Suite	\$2364	per semester
Sullivan Hall		
Double	\$2015	per semester
New Hall		
Double	\$3915	per semester
Double (With Stove)	\$4326	per semester
Catholic Leadership Household		
Double	\$3535	per semester

Board (Meal Plans)

14 Meals	\$2690	per semester
Unlimited meals	\$2800	

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	*Refer to your program cost per credit*
*Audit Course Fee Law School	\$1812
*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>)	\$2350
*Health Insurance Fee (<i>spring/summer rate</i>)	TBA
(Health Insurance fee will be waived upon submission of proof of private coverage by the posted deadline)	
*Student Health Services Fee (per semester)	\$120
*Parking Permit/Decal replacement fee	\$30
*Portfolio Assessment Fee (27 credit maximum)	\$836
*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	\$40 per semester
*Tuition payment Plan Late Fee	\$25 (per month)
*Bobcat Experience Fee – Undergraduate Only	
Full-Time (per semester)	\$595
Part-Time (part time)	\$300
Summer (per Semester)	\$200

TESTING

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

NEW STUDENT FEES & DEPOSITS

*Application Processing Fee	\$40
iPad Fee (Billed in 2 installments of \$303 Fall/Spring	\$606
*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 to continue working toward their educational goals. Although aid for graduate/doctoral students is limited, St. Thomas works closely with each student 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. 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 2024-2025 Free Application for Federal Student Aid (FAFSA) at studentaid.gov
3. Create an FSA ID, visit the following site to obtain an FSA ID: studentaid.gov.
4. Provide, if requested, proof of U.S. citizenship or eligible resident DHS documentation.
5. We encourage the use of IRS data retrieval when completing and submitting your FAFSA.
6. Provide additional information as requested to satisfy institutional, federal, and state program requirements.

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

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

TYPES OF FINANCIAL AID

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

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

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

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

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

Federal Direct PLUS Loan for Graduate/Professional Students (optional) This loan allows you to borrow up to the cost of attendance less any other financial aid you receive; there is no aggregate loan limit. You must exhaust your loan option for the Federal Direct Loan before the Financial Aid Office can award you the Federal Direct PLUS Loan. You must complete the FAFSA and a new PLUS Application for each year you wish to apply for the Federal Direct PLUS Loan.

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

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

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

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

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

SCHOLARSHIPS

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

HOW TO BORROW WISELY

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

PRIORITY DEADLINES

All financial aid documents, including the results of the FAFSA or Renewal FAFSA (FAFSA-R), must be received by the Financial Aid Office to be considered "on time" by the priority date - **February 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: studentaid.gov.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

St. Thomas University (hereafter "the University") demonstrates administrative capability in their Satisfactory Academic Progress (SAP) Policy, as it measures the progress of a student toward his/her program objective. Maintaining 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 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.

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:

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

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

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

The following grade points are used:

A=4.00; A-=3.67; B+=3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; C-=1.67; D+=1.33; D=1.00; F=0.00.

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

Other grade indicators are:

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

AU=Audit (no credit or grade points)

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

I=Incomplete credits are counted as attempted, no GPA

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

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

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

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

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

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

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

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

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

Grade Replacement

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

If the student is replacing a C+ the grade replacement will show: *U

If the student is replacing a C the grade replacement will show: *V

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

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

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

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

Incompletes - A student with valid reason (as determined by the Dean) for not completing a course requirement and has been granted additional time to complete the course is given a grade of "I". It is the student's responsibility to contact the Financial Aid Office of any grade 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.

Unsatisfactory: A student at the end of his/her Warning period, who has not met the necessary requirements is placed on Unsatisfactory. May appeal.

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

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

Appeals: A student can appeal the decision to have eligibility reinstated. In the appeal the student must state his/her reasons for falling below SAP standards and include a plan of action to correct the situation. All appeals should be submitted to STU Financial Aid Office within 30 calendar days of the day the suspension notice was sent. Students who wish to file an appeal must have his/her advisor create an Academic Plan. The academic plan is the minimum requirements to reach SAP standards and how the student can effectively achieve this goal. During the period the student is on an Academic Plan, the student is unable to withdraw, fail or have any incomplete course(s). Once an academic plan has been created the appeal committee dictates the SAP standard for the student.

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

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

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

- Appeal Approved – if a student’s appeal is approved, the student is eligible for financial aid and plan is reviewed at the end of each term.
- Appeal Denied – If a student’s appeal is denied, the student will not be eligible for financial aid. A student may 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).

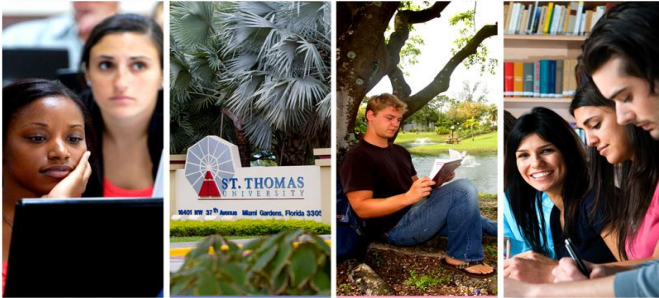
RIGHTS AND RESPONSIBILITIES FOR FINANCIAL AID RECIPIENTS:

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 if 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, food or other expenses not covered by financial aid.



GENERAL INFORMATION

OFFICE OF PHILANTHROPY

Our Vision

That St. Thomas University alumni, friends, campus partners and all who care about the University are engaged in meaningful relationships to advance our mission to prepare STUdents to be ethical leaders for a global community.

Our Mission

To inspire engagement and investment in St. Thomas University with a remarkable commitment to our Catholic mission and values.

Our Core Values

- We value **STUdents** and recognize that they are the purpose, motivation, and outcome behind our work.
- We value **STUwards** and strive to create an inclusive culture that motivates engagement.
- We value **alumni and donors** and intend to align their passions and philanthropic ambition with compelling priorities of the University.
- We value **the act and spirit of generosity** and work to motivate the joyful sharing of gifts that bless STU while blessing those who share in return.
- We value **ethics and trust** and aim to build it by faithfully acting with integrity, dignity, and transparency.
- We value **volunteer leaders** and embrace their enthusiasm to lend their time and talents to leave a legacy at STU.

We value **excellence** and dedicate ourselves to achieve it through the dignity of our work, the unleashing of creativity, and the collection of expertise.

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

Boards: The Office of Philanthropy manages the University's Advisory Boards: the President's Board of Advisors; the Gus Machado College of Business Advisory Board; the College of Health Science and Technology Advisory Board; the College of Law Advisory Board; the Fashion Merchandising & Design Advisory Board; and the Culinary Arts, Tourism and Hospitality Management Advisory Board

CAMPUS MINISTRY

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

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

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

“We are a Catholic university because we seek truth through the intellectual life, because we want to be a transformative presence in the world; because we seek to infuse the world with compassion and faith, animated by the spirit of Christ (*Ex Corde* 21); because we ground our work in the hope to be found in the Eucharist, the source and summit of Catholic belief and practice (St. Thomas University, Catholic Identity Statement, 2016).” Campus Ministry, composed by faculty, staff and students, it is also sensitive to the ecumenical and interfaith dimension of the University’s population by “welcoming people from all religious and humanistic traditions (*The Uniqueness of a Catholic University*, 1990).”

Our Mission

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

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

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

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

Key Programs

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

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

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

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

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

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

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

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

STUDENT AFFAIRS

The Division of Student Affairs offers students the opportunity to engage, learn, grow and prepare for a fulfilling life and career beyond St. Thomas University.

Student Affairs embraces an innovative spirit committed to working with a diverse and inclusive student body. At St. Thomas University, cultural and ethnic diversity are not goals, they are the foundation of our unique learning and living environment. Students become bold, adaptable, effective leaders while finding success and fulfillment in a global economy and changing world.

Mission

The Division of Student Affairs complements academic success and offers holistic and diverse opportunities for students. Through various collaborative, co-curricular programs and services, students will engage in positive and encouraging experiences focused on personal growth, spiritual integrity, ethical leadership, civic responsibility, environmental awareness, and social consciousness.

Involve... Engage. Evolve...Lead

Core Values

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

- Personal Growth - enhancing personal development through purposeful activities, programming, student support services, and co-curricular programs
- Inclusive Community - promoting an open and civil campus community that is respectful of diverse ideals, histories, and experiences
- Servant Leadership – supporting students’ learning by participating in service opportunities that promote leadership development
- Academic Collaboration - partnering with the university community members to increase student learning and promote student success

STU HEALTH & WELLNESS CENTER

The STU Health & Wellness Center is dedicated to promoting health and well-being based on the foundation of Catholic Identity guidelines for the university community. Our work is rooted in the principles of Catholic Social Teachings and Catholic Health Care: the care and dignity of the individual; attending to the needs of the marginalized and disenfranchised; respect for workers; care for the environment; and the promotion of peace and nonviolence in our world. At St. Thomas University, we uniquely provide an intimate educational model aimed at 'developing ethical leaders for life.' The Health & Wellness staff are trained and credentialed to offer individual short-term therapeutic services and acute medical care.

MISSION STATEMENT

The STU Health & Wellness Center aims to promote the physical, emotional, behavioral, and overall well-being of students in a personalized, supportive, and professional manner.

Services Offered

Mental Health Counseling: The Health & Wellness Center aids students dealing with mental, emotional, and behavioral concerns. Our professional staff offers crisis intervention, short-term counseling, psycho-educational resources, and referrals. Confidentiality is a fundamental principle of our services.

Medical Services: The STU Health & Wellness Center offers healthcare to registered students attending classes at St. Thomas University. Conveniently located between Cascia Hall and Sullivan Hall on Saint Thomas University’s campus in Miami Gardens, our center aims to remove health-related barriers to academic success. Healthcare services are provided by a Board-Certified Physician and a Nurse Practitioner. Same-day appointments are available for acute illnesses and minor injuries during office hours. Students needing specialized diagnosis, treatment, or more comprehensive care are referred to off-site physicians, clinics, or hospitals. Medical services received as a result of a referral are generally at the student’s expense and depend on insurance provisions. Emergency medical care can be accessed at Urgent Care Centers or local hospitals near campus, with transportation typically provided by ambulances or arranged by students for less severe cases. Emergency and urgent care medical services are partially covered by students’ health insurance, including ambulance services. For more information, please visit our webpage:

<https://www.stu.edu/students/student-affairs/student-health-center/>

Contact:

Health Care:

For non-emergency questions regarding student health insurance, general health care, or to make an appointment with Baptist Health Primary Care, contact the front desk at (305) 474-6921.

Counseling Services:

To make an appointment for counseling services, call (305) 628-6695.

Emergency Situations:

Call STU Department of Public Safety at (305) 628-6500

Hours:

Baptist Health Primary Care: Monday – Friday, 8:30 am – 5:00 pm

Counseling Center: Monday – Friday, 9:00 am – 5:00 pm

Student Health 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 a student does not have personal health insurance, an affordable health insurance plan is available through St. Thomas University. All full-time undergraduates, international, and law students are automatically enrolled in this insurance plan for the 2024-25 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 to waive/enroll, insurance information, and deadline dates. 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 June 1 through August 9, 2024.

For complete details of the plan benefits, enrollment, and waiver deadlines, please visit: <https://www.stu.edu/students/student-affairs/health-wellness-center/student-health-insurance/>

Health Record Requirements:

St. Thomas University requires the following immunizations:

- **Measles/Mumps/Rubella (MMR): 2 doses**
- **Hepatitis B: 3 doses**
- **Students living on campus are required to have the Meningitis (MCV4) vaccine: 1 dose after their 16th birthday.**

Visit the [MyBobcat Portal \(https://experience.elluciancloud.com/stuf/\)](https://experience.elluciancloud.com/stuf/) to "Upload Your Health Documents." This form allows new students to upload their immunization records or request an immunization exemption. Student athletes will have their own physical forms coordinated by the athletic department and must still submit the required immunization forms. To obtain your immunization records, please contact the Public Health Department at (954) 467-4943. For immunizations, you may visit your private health provider, the department of health, or make an appointment at a local

pharmacy. Visit the Health & Wellness Center webpage at <https://www.stu.edu/students/student-affairs/health-wellness-center/> for information on University Immunization requirements.

At St. Thomas University, the Health & Wellness Center emphasizes that "Health is a Unity of Mind, Body, and Spirit."

OFFICE OF RESIDENTIAL COMMUNITY LIVING

The Office of Residential Community Living oversees all housing and residential community engagement. Students can select from a wide range of room styles that include doubles, triples, suite, and apartment style living. The Office of Residential Community Living partners with student affairs, academic departments, and campus ministry to provide engaging and life-changing programs and activities that create and embrace a vibrant living learning community.

Residence Hall room layouts, building features, rates, and meal plans can all be found at [Housing - Students - St. Thomas University](#).

DEPARTMENT OF ATHLETICS

St. Thomas University offers athletics programs through the National Association of Intercollegiate Athletics (NAIA) and is a member of The Sun Conference (TSC), and an Associate member of the Appalachian Athletic Conference (AAC) for men's wrestling, and men's volleyball. Men's teams compete in baseball, basketball, football, golf, soccer, tennis, wrestling, swimming, indoor track & field, outdoor track & field, cross-country, rugby and men's volleyball; women's teams compete in basketball, bowling, golf, softball, volleyball, beach volleyball, flag football, soccer, swimming, tennis, indoor track & field, outdoor track & field cross-country, lacrosse, and rugby. The University also has co-ed varsity Competitive Cheer & Dance and varsity eSports. On average, six athletic teams have annually qualified for national tournaments and, many of the teams have also received NAIA Scholar Team honors. University graduate athletes annually maintain a 3.0 overall GPA. The success of athletes is a true sign of the University's commitment toward its "student first" mission. St. Thomas University prides itself on being "Champions of Character" and has annually been sighted as a Five Star Champions of Character Institution by the NAIA.

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

Eligibility: Student-athletes will follow all eligibility guidelines that are set forth by the National Association of Intercollegiate Athletics (NAIA), the Sun Conference (TSC), and the Appalachian Athletic Conference (AAC), in addition to the University's admissions requirements. Whichever is the more stringent rule will be the guideline to follow. Students with an earned Bachelor's degree (and with remaining eligibility, i.e., seasons of competition and terms of attendance) will be allowed to participate in intercollegiate athletics at any NAIA school provided they have an "Eligible" NAIA Eligibility Center

decision, 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.

To participate in athletics, first time graduate student-athletes participating in the NAIA must have passed the equivalent of a full-time undergraduate class load (as defined by the school) each of the last two full-time terms of attendance. Continuing graduate student-athletes must complete a full-time graduate class load (as defined by the school) during the previous full-time term of attendance. Student-athletes in the graduate program must always maintain a minimum 3.00 overall GPA. For specific NAIA rules, and for first time student-athletes participating in the NAIA, and all other interested parties should review the NAIA rules and procedures regarding athletics participation requirements at <http://www.playnaia.org/>."

INTRAMURALS AND RECREATION

The Fernandez Family Center for Leadership and Wellness' Intramurals and Recreation department offers a variety of activities featuring team and individual/dual competition. These year-round activities include flag football, basketball, volleyball, soccer, billiards, beach volleyball and more. The Intramurals and Recreation programs also offer many special event opportunities designed to meet the needs of the students, faculty, and staff.

The Department has several recreational facilities located on campus for use by faculty, staff, students, and alumni, including the Fernandez Family Center for Leadership and Wellness. The Center includes a full-size gymnasium for volleyball and basketball, athletic department offices, media room, and three classrooms. Additional recreational facilities include the AutoNation Turf Field, Dooner Turf Field, track, a swimming pool, outdoor basketball and tennis courts. Use of all recreational facilities requires a valid STU ID.

St. Thomas University 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

The Career Services Center is dedicated to assisting St. Thomas University students and alumni in attaining their career goals, prioritizing placing students in internships and experiential learning opportunities and graduates in professional opportunities. The Career Services Center fosters relationships with employers to facilitate employment opportunities for students and alumni for full-time, part-time, internship and other Experiential Learning opportunities. We combine one-on-one career advising with group presentations that offer the latest in career-related technology. Services include:

1. **Self-assessment:** Students work one-on-one with a Career Advisor to identify their interests, abilities, and work values. When appropriate, students utilize an online platform for self-assessment and career options. Once a student completes the self-assessment and meets with a Career Advisor, he/she is positioned to decide on a career path.
2. **Internships, Experiential Learning & Employment:** 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 essential skills. Further, they increase their awareness of career options while developing a professional network. Students may simply create a Handshake profile, upload their résumé, and start looking for jobs and internships 24/7 online through St. Thomas University's career management tool, Handshake, at <https://stu.joinhandshake.com>.
3. **Web-based Career Services:** Students may acquaint themselves with Career Services resources on our website at www.stu.edu/career.
4. **Career Expos:** Fall and Spring Career Expos result in approximately 65 - 80 employers converging on campus to hire students, offer internships and other Experiential Learning opportunities.
5. **Career Workshops and Class Visits:** Participate in our "College to Career" workshops on various career topics, including Personal Branding, Résumé Writing, Interviewing Skills, Networking, LinkedIn, Skills Employers Seek, Cover Letter Writing, Career Expo Prep, Social Media review and more. Career Advisors will visit graduate classes upon faculty request.
6. **Mock Interviews:** Students and Alumni can schedule a one-on-one mock interview with a Career Advisor. The purpose of the mock interview is to practice the "real" interview. Feedback is provided on the spot to the interviewee to help him/her develop professional success techniques.
7. **Alumni:** Services are available to alumni for life. If you are thinking of switching careers or would like to opt for a higher-level position in your organization, we are here to help alumni with their résumé, cover letter, and job search. Contact our office to schedule an appointment. If, on the contrary, your organization is hiring for internship or job opportunities, let us know how to connect you with our talented students.

Location: The Career Services Center is in Mimi Dooner Hall, Room #107. For more information, email the Director of Career Services, Ms. April Kennedy, CDF at aprilkennedy@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 in their home country. 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 a full-time student (6 credits for Graduate and Doctoral; 12 credits for Undergraduates) during the Fall and Spring semester; the Summer is optional and full-time enrollment is not required.
- One, three credit hour course can be taken each term for a total of 6 credits in the semester. For those graduate students enrolled in programs with a eight-week course format, the term one course must be fully on campus.
- 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);
- Doctoral student who have completed their course work and will need additional time for dissertation research, must enroll in 1 credit hour for continuation dissertation course until completion of their dissertation;
- 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 or in a blended format.

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 and <https://studyinthestates.dhs.gov/> 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 International Office. 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 thousands of resources with a variety of magazine, journal, and newspaper titles. The building contains two computer labs, an information commons area for collaborated study, and is the center for a virtual library providing access to over 34,000 full-text journals, magazines, and newspapers in digital format and 350,000 e-books.

The Library provides online interlibrary loan and document delivery requests for receiving material from other libraries. For distance students, the University Library provides full-service reference assistance through e-mail or telephone and provides books via the US Mail. Reference and research assistance is available in person at the circulation desk and via telephone and e-mail. In-depth assistance is 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. Einstein Bros Bagels is on the first floor and offers coffee, tea, hot chocolate, and baked goods. The Sardiñas Art Gallery and Archbishop John C. Favalora Archive and Museum are on the second floor.

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

Tutorial Services for:

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

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 114

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

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

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

STUDENT SUCCESS CENTER SERVICES

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

ACADEMIC POLICIES AND REGULATIONS

ACADEMIC CONDUCT

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

ACADEMIC DISHONESTY

Academic dishonesty is considered to be the representation of another's work as one's own, either directly or through complicity in falsification; cheating; plagiarism; facilitating academic dishonesty; or infringing on academic rights of others. Instructors show responsibility toward the prevention of academic dishonesty by explaining to students what constitutes academic dishonesty within the particular requirements of a course. Academic dishonesty can also occur when the action does not impact grade related work of the student. **Refer to the Academic 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.

APPEAL OF A COMPREHENSIVE EXAMINATION FAILING GRADE

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

The student should present in writing a specific appeal to the Dean of the College/School. This appeal should include the specific reasons why the grade should be reviewed. The Dean will consult with the coordinator of the program and any other appropriate parties and render a written decision within 30 days of receiving the appeal. The decision of the

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

ATTENDANCE POLICY

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

AUDIT POLICY

Students must register for all courses which they attend. Students may audit a course only with the instructor's approval. Audited courses appear on the student's transcript but the student does not receive a grade nor academic credit. Audited courses are not financial aid eligible. The fee to audit a course is the equivalent of one credit.

CHANGE OF DEGREE PROGRAM

A student is accepted into a specific degree program within the Graduate School. Students may elect to change their program and/or specialization at any time but will be processed at the end of every semester/term. Any change of program and/or specialization must be requested through the incoming program advisor and an online change of program and/or specialization form must be submitted to the Student Success Center for final approval and processing. Change of program is limited to the same program level. No more than twelve (12) credits may be transferred from one program St. Thomas University graduate program to another program, regardless of similarity of individual course content. Additional limitations may exist.

COMPREHENSIVE EXAMINATIONS

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

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

CONFIDENTIALITY OF RECORDS

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

1. The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the University to amend a record they believe is inaccurate or misleading. Written requests should be made to the University official responsible for the record, clearly identifying the part of the record to be amended and specifying why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. A third party can be given information about a student's records only with the written consent of the student. Exceptions to this policy can include: (a) parents and legal guardians of students who are dependent as defined by the Internal Revenue Service, upon presentation of proof of that IRS status; (b) courts presenting a court order or subpoena for disclosure; (c) agencies needing information regarding students on F-1 or J-1 visas; (d) the U.S. Department of Education; (e) school officials with legitimate educational interests. A school official has legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. At St. Thomas University, directory information (that information which is freely given to those requesting it) is limited to name, dates of attendance/enrollment, and degrees/certificates earned, if any.
4. The right to file a complaint with the US Department of Education concerning alleged failures by St. Thomas University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

COURSE CANCELLATION POLICY

St. Thomas University cancels courses for which there are insufficient enrollments. In general, courses with less than 10 students are subject to cancellation. When courses are cancelled, the **Office of the Registrar** will provide a list of names, telephone numbers, and addresses of the students to the appropriate Dean or Dean's designee who will attempt to notify students. Students are advised to contact their academic advisor to find a suitable replacement for the cancelled course. All fees related to the cancelled course are refunded if the student is unable to find a suitable replacement.

CREDIT HOUR POLICY

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

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

EXCEPTIONS TO ACADEMIC POLICIES

No exceptions to policies are made except in writing. Only the Provost/Chief Academic Officer or his/her designee can grant exceptions. Additional University policies may be found in the St. Thomas University Handbook. Students may obtain a copy from the Student Services Office (<http://www.stu.edu/studenthandbook>).

EXCESSIVE WITHDRAWALS

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

FULL-TIME GRADUATE STUDENT

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

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

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

GRADES AND GRADE POINTS

The grade points are used: A=4.00; A-=3.67; B+=3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; C-=1.67; D+=1.33; D=1.00; F=0.00. The following terms are used: A=Superior; B=With Merit; C=Satisfactory; D=Passing; and F=Failure. Other grade indicators are: AD=Administrative Drop (permanent grade for non-payment, no credit or grade points, used in the calculation of GPA); AU=Audit (no credit or grade points); AW=Administrative Withdrawal (permanent grade, no credit or grade points, not used in calculation of GPA); CP=Course in Progress (temporary grade for internship courses); I=Incomplete; NG=No Grade Submitted (temporary grade); NP=No Pass (unsatisfactory, for pass/no pass courses); P=(credit earned, for pass/no pass courses); UW=Unofficial Withdrawal (no credit or grade points, not used in calculation of GPA, can only be given if the student never attended the course); W=Official Withdrawal (no credit or grade points). **Grade point average does not change or reset because a student changes a degree program.**

GRADE APPEALS

A student who wishes to appeal a course grade must follow the procedure outlined below. Appeals must be initiated NO **LATER than 30 days** after the end of the semester or term in which the grade was received. Requests for an appeal filed after the 30-day deadline will be automatically rejected from consideration.

1. The student must discuss the grade with the course instructor and attempt to resolve any differences.
2. The student should present, in writing, a specific appeal to the chairperson of the academic department responsible for the course. In disciplines where there is no chairperson, the appeal should be made to the Dean or the Dean's designee. This appeal should include the specific reasons why the grade should be reviewed. The chairperson or Dean's designee will consult with the instructor of the course and any other appropriate parties and render a written decision **within 15 days** of receiving the appeal, not including any days the University is closed according to the Academic Calendar.
3. The student may appeal the decision of the chairperson or Dean's designee to the appropriate Dean. Such an appeal must be filed in writing no more than 30 days after the departmental decision is rendered. The decision of the Dean is final and may not be appealed. In colleges/schools where there is no Dean, the Associate Provost will serve in the Dean's absence.
4. Grades are considered permanent at the end of each term. A grade assigned for work in a course is not subject to change except in the case of a specific error, which may be corrected upon petition by the student to the instructor of the course and approval of the Dean of the College/School. A grade may be changed by the instructor no later than one year from the completion of the course. A grade cannot be changed after the student's degree has been posted.

The following are general graduation requirements for the Graduate degrees:

1. Attendance at St. Thomas University for at least one academic year.
2. Successful completion of all academic and functional degree requirements including submission of all required documentation.
3. Payment of all required tuition and fees.
4. Maintain a final cumulative 3.0 (B) grade point average.

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

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

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

INCOMPLETE

The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the midpoint of the following semester as posted in the academic calendar (*fall incompletes completed by the midpoint of the spring semester, spring incompletes by the midpoint of the fall semester, summer incompletes by the midpoint 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 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. Probationary 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.
7. A policy is in place, "Academic Suspension Notification & Appeal Process" which clarifies the time-line in which students are notified of a suspension and describes the appeal process, the appeal form, and the time-line in which the decision is relayed to the student.

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.

All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements. The time to complete all program requirements, including the successful defense of the dissertation/completion of the action research project will be calculated from the initial (first) enrollment in the doctoral program not to exceed a total of seven years.

Request for Extension to Complete Doctoral Program.

Students who are unable to complete their doctoral program within the seven years may petition for an extension for up to one additional year. In order to process your application, the following must be met:

1. Student must be in the dissertation phase prior to the application.
2. The Dissertation Extension Request must be completed and submitted prior to the end of the seven-year limit.

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. Auto registration does not apply to Veteran Administration students.

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

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

Students must be registered to formally attend courses.

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

REQUIREMENTS FOR GRADUATION. St. Thomas University awards degrees three times per year: the end of the Fall Semester (December), Spring Semester (Commencement Day - May), and Summer Session (August). Verification of graduation and subsequent posting of degrees to transcripts may take up to 60 days after the official graduation date. Students must meet all degree requirements. Check with your Faculty Advisor for more information.

TRANSCRIPTS

1. All students who attended St. Thomas University are required to submit their **transcript request online at** www.studentclearinghouse.org (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.

TRANSFER CREDIT

Transfer credit is not automatic. Graduate work completed at another accredited school prior to enrollment at St. Thomas University may be accepted as transfer credit if the course work parallels courses offered in the student's graduate program at St. Thomas. Coursework completed at regionally accredited colleges or universities or colleges or universities with accreditation equivalent to regional accreditation will be accepted, when applicable, on a course-by-course basis. Coursework completed at colleges or universities which are accredited by organizations recognized by the Council for Higher Education Accreditation (CHEA) or US DOE will be accepted. Student who transfer from a quarter hour credits school, the student is responsible for the remaining credits.

In General:

1. Students may transfer a maximum of twelve (12) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
2. Transfer credits will be accepted only from regionally accredited colleges and Universities within the United States. International credit transfer requests must be approved by the Program Coordinator and the appropriate Dean.
3. It is the responsibility of the student to provide official copy(s) of transcript(s) and both a catalog course description and course syllabus of the work intended to be transferred to be eligible to receive transfer credit.
4. Acceptable course work will be transferred only if it is "equivalent" to a St. Thomas course allowed in the student's degree program. Students may not take an "equivalent" course at St. Thomas and also receive transfer credit for the same course.
5. Transfer credit for coursework will be accepted only for courses completed prior to the student's enrollment in the St. Thomas University Graduate Program.
6. Graduate transfer credits may not have been course work, which was part of the work used to complete the student's undergraduate degree.
7. Transfer credit must be completed during the first semester/term of the graduate student's fully accepted enrollment in a St. Thomas Graduate Program.
8. Credits for courses transferred will not be included in the calculation of the Grade Point Average at St. Thomas University.
9. Only grades of B or higher may be applied as transferred credit.

A student requesting transfer credit must file a written request with the required documentation to the Program Coordinator during the first semester of enrollment. Verification of all documents is the responsibility of the appropriate Program Coordinator. No requests for transfer of credit will be honored after the first semester of graduate study.

WITHDRAWAL FROM THE UNIVERSITY

Notice of withdrawal from the University for any reason whatsoever is NOT official until the student has obtained a signed withdrawal from the appropriate Program Coordinator and the Student Success Center. The withdrawal becomes effective on the date it is received by the Student Success Center, NOT the date on which the student discontinues class attendance.

Any student who does not register for two consecutive semesters/reporting terms or 365 days will be considered withdrawn from the University. Once a student has withdrawn, the student may not resume studies until he/she is formally readmitted to the University. To initiate the readmission process, the student must complete and submit a new application form, a non-refundable fee, and new letters of recommendation to the Office

of Graduate Admissions. Graduation requirements at the time of readmission may be different, as degree programs are enhanced. Students, when readmitted, will be admitted under the current catalog year.

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

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

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

STU Online works with Colleges and departments across St. Thomas University to develop impactful distance learning programs that will help individual students advance their careers and initiate new ventures. The programs meet the same high academic standards of our traditional programs and are designed to accommodate students' busy schedules by providing flexibility of delivery. Our dedicated faculty and staff work tirelessly to support students throughout their journey at St. Thomas and into the future. For information about some of our fully online programs, please visit STU ONLINE at: <https://online.stu.edu/programs/>

ST. THOMAS UNIVERSITY NETWORK ACCEPTABLE USE POLICY.

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

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

Students may not share passwords or accounts and must report any unauthorized use of their accounts to helpdesk@stu.edu. Students are responsible for actions that occur from their account. Students must not attempt to circumvent system security, guess others' passwords, or in any manner gain unauthorized access to school technology.

With the exception of the fair use doctrine, transferring copyrighted materials through the school's network without express consent of the owner is illegal. Violations may also result in disciplinary action. Students may not use school technology to harass, offend, or annoy.

Technology for Students

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

- The website www.stu.edu for general information about the University
- The website mybobcat.stu.edu for class registration, grades, payments, and other functions.
- Hundreds of computers in classrooms and labs, and available to borrow in the main library. Microsoft Office and many other software titles are installed.
- Free, wireless Internet for students at STU_SECURE and for guest at STU_GUEST
- Cloud-based collaboration tools built in to the .edu email account.
- Free download for personal use of most Microsoft products at portal.office.com
- 24/7 Technical support at (305) 628-6610 or helpdesk@stu.edu



BISCAYNE COLLEGE

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

**Colin Roche, PhD
Dean, Biscayne College**

Colin Roche, PhD, MBA, CEC, CCE, FMP, CHE

Dean, Biscayne College for the Liberal Arts and Social Sciences

Academic Credentials: Ph.D., Higher Education Leadership, Florida Atlantic University; MBA, Hospitality Specialization, BS, Hospitality Administration, Lynn University; AAS, Hotel & Restaurant Management, Southern Maine Community College; AS, Culinary Arts, Newbury College.

Faculty: Francis Altomare, PhD., Daniel Axelrod, PhD., Raymond Baker, PhD., Tami Beaty, Ed.D., Melissa Beneche, MFA, Patricia Bloodworth, Ed.D., Katsia M. Cadeau, Ed.D., Fr. Alfred Cioffi, PhD., Vernon Czelusniak, Ph.D., Pamela Dahlin, Ph.D., David Doriscar, Ed.D., Scott Gale, Ph.D., Scott E. Gillig, Ph.D., Debbie J. Goodman, Ed.D., Jodi L. Grace, Ph.D., Tonia Jackson, Ph.D., Abolrahim (Abdy) Javadzadeh, Ph.D., Kennedy Maranga, Ph.D., Zuvarashe Judith Mushipe, Ph.D., Fr. Hilary Nwainya, PhD., Maria Orlando, Ed.D., Katrina Pann, Ph.D., Tiffany Paschal, Ed.D., Zoraida Pastor, MFA, Fr. Khiet Pham, Ed.D., Jose Pombo, PhD., Heidi Schmidt, Ph.D., Timothy Stafford, Ph.D., Christian Travieso, MA, Yasdanee Valdes, Ed.D., Chanel White, MA, Kelly Wolf, MFA.

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

Biscayne College is committed to a rigorous liberal arts and professional education. It provides individualized attention to the nurturing of students and gives them the tools, academic record, and confidence to succeed in graduate school or law school. The College offers students practical leadership training through participation in interdisciplinary and international programs. The small classes emphasize face-to-face instruction and small-group social interaction.

Biscayne College offers bachelor's degrees in Communications & Media Studies, Criminal Justice, Education, English, Liberal Studies, Political Science, and Psychology; and Master's Degrees in Criminology, Psychology, Elementary Education, Educational Leadership, Educational Specialist, Instructional Design and Technology, Theology, Ethical Leadership, and joint degree programs which include BA/MA and JD/MA. Doctoral Degrees include Ethical Leadership, Education Leadership, and Theology, along with several minors and certificate programs.

DEPARTMENT OF SOCIAL SCIENCES

MASTER OF ARTS (MA) IN CRIMINOLOGY **[Delivery Locations: Main Campus and Online]**

Program Director: Abdy Javadzadeh, PhD

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

Contact Information: Phone: (305) 628-6716; Email: ajavadzadeh@stu.edu
Program Advisor(s): Dr. Abdy Javadzadeh, Dr. Debbie Goodman

Program Description: The 36-credit MA in Criminology 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 field of criminology and criminal justice. The degree prepares graduates to work in areas of academic research, field research, 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. Courses taken sequentially, as a cohort, the program for both on-ground and online will take 12 months to complete. Students have the option of enrolling in on-ground or online programs, and once enrolled in either one no changes can be made.

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. The program can be completed within one year once all courses offered in Fall, Spring, and Summer are taken consecutively.
6. The MAC program offers an online alternative for remote learning. For the online program students will take 1 course (3 credits) per short seven-week semester, therefore finishing the program in 2 years.

Joint BA/MA Expedited Degree in Criminology **[Delivery Locations: Main Campus]**

Program Director: Abdy Javadzadeh, PhD

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

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

Program Advisor(s): Dr. Abdy Javadzadeh, Dr. Debbie Goodman

Description: Superior performing undergraduate criminal justice majors have the opportunity to participate in a fast-track joint BA/MA Express Degree Program in Criminology, earning both their Bachelor's and Master's Degrees in Criminology in less than five years. Eligible students would complete all 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 eleven or twelve credits, all of which are for elective courses. During the fourth year of study, students would matriculate into the MA in Criminology Program at St. Thomas. They would then take four graduate courses each semester and the summer term to complete requirements for the MA in Criminology. 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 Criminology.
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 Criminology.

7. All foreign applicants must demonstrate proficiency in the English language. Standard testing generally used for this purpose by St. Thomas University will apply.
8. An interview with director of program for non-STU students and non-criminal justice/criminology majors.

SPECIFIC ADMISSION REQUIREMENTS FOR THE MA IN CRIMINOLOGY: 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 is available from the Graduate Admissions Office.*

COURSE REQUIREMENTS 36 credits

Required Core Courses 24 credits

CJA	630	Juvenile Crime and Justice
CJA	650	Advanced Criminology
CJA	651	Quantitative Research Methods in Criminology and Criminal Justice
CJA	652	Qualitative Research Methods in Criminology and Criminal Justice
CJA	660	Advanced Criminological Theory
CJA	766	Legal Aspects for Criminal Justice Administration
CJA	775	International and Comparative Criminal Law and Justice Systems
CJA	776	Professionalism, Ethics, and Criminal Justice; A Capstone course

Required Specialization Courses 12 credits

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

Program Student Learning Outcomes: Graduates of the MA in Criminology 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 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 776 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 Criminology 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 Criminology **[Delivery Locations: Main Campus]**

Program Director: Abdy Javadzadeh, PhD

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

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

Program Description: This joint degree program will allow students to earn their Juris Doctor degree and at the same time earn a Master of Arts in Criminology (MAC). 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/MAC program are guided by this reality. Twelve (12) credits from the student's law program courses will transfer to the MA in Criminology. LAW 620 Criminal Law (3 credits) will replace CJA 650 Advanced Criminology (3 credits); 2) Law 808 Criminal Procedure I (3 credits) will replace CJA 766 Legal Aspects for Criminal Justice Administration (3 credits); 3) LAW 850 Professional Responsibility (3 credits) will replace CJA 776 Professionalism, Ethics and Criminal Justice (3 credits) and 4) LAW 705 Advanced Legal Research and Writing will replace CJA 652 Qualitative Research Methods in Criminal Justice (3 credits), All courses and substitutes involve 3 credit classes. Correspondingly, students may apply up to 12 credits of their Master of Art degree courses to their JD degree where they will use those courses as substitutes for any 12 credits of law electives.

The total number of credits required for the Joint JD/MAC 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 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 MAC 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 [or CJA 652 Qualitative Research Methods]
CJA	660	Advanced Criminological Theory
CJA	775	Comparative International Criminal Justice Systems
CJA	776	Professionalism, Ethics, and Criminal Justice

Specialty Courses

12 Credits

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

Additional Law School Courses

66 credits

Program Student Learning Outcomes: The successful Joint JD/MAC 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/MAC Program.

Graduation Requirements: Students must maintain a minimum of a 2.0 in their JD program and a 3.0 in the MAC program to qualify for graduation in the Joint JD/MAC 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 Criminology.

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



DEPARTMENT OF PSYCHOLOGY

MASTER OF SCIENCE (MS) IN PSYCHOLOGY

[Delivery Locations: Online]

Program Director: Pamela Dahlin, Psy.D.

Academic Credentials: Psy.D., M.S., Carlos Albizu University, BA, Florida International University

Contact Information: Email: pdahlin@stu.edu; Phone: 305-628-6579

Program Advisor(s): P. Dahlin, J. Grace

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

ADMISSION REQUIREMENTS:

Admission to the MS in Psychology program requires a bachelor's degree from an accredited institution, with the following required coursework or equivalents: A minimum overall GPA of 3.0 on a four-point scale in undergraduate courses is required.

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

No GRE is required.

Application to the MS in Psychology requires:

- Application form
- Transcripts

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

MS IN PSYCHOLOGY COURSE REQUIREMENTS

30 credits

PSY	590	Industrial Organizational Psychology
PSY	601	Research Methods I
PSY	602	Developmental Psychology
PSY	603	Test & Psychometrics
PSY	604	Data Analysis Lab
PSY	605	Research Methods II
PSY	606	Psychopathology
PSY	607	Biological Base of Behavior
PSY	608	Advanced Psych. Testing
PSY	609	Sci. Meth. Psych. Testing

Graduation Requirements

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

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

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

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

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

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



DEPARTMENT OF LEADERSHIP AND EDUCATION

"Leadership Is Learned"

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.

Our faculty are committed to the conviction that leadership can be learned. While leadership is present in all organizations, the faculty believe individuals in education and public service have unique leadership roles extending beyond their immediate organizations and within the larger, local and global community. Our graduates are prepared to be leaders for the 21st century and beyond.

ADMISSION REQUIREMENTS:

In keeping with St. Thomas University's mission, candidates of diverse backgrounds are encouraged to apply. We do not discriminate against any person because of age, ancestry, color, disability, national origin, race, religious creed, sex, sexual orientation, or veteran status. The best-qualified applicants will be accepted up to the number of spaces available for new students. Special background and experience may allow for conditional admission of those not meeting stated criteria.

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

1. A cumulative undergraduate grade point average of at least 3.0. If a student has an undergraduate GPA of less than a 3.0, the student may submit a brief essay explaining why and how the student has progressed professionally since graduation to be considered for admission, as deemed necessary by the Dean or Dean's designee. A minimum GPA of a 2.6 is required to be considered for admission.
2. A completed and signed university Application for Admission form.
3. International students may have a language test administered by St. Thomas University prior to admission to determine degree of language proficiency. Students failing the language test may be required to

complete supplementary non-credit language-proficiency courses, as deemed necessary by the Dean or Dean's designee.

4. Official college and/or university transcripts from the institution where the Bachelor's Degree was conferred. All applicants are required to submit transcripts from each post-secondary institution attended.
5. Only for the Ed.D program:
Admission to the Ed.D program is based on the following criteria. An applicant for the Ed.D program must have an earned master's degree from an accredited institution or equivalent and a grade point average of at least 3.00 (on a 4.0 scale) in all graduate work attempted.

Transfer of Credits to the Ed.D and Ph.D program policy:

In order to transfer credits into the Ed.D or Ph.D an applicant must have either a second masters or other advanced credentials and petition the program director to review the transcripts above the earned master's degree utilized in the admissions application to the Ed.D program.

1. 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 or Ph.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 transfers from a quarter hour credits school; the student is responsible for the remaining credits.
2. Only official transcripts of all prior graduate and undergraduate academic work will be accepted.



GRADUATE EDUCATION PROGRAMS

Program Description: The Education Department at our university offers advanced degrees tailored explicitly for educators and aspiring educational leaders. Our graduate offerings include:

1. **Master of Science (M.S.) in Elementary Education** - This program prepares graduates to become instructional leaders within their educational settings. It is designed to accommodate the needs of working professionals through flexible scheduling, including evening and online classes. The program is part of an alternative path to teacher certification in Florida.
2. **Master of Science in Reading** - Aimed at developing expertise in reading instruction, this program equips graduates to impact learning outcomes in their schools or districts significantly.
3. **Master of Science in Educational Leadership** - Offered in blended and online formats, this program is intended for those seeking leadership roles in educational settings. It forms part of the alternative pathway to obtaining teacher certification in Florida.
4. **Master of Science (M.S.) in Instructional Design & Technology**—This program is delivered entirely online and caters to professionals seeking to enhance their skills in designing and implementing educational technology solutions. The curriculum uses the latest tools and methodologies to improve digital learning environments.

Certification Pathway: Students aiming for Teacher Certification in Florida must meet the requirements of the Florida Department of Education (FLDOE) upon completing any of our M.S. degree programs. These include applying for a "Letter of Eligibility" and passing the Florida Teacher Certification Exams (FTCE). Students, particularly those from outside Florida, who wish to pursue teacher certification in their respective states must consult with their state's Department of Education to verify eligibility requirements before enrolling in our programs.

For more information regarding certification requirements, please visit:

- [State of Florida Department of Education](#)
- [U.S. Department of Education - State Contacts](#)

Our programs are structured to start new cohorts every eight weeks, offering enhanced flexibility, and allowing educators to engage in continual professional development without significant downtime.

Programs Impacted by Alternative Certification Path: The Master of Science degree programs impacted by this alternative path to state certification are Educational Leadership and Elementary Education.

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

Program Director: Katsia Cadeau-Stephenson, Ed.D.,

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

Contact information: Email: kcadeau@stu.edu; Phone: 305-628-6582

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

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

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

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

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 Science w/Field Exp.
EDU	529	Content and Methods for Teaching Arts w/Field Exp.

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

1. Demonstrate the knowledge of instructional design and planning.
2. Create the appropriate student-centered learning environments.

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

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

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

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

Elementary Education Learning Outcomes Assessment: A locally developed instrument drawn from questions in a national test bank is used to assess a candidate's competency in each of these areas. This multiple-choice test contains questions related to elementary language arts and reading; social sciences; music and the visual arts; health and physical education; and science, technology, and mathematics.

GRADUATION REQUIREMENTS: A candidate must:

1. Maintain an overall GPA of 3.0.
2. Complete the entire program's required course work.
3. Present a copy of an electronic portfolio at the time of application for the degree. (Directions concerning this portfolio are available from the instructor).

MASTER OF SCIENCE IN READING **[Delivery Locations: Online]**

Program Coordinator: Dr. Katsia M. Cadeau

Academic Credentials: Ed.D. in Organizational Leadership., M.S. in Elementary Education with Specialization in Reading, M.S. in TESOL with Special Education. Florida Educator Certification (All levels), Elementary Education (K-6), Reading (K-12), Business (6-12), English for Speakers of Other Languages, and Educational Leadership (All Levels).

Contact Information: Email: kcadeau@stu.edu; Phone: 305-628-6582

Program Advisor(s): Katsia M. Cadeau.

Description

The Master of Science in Reading consists of eight 3-credit reading courses and three foundational courses to prepare educators for the 21st century literate environment and the rapidly changing classroom demographics. These courses are designed to prepare candidates to teach literacy instruction, diagnose, and remediate children's reading difficulties K-12. Current research and theory of literacy and how children learn to read are translated into meaningful classroom application and practice while utilizing research-based instructional practices and materials. Fundamental theoretical knowledge of the principles and processes of reading are directly applied while working with children in a clinical setting. Students have the opportunity to reflect on their own teaching and receive immediate feedback from the instructor so that subsequent teaching can incorporate and apply new insights, techniques and strategies for improvement.

The program is currently accepted by the Florida Department of Education's Bureau of Certification under Rule 6A-4, 003. "Degrees, programs, and credits shall be determined acceptable for education certification purposes when awarded by an institution of higher learning accredited by (1) of the regional accrediting associations." St. Thomas University is accredited by the Southern Association of Colleges and Schools.

MS in READING

Course Requirements

30 Credits

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

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

2016 International Reading Association Standards for Reading Professionals. They include the following:

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

Program Outcomes Assessment

The student practicum portfolio is used to assess the accomplishment of an individual to apply learned skills and knowledge in a clinical setting. Furthermore, candidates will be assessed by means of completing a practicum. The practicum will assess individual candidate's competency on the various levels of each of the ILA's standards and the Florida Reading Competencies.

Program Learning Outcomes Assessment

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

Graduation Requirements

A candidate must maintain an overall GPA of 3.0.

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

A candidate must successfully complete the Exit Examination.

READING ENDORSEMENT

[Delivery Locations: Online]

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

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

Required Courses

15 credits

EDU	521	Theory and Foundations of Effective Reading & Language Instruction with Field Experience
EDU	522	Diagnosis and Remediation of Reading Disabilities
RED	500	The Reading Process in the Content Area
RED	505	Techniques of Remedial and Corrective Reading
RED	510	Reading Practicum

Aligned with the Rubric provided by the FLDOE

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

GRADUATION REQUIREMENTS: Students must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.



MASTER OF SCIENCE (MS) IN INSTRUCTIONAL DESIGN & TECHNOLOGY **[Delivery Locations: Online]**

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

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

Contact information: tstafford@stu.edu

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

The MS ID&T program at STU is appropriate for digital instructors at any educational level, instructional designers, technology specialists, industry/corporate trainers & learning developers, and providers of professional education & development. Any educational or learning professional whose interest is in effectively using information media and educational technologies to enhance instruction will find value in this program for both synchronous, asynchronous, blended and other digital environments and models.

Graduates will have the skills and knowledge to design coursework for multiple modalities of digital platforms, eLearning, and technologically enhance blended or existing coursework. The students will be able to tackle changing trends and emerging technologies and will have the skills to add valuable digital educational knowledge & programming that can enhance any organization as it provides training/coursework for its employees, staff members, faculty members and/or students.

Graduates will be prepared to work as instructional designers and technology specialists and lead campaigns focused on the integration of technology in academic, corporate, and other learning & development applications and environments.

MS IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

COURSE REQUIREMENTS

30 credits

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

*EDT 600 should be taken in the first term and EDT 650 should be taken in the last term of the program.

Program Learning Outcomes:

Graduates will be able to:

1. Design, implement and manage technology for educational programming that creates competency, literacy, and creativity in education programming for K12, Higher Ed, and corporate/industrial applications.
2. Develop concepts of multimedia design that supports innovative design for learning in digital educational environments.
3. Design and employ training to develop best instructional practices and technologies for use and effectiveness in complex digital learning environments.
4. Develop standards-based, technology-supported courses that align with the ISTE, NCATE, QM, ibstipi, 5-Star Instructional Design and other appropriate industry standards.

Program Outcomes Assessment:

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

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

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

Program Director: Katsia Cadeau-Stephenson, Ed.D.,

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

Contact information: Email: kcadeau@stu.edu; Phone: 305-628-6582

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

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

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

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

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

MS IN EDUCATIONAL LEADERSHIP COURSE REQUIREMENTS

Courses Requirements

36 Credits

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

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

Program Learning Outcomes:

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

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

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

GRADUATION REQUIREMENTS: A candidate must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

MASTER OF ARTS (MA) IN ETHICAL LEADERSHIP **[Delivery Locations: Blended]**

Program Director: David Doriscar, Ed.D.

Academic Credentials: Ed.D., St. Thomas University; MBA, BS, Nova Southeastern University.

Contact Information: Email: ddoriscar@stu.edu; Phone: 305-628-6638.

Program Advisor(s): D. Doriscar, R. Baker, J. Mushipe

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

GENERAL ADMISSION REQUIREMENTS:

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

MASTER IN ETHICAL LEADERSHIP REQUIREMENTS 30 credits

Required Core Courses

MEL 503 Applied Research Methods
MEL 600 Leadership Foundations and Skills Assessment
MEL 601 Interpersonal Leadership

15 credits

MEL 630 Organizational Communication & Leadership
MEL 701 Ethical Leadership Capstone

Electives Courses (Pick 5 courses)

15 credits

MEL 607 Liberty & Governance
MEL 640 Organizational Leadership & Change
MEL 645 Global & Cultural Diversity in Leadership
MEL 650 Conflict Resolution & Mediation
MEL 660 Project Management & Leadership
MEL 700 Organizational Behavior
MEL 799 Special Topics in Ethical Leadership *
* *With program director's approval*

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

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

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

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

Graduation Requirements: The Master in Ethical Leadership program requires a total of thirty (30) graduate credit hours. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0. Individual advising and answers to questions about courses are available by contacting the Masters in Ethical Leadership Program Coordinator.

**MASTER (M) IN ETHICAL LEADERSHIP,
SPECIALIZATION IN HIGHER EDUCATION
[Delivery Location: Online]**

Program Director: David Doriscar, Ed.D.

Academic Credentials: Ed.D., St. Thomas University; MBA, BS, Nova Southeastern University.

Contact Information: Email: ddoriscar@stu.edu; Phone: 305-628-6638.
Program Advisor(s): D. Doriscar, R. Baker, J. Mushipe

Program Description: The Master in Ethical Leadership with a Specialization in Higher Education equips students with the skills, competencies, and capacities necessary for leading within institutions of higher education. As a specialization of the Master of Arts in Ethical Leadership, attention will be set on developing students as

effective, ethical, and socially responsible higher education leaders. The program is designed for individuals looking to advance their work and standing in college and universities and maximize their potential. The program leverages best practices and innovative leadership strategies to create a foundation for organizational change.

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

GENERAL ADMISSION REQUIREMENTS:

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

MASTER IN ETHICAL LEADERSHIP HIGHER EDUCATION SPECIALIZATION REQUIREMENTS 30 credits

Required Core Courses 15 credits

- MEL 503 Applied Research Methods
- MEL 600 Leadership Foundations and Skills Assessment
- MEL 601 Interpersonal Leadership
- MEL 630 Organizational Communication & Leadership
- MEL 701 Ethical Leadership Capstone

Specialization Courses 12 credits

- EDA 601 Leadership in Education
- EDA 606 Curriculum & Instruction for Diverse Student Populations
- EDF 621 Psychological Foundations of Education
- EDF 660 Social, Philosophical, and Historical Foundations of Education

Elective Courses (Pick 1 course) 3 credits

- MEL 607 Liberty & Governance
- MEL 640 Organizational Leadership & Change
- MEL 645 Global & Cultural Diversity in Leadership
- MEL 650 Conflict Resolution & Mediation
- MEL 660 Project Management & Leadership
- MEL 700 Organizational Behavior
- MEL 799 Special Topics in Ethical Leadership *

* *With program director's approval*

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

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

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

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

Graduation Requirements: The Master of Arts in Ethical Leadership, Higher Education specialization, program requires a total of thirty (30) graduate credit hours. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0. Individual advising and answers to questions about courses are available by contacting the Masters in Ethical Leadership Program Coordinator.

**MASTER (M) IN ETHICAL LEADERSHIP,
SPECIALIZATION IN SPORTS ADMINISTRATION
[Delivery Location: Online]**

Program Director: David Doriscar, Ed.D.

Academic Credentials: Ed.D., St. Thomas University; MBA, BS, Nova Southeastern University.

Contact Information: Email: ddoriscar@stu.edu; Phone: 305-628-6638.

Program Advisor(s): D. Doriscar, R. Baker, J. Mushipe

Program Description: The Master in Ethical Leadership with a Specialization in Sports Administration equips students with the skills, competencies, and capacities necessary for leading within a sports organization. As a specialization of the Master of Arts in Ethical Leadership, attention will be set on developing students as effective, ethical, and socially responsible sports administration leaders. The program is designed for individuals looking to advance their work and standing in a variety of sports careers and maximize their potential. The program leverages best practices and innovative leadership strategies to create a foundation for organizational change.

In alignment with the St. Thomas University Mission, the Master in Ethical Leadership, Sports Administration Specialization program develops students' ethical leadership capacity for sports administration through interdisciplinary coursework focusing on and integrating leadership and sports administration theory and practice, ethics and morality, complex problem-solving, decision-making, creativity and innovation, efficiency, team development strategies, diversity and inclusion practices, practical experience, and people management, creates the foundation for applied ethical leadership within a variety of sports administration contexts and advances individual and organizational performance. Graduates create value for their organizations,

demonstrate the ability to ethically inspire action and a shared vision in others, make effective decisions within fast-paced environments, improve organizational effectiveness and teamwork, and increase profitability.

GENERAL ADMISSION REQUIREMENTS:

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

MASTER IN ETHICAL LEADERSHIP SPORTS ADMINISTRATION

SPECIALIZATION REQUIREMENTS

30 credits

Required Core Courses

15 credits

MEL 503 Applied Research Methods
 MEL 600 Leadership Foundations and Skills Assessment
 MEL 601 Interpersonal Leadership
 MEL 630 Organizational Communication & Leadership
 MEL 701 Ethical Leadership Capstone

Specialization Courses (Pick 4 courses)

12 credits

SPO 510 Sports Ethics
 SPO 540 Sports Media and Public Relations
 SPO 544 Sports Marketing and Promotion
 SPO 546 Facilities and Event Management
 SPO 552 Governance of Intercollegiate Athletics
 SPO 719 Legal Aspects of Sports Administration

Elective Courses (Pick 1 courses)

3 credits

MEL 607 Liberty & Governance
 MEL 640 Organizational Leadership & Change
 MEL 645 Global & Cultural Diversity in Leadership
 MEL 650 Conflict Resolution & Mediation
 MEL 660 Project Management & Leadership
 MEL 700 Organizational Behavior
 MEL 799 Special Topics in Ethical Leadership *

* *With program director's approval*

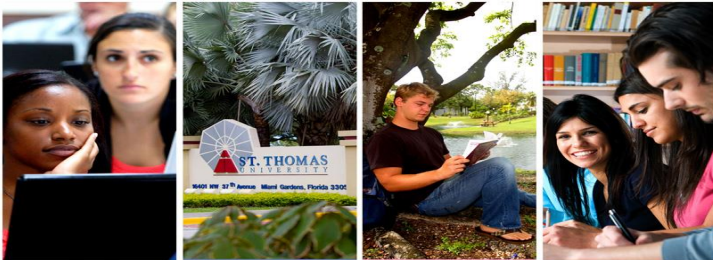
All courses in the program will use teaching strategies that integrate practical applications through fieldwork, innovative technology, challenge-based projects, teamwork, or other applied practices in conjunction with research.

Program Student Learning Outcomes: Graduates of the Master in Ethical Leadership with a specialization in Sports Administration program will demonstrate capacity for:

1. Applying theories of Ethical Leadership and Sports Administration to practice
2. Developing skills for leading organizations utilizing strong interpersonal and communication skills
3. Implementing organizational and community-based problem-solving strategies in sports administration
4. Demonstrating and developing ethical and moral values within the context of sports administration

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

Graduation Requirements: The Master of Arts in Ethical Leadership with a specialization in Sports Administration program requires a total of thirty (30) 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 Director.



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

Program Director: David Doriscar, Ed.D. (Interim)

Academic Credentials: Ed.D., St. Thomas University; MBA, BS, Nova Southeastern University.

Contact Information: Email: ddoriscar@stu.edu; Phone: 305-628-6638.

Program Advisor(s): D. Doriscar, R. Baker, J. Mushipe

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

Graduates demonstrate capacity for complex problem solving, critical thinking, creativity, performance management, collaborative project management, emotional intelligence, and moral decision-making. Ethical leaders foster positive environments and productive relationships by understanding self, groups, and organizations. Ethical leaders give voice to the underrepresented, value inclusivity, and pursue a positive future, in which individuals reach their full potential. The program offers a cohort model, a cross-disciplinary curriculum, and a broad spectrum of courses to meet individual student needs and to develop a diverse and scholarly community of learners. A typical cohort could include learners from governmental, corporate, non-profit, higher education, K-12, and healthcare organizations.

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

1. Applying Ethical Leadership theoretical foundations
2. Identifying and responding to the changing needs of diverse organizations
3. Leading and managing private corporations, public organizations, educational institutions and systems, community organizations, and nonprofit agencies
4. Demonstrating ethical behaviors and complex problem-solving
5. Maximizing organizational performance and effectiveness
6. Empowering organizational cultures of innovation and creativity, team effectiveness, and inclusion
7. Developing scholarship, theory, and practices that advance the broad fields of leadership and organizational development

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

Program Requirements and Structure: The Ph.D. program requires 60 credits of doctoral work beyond the master's degree, including 21 leadership core credits, 15 specialization credits, 12 research credits, and 12 doctoral credits.

DOCTOR OF PHILOSOPHY IN ETHICAL LEADERSHIP REQUIREMENTS

Leadership Core Courses **60 Credits** **21 credits**

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

Specialization Courses **15 credits**

- DEL 803 Complex Problems
- ELI 804 Leadership for Crisis & Change
- ELI 813 Leading a Learning Organization
- ELI 814 Cross-Cultural Relations
- ELI 817 Communication & Influence
- ELI 999 Special Topics (Only with program director's approval)

Research Courses **12 credits**

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

Doctoral Courses (Dissertation/Action Research) **12 credits**

- DIS 900 Doctoral Research Proposal
- DIS 901 Doctoral Research I
- DIS 902 Doctoral Research II
- DIS 903 Doctoral Research III
- DIS 904 Doctoral Research Continuation (if needed)

Continuous Registration for Doctoral Research Students:

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

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

Doctoral Research Handbook and Dissertation Publication Manual:

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

Doctoral Candidacy & Research Process:

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

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

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

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

The DRP is completed when the student is enrolled in DIS 900 Doctoral Research Proposal and represents the beginning stage of the dissertation/action research process. In DIS 900, each student will develop a student doctoral research profile and complete the Doctoral Research Chair selection process. After the Doctoral Research Chair has been identified, selected, and the chair confirms their willingness to participate in the process, the student will begin working with the Doctoral Research Chair in a mentor/mentee capacity. The dissertation/action research process is intended to be completed over a 64-week four course (Doctoral Research Coursework) process.

Doctoral Research Options:

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

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

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

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

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

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

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

Chapter 5, the conclusion, will briefly summarize the dissertation’s major findings, limitations, discussion, and recommendations. The student will also present and discuss linkages (i.e., similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work. The conclusion chapter provides an overarching connection for the reader articulating how the various manuscripts collectively make a contribution to the knowledge base regarding the

problem. The conclusion chapter should present/discuss research imperatives, or knowledge gaps, not visible when each manuscript is considered individually and should articulate an agenda for future research on the issues addressed in the dissertation.

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

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

Ethics of Doctoral Dissertation Research:

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

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

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

Publishing the Doctoral Dissertation:

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

Doctoral Dissertation Abstracts:

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

Incomplete Policy:

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

INCOMPLETE

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

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

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

Leave of Absence:

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

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

Recency of St. Thomas University Credit:

All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements. The time to complete all program requirements, including the successful defense of the dissertation/completion of the action research project will be calculated from the initial (first) enrollment in the doctoral program not to exceed a total of seven years.

Request for Extension to Complete Doctoral Program.

Students who are unable to complete their doctoral program within the seven years may petition for an extension for up to one additional year. In order to process your application, the following must be met:

1. Student must be in the dissertation phase prior to the application.
2. The Dissertation Extension Request must be completed and submitted prior to the end of the seven-year limit.

Financial Aid:

Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

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

Program Director: David Doriscar, Ed.D. (Interim)

Academic Credentials: Ed.D., St. Thomas University; MBA, BS, Nova Southeastern University.

Contact Information: Email: ddoriscar@stu.edu; Phone: 305-628-6638.

Program Advisor(s): D. Doriscar, R. Baker, J. Mushipe

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

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

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

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

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

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

1. Develop literature reviews, positioning arguments within the field and scholarly communities of Ethical Leadership and Higher Education
2. Create a financial scanning indicator to aid in program development and budget management
3. Develop a course design complete with lesson plans, assessments, and considerations for modalities and diverse students.
4. Conduct assessment and evaluation and research projects, using data to inform decision-making and change in institutions of higher education.

Program Requirements and Structure: The Ph.D. program requires 60 credits of doctoral work beyond the master's degree, including 21 leadership core credits, 15 specialization credits, 12 research credits, and 12 doctoral credits.

DOCTOR OF PHILOSOPHY IN ETHICAL LEADERSHIP REQUIREMENTS

Leadership Core Courses

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

60 Credits
21 credits

Specialization Courses **15 credits**

HED 801 Higher Education Foundations
HED 802 Academic Cultures & Issues in Higher Education
HED 803 College Teaching
HED 804 Economics & Finance in Higher Education
HED 805 Organization & Administration of Higher Education
ELI 999 Special Topics (Only with program director's approval)

Research Courses **12 credits**

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

Doctoral Courses (Dissertation/Action Research) **12 credits**

DIS 900 Doctoral Research Proposal
DIS 901 Doctoral Research I
DIS 902 Doctoral Research II
DIS 903 Doctoral Research III
DIS 904 Doctoral Research Continuation (if needed)

Continuous Registration for Doctoral Research Students:

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

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

Doctoral Research Handbook and Dissertation Publication Manual:

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

Doctoral Candidacy & Research Process:

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

Doctoral students officially become candidates for the doctoral degree upon successful completion of their requisite non-doctoral research coursework. In addition, doctoral

candidacy is contingent upon maintaining at least a 3.25 cumulative GPA for the doctoral program coursework.

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

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

The DRP is completed when the student is enrolled in DIS 900 Doctoral Research Proposal and represents the beginning stage of the dissertation/action research process. In DIS 900, each student will develop a student doctoral research profile and complete the Doctoral Research Chair selection process. After the Doctoral Research Chair has been identified, selected, and the chair confirms their willingness to participate in the process, the student will begin working with the Doctoral Research Chair in a mentor/mentee capacity. The dissertation/action research process is intended to be completed over a 64-week four course (Doctoral Research Coursework) process.

Doctoral Research Options:

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

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

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

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

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

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

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

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

Option 3 – Action Research – The action research project is specifically applicable to a tangible means for advancing a given organization. These can include but not limited to analytic reports, white papers, design, facilitation, and evaluation of curriculum, training, etc., ROI (Return on Investment) metric development and application, strategic planning and strategic implementation framework, comprehensive marketing plans, large-scale assessments, evaluation plans, processes, and metrics, and diffusion/adoption strategies. Candidates will work closely with their doctoral research

chair and committee to choose which option can maximize benefit for the candidate and align with career aspirations. Approval will be granted based on accessibility, impact, and scope of the project.

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

Ethics of Doctoral Dissertation Research:

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

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

When the dissertation has been successfully defended, it must pass an APA final Style and Writing Quality Assessment administered by the St. Thomas University Library before it can be formally accepted by the library for processing, binding and ProQuest admissibility. Dissertations that fail to meet those requirements will be returned to students for revision and resubmission. The Dissertation Checklist must be strictly followed in the process of Final Review by the Chair and the Doctoral Candidate.

All St. Thomas University dissertations are subject to quality control to ensure a scholarly product. If a dissertation is found to contain quality issues in APA format, style, and/or presentation, the writer will be required to provide a corrected copy to the University Library. The Dissertation is not complete, and the student will not graduate, until the University Library official approves the final document.

Publishing the Doctoral Dissertation:

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

Doctoral Dissertation Abstracts:

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

Incomplete Policy:

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

INCOMPLETE

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

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

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

Leave of Absence:

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

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

Recency of St. Thomas University Credit:

All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements. The time to complete all program requirements, including the successful defense of the dissertation/completion of the action research project will be calculated from the initial (first) enrollment in the doctoral program not to exceed a total of seven years.

Request for Extension to Complete Doctoral Program.

Students who are unable to complete their doctoral program within the seven years may petition for an extension for up to one additional year. In order to process your application, the following must be met:

1. Student must be in the dissertation phase prior to the application.
2. The Dissertation Extension Request must be completed and submitted prior to the end of the seven-year limit.

Financial Aid:

Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

**DOCTOR OF PHILOSOPHY (Ph.D.) IN ETHICAL LEADERSHIP,
CRIMINAL JUSTICE SPECIALIZATION
[Delivery Location: Online]**

Program Director: David Doriscar, Ed.D. (Interim)

Academic Credentials: Ed.D., St. Thomas University; MBA, BS, Nova Southeastern University.

Contact Information: Email: ddoriscar@stu.edu; Phone: 305-628-6638.

Program Advisor(s): D. Doriscar, R. Baker, J. Mushipe, A. Javadzadeh

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

Graduates are prepared for administration positions in criminal justice, in addition to faculty positions in criminal justice serving undergraduate and graduate populations. Graduates will also develop applicable capacities and competence that will aid them in successful law enforcement, legal, and correction positions. With an emphasis in ethical leadership, graduates are prepared to drive equitable change in the criminal

justice system, facilitate criminology learning in formal and informal settings, conduct research, and share critical knowledge with organizations and communities.

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

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

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

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

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

Program Requirements and Structure: The Ph.D. program requires 60 credits of doctoral work beyond the master's degree, including 21 leadership core credits, 15 specialization credits, 12 research credits, and 12 doctoral credits.

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

Leadership Core Courses

21 credits

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

Specialization Courses **15 credits**

- CJA 810 Theories of Crime
- CJA 815 Globalization & Crime
- CJA 817 Criminal Law & Society
- CJA 818 Counsel Victims/Offenders
- CJA 820 Restorative Justice
- ELI 999 Special Topics (Only with program director's approval)

Research Courses **12 credits**

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

Doctoral Courses (Dissertation/Action Research) **12 credits**

- DIS 900 Doctoral Research Proposal
- DIS 901 Doctoral Research I
- DIS 902 Doctoral Research II
- DIS 903 Doctoral Research III
- DIS 904 Doctoral Research Continuation (if needed)

Continuous Registration for Doctoral Research Students:

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

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

Doctoral Research Handbook and Dissertation Publication Manual:

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

Doctoral Candidacy & Research Process:

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

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

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

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

The DRP is completed when the student is enrolled in DIS 900 Doctoral Research Proposal and represents the beginning stage of the dissertation/action research process. In DIS 900, each student will develop a student doctoral research profile and complete the Doctoral Research Chair selection process. After the Doctoral Research Chair has been identified, selected, and the chair confirms their willingness to participate in the process, the student will begin working with the Doctoral Research Chair in a mentor/mentee capacity. The dissertation/action research process is intended to be completed over a 64-week four course (Doctoral Research Coursework) process.

Doctoral Research Options:

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

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

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

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

The three articles will serve at Chapters 2-4 of the article dissertation document. At least one of the articles should reflect a research-based manuscript detailing the empirical evidence collected and analyzed by the student. Other articles may include subsequent research, application, or theoretical/conceptual pieces. If the included article is application or theoretically/conceptually based, it must be connected to the

theme or themes of the dissertation without overlapping heavily with the contents of the preceding article. The extent of the overlap will be evaluated by the student's doctoral research committee. Journals identified as publication outlets must be approved by the doctoral research committee. Students will serve as the first author on all articles and are responsible for the overall development and articulation of the inherent research, concept, or idea. Other students are not permitted to serve as co-authors on any of the articles.

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

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

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

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

All topics must be approved by the Candidate's Chair and communication should be maintained with the candidate's committee throughout the approval and development process. All options are structured to explain the purpose, provide context for the study through the identification and summary of previously published scholarly

literature, share the research methods utilized and the resulting findings, and report the implications and recommendations for advancing organizations for the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education.

Ethics of Doctoral Dissertation Research:

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

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

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

Publishing the Doctoral Dissertation:

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

Doctoral Dissertation Abstracts:

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

Incomplete Policy:

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

INCOMPLETE

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

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

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

Leave of Absence:

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

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

Recency of St. Thomas University Credit:

All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements. The time to complete all program requirements, including the successful defense of the dissertation/completion of the action research project will be calculated from the initial (first) enrollment in the doctoral program not to exceed a total of seven years.

Request for Extension to Complete Doctoral Program.

Students who are unable to complete their doctoral program within the seven years may petition for an extension for up to one additional year. In order to process your application, the following must be met:

1. Student must be in the dissertation phase prior to the application.
2. The Dissertation Extension Request must be completed and submitted prior to the end of the seven-year limit.

Financial Aid:

Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

DOCTOR OF EDUCATION (ED.D.) IN LEADERSHIP [DELIVERY LOCATIONS: ONLINE]

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

Academic Credentials: Ph.D., University of Toledo, Educational Psychology; M.Ed., University of Toledo, School Counseling; B.A., University of Toledo, Psychology

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

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

DOCTOR OF EDUCATION (Ed.D.) IN LEADERSHIP

Ed.D. in Educational Leadership Program Learning Outcome

The Ed.D in Educational Leadership is designed to prepare graduates who can:

1. Analyze effective and innovative leadership skills that impact desired performance outcomes within an organization.
2. Examine the effects of changing needs in global and diverse organizational settings.
3. Formulate evidence-based solutions to organizational issues and challenges.
4. Conduct empirical research that addresses emerging issues in organizational and educational practice.

Ed.D. in Educational Leadership, Specialization in Administration Learning Outcomes

The Ed.D in Educational Leadership, Specialization in Administration Program is designed to prepare graduates who can:

- 1) Evaluate effective and innovative leadership skills that impact desired performance outcomes within an organization.
- 2) Formulate evidence-based solutions to organizational issues and challenges.

Ed.D. in Educational Leadership, Specialization in Digital Instruction and Distance Learning Outcomes

The Ed.D in Educational Leadership, Specialization in Digital Instruction and Distance Learning is designed to prepare graduates who can:

- 1) Analyze effective leadership skills in digital education environments that measure the effectiveness of current and emerging technology skills and ideologies.
- 2) Examine the evolutionary implications of technology on diverse and globalized digital education environments.

Program Requirements and Structure: The Ed.D program requires 60 credits of doctoral work beyond the master's degree, including 24 leadership core credits, 15 specialization credits, 9 research credits, and 12 doctoral dissertation credits.

Leadership Core Courses

24 credits

ELI	801	Theory and Practice of Leadership
ELI	802	Ethics and Accountability
ELI	804	Leadership for Crisis and Change
ELI	805	Strategic Leadership and Global Change
ELI	814	Cross-Cultural Relations
ELI	815	Public Policy Leadership

ELI	818	Doctoral Inquiry
ELI	820	Issues in Ed Leadership

Specializations (*Pick one*) ***15 credits***
Specialization in Administration ***15 Credits***

ELI	803	Information Management
ELI	808	Human Resources Development
ELI	813	Leading a Learning Organization
ELI	816	Consulting Practices
ELI	819	Management and Performance

Specialization in Digital Instruction & Distance Learning ***15 Credits***

EDT	810	IDT Theories and Models
EDT	830	Multimedia Design & Development
EDT	800	Fnd. Of Digital Educ. & Inst.
EDT	801	Digital Literacy & Citizen.
ELI	813	Leading a Learning Organization

Specialization in Sports Administration ***15 Credits***

Pick 5 courses from the list below:

SPO	840	Sports Media and Public Relations
SPO	843	Sports Financial Management
SPO	844	Sports Marketing and Promotions
SPO	846	Facility and Event Management
SPO	848	Sports Psychology
SPO	852	Governance of Intercollegiate Athletics

Research Courses **9 credits**

RES 819	Research Methods
RES 820	Quantitative Research
RES 821	Qualitative Research

Doctoral Courses (*Dissertation/Action Research*) **12 credits**

DIS 900	Doctoral Research Proposal
DIS 901	Doctoral Research I
DIS 902	Doctoral Research II
DIS 903	Doctoral Research III
DIS 904	Doctoral Research Continuation (if needed)

TOTAL: 60 credits

Continuous Registration for Doctoral Research Students:

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

Ed.D. Policies effective starting July 1, 2024.

Fall 2024 Calendar Year and later Ed.D. Students

Ed.D. transfers – 12 credits from a second masters and 6 credit limit on substitutions are allowed. Exceeding these allowable transfer and substitution credits may only be considered with the Dean’s special approval. Transfer and substitution credits must have a grade of a “B” or higher and must be equivalent to the credits they are

replacing. Students entering from the Ed.S. program will be allowed to bring in an additional six credits over those credits already brought into the Ed.S. program.

Ed.D. Students admitted before Fall 2024 Calendar Year

There is no grandfathering period for these Ed.D. students who may have completed more than nine of the of the Ed.S. credits as a part of their Ed.D. program and now want to get the Ed.S. and then transfer back into the Ed.D. program afterwards or for those who wish to be simultaneously enrolled in both the Ed.S. & Ed.S. programs.

Fall 2024 Calendar Year and later Ed.D. students and the Ed.D. students admitted before fall semester 2024

Ed.D. students are not allowed back into the Ed.D. program if they choose to leave the Ed.D. and go into the Ed.S.

First tier Ed.D. Courses 30 credits

Ed.D. Students bringing a specialist degree into the doctoral program must have completed the doctoral courses marked with Δ or they will need to take any missing courses in the doctoral program. Ed.D. students without a specialist degree must take the 10 courses marked with Δ first as a part of their Ed.D..

Fall 2024 Calendar Year and later Ed.D. to Ed.S. Students

For students to permanently exit the Ed.D. and transfer credits into to the Ed.S. program, they must have a grade of a "B" or higher and the credits must be the same credits offered in the Ed.S. program.

Fall 2024 Calendar Year and later Ed.S. to Ed.D. Students

Twelve credits from a second masters and six credit limit on substitutions cannot be exceeded for the combined Ed.S. & Ed.D programs. Exceeding these transfer and substitution credits may be only be considered with Dean's special approval. Transfer and substitution credits must be equivalent to the credits they are replacing with a grade of "B" or higher. Ed.S. credits being brought into the Ed.D. program must also have a grade of "B" or higher.

Fall 2024 Calendar Year and later Ed.D. Students but not Ed.D. Students admitted before fall semester 2024

These students who have passed the 30 Ed.S. credits (the 30 beginning Ed.D. core and research credits) while maintaining a "B" or higher Ed.D. G.P.A. can automatically receive the Ed.S. if they exit the Ed.D.

Ed.D. Students admitted before fall semester Calendar Year 2024

Students who entered the Ed.D. before Calendar Year 2024 have completed nine or fewer credits in the Ed.D. program may exit the Ed.D. program and apply to the Ed.S. program. These nine Ed.D. program credits may substituted into the Ed.S. program as long as they have a grade of "B" or higher and are the same courses offered in the Ed.S. program. Total substitutions into the Ed.S. program are not to exceed six credits unless they are transferring the nine credits from the Ed.D. Program. Once they finish the Ed.S. program, they may reenroll in the Ed.D. program.

Continuous Registration

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

Doctoral Research Handbook and Dissertation Publication Manual:

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

Doctoral Candidacy & Research Process:

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

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

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

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

The DRP is completed when the student is enrolled in DIS 900 Doctoral Research Proposal and represents the beginning stage of the dissertation/action research process. In DIS 900, each student will develop a student doctoral research profile and complete the Doctoral Research Chair selection process. After the Doctoral Research Chair has been identified, selected, and the chair confirms their willingness to participate in the process, the student will begin working with the Doctoral Research Chair in a mentor/mentee capacity. The dissertation/action research process is intended to be completed over a 64-week four course (Doctoral Research Coursework) process.

Doctoral Dissertation Research Options:

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

All doctoral research options focus on answering a critical question.

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

Option 2 – Action Research – The action research project is specifically applicable to a tangible means for advancing a given organization. These can include but not limited to analytic reports, white papers, design, facilitation, and evaluation of curriculum, training, etc., ROI (Return on Investment) metric development and application, strategic planning and strategic implementation framework, comprehensive marketing plans, large-scale assessments, evaluation plans, processes, and metrics, and diffusion/adoption strategies. Candidates will work closely with their doctoral research chair and committee to choose which option can maximize benefit for the candidate and align with career aspirations. Approval will be granted based on accessibility, impact, and scope of the project.

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

Ethics of Doctoral Dissertation Research:

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

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

1. When the dissertation has been successfully defended, it must pass an APA final Style and Writing Quality Assessment administered by the St. Thomas University Library before it can be formally accepted by the library for processing, binding and ProQuest admissibility. Dissertations that fail to meet those requirements will be returned to students for revision and resubmission. The Dissertation Checklist must be strictly followed in the process of Final Review by the Chair and the Doctoral Candidate.

2. All St. Thomas University dissertations are subject to quality control to ensure a scholarly product. If a dissertation is found to contain quality issues in APA format, style, and/or presentation, the writer will be required to provide a corrected copy to the University Library. The Dissertation is not complete, and the student will not graduate, until the University Library official approves the final document.

Publishing the Doctoral Dissertation:

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

Doctoral Dissertation Abstracts:

Instruction for the ProQuest’s Dissertation Abstracts may be found at <http://il.proquest.com/dissertationagree>. St. Thomas University does not allow

dissertations to be approved with restrictions or embargos on their publication. All dissertations are to be considered public and published documents available from Dissertation Abstracts and the St. Thomas University Library. All students are strongly encouraged to choose the Open Access Publishing from ProQuest for their dissertations.

Incomplete Policy:

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

INCOMPLETE

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

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

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

Leave of Absence:

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

St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas

University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

Recency of St. Thomas University Credit:

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

EDUCATIONAL SPECIALIST (ED.S.) IN ADMINISTRATION [DELIVERY LOCATIONS: ONLINE]

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

Academic Credentials: Ph.D., University of Toledo, Educational Psychology; M.Ed., University of Toledo, School Counseling; B.A., University of Toledo, Psychology

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

Program Description: The Educational Specialist (Ed.S.) program allows individuals who have completed a master's degree to earn a terminal degree while becoming an ethical leader and administrator in education, business, or industry. The Ed.S. in Administration will prepare students for doctoral studies. The degree is delivered 100% online. This specialist program features all doctoral faculty and all doctoral coursework in a 30-credit program that can be completed in as little as 18 months. This degree will deepen students' vision as organizational administrators and enhance their skills in strategic planning, research, global change, social media, ethics, digital instruction and distance learning, administration, consulting and public policy applied to a variety of organizational settings.

Educational Specialist (Ed.S.) program in Administration Program Learning Outcomes

The Educational Specialist (Ed.S.) program in Administration Program is designed to prepare graduates who can:

- 1) Analyze effective and innovative leadership skills that impact desired performance outcomes within an organization.
- 2) Examine the effects of changing needs in global and diverse organizational settings.
- 3) Evaluate evidence-based solutions to organizational issues and challenges.
- 4) Analyze empirical research that addresses emerging issues in organizational and educational practice.

Educational Specialist (Ed.S.) program in Administration Program Learning Outcomes Assessment:

1) Module 2 Assessment: Write a paper analyzing and reviewing an organization's team learning and how it impacts growth and innovation.

1) Examine and evaluate social, institutional, and professional factors that affect organizational learning.

Module 1 Assessment : Write a paper analyzing and reviewing the need for organizational learning and its impact on employee development and institutional growth.

1) Module 4 Discussion: How can conflict resolution help to keep an organization growing, innovating, and moving forward?

1) Module 6 Assessment: Review case studies and write a case study analysis connected to organizational learning, growth intellectual capital, or another topic in this course.

Program Requirements and Structure: The Ed.S. program requires 30 credits of specialist work beyond the master's degree, including 27 specialist core credits, and 3 research credits.

Ed.S. Core Courses

27 credits

ELI	801	Theory and Practice of Leadership
ELI	802	Ethics and Accountability
ELI	804	Leadership for Crisis and Change

ELI	805	Strategic Leadership and Global Change
ELI	814	Cross-Cultural Relations
ELI	815	Public Policy Leadership
ELI	818	Doctoral Inquiry
ELI	820	Issues in Ed Leadership
*ELI	813	Leading a Learning Organization

Ed.S. Research Course **3 credits**

RES	819	Research Methods
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Specialist/First tier Courses 30 credits

ELI 813 will be used as the last specialist content course (like a capstone course) where Program Learning Outcomes (PLOs) for the Ed.S. will be measured.

TOTAL: 30 credits

Incomplete Policy:

If the Ed.S. student is unable to complete all the assigned work for a particular class due to significant and extenuating circumstance, it may be necessary for that student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials.

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 (*Please refer back to the incomplete policy*) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

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

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

end date for completion and/or acceptance of the assignment/benchmark task.

Leave of Absence:

A student may apply in writing to the Program Director for leave from specialist 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, must be completed within four (4) years of first enrollment in the specialist program. If a student becomes inactive for one year or more, that student must reapply for admission to the specialist program. At that time, the student must meet all current program and catalog requirements and will be given 4 years in total to complete all program requirements.

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.



AMATURO SCHOOL OF THEOLOGY AND MINISTRY

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

Faculty: Rev. Rafael Capó, D.Min, STL

Vision: To form and equip the next generation of leaders in pastoral ministry who engage with contemporary culture and effectively announce the Gospel.

Mission: To cultivate a renewed Christian mind and vision through rigorous, accessible, online graduate programs grounded in solid theological principles, and to advance research in the areas of theology, evangelization, and ministry leadership.

MASTER OF ARTS IN THEOLOGY **Delivery Locations: Online**

Program Coordinator: Rev. Rafael Capó, D.Min, STL

Academic Credentials: D.Min, Barry University, STL, Pontifical Gregorian University, BST, Pontifical University of Mexico, MEd and BSSE, Pontifical Catholic University of Puerto Rico

Contact Information: 305-628-6981, rcapo@stu.edu

PROGRAM DESCRIPTION

Vision: The Master of Arts in Theology forms leaders in the New Evangelization through a rich theological and ministerial curriculum. The program aims to provide students with a renewed Christian mind and vision — an intellectual and spiritual formation capable of engaging the postmodern, post-Christian culture.

Mission: To educate men and women with theological expertise and pastoral skills within a community of faith and scholarship for use in service of the Church and society. The mission is modeled in the following ways:

1. Courses that ground the student in the Catholic theological tradition and pastoral ministry practice.
2. Opportunities for interaction among faculty and students beyond the classroom.

3. Online instruction, use of multiple media, and new research technologies.
4. Individual advisement as an integral element of students' educational program.
5. A rich multicultural experience provided by a diverse student body and learning opportunities.
6. An ecumenical and interfaith appreciation grounded in the Catholic intellectual and artistic tradition.

ADMISSION REQUIREMENTS:

1. Online Graduate Application
2. A Bachelor's degree with a cumulative GPA of at least 3.0.
3. Current CV (with list of references)
4. Two confidential recommendation letters speaking to the applicant's potential for success in theological graduate studies.
 1. The first reference should be a priest, deacon, religious, or minister
 2. The second reference should be a professor, supervisor, or mentor
5. A brief personal statement explaining the reason for pursuing the degree (at least 250 words, not to exceed 500 words)

MA IN THEOLOGY COURSE REQUIREMENTS 36 credits

Theological Foundations 27 credits

"Theology's proper task is to understand the meaning of revelation" (*Donum Veritatis* §10). The theological foundations core provides students the opportunity to explore the depths of revelation — establishing a solid base for considering concrete situations in a ministerial concentration.

STM	500B	MA Theology Orientation	0
STM	500	Theological Research and Writing*	3
STM	513	Fundamental Theology	3
STM	521	Hebrew Scriptures	3
STM	522	Christian Scriptures	3
STM	531	Christian Thought I	3
STM	532	Christian Thought II	3
STM	541	Theological Ethics	3
STM	732	Christology	3
STM	737	Sacramental Theology	3

***STM 500 must be taken during the first year of study.**

Evangelization Concentration 9 credits

These courses enable the student to develop competence in evangelization. Students may choose courses according to their needs and course availability. Note: STM 591 is required of all students completing the Evangelization Concentration.

Courses may be chosen from the following:

STM	600	Evangelization	3
STM	601	Catechetics	3
STM	581	Spiritual Practices in/for Ministry	3
STM	512	Method in Ministry	3
STM	591	Ministerial Capstone**	3

****Required**

Ministerial Capstone (Required for Graduation)

As an academic program that assists students in the development of theological and ministerial skills, the program requires students to reflect on and implement the knowledge they have developed in specific ministry contexts. The Ministerial Capstone requires students to identify a ministerial site where they will be able to apply this

knowledge and skill set. Through the capstone, students demonstrate their competence in integrating principles drawn from coursework to concrete ministerial circumstances in their concentration area.

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 to be demonstrated through the successful completion of 36 credits and the Ministerial Capstone Project with an oral presentation.

Transfer of Credit

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

Course Sequence

There is no required course sequence, and no prerequisites are mandatory for any student admitted to the program. Students should consult their advisor as they plan their studies. Foundational courses follow a two-year cycle with two required courses offered each fall and spring. While the School does not in any way guarantee that certain courses will be offered at certain times, the ordinary sequence for the required coursework is based on a two-year rotation.

ADDITIONAL POLICIES

Academic Standing

To remain in good academic standing, a student must maintain a cumulative grade point average of at least 3.0. Students must be continuously enrolled. Students who do not register for a course within one year of acceptance need to reapply for the program.

Leave of Absence and Deferrals

Students or candidates who need to interrupt their program of studies, and thereby suspend their active student status while remaining in good standing, must obtain approval from the dean of the School of Theology and Ministry. Such a leave of absence is given for no more than a year in duration, ending at the start of the fall semester, and must be renewed should it be necessary for more than one year.



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

Delivery Locations: Online

Program Coordinator: Rev. Rafael Capó, D.Min, STL

Academic Credentials: D.Min, Barry University, STL, Pontifical Gregorian University, BST, Pontifical University of Mexico, MEd and BSSE, Pontifical Catholic University of Puerto Rico

Contact Information: 305-628-6981, rcapo@stu.edu

PROGRAM DESCRIPTION

Vision: The Master of Arts in Theology shapes leaders for the New Evangelization through an enriched theological and ministerial curriculum. The program equips students with a renewed Christian mind and vision—providing intellectual and spiritual formation capable of engaging the postmodern, post-Christian culture.

Mission: To educate individuals with theological expertise and pastoral skills within a community of faith and scholarship, serving the Church and society. The mission is embodied through:

1. Courses grounding students in the Catholic theological tradition and pastoral ministry practice.
2. Opportunities for faculty-student interaction beyond the classroom.
3. Online instruction utilizing multiple media and new research technologies.
4. Individual advisement as an integral part of the educational program.
5. A rich multicultural experience through a diverse student body and learning opportunities.
6. An ecumenical and interfaith appreciation rooted in the Catholic intellectual and artistic tradition

Modality

At present, doctoral pre-candidacy coursework is delivered in a 100% online platform.

Admission Requirements:

1. Online Graduate Application
2. Bachelor's degree with a cumulative GPA of at least 3.0.
3. Current CV (with list of references)
4. Two confidential recommendation letters attesting to the applicant's potential for success in theological graduate studies:
5. First reference: priest, deacon, religious, or minister
6. Second reference: professor, supervisor, or mentor
7. A brief personal statement explaining the reason for pursuing the degree (250-500 words)

Theological Foundations: 27 credits

"Theology's proper task is to understand the meaning of revelation" (Donum Veritatis §10). The theological foundations core allows students to delve into the depths of revelation, establishing a solid base for considering concrete situations in a ministerial concentration.

STM 500B MA Theology Orientation	0 credit
STM 500 Theological Research and Writing*	3 credits
STM 513 Fundamental Theology	3 credits
STM 521 Hebrew Scriptures	3 credits
STM 522 Christian Scriptures	3 credits
STM 531 Christian Thought I	3 credits
STM 532 Christian Thought II	3 credits
STM 541 Theological Ethics	3 credits
STM 732 Christology	3 credits
STM 737 Sacramental Theology	3 credits

*STM 500 must be taken during the first year of study.

Bioethics Specialization: 9 credits

These courses provide a solid foundation in Catholic moral theology and the ability to apply relevant ethical principles to bio-medical cases. Students choose courses based on their needs and availability.

Note: BIO 513 is required for all students in the Bioethics Specialization.

Required Course:

BIO 513 Fundamentals of Catholic Bioethics**:	3 credits
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Elective Courses (Choose two):

BIO 600 Bioethics of Human Population & Earth's Ecosystem	3 credits
BIO 601 Bioethical Decisions in Healthcare Services	3 credits
BIO 602 Beginning of Human Life Bioethics	3 credits
BIO 603 End of Human Life Bioethics	3 credits

Fundamentals of Catholic Bioethics (Required): This course equips students with the knowledge and skills to critically evaluate current bioethical issues, integrating knowledge from empirical sciences, philosophy, and moral theology according to the Catholic tradition.

Evangelization Specialization:

9 credits

These courses develop competence in evangelization. Students choose courses based on their needs and availability. Note: STM 591 is required for all students in the Evangelization Specialization.

Required Course:

STM 591 Ministerial Capstone** 3 credits

Elective Courses (Choose two):

STM 600 Evangelization 3 credits

STM 601 Catechetics 3 credits

STM 581 Spiritual Practices in/for Ministry 3 credits

STM 512 Method in Ministry 3 credits

Ministerial Capstone (Required): This course assists students in developing theological and ministerial skills, requiring them to reflect on and apply their knowledge in specific ministry contexts.

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.

Assessment: These outcomes are demonstrated through the successful completion of 36 credits and the Ministerial Capstone Project with an oral presentation.

Transfer of Credit

Up to 12 graduate credits may be accepted from a regionally or ACPE accredited institution, evaluated on a course-by-course basis for their appropriateness to the degree. See the Transfer of Credit Statement in the Academic Policy and Regulations section of the Graduate Catalog for further information.

Course Sequence

No specific course sequence is required, and no prerequisites are mandatory. Students should consult their advisor to plan their studies. Foundational courses follow a two-year cycle with two required courses offered each fall and spring. While the School does not guarantee specific course offerings, the ordinary sequence for required coursework is based on a two-year rotation.

ADDITIONAL POLICIES

Academic Standing: To remain in good academic standing, students must maintain a cumulative GPA of at least 3.0 and be continuously enrolled. Students who do not register for a course within one year of acceptance need to reapply for the program.

Leave of Absence and Deferments: Students needing to interrupt their studies must obtain approval from the dean of the School of Theology and Ministry. A leave of absence is granted for no more than one year, ending at the start of the fall semester, and must be renewed if needed for more than one year.

PhD Program in Theology & Leadership Requirements 58 credits

The program consists of 58 academic credits. 32 credits are in core courses, 8 credits are taken from Leadership Electives Track, and 18 credits are granted for candidacy requirements in research and the dissertation.

Theological Foundations Core Pre-Candidacy Courses 32 credits
(all courses 4 credits each)

STM	802	Introduction to Doctoral Research*
STM	811	Introduction to Practical Theology
STM	812	Ecclesiology
STM	813	Evangelization & Mission
STM	862	Scripture Studies for Practical Theology
STM	911	Formation and Spirituality in Practical Theology
STM	912	Sacramental Theology
STM	913	Catholic Social Teaching

***STM 802 must be taken as a newly admitted student's first course.**

Leadership Pre-Candidacy Courses 8 credits
(all courses 4 credits each)

STM	870	Theology of Leadership**
STM	871	Hispanic-Latino Ministry & Leadership
STM	873	Theology of Education
STM	872	Business, Theology, & Leadership
STM	874	Health Care, Theology, & Leadership
STM	875	Addiction & Pastoral Care
STM	876	Theology & Spirituality of Sports
STM	877	Migration & Pastoral Care
STM	878	Theology, Leadership, & Integral Ecology

**** Required**

Theological Research 6 credits

STM	807	Theological Research I
STM	808	Theological Research II

Dissertation 12 credits
(all courses 3 credits each)

DIS	900	Doctoral Research Proposal
DIS	904	Doctoral Research (After 3 successive terms, DIS 904 repeats at 1 credit until dissertation is complete or student's program is terminated.)

Program Learning Outcomes:

1. Demonstrate expert knowledge of scholarly literature and fundamental concepts in the various subfields of theology.
2. Integrate theological principles for pastoral leadership in the dissertation.
3. Exhibit writing skills that meet the level of professional publication standards.
4. Formulate a unique contribution to the field of theological knowledge and pastoral leadership.

Program Learning Performance Indicators: Performance indicators are assessed using through the comprehensive examination, dissertation, and the oral defense of the dissertation.

PRECANDIDACY STAGE

Pre-candidacy

Pre-candidacy extends from the student's commencement in the program through the successful completion of the comprehensive examination. During this time, 40 credit hours of doctoral coursework are completed. This period of study is designed to engage the student with the length and breadth of the literature necessary for joining the scholarly conversation. Pre-candidacy courses invite the student to enter into a dialogue with works that help define theology and its engagement with philosophy, the social sciences, and leadership.

Comprehensive Examination

The Comprehensive Examination is intended to evaluate a student's competence in the fields of theology and leadership. To complete the pre-candidacy stage of the program and formally begin the dissertation process, a doctoral student must complete a summative evaluation requirement. The student completes this requirement by successfully passing a Comprehensive Examination in both written and oral form. The Comprehensive Examination is zero credit, but a passing grade must be awarded before the formal dissertation process can begin.

DISSERTATION STAGE

Dissertation Research and Proposal

Students will engage in a series of courses that will help them to begin conducting substantial research on their topic of interest. This phase will culminate in the crafting of a dissertation proposal. A dissertation proposal formalizes the study of a topic at the intersection of theology and leadership that has been understudied or insufficiently studied. The proposal offers a roadmap for the dissertation and ordinarily includes a presentation of the research problem, an examination of the literature and research question(s), presentation of design and relevant methods, and discussion of potential challenges and contributions. It contains a description of proposed chapter titles, a detailed timeline program for completion, and a list of references critical to the work. Once the student's Dissertation Committee approves the student's proposal, the student may proceed with writing the dissertation (repeating DIS 904 for the duration of the dissertation process).

Dissertation Committee

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

Dissertation Evaluation

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

ADDITIONAL POLICIES

Academic Standing

To remain in good academic standing, a student must maintain a cumulative grade point average of at least 3.0.

Length of Program

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

Leave of Absence and Deferments

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



GUS MACHADO COLLEGE OF BUSINESS

“Ethics and Leadership Are the Keys to Success”

Dean, College of Business **David A. Edwards, DBA**

Faculty: S. Amado Blunt, L. Courtley-Todd, P. DelPiano, D. Edwards, R. Epling, H. Gringarten, S. Hassan, L. Knowles, N. Mathew, L. Mitchell, J. Peart, J. Rocha, A. Rzeczycki, C. Skilling, S. Song.

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

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

Following graduation, St. Thomas University alumni will have a mastery of advanced skills and business knowledge to help them succeed in the 21st century economy. Many graduates take advantage of the growth of international business in South Florida and use their graduate degree to help them become leaders of industry in their communities.

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

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

Program Director: Solange Amado Blunt, EDBA, MBA, MA, CPA, CGMA

Academic Credentials: EDBA, MBA, BA, St. Thomas University; MA, University of Miami

Contact Information: 305-474-6957; samadoblunt@stu.edu

Program Advisor(s): S. Amado Blunt, L. Mitchell

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

All College of Business graduate academic standards apply, including the requirement that students must maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. Any student who does not register for two consecutive semesters/three consecutive nine-week terms will be considered withdrawn from the University, thereby subjecting the student to reapplication procedures. All other academic policies apply.

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

GENERAL ADMISSION REQUIREMENTS:

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

SPECIFIC ADMISSION REQUIREMENTS FOR THE MAC:

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

MASTER OF ACCOUNTING REQUIREMENTS 30 credits

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

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

MASTER OF ACCOUNTING **30 credits****Accounting** **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 Accounting	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	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 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 672	Global Marketing Concepts	3
BUS 707	Marketing of Services	3
BUS 771	International Business Law	3
BUS 775	International Business	3
FIN 772	International Finance and Banking	3

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

Prerequisites

Although an undergraduate degree in accounting or its equivalent is a prerequisite for admission to the MAC, it is possible for an applicant to be admitted to the MAC program with a baccalaureate degree in another business discipline or some other discipline if he or she agrees to complete the prerequisites for the MAC program. Each prerequisite must be taken before the student may take the advanced graduate course related to the prerequisite, e.g., ACC 303 (ACG 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:

Recommended 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
ACG 4501	Governmental and Institutional Accounting	3
ACG 4651	Auditing	3
BUL 2241	Business Law I	3

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

Some students with an undergraduate degree in accounting may be interested in completing their graduate accounting education by earning our MBA specialization in Accounting. Although the general admission requirements for the MBA differ from those for the MAC, the above listed accounting prerequisites are the same for both graduate programs in Accounting if student intends to take the CPA exam in Florida**.

*** According to the Florida Department of Business and Professional Regulation (DBPR), the 120 semester hours are required to sit for the CPA exam:*

- *24 semester hours to include:*
- *coverage in auditing and cost accounting,*
- *three (3) semester hours of financial accounting and three (3) semester hours of taxation, both of which must be based on USA accounting standards.*
- *Total upper-division general business hours required of the 120 semester hours:*
- *24 semester hours to include:*
- *three (3) semester hours of business law based on USA Law.*

All accounting courses and at least 21 semester hours of general business courses must be at the upper-division level.

All general business courses must be taken at the upper-division level, except for Introductory Macro and Micro Economics, Introductory Statistics, Business Law, Introduction to Computer Information Systems, and any written or oral communication course described in Rule 61H1-27.002(2)(b), F.A.C.

Upper-division accounting courses in excess of the accounting requirement may be used to meet the general business requirement. Elementary accounting courses are not accepted for accounting or general business credit. Elementary accounting subjects include principles of financial and managerial accounting courses even if they are covered in a three-course sequence, are titled "introductory," "fundamentals," or "principles," and even if they are at the graduate level.

<https://www2.myfloridalicense.com/certified-public-accounting/education-requirements/>

MASTER OF BUSINESS ADMINISTRATION (MBA)

Program Director: Jose Rocha, PhD

Academic Credentials: PhD, Florida International University; MS, University of Miami MBA, State University of New York at Buffalo; BS, Tec de Monterrey

Contact Information: 305-474-6009; jgrocha@stu.edu

Program Advisor(s): R. Epling, H. Gringarten, S. Hassan, L. Knowles, N. Mathew, J. Peart, 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 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 thirty (30) credits, eighteen (18) 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.

Fourteen areas of specialization are offered: Accounting, Cyber Security Management, Business Data Analytics, Data Science, Finance, Marketing, Human Resource Management, International Business, Management, Sports Administration, Sports Tourism, and General MBA, Supply Chain Management, and Healthcare Administration. 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 **30-39 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

18 credits

One of the following courses:

MAN 510	Management Ethics	3
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Or

MAN700	Organizational Behavior	3
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Or

SPO 510	Sports Ethics**	3
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Then the following courses:

BUS 777	Data Analytics for Business	3
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ACC 770*	Managerial Accounting	3
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BUS 672	Global Marketing Concepts and Strategies	3
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FIN 751	Financial Management	3
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BUS 704	Policy, Planning and Strategy Systems	3
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* For the MBA in Accounting, students who have completed the undergraduate accounting major prerequisites should substitute a fifth course from the specialization for ACC 770.

**For Sports Administration specialization only.

[Delivery Locations: Main Campus, Online]

Accounting Specialization***

12-15 credits

Four* of the following courses:

ACC 502	Advanced Auditing	3
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ACC 503	Management Accounting II-Cost Analysis	3
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ACC 504	Advanced Accounting Information Systems	3
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ACC 505	Advanced Taxation	3
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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 790**	Accounting Internship I	3

[Delivery Locations: Main Campus, Online, Hybrid]

Cyber Security Management Specialization

12 credits

Four of the following courses:

BUS 511	Cyber Security Management Law	3
or		
BUS 607	Cyber Law, Policy & Security	3
BUS 536	Entrepreneurship	3
MIS 673	Cyber Security Governance+	3
MIS 674	Enterprise Information Security+	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]

Business Data Analytics Specialization

12 credits

Four courses chosen from:

BUS 708	Business Data Management	3
BUS 709	Business Data Apps	3
CIS 541	Fundamentals of Big Data Analytics (Foundation)	3

One of the following courses:

BUS 710	Bus Data Visualization	3
or		
CIS 546	Data Visualization (Data Display)	3

[Delivery Locations: Main Campus]

Data Science Specialization

12 credits

Four courses chosen from:

CIS 541	Fundamentals of Big Data Analytics (Foundation)	3
CIS 544	Data Mining and Machine Learning (Data Processing)	3
CIS 546	Data Visualization (Data Display)	3
CIS 548	Data Engineering	3
CIS 545	Big Data Warehouse	3
	Pre-Requisite: CIS 548 Data Engineering	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: Online]**Healthcare Administration Specialization****12 credits**

Students pursuing the Healthcare Administration Specialization take the following courses.

HQIS 610	U.S. Healthcare Delivery	3
HQIS 630	Healthcare Quality	3
HQIS 650	Healthcare Policy	3
HQIS 660	Healthcare Strategy	3

[Delivery Locations: Main Campus, Online]**Human Resource Management Specialization****12 credits**

Take the following:

MAN 703	Human Resource Management	3
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Then select three of the following courses:

MAN 607	Human Resource Planning & Staffing	3
MAN 701	Organizational Design & Theory	3
MAN 712	Labor-Management Relations	3
MAN 727	Organizational Development	3
MAN 729	Human Resource Development	3
MAN 730	Compensation Administration	3
BUS 789	Graduate Project	3
BUS 792**	Business Internship I	3

[Delivery Locations: Main Campus]**International Business Specialization*******12 credits**

Four of the following courses:

BUS 536	Entrepreneurship	3
BUS 771	International Business Law	3
FIN 772	International Finance and Banking	3
BUS 774	Issues and Applications in Import/Export	3
BUS 775	International Business	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	3
BUS 795	International Management	3

MAN 701	Organizational Design and Theory	3
MAN 703	Human Resource Management	3
MAN 767	Seminar I: Issues in Management	3
MAN 768	Seminar II: Issues in Management	3
BUS 789	Graduate Project	3
BUS 792**	Business Internship I	3

[Delivery Locations: Main Campus, Online]

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 613	Strategic Brand Management	3
SPO 544	Sports Marketing & Promotions	3
BUS 702	Marketing in Emerging Markets	3
BUS 750	Strategic Marketing Management	3

[Delivery Locations: Main Campus, Online]

Sports Administration Specialization***

12 credits

Take the following:

SPO 719	Legal Aspects of Sports Administration	3
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Then choose three of the following courses:

SPO 503	History of Sports	3
SPO 504	Sport in Modern Society	3
SPO 506	Sports Tourism Development	3
SPO 510	Sports Ethics	3
SPO 540	Sports Media and Public Relations	3
SPO 543	Sports Financial Management	3
SPO 544	Sports Marketing and Promotions	3
SPO 546	Facility and Event Management	3
SPO 547	Principles of Leisure Services	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 717	Seminar/Principles of Sports Administration	3
SPO 750	Issues in Sports Administration	3
SPO 755	Special Topics in Sports Administration	3
SPO 790	Supervised Internship	3

[Delivery Locations: Main Campus]

Sports Tourism Specialization

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 Specialization

12 credits

Students pursuing the General MBA Specialization must take four courses chosen from:

BUS 536	Entrepreneurship	3
MAN 701	Organizational Design and Theory	3
MAN 703	Human Resource Management	3
MAN 710	Legal and Regulatory Aspects of Management	3
MAN 712	Labor-Management Relations	3
BUS 792**	Business Internship I	3

[Delivery Locations: Main Campus, Online]

Supply Chain Management Specialization

12 credits

Students pursuing the Supply Chain Management Specialization take the following courses.

BUS 533	Quantitative Methods for Business	3
BUS 670	Advanced Operations Management	3
BUS 769	Intermodal Logistics	3
BUS 774	Issues and Applications in Import/Export	3

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

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

If the student does not want to take the CPA examination in Florida or any other state requiring a fifth year of accounting education, that student may agree in writing that his or her pursuit of an MBA-Accounting degree is not for the purpose of qualifying to take the CPA examination.

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

***The joint JD (Law) and MBA program in International Business or Sports Administration requires prior acceptance into the University's School of Law in addition to admission into the MBA degree program during the spring term of the law student's first year. Six (6) credits from the student's Law program will transfer to the MBA. The following grid shows what Law School courses are required, with satisfactory completion, to replace/substitute for the designated MBA courses:

+ These courses will help students to prepare for the IBM entry level Security Systems Training Paths and Certification Programs.

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

Program Director: Nicholas Mathew, PhD

Academic Credentials: PhD, MBA, Cleveland State University

Contact Information: 305-628-6534;

Program Advisor(s): H. Gringarten, S. Hassan, N. Mathew, J. Peart

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

The Master of International Business (MIB) program has an exclusive international focus and is designed to enable graduates to operate successfully in positions of managerial responsibility in global corporations. The 30 credit curriculum combines quantitative and basic business skills (15 credit hours) needed for sound decision-making with an international business core (15 credit hours) to provide students with a uniquely global perspective. [Prerequisites may apply, see Degree Program Section]. Cross-cultural management skills and regional business practices are essential components of the program. Business internships are also available.

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.

SPECIFIC ADMISSION REQUIREMENTS FOR MIB:

1. Graduate applicants who have an undergraduate GPA of less than 2.75 may be admitted with evidence of significant full-time relevant work experience
2. Graduate applicants who have an undergraduate GPA of less than 2.50 will be required to have at least 4 years full-time relevant work experience and **submit the following for consideration:**
 - a. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor. None can be from a relative.
 - b. A GMAT or GRE score.

MASTER OF INTERNATIONAL BUSINESS **30-36 credits**

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

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

An additional three preparatory courses might be required to provide the needed base-skills for those students who have not successfully completed the following

undergraduate equivalencies: 6 credits in accounting (3 credits in Accounting Principles I, and 3 credits in Accounting Principles II), 6 credits in economics (3 credits in Microeconomics, and 3 credits in Macroeconomics). 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.



SPORTS ADMINISTRATION GRADUATE PROGRAMS

Program Director: Robert Epling, Ph.D.

Academic Credentials: PhD, University of Tennessee; MED and BS University of Georgia

Contact Information: Robert Epling: 305-474-6049; replying@stu.edu

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

Program Description: It is the mission of St. Thomas University's Sports Administration program to develop leaders for life who exhibit practical skills suitable for employment in sport related settings, and ethical leadership traits consistent with the Catholic identity of the university.

The way we think of sports has drastically changed over the years; these days few people would say that a sports is "just a game." Indeed, sports provide serious entertainment and big business in this country, and sports managers are crucial to ensuring that the players, fans, coaches, and financial backers coexist peacefully. In addition, sports has become a big driver for tourism for many cities and organizations.

Our MSSA program teaches the business behind the game, allowing you to become part of the team. Additionally, you will learn how to market sports effectively and how to plan events, diving into the areas of sports publicity, budgeting, and administration. In the MBA with a Specialization in Sports Administration or Sports Tourism, you will gain a strong foundation of knowledge in the field of business, examining how the worlds of business and sports interact and how you can make those interactions more profitable and beneficial for every person and interest involved. An interdisciplinary field, sports administration encompasses elements of economics, accounting, marketing, psychology, law and communications.

We are located in one of the largest sports marked in the world, South Florida – an unmatched natural laboratory setting for students to gain experience in all areas of sports. The Fernandez Family Center for Leadership and Wellness affords students the opportunity to connect classroom theory to experiential learning. Having started the first Sports Administration undergraduate program in the nation in 1973, St. Thomas University has long been a recognized leader in the business of sports. Our network of over 2000 alumni (Bachelors, Masters, JD, DBA) have careers in nearly every aspect of the sports industry.

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution where the Bachelor's Degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.

3. All graduate applicants who have an undergraduate GPA of less than 2.75 may be considered for admission with evidence of significant relevant work experience.

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 Directors: Robert Epling, Ph.D

Academic Credentials: Robert Epling: PhD, University of Tennessee; MED and BS University of Georgia;

Contact Information: Robert Epling: 305-474-6049; replying@stu.edu

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

Program Description: The Master of Science in Sports Administration is designed for students who desire a career in the management of sports. The curriculum blends traditional management with sports business courses to meet the challenges of the rapidly changing sports industry. The complex nature of today's sports world has increased the need for professionally prepared sports administrators.

[Delivery Locations: Main Campus]

MS IN SPORTS ADMINISTRATION 30 credits

Required Courses 15 credits

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

Guided Electives chosen from: 15 credits

SPO 506	Sports Tourism Development	3
SPO 540	Sports Media and Public Relations	3
SPO 543	Sports Financial Management	3
SPO 544	Sports Marketing and Promotions	3
SPO 546	Facility and Event Management	3

SPO 547	Principles of Leisure Services	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 750	Issues in Sports Administration	3
SPO 755	Special Topics in Sports Administration	3
SPO 789	Directed Readings	3
SPO 791	Supervised Internship II	3
	Other Business and/or Management electives as available	3

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

GRADUATE PROGRAM POLICY REMINDERS:

1. Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program.
2. Failure to register for more than one semester or two consecutive nine-week terms results in withdrawal from the University.
3. Student outcomes will be assessed in the capstone course SPO 717 Seminar/Principles of Sports Administration.
4. All other graduate academic policies apply.
5. Each student, in conjunction with his/her advisor, designs an approved program of study taking into account the student's prior academic programs, areas of interest, and course availability.



***** Joint JD (Law) and MBA Program with Specializations in International Business and Sports Administration (JD/MBA)**

Three MBA specializations are available to St. Thomas law students: a Joint J.D. (Law) and MBA in International Business or Sports Administration. The joint JD/MBA degree program offers benefits to law students to pursue opportunities in these three business specializations.

Admission to a Joint Degree Program

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

To facilitate the application process for the joint JD/MBA program, the School of Law catalog directs applicants for the joint program to communicate directly with the MBA Chair within College of Business. In applying to the MBA program, the joint program applicant's law school application and supporting materials are transferred to the MBA program application. Admission into St. Thomas University's School of Law does not guarantee admission into any of the joint Master's degree programs.

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

Joint JD/MBA Students take:	MBA International Business	MBA – Sports Administration
LAW 812 Federal Income Taxation	X	X
LAW 700 – International Law or LAW 832– International Business Transactions	Replaces BUS 771 or BUS 775	X
LAW 745 – Sports Law	X	Replaces SPO 719
LAW 819 Alternative Dispute Resolution	X	Replaces MAN 510
LAW 850 Professional Responsibility	Replaces MAN 510	X

Joint degree programs should consult with their law school advisor regarding courses from the masters' program that transfer into their law school program of student.

Students in the joint degree programs must complete all of the other 30 credits (plus any prerequisite accounting, business and economics courses) required for the MBA degree.



JOINT JD (LAW) AND MASTER'S DEGREES IN SPORTS ADMINISTRATION

Description: For the law student interested in working as a college athletics compliance officer, sports agent, commissioner of a sports league/conference, or any number of other sports-related legal careers, the JD/MS or JD/MBA in Sports Administration is an excellent choice. Students receive a first-rate legal education through the STU School of Law, right here on campus, while taking specialized sports administration classes towards their master's degree. The sports administration curriculum provides students with the unique skills necessary for success in this area through courses such as sports financial management, sports marketing, sports media/public relations, and athletic fundraising.

Admission to a Joint Degree Program

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

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

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

All Joint JD /Sports Ad students take either:	MS – Sports Administration	MBA – Sports Administration
LAW 819 – Alternative Dispute Resolution	Replaces SPO Elective	MAN 510
LAW 745 – Sports Law	Replaces SPO 719	Replaces SPO 719

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

Students in the joint degree programs must complete all other MS (24 credits) and MBA (30 credits) plus any prerequisite accounting, business and economics courses) credits

required for the degrees. All graduate policies apply (see other portions of the graduate catalog). Six (6) credits from the law school will be transferred to the MS in Sports Administration. Six (6) credits from the law school will be transferred to the MBA in Sports Administration. Conversely 12 credits from the MBA or MS in Sports Administration will be awarded towards completion of the JD.

Joint J.D. and Master of Science in Sports Administration (JD/MS-SA)
[Delivery Locations: Main Campus]

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

COURSE REQUIREMENTS **24 credits**

(In addition to the law degree course and credit requirements)

Required Courses: **3 credits**
 SPO 717 Seminar/Principles of Sports Administration (capstone) 3

Guided Electives **21 credits**

Seven approved courses chosen from:

SPO 503:	History of Sports	3
SPO 504:	Sport in Modern Society	3
SPO 506	Sports Tourism Development	3
SPO 510	Sports Ethics	3
SPO 540	Sports Media and Public Relations	3
SPO 543	Sports Financial Management	3
SPO 544	Sports Marketing and Promotions	3
SPO 546	Facility and Event Management	3
SPO 547	Principles of Leisure Services	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 755	Special Topics in Sports Administration	3
SPO 790	Supervised Internship I	3

Joint J.D. (Law) and Master of Business Administration
In Sports Administration (JD/MBA-SA)
[Delivery Locations: Main Campus]

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

COURSE REQUIREMENTS **30-39 credits**

(In addition to the law degree course and credit requirements)

Preparatory Courses: **9 credits**

(May be waived depending on undergraduate preparation)

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

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: 9 credits

Required Sports Administration Courses:

SPO 717	Seminar/Principles of Sports Administration	3
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Then choose two of the following courses:

SPO 506	Sports Tourism Development	3
SPO 510	Sports Ethics	3
SPO 540	Sports Media and Public Relations	3
SPO 543	Sports Financial Management	3
SPO 544	Sports Marketing and Promotions	3
SPO 546	Facility and Event Management	3
SPO 547	Principles of Leisure Services	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 750	Issues in Sports Administration	3
SPO 755	Special Topics in Sports Administration	3
SPO 790	Supervised Internship	3

DOCTOR OF BUSINESS ADMINISTRATION (DBA)

[Delivery Location: Main Campus & Online]

Program Director: Seok-Ho Song, PhD

Academic Credentials: PhD, University of New Mexico; MS, Southern Illinois University; BS, University of Incheon, South Korea

Contact Information: 305-474-6909; ssong@stu.edu_

Program Advisor(s): S. Amado-Blunt, R. Epling, H. Gringarten, S. Hassan, L. Knowles, N. Mathew, J. Peart, J. Rocha, S. Song

Program Description: The Doctor of Business Administration (DBA) is designed to prepare individuals for management positions as executive leaders or for faculty positions in higher education. The program requires completion of 60 credit hours of Doctoral level course work beyond the master's degree. It is ideal for candidates who have earned a Masters of Business Administration or Masters in the fields related to the specializations. There are three specializations: Management, Cyber Security Management, and Sports Administration.

DOCTOR OF BUSINESS ADMINISTRATION (DBA) IN MANAGEMENT

[Delivery Location: Main Campus, Online]

Program Advisor(s): H. Gringarten, L. Knowles, N. Mathew, J. Peart, S. Song

Specialization Description: The DBA in Management specialization prepares graduates in a Business background, with a strong focus on the management of people, policies, and products. This program also trains scholar/practitioners who possess skills and knowledge to solve real world issues in business/management environment. Students will establish a strong research base by participating in the program. The program requires completion of 60 credit hours of doctoral level course work beyond the master's degree.

ADMISSION REQUIREMENTS:

In keeping with St. Thomas University's mission, candidates of diverse backgrounds are encouraged to apply. The program does not discriminate against any person because of age, ancestry, color, disability, national origin, race, religious creed, sex, sexual orientation, or veteran status. The best qualified applicants will be accepted up to the number of spaces available for new students. Special background and experience may allow for conditional admission of those not meeting stated criteria.

Admission Criteria: Admission to the DBA in Management is based on the following criteria.

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution(s) where the graduate degree(s) was (were) conferred.
3. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at www.stu.edu or from the Office of Admissions).
4. Personal Goals Statement and Resume or Curricular Vitae.
5. A minimum 3.00 GPA from the previous institution(s) attended.
6. For applicants who do not meet the GPA and GRE requirements, demonstration of appropriate work experience, including a minimum of five years of progressive professional, technical, or executive experience

documented on the required resume will be considered in the admissions review process.

Transfer of Credit: In consultation with the program director an additional 12 credits may be accepted toward the remaining 60 credits, if the student has obtained two Master's degrees from a regionally accredited institution.

International Students: In addition to the items listed above, International Students applying for the on campus program are required to provide the following:

1. Foreign transcripts in the original language and an English copy.
2. A financial declaration and supporting documentation by each international applicant. This requirement applies only to candidates who intend to apply for a Student Visa.
3. International students educated in foreign institutions where the language of instruction is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL). Applicants are required to submit a TOEFL score of at least 550 on the paper-based test, 6 on English Language Testing System (ELTS), 213 on the computer-based test, or 79 on the Internet-based test or their equivalents. Applicants transferring from U.S. or non-U.S. institutions where the language of instruction is English, who have demonstrated proficiency in the English Language, are exempt from the TOEFL.

DEGREE REQUIREMENT DBA in Management

DBA Common Courses

24 Credits

BUS 813	Strategic Brand Management
MIS 879	Information Ethics
BUS 806	Global Social Media Management
BUS 836	Entrepreneurship
SPO 855	Special Topics - Leadership Theory and Practice
MAN 810	Legal & Regulatory Aspects of Management
BUS 875	International Business
BUS 877	Data Analytics for Business

MANAGEMENT SPECIALIZATION REQUIREMENTS

15 credits

Five of the following courses:

MAN 801	Organization Design and Theory
BUS 804	Research Design in Business Administration
MAN 812	Labor-Management Relations
MAN 827	Organizational Development
MAN 867	Seminar I: Issues in Management
MAN 868	Seminar II: Issues in Management
BUS 895	International Management

RESEARCH REQUIREMENTS

21 credits

Research Core

9 credits

RES 819	Foundations of Research
RES 820	Quantitative Research
RES 821	Qualitative Research

Doctoral Research (Dissertation)

12 credits

DIS 900	Doctoral Research Proposal
DIS 901	Doctoral Research I
DIS 902	Doctoral Research II

DIS 903

Doctoral Research III

DIS 904

Doctoral Research Continuation (if needed)

TOTAL CREDITS REQUIRED

60 credits

Doctoral Dissertation: A candidate for the doctoral degree is required to prepare and present a doctoral dissertation that demonstrates a capacity for independent thought and for the application of the tools and methods of research to organizational issues and problems.

The DBA dissertation is a document that demonstrates a student's professional proficiency in a discipline or subject. It can also make a compelling case for changes in policy or practice that will enable an organization to more effectively accomplish its mission.

The dissertations will report on a research project or study, or an extended analysis of a topic. The structure of the dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project or study.

Ongoing Registration: All doctoral students must make regular progress through the program's required course work. Once enrolled in the program, a doctoral student is expected to enroll in at least one course per semester until completion of course work. A doctoral student may request in writing to be excused from enrolling in a particular semester. The Program Director will review and approve these requests.

Time Limit: All program requirements, including the successful defense of the dissertation, must be completed within seven years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the DBA program.

DOCTOR OF BUSINESS ADMINISTRATION (DBA) IN CYBER SECURITY MANAGEMENT

[Delivery Location: Main Campus, Online]

Program Director: Seok-Ho Song, PhD

Academic Credentials: PhD, University of New Mexico; MS, Southern Illinois University; BS, University of Incheon, South Korea

Contact Information: 305-474-6909; ssong@stu.edu

Program Advisor(s): S. Amado-Blunt, N. Mathew, J. Rocha, S. Song

Program Description: The Doctor of Business Administration in Cyber Security Management (DBA-CSM) is designed to prepare individuals for management positions in the information security profession and faculty positions in higher education. The degree program prepares graduates to be leaders in business and academia through a strong series of Business and Cyber Security Management courses that focuses on topics at the intersection of theory and contemporary cyber security issues. The focus is on addressing complex security problems in organizations through understanding and application of latest research in information security. Thus, as part of the program students establish strong research skills. The program requires completion of 60 credit hours of doctoral level course work beyond the master's degree.

ADMISSION REQUIREMENTS:

In keeping with St. Thomas University's mission, candidates of diverse backgrounds are encouraged to apply. The program does not discriminate against any person because of age, ancestry, color, disability, national origin, race, religious creed, sex, sexual orientation, or veteran status. The best qualified applicants will be accepted up to the number of spaces available for new students. Special background and experience may allow for conditional admission of those not meeting stated criteria.

Admission Criteria: Admission to the DBA in Management is based on the following criteria.

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution(s) where the graduate degree(s) was (were) conferred.
3. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at www.stu.edu or from the Office of Admissions).
4. Personal Goals Statement and Resume or Curricular Vitae.
5. A minimum 3.00 GPA from the previous institution(s) attended.
6. For applicants who do not meet the GPA and GRE requirements, demonstration of appropriate work experience, including a minimum of five years of progressive professional, technical, or executive experience documented on the required resume will be considered in the admissions review process.

Transfer of Credit: In consultation with the program director an additional 12 credits may be accepted toward the remaining 60 credits, if the student has obtained two Master's degrees from a regionally accredited institution.

International Students: In addition to the items listed above, International Students applying for the on campus program are required to provide the following:

1. Foreign transcripts in the original language and an English copy.

2. A financial declaration and supporting documentation by each international applicant. This requirement applies only to candidates who intend to apply for a Student Visa.

3. International students educated in foreign institutions where the language of instruction is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL). Applicants are required to submit a TOEFL score of at least 550 on the paper-based test, 6 on English Language Testing System (ELTS), 213 on the computer-based test, or 79 on the Internet-based test or their equivalents. Applicants transferring from U.S. or non-U.S. institutions where the language of instruction is English, who have demonstrated proficiency in the English Language, are exempt from the TOEFL.

DEGREE REQUIREMENT DBA IN CYBER SECURITY MANAGEMENT

DBA Common Courses

24 Credits

BUS 813	Strategic Brand Management
MIS 879	Information Ethics
BUS 806	Global Social Media Management
BUS 836	Entrepreneurship
SPO 855	Special Topics - Leadership Theory and Practice
MAN 810	Legal & Regulatory Aspects of Management
BUS 875	International Business
BUS 877	Data Analytics for Business

CYBER SECURITY REQUIREMENTS

15 credits

Five of the following courses:

BUS 807	Cyber Law, Policy & Security
MIS 873	Cyber Security Governance
MIS 874	Enterprise Information Security
MIS 876	Cyber Security Risk Management
MIS 830	Special Topics in Cyber Security Management
MIS 802	Information Security Management Seminar
MIS 803	Information Privacy Seminar

RESEARCH REQUIREMENTS

21 credits

Research Core

9 credits

RES 819	Foundations of Research
RES 820	Quantitative Research
RES 821	Qualitative Research

Doctoral Research (Dissertation)

12 credits

DIS 900	Doctoral Research Proposal
DIS 901	Doctoral Research I
DIS 902	Doctoral Research II
DIS 903	Doctoral Research III
DIS 904	Doctoral Research Continuation (if needed)

TOTAL CREDITS REQUIRED

60 credits

Doctoral Dissertation: A candidate for the doctoral degree is required to prepare and present a doctoral dissertation that demonstrates a capacity for independent thought and for the application of the tools and methods of research to organizational issues and problems.

The DBA dissertation is a document that demonstrates a student's professional proficiency in a discipline or subject. It can also make a compelling case for changes in policy or practice that will enable an organization to more effectively accomplish its mission.

The dissertations will report on a research project or study, or an extended analysis of a topic. The structure of the dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project or study.

Ongoing Registration: All doctoral students must make regular progress through the program's required course work. Once enrolled in the program, a doctoral student is expected to enroll in at least one course per semester until completion of course work. A doctoral student may request in writing to be excused from enrolling in a particular semester. The Program Director will review and approve these requests.

Time Limit: All program requirements, including the successful defense of the dissertation, must be completed within seven years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the DBA program.

DOCTOR OF BUSINESS ADMINISTRATION (DBA) IN SPORTS ADMINISTRATION

[Delivery Locations: Main Campus]

Program Director: Seok-Ho Song, PhD

Academic Credentials: PhD, Sports Administration, University of New Mexico; MS, Recreation Administration, Southern Illinois University; BS, Athletic Training, University of Incheon, South Korea

Contact Information: 305-474-6909; ssong@stu.edu

Program Advisor(s): 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 60 credit hours of doctoral level course work beyond the master's degree. It is ideal for candidates who have earned a Masters of Business Administration or a Master's degree in Sports Administration/Management or related fields.

ADMISSION REQUIREMENTS:

In keeping with St. Thomas University's mission, candidates of diverse backgrounds are encouraged to apply. The program does not discriminate against any person because of age, ancestry, color, disability, national origin, race, religious creed, sex, sexual orientation, or veteran status. The best qualified applicants will be accepted up to the number of spaces available for new students. Special background and experience may allow for conditional admission of those not meeting stated criteria.

Admission Criteria: Admission to the DBA in Management is based on the following criteria.

1. A completed and signed Application for Admission.
2. Official college and/or university transcripts from the institution(s) where the graduate degree(s) was (were) conferred.
3. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at www.stu.edu or from the Office of Admissions).
4. Personal Goals Statement and Resume or Curricular Vitae.
5. A minimum 3.00 GPA from the previous institution(s) attended.
6. For applicants who do not meet the GPA and GRE requirements, demonstration of appropriate work experience, including a minimum of five years of progressive professional, technical, or executive experience documented on the required resume will be considered in the admissions review process.

Transfer of Credit: In consultation with the program director an additional 12 credits may be accepted toward the remaining 60 credits, if the student has obtained two Master's degrees from a regionally accredited institution.

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.

International students educated in foreign institutions where the language of instruction is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL). Applicants are required to submit a TOEFL score of at least 550 on the paper-based test, 6 on English Language Testing System (ELTS), 213 on the computer-based test, or 79 on the Internet-based test or their equivalents. Applicants transferring from U.S. or non-U.S. institutions where the language of instruction is English, who have demonstrated proficiency in the English Language, are exempt from the TOEFL.

DEGREE REQUIREMENT DBA IN SPORTS ADMINISTRATION

DBA COMMON COURSES

24 Credits

BUS 813	Strategic Brand Management
MIS 879	Information Ethics
BUS 806	Global Social Media Management
BUS 836	Entrepreneurship
SPO 855	Special Topics - Leadership Theory and Practice
MAN 810	Legal & Regulatory Aspects of Management
BUS 875	International Business
BUS 877	Data Analytics for Business

SPORTS ADMINISTRATION REQUIREMENTS

15 credits

Five of the following courses:

SPO 840	Sports Media and Public Relations
SPO 843	Sports Financial Management
SPO 844	Sports Marketing and Promotions
SPO 846	Facility and Event Management
SPO 848	Sports Psychology
SPO 852	Governance of Intercollegiate Athletics

RESEARCH REQUIREMENTS

21 credits

Research Core

9 credits

RES 819	Foundations of Research
RES 820	Quantitative Research
RES 821	Qualitative Research

Doctoral Research (Dissertation)

12 credits

DIS 900	Doctoral Research Proposal
DIS 901	Doctoral Research I
DIS 902	Doctoral Research II
DIS 903	Doctoral Research III
DIS 904	Doctoral Research Continuation (if needed)

TOTAL CREDITS REQUIRED

60 credits

Doctoral Dissertation: A candidate for the doctoral degree is required to prepare and present a doctoral dissertation that demonstrates a capacity for independent thought and for the application of the tools and methods of research to organizational issues and problems.

The DBA dissertation is a document that demonstrates a student's professional proficiency in a discipline or subject. It can also make a compelling case for changes in policy or practice that will enable an organization to more effectively accomplish its mission.

The dissertations will report on a research project or study, or an extended analysis of a topic. The structure of the dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project or study.

Ongoing Registration: All doctoral students must make regular progress through the program's required course work. Once enrolled in the program, a doctoral student is expected to enroll in at least one course per semester until completion of course work. A doctoral student may request in writing to be excused from enrolling in a particular semester. The Program Director will review and approve these requests.

Time Limit: All program requirements, including the successful defense of the dissertation, must be completed within seven years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the DBA program.





College of Health Sciences and Technology

"Leaders Make the Discoveries That Build Our Future"

Jeffery Plunkett, PhD Dean, College of Health Sciences and Technology

Faculty: A. Cioffi, Sr. Catherine Grace, J. Dawlabani, P. Maul, B. Parenteau, M. Pina, J. Plunkett, A. Tapanes-Castillo, M. Gonzalez, K. Williams, D. Woodward.

Mission: The faculty of the College of Health Sciences and Technology, teach the methods of science, health, engineering, and math to future leaders in the sciences by immersing them in a modern learning environment, featuring close student-faculty engagement in leading-edge research programs.

College Overview: The College of Health Sciences and Technology offers Masters programs in health, life, and computer sciences. Emphasis is on preparation for further graduate and professional schools, as well as preparation for professional positions in health care, and high-technology industries.

The College of Health Sciences and Technology 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 and health-related education to students. Students learn current health, science, and technology in the laboratory, in the classroom and by participating in faculty-directed research, tailored to students' needs.

The College offers Master of Science degrees in Applied Kinesiology, Cybersecurity & Analytics, Data Analytics, Biology for STEM Education.

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).

MS IN BIOLOGY FOR STEM EDUCATORS

30 credits

Foundation (*Core*) Courses

12 credits

SCI 505	Scientific Inquiry: Concepts and Application	3 credits
SCI 506	Understanding Scientific Research	3 credits
MAT 507	Data Analysis and Probabilities	3 credits
SCI 700	Capstone Practicum	3 credits

Specialization Courses

18 credits

BIO 510	Bioethics	3 credits
BIO 520	Biology of the Cell	3 credits
BIO 521	Molecular Biology and Biotechnology	3 credits
BIO 522	Understanding the Human Brain	3 credits
BIO 523	Applied Plant Sciences	3 credits
BIO 524	Directed Research and Exposition	3 credits

Program Student Learning Outcomes: A candidate for the MS in Biological Sciences for STEM Educators will demonstrate:

1. Content knowledge: An understanding of basic concepts in the biological sciences.
2. Advancement of inquiry-based Stem education: The ability to develop laboratory exercises, demonstrations, and teaching methods from their MS course content and apply these as projects to teach 6-12 grade school students.
3. Problem solving and laboratory skills: The use critical thinking skills and safe laboratory techniques to participate in scientific research projects, under the supervision of a faculty member.
4. Scientific communication skills: Literature, Information Management, Oral and Written Communication Skills. The ability to retrieve information from scientific literature, present that information orally in a clear and organized manner using relevant technology, and write well-organized and concise laboratory reports in an appropriate style.

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

1. PLO 1 will be assessed in BIO 520 Biology of the Cell and BIO 521 Molecular Biology and Biotechnology utilizing Final Exams. MS students will score 80% or higher on Final Exams.
2. The MS student will choose a science topic that is a regular part of the 6-12 STEM curriculum, but that is poorly understood by students. The MS student will then develop an inquiry-based learning module based on that topic that will be tested in the classroom, write a report, and give a public presentation. PLO 2 will be assessed in SCI 700 Capstone Practicum. 90% of the MS students will score 85% or higher on the report scoring rubric.
3. PLO 3 will be assessed in BIO 524 Directed Research and Exposition with evaluation of an oral or poster presentation. 90% of the MS students will score 85% or higher on the presentation scoring rubric.
4. PLO 4 will be assessed in SCI 506 Understanding Scientific Research utilizing a laboratory report and an oral presentation. 90% of the MS students will score 85% or higher on both Oral Presentation and Laboratory Report scoring rubrics.

GRADUATION REQUIREMENTS:

Successful completion of all required courses in a timely manner by maintaining a minimal course grade of B- (2.70/4) and a minimal overall GPA of B (3.00/4). If an applicant does not have a teaching certificate before enrolling in the MS program, the applicant is required to take a course in STEM instruction methods through STU's School of Education before graduating from the MS program.



MASTER OF SCIENCE (MS) IN BIG DATA ANALYTICS (Delivery Locations: Main Campus)

Program Director: Bernard Parenteau, PhD

Academic Credentials: PhD, MS Computer Science (Florida International University); MS Economics (Florida International University); MBA, BA Anthropology (University of Florida)

Contact Information: 305-623-2353; bparenteau@stu.edu

Program Advisor(s): B. Parenteau

Program Description: The M.S. in Data Science 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 science and 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 fields.

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. 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 3.0/4.0 should be interviewed and might be required to submit a GRE score.
2. Applicants are required to have a bachelor's degree in computer science, applied mathematics, statistics, engineering or other related fields relevant to data technology, or alternatively strong work experience with data or analytics techniques. Students may be advised, if necessary, to take the four courses below (or equivalent).

STA 2023	Applied Statistics
MAT 310	Advanced Statistics
COP 2073	Introduction to Data Science
COP 4764	Advanced Database Systems Development

MS IN BIG DATA ANALYTICS

30credits

Math Foundation Course

6 credits

MAT 502	Statistical Methods	3
MAT 602	Applied Machine Learning	3

Core Requirements

18 credits

CIS 541	Fundamentals of Data Science	3
CIS 543	Programming for Data Analytics	3
CIS 545	Data Warehousing	3
CIS 546	Data Visualization	3
CIS 548	Data Engineering	3
CIS 544	Data Mining and Machine Learning	3

Advanced Requirements

3 credits

CIS 626	Analytics Applications	3
or		
CIS 628	Cloud Services Fundamentals	3

Capstone

3 credits

CIS 680	Analytics Internship	3
or		
CIS 627	Analytics Capstone	3

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 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 several classes including the *CIS 627 Big Data Analytics Capstone Project* as well as *CIS 680 Analytics Internship* if applicable.

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 IN CYBER SECURITY & ANALYTICS (MSCSA) **[Delivery Locations: Main Campus]**

Program Director: Bernard Parenteau, PhD

Academic Credentials: PhD, MS Computer Science (Florida International University); MS Economics (Florida International University); MBA, BA Anthropology (University of Florida)

Contact Information: 305-623-2353; bparenteau@stu.edu

Program Advisor(s): B. Parenteau

Program Description: The program is designed to provide a comprehensive understanding Cyber Security & Analytics, and the major functional activities related to data science and information assets. The aim is to enable students to efficiently govern cyber security in an organization. The program utilizes multidisciplinary approach to understand problems faced by security executives. Students will learn about challenges in developing an effective use of data analytics to promote cyber security strategies, policies, and processes.

The Master of Science in Cyber Security & Analytics (MSCSA) program offers a unique multidisciplinary approach through the synergy and active participation of the St. Thomas University Gus Machado College of Business and College of Science, Technology & Health's Big Data Analytics graduate program. Through this blended multidisciplinary approach, the Master of Science in Cyber Security & Analytics (MSCSA) program graduate students will have a wide variety of learning opportunities to apply in their professional careers with the necessary competitive skills for top operational, tactical, and strategic positions at management and executive levels.

The 30-credit curriculum combines quantitative and basic business skills (9 credit hours) needed for sound decision-making and electives (21 credit hours) to provide students with a uniquely data analytics perspective. [Prerequisites may apply, see degree program section below].

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed Application for Admission.
2. A non-refundable application fee of \$40 (US currency). The application fee is waived for alumni of St. Thomas University.
3. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are advised to see communicate with our Veteran Benefits administrator.

4. Two letters of recommendation or recommendation forms (letters of recommendation forms can be obtained online at www.stu.edu or from the Office of Admissions).
5. Admissions test scores, personal statements, and resume.
6. All graduate applicants who have an undergraduate GPA of less than 3.0 or low scores on standardized tests will be required to be reviewed by the program director.
7. All applicants that do not have a strong quantitative and information technology background from their transcripts are required to complete a program prerequisite course before the start of all other courses in the curriculum.

SPECIFIC ADMISSION REQUIREMENTS FOR MSCSA:

Graduate applicants who have an undergraduate GPA of less than 2.50 will be required to have at least 4 years full-time relevant work experience and ***submit the following for consideration:***

- a. Two letters of recommendation, one of which must be submitted by the applicant's supervisor or academic advisor. None can be from a relative.
- b. A GMAT or GRE score.

International students and domestic students whose language of instruction is other than English are required to take the TOEFL. Students taking the TOEFL with the TWE subtest are not required to take the English writing assessment prior to course registration. A TOEFL score of 550 or higher on the paper-based, 213 or higher on the computer-based test, or 79 or higher on the Internet-based test is required for admission consideration. Students with a TOEFL score lower than the required minimum of 550, 213, or 79 must register in the University's English Language Development Program.

MASTER OF SCIENCE IN CYBER SECURITY & ANALYTICS 30 credits

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

General Requirements		12 credits
CIS 542	Internet Protocols & Network Management Security	3
MIS 677	Cyber Security Technologies	3
MIS 675	Cyber Security Operations	3
CIS 608	Ethical Hacking for Business	3
Data Analytics courses		12 credits
CIS 541	Fundamentals of Data Science	3
CIS 543	Programming for Data Analytics	3
CIS 548	Data Engineering	3
CIS 545	Data Warehousing	3
Advanced Requirements		3 credits
CIS 626	Analytics Applications	3
or		
CIS 628	Cloud Services Fundamentals	3
Capstone		3 credits
CIS 680	Analytics Internship	3
or		
CIS 627	Analytics Capstone	3

PROGRAM LEARNING OUTCOMES: Graduates of the proposed M.S. program in Cyber Security and Analytics will be able to:

1. Detect, identify, and mitigate cybersecurity threats using the latest trends in computer network security.
2. Analyze, design, and implement data analytics using various data visualization and machine learning methods.

STUDENT LEARNING OUTCOMES will be assessed by employing a combination of class involvement, subject assignments, examinations, and/or term projects. Final achievement will be evaluated through 1. the CIS 608 Ethical Hacking class and 2. the CIS 541 Fundamental class.

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.

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 IN APPLIED KINESIOLOGY **[Delivery Locations: Main Campus]**

Program Coordinator: Dr. Kathleen Williams, LAT, ATC, CSCS

Academic Credentials: Ed.D., Educational Leadership, University of New England; M.A Student Personnel Services Counseling, Edinboro University of Pennsylvania; B.S Sports Medicine, Mercyhurst University; Board Certified Athletic Trainer; Certified Strength and Conditioning Specialist.

Contact Information: (305) 474-6072, kathleenwilliams@stu.edu

Program Advisor(s): K. Williams, N. Lowe, J Dawlabani, K. Smith

Program Description: The Master of Science (MS) in Applied Kinesiology is a dynamic and comprehensive graduate program designed to provide students with a deep understanding of the principles and practices that enhance human movement and performance. This program equips graduates with the knowledge and skills needed to excel in various professional settings, including sports coaching, fitness training, rehabilitation, and research.

Accelerated Degree Plan

Eligible students would complete all the core and major requirements as well as most elective course requirements for their BS degree in Health Sciences with their first 108 credits, leaving twelve credits. During the fourth year of study, students would matriculate into the MS in Applied Kinesiology Program at St. Thomas. They would then take four graduate courses their first semester and three each of the following semesters to complete requirements for the MS in Applied Kinesiology. 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.

Program Structure

The MS in Applied Kinesiology offers two distinct specializations to cater to the diverse interests and career aspirations of students:

1. **Sports Coaching Specialization**
2. **Human Performance Specialization**

Each track is designed to provide specialized knowledge and practical experience, ensuring graduates are well-prepared for their chosen career paths. A student can pick either the Internship or Thesis option. Internship is a 2-semester requirement to be an extension of classroom learning for competency checkoffs and a culminating final presentation. The Thesis option is a 2-semester requirement working with a faculty member to produce a thesis proposal, data analysis, final research paper, and poster presentation on a topic related to the profession.

Sports Coaching Specialization

Sports Coaching specialization is tailored for individuals aspiring to become expert coaches at various levels, from amateur to professional sports. This specialization focuses on the development of coaching techniques, leadership skills, and the application of scientific principles to improve athletic performance.

Key Components:

- **Coaching Methodologies:** In-depth study of effective coaching strategies and techniques.
- **Sport Psychology:** Understanding the mental aspects of athlete development and performance.
- **Team Dynamics:** Learning to manage and motivate teams and developing effective communication skills.
- **Performance Analysis:** Techniques for assessing and improving individual and team performance.
- **Ethics and Professionalism:** Emphasis on ethical considerations and professional standards in coaching.

Human Performance Specialization

The Human Performance specialization is designed for those interested in the science of enhancing physical performance and promoting overall health and wellness. This specialization emphasizes the application of biomechanics, exercise physiology, and nutrition to optimize human movement and function.

Key Components:

- **Exercise Physiology:** Advanced understanding of how the body responds and adapts to physical activity.
- **Biomechanics:** Study of the mechanical principles of human movement.
- **Nutrition for Performance:** Role of nutrition in enhancing athletic performance and recovery.
- **Strength and Conditioning:** Techniques for developing strength, endurance, and flexibility.
- **Research Methods:** Training in research design and data analysis specific to human performance studies.

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. 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.

6. 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.

SPECIFIC ADMISSION REQUIREMENTS FOR MS APPLIED KINESIOLOGY:

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 is preferred but not required.

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 APPLIED KINESIOLOGY 30 Credits

To earn the Master of Science in Applied Kinesiology degree, the student must successfully complete:

Required Courses	12 Credits
SCI 500 Sports Nutrition	3 credits
SCI 507 Prevention & Recognition of Athletic Injuries	3 credits
SCI 508 Current Topics in Exercise & Human Performance	3 credits
SCI 509 Interpersonal Healthcare Approach	3 credits
Human Performance Courses	12 Credits
SCI 600 Biomechanics	3 credits
SCI 601 Research Methods	3 credits
SCI 602 Advanced Strength & Conditioning	3 credits
SCI 603 Advanced Clinical Exercise Physiology	3 credits
Sports Coaching Courses	12 Credits
SPO 546 Facility & Event Management	3 credits
SPO 548 Sports Psychology	3 credits
SCI 604 Coaching the Athlete	3 credits
SCI 606 Motor Learning	3 credits
Select Internship OR Thesis Track	6 Credits
SCI 701 Internship I	3 credits
SCI 702 Internship II	3 credits
SCI 703 Thesis I	3 credits
SCI 704 Thesis II	3 credits

PROGRAM LEARNING OUTCOMES: Graduates of the proposed M.S. in Applied Kinesiology will be able to:

1. Demonstrate an understanding of advanced concepts and application of theoretical knowledge to practical situations in Human Performance or Coaching.

2. Demonstrate professionalism and ethical leadership in the field of Kinesiology.
3. Demonstrate ability to analyze and use research methodologies appropriate to the discipline.

Human Performance Specialization Specific Outcome

Outcome 1: Students will gain specialized knowledge and proficiency in applied kinesiology techniques while designing and implementing patient plans. (Critical Thinking and Communication Skills)

Sports Coaching Specialization Specific Outcome

Outcome 1: Demonstrate the ability to adapt their coaching style to the needs of different clients. (Rapport and Communication Skills)

STUDENT LEARNING OUTCOMES will be assessed by employing a combination of class involvement, subject assignments, examinations, laboratories and/or projects.

GRADUATION REQUIREMENTS:

3. Graduation application
4. Students must always maintain a 3.0 cumulative grade point average for continuation in the program.
5. 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.



College of Nursing

"Nursing is an art: and if it is to be made an art, it requires an exclusive devotion as hard a preparation, as any painter's or sculptor's work." - Florence Nightingale

Nashat Abualhaija **Dean, College Nursing**

Dean of Nursing: Dr. Nashat Abualhaija.

Academic Credentials: Ph.D. in Nursing (Barry University); MSN (University of Pheonix); BSN (University of Alabama at Birmingham).

Contact Information: 305-474-6025; nabualhaija@stu.edu

At STU, each student is a unique, integrated, holistic human being who is influenced by the complex interaction of biological, psychological, developmental, sociological, economic, and cultural elements as part of a multicultural society. As a nursing student, you will be challenged to acquire scientific knowledge base and critical thinking skills of the discipline of nursing, incorporate professional nursing behaviors, develop technical and decision-making skills, embody ethics into your practice, and gain awareness of self and others' value systems as part of STU's faith-based professional education. This will require hard work and commitment on your part, but it will be a remarkable and rewarding journey that you will treasure for a lifetime.

Faculty: Marie Bertrand-Felix, Ann Edwards, Janet Huxley, Pauline Louis, Doris Teran

NURSING

Online Program Coordinator: Doris Teran, DNP, NP-C

Academic Credentials: DNP, Family Nurse Practitioner (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

Contact Information: 305-628-6503; dteran@stu.edu

Program Advisor(s): D. Teran

At STU, each student is a unique, integrated, holistic human being who is influenced by the complex interaction of biological, psychological, developmental, sociological, economic and cultural elements as part of a multicultural society. As a nursing student, you will be challenged to acquire scientific knowledge base and critical thinking skills of the discipline of nursing, incorporate professional nursing behaviors, develop technical and decision-making skills, embody ethics into your practice, and gain awareness of self and others' value systems as part of STU's faith-based professional education. This will require hard work and commitment on your part, but it will be a remarkable and rewarding journey that you will treasure for a lifetime.

MASTER OF SCIENCE IN NURSING (MSN) Family Nurse Practitioner (Delivery Locations: Online)

Online Program Coordinator: Elisa Corzo-Sanchez, DNP, MSN, APRN, FNP-BC

Academic Credentials: DNP, (Florida International University); MSN (Chamberlain University); BSN (Florida National University) ADN (Florida National University).

Contact Information: 305-628-6013; ecorzo-sanchez@stu.edu

Program Advisor(s): E. Corzo-Sanchez

Program Description: The Master of Science in Nursing (MSN) degree is designed to meet the educational needs of and allow Registered Nurses (RN), graduated from accredited Bachelors of Science (BSN) programs, to continue their graduate studies and become leaders. The program builds upon the educational and professional experience of the Registered Nurse and prepares them for advanced nursing roles enabling them to make significant contributions to the expansion of nursing knowledge and practice becoming health care providers to a diverse population. The MSN offers concentrated tracks to allow for specialization in the student's field of interest in Advanced Family Practice.

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed Application for Admission.
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or Accreditation Commission for Education in Nursing (ACEN). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.
3. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

ADDITIONAL REQUIREMENTS:

1. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
2. If necessary, availability for interview upon review of application.

MSN Core Requirements		24 credits
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504	Adv. Health Assessment and Diff. Diagnosis	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits
NUR 601	Health Promotion and Disease Prevention	3 credits

MSN in Advanced Family Practice Specialization Course Requirements		23 credits
NUR 507	Advanced FNP Children & Families	3 credits
NUR 507CL	Advanced FNP Clinical I	2 credits
NUR 509	Advanced FNP Adults	3 credits
NUR 509CL	Advanced FNP Clinical III	2 credits
NUR 514	Advanced FNP Women's Health	3 credits
NUR 514CL	Advanced FNP Clinical II	2 credits
NUR 611	Adv. Practice Nursing Integration Practicum	3 credits
NUR 612	Advanced FNP Adult Gerontology	3 credits
NUR 612CL	Advanced FNP Clinical IV	2 credits
		Total 47 credits

Program Student Learning Outcomes:

Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.

1. Incorporate evidence-based research to resolve practice problem and improve knowledge.
2. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
3. 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.
4. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
5. 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.
6. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
7. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.

8. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

GRADUATION REQUIREMENTS:

1. Graduation application
2. Student must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

Post Master's Certificate Family Nurse Practitioner (Delivery Locations: Online)

Online Program Coordinator: Elisa Corzo-Sanchez, DNP, MSN, APRN, FNP-BC
Academic Credentials: DNP, (Florida International University); MSN (Chamberlain University); BSN (Florida National University) ADN (Florida National University).

Contact Information: 305-628-6013; ecorzo-sanchez@stu.edu

Program Advisor(s): E. Corzo-Sanchez

Program Description: This certificate program prepares nurses with an MSN degree with the knowledge, skills and information across culturally appropriate care in a diverse setting across the lifespan to efficiently advance their skills, knowledge, clinical reasoning to maintain and promote health as a Family Nurse Practitioner.

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed Application for Admission.
2. Graduate of an approved regionally accredited master's or doctoral program with a major in nursing.
3. Current Florida registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

ADDITIONAL REQUIREMENTS FOR POST MASTERS' CERTIFICATE FNP:

1. Applicants who are accepted into the Post Masters FNP Certificate program must have taken Health Policy, Research, and Diversity courses. All courses must be equivalent to STU curricula.

2. Courses previously completed must be approved by the Nursing Department.

Core Requirements		12 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504	Advanced Health Assessment & Differential Diagnosis	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits

Post Master Family Nurse Practitioner		20 credits
NUR 507	Advanced FNP Children & Families	3 credits
NUR 507CL	Advanced FNP Clinical I	2 credits
NUR 509	Advanced FNP Adults	3 credits
NUR 509CL	Advanced FNP Clinical III	2 credits
NUR 514	Advanced FNP Women's Health	3 credits
NUR 514CL	Advanced FNP Clinical II	2 credits
NUR 612	Advanced FNP Adult Gerontology	3 credits
NUR 612CL	Advanced FNP Clinical IV	2 credits

Total 32 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary

to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.

4. Completion of all required clinical hours.
5. Be in good standing with the University.

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

Post Master's Certificate Advanced Placement Family Nurse Practitioner (Delivery Locations: Online)

Online Program Coordinator: Elisa Corzo-Sanchez, DNP, MSN, APRN, FNP-BC

Academic Credentials: DNP, (Florida International University); MSN (Chamberlain University); BSN (Florida National University) ADN (Florida National University).

Contact Information: 305-628-6013; ecorzo-sanchez@stu.edu

Program Advisor(s): E. Corzo-Sanchez

Program Description: This certificate program prepares a nurse practitioner to focus on skills and clinical reasoning appropriate to a Family Nurse Practitioner providing information across culturally appropriate care in a diverse setting to be eligible to take the national FNP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed Application for Admission.
2. Graduate of an approved regionally accredited master's or doctoral program with a major in nurse practitioner.
3. Current Florida and Georgia registered nurse licensure or Florida and Georgia APRN licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

ADDITIONAL REQUIREMENTS FOR POST MASTERS ADVANCED PLACEMENT FNP:

Applicants who are accepted into the Advanced Certificate program must have taken Advanced Health Assessment, Advanced Pathophysiology, and Advanced Clinical Pharmacology. All courses must be equivalent to STU curricula.

Advanced Placement Family Nurse Practitioner Certificate **20 credits**

Course Requirements

NUR 507	Advanced FNP Children & Families	3 credits
NUR 507CL	Advanced FNP Clinical I	2 credits
NUR 509	Advanced FNP Adults	3 credits
NUR 509CL	Advanced FNP Clinical III	2 credits

NUR 514	Advanced FNP Women's Health	3 credits
NUR 514CL	Advanced FNP Clinical II	2 credits
NUR 612	Advanced FNP Adult Gerontology	3 credits
NUR 612CL	Advanced FNP Clinical IV	2 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish 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.

GRADUATION REQUIREMENTS:

1. Graduation application
2. Student must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

**MASTER OF SCIENCE IN NURSING (MSN)
Psychiatric Mental Health Nurse Practitioner
(Delivery Locations: Online)**

Online Program Coordinator: Linda Mays, DNP, PMHNP-BC

Academic Credentials: DNP, (University of Florida); MSN (Duke University); BSN (University of Miami) ADN (Miami Dade College).

Contact Information: 305-474-6891; lmays@stu.edu

Program Advisor(s): L. Mays

Program Description: The Master of Science in Nursing (MSN) degree is designed to meet the educational needs of and allow Registered Nurses (RN), graduated from accredited Bachelors of Science (BSN) programs, to continue their graduate studies and become leaders. The program builds upon the educational and professional experience of the Registered Nurse and prepares them for advanced nursing roles enabling them to make significant contributions to the expansion of nursing knowledge and practice becoming health care providers to a diverse population. The MSN offers concentrated tracks to allow for specialization in the student's field of interest in Psychiatric Mental Health.

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed Application for Admission.
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or Accreditation Commission for Education in Nursing (ACEN). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.
3. Curriculum vitae or resume must show one-year of experience.
4. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

ADDITIONAL REQUIREMENTS FOR MS IN NURSING:

1. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
2. If necessary, availability for interview upon review of application.

MSN Core Requirements		21 credits
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504	Advanced Health Assessment & Differential Diagnosis	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits

MSN Psychiatric Mental Health Nurse Practitioner Specialization 29 credits
Course Requirements

NUR 520	Psychopharmacology	3 credits
NUR 530	Psychopathology	3 credits
NUR 620	Psychiatric Management I	3 credits
NUR 620CL	Psychiatric Management I	2 credits

NUR 630	Psychiatric Management II	3 credits
NUR 630CL	Psychiatric Management II	2 credits
NUR 640	Psychiatric Management III	3 credits
NUR 640CL	Psychiatric Management III	2 credits
NUR 650	Psychiatric Management IV	3 credits
NUR 650CL	Psychiatric Management IV	3 credits
NUR 670	PMHNP Integration Practicum	2 credits
		Total 50 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

GRADUATION REQUIREMENTS:

1. Graduation application
2. Student must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

Post Master’s Certificate Psychiatric Mental Health Nurse Practitioner (Delivery Locations: Online)

Online Program Coordinator: Linda Mays, DNP, PMHNP-BC

Academic Credentials: DNP, (University of Florida); MSN (Duke University); BSN (University of Miami) ADN (Miami Dade College).

Contact Information: 305-474-6891; lmays@stu.edu

Program Advisor(s): L. Mays

Program Description: The Psychiatric-Mental Health Nurse Practitioner (PMHNP) Post-Master’s certificate program prepares nurses with an MSN degree with the knowledge, skill, and information across cultures to provide safe and effective care for patients with psychiatric and physical health complex needs across the lifespan in the community. They will learn the theories related to mental health nursing, prepare to provide complete and holistic therapeutic approaches to improve the functioning of clients with mental health disorders, and become empowered to advocate for policies that lead to improved health outcomes.

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed Application for Admission.
2. Graduate of an approved regionally accredited master’s or doctoral program with a major in nursing.
3. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

ADDITIONAL REQUIREMENTS FOR POST MASTERS’ CERTIFICATE PMHNP:

1. Applicants who are accepted into the Post Masters PMHNP Certificate program must have taken Health Policy, Research, and Diversity courses. All courses must be equivalent to STU curricula.
2. Courses previously completed must be approved by the Nursing Department.

Core Requirements		12 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504	Advanced Health Assessment & Differential Diagnosis	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits

Post Masters Certificate in Psychiatric Mental Health Nurse Practitioner		26 credits
NUR 520	Psychopharmacology	3 credits
NUR 530	Psychopathology	3 credits
NUR 620	Psychiatric Management I	3 credits
NUR 620CL	Psychiatric Management I	2 credits
NUR 630	Psychiatric Management II	3 credits
NUR 630CL	Psychiatric Management II	2 credits
NUR 640	Psychiatric Management III	3 credits
NUR 640CL	Psychiatric Management III	2 credits
NUR 650	Psychiatric Management IV	3 credits
NUR 650CL	Psychiatric Management IV	2 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.
2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

Post Master’s Certificate Advanced Placement Psychiatric Mental Health Nurse Practitioner (Delivery Locations: Online)

Online Program Coordinator: Linda Mays, DNP, PMHNP-BC

Academic Credentials: DNP, (University of Florida); MSN (Duke University); BSN (University of Miami) ADN (Miami Dade College).

Contact Information: 305-474-6891; lmays@stu.edu

Program Advisor(s): L. Mays

Program Description: This certificate program prepares a nurse practitioner to focus on skills and clinical reasoning appropriate to a Psychiatric Mental Health Nurse Practitioner providing information across culturally appropriate care in a diverse setting across the lifespan. Students will be eligible to take the national PMHNP certification examination appropriate to the specialty and to obtain NP licensure at the state level. They will learn the theories related to mental health nursing, prepare to provide complete and holistic therapeutic approaches to improve the functioning of clients with mental health disorders, and become empowered to advocate for policies that lead to improved health outcomes.

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed Application for Admission.
2. Graduate of an approved regionally accredited master’s or doctoral program with a major in nurse practitioner.
3. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

ADDITIONAL REQUIREMENTS FOR POST MASTERS’ ADVANCED PLACEMENT PMHNP:

Applicants who are accepted into the Advanced Certificate program must have taken Advanced Health Assessment, Advanced Pathophysiology, and Advanced Clinical Pharmacology. All courses must be equivalent to STU curricula.

Post Master Certificate Advanced Placement PMHNP		26 credits
NUR 520	Psychopharmacology	3 credits
NUR 530	Psychopathology	3 credits
NUR 620	Psychiatric Management I	3 credits
NUR 620CL	Psychiatric Management I	2 credits
NUR 630	Psychiatric Management II	3 credits
NUR 630CL	Psychiatric Management II	2 credits
NUR 640	Psychiatric Management III	3 credits
NUR 640CL	Psychiatric Management III	2 credits
NUR 650	Psychiatric Management IV	3 credits
NUR 650CL	Psychiatric Management IV	2 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting.

2. Incorporate evidence-based research to resolve practice problem and improve knowledge.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes.
5. Establish and environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities.
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level.
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams.
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes.
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice.

GRADUATION REQUIREMENTS:

1. Graduation application
2. Student must maintain a grade of B or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Students must successfully pass a term to successfully progress to the next.

DOCTOR IN NURSING PRACTICE (DNP) **Doctor in Nursing Practice Program** **(Delivery Locations: Online)**

Online Program Coordinator: Doris Teran, DNP, APRN, NP-C

Academic Credentials: DNP, (Palm Beach Atlantic University); MSN (Palm Beach Atlantic University); BSN (Miami Dade College) ADN (Miami Dade College).

Contact Information: 305-628-6503; dteran@stu.edu

Program Advisor(s): D. Teran

Program Description: The Doctor in Nursing Practice (DNP) program is designed to prepare expert nurses at the highest level of professional nursing practice with the knowledge and skills to drive innovation, translate evidence-based research into practice, and provide leadership for the organizational, system, and/or policy changes necessary to enhance healthcare delivery, performance outcomes, safety, and quality of patient care. The program is for registered nurses with a master's degree and are interested in expanding their scope of practice and impact on the healthcare system. The program builds upon the Essentials of Doctoral Education for Advanced Nursing Practice and prepares them for advanced nursing leadership roles and to make significant contributions to the expansion of nursing knowledge and practice.

GENERAL ADMISSION REQUIREMENTS:

1. A completed and signed application for admission.
2. Graduate of an approved regionally accredited master's program with a major in nursing.
3. A grade-point average of 3.0 on all graduate work (A=4.00).
4. Current Florida or Georgia registered nurse RN license with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.

DNP Courses		39 credits
NUR 800	Evidence Appraisal	3 credits
NUR 810	Transformational Leadership	3 credits
NUR 820	Applied Advanced Research and Nursing	3 credits
NUR 830	Information Technology and Nursing Implications	3 credits
NUR 840	Health Care Policy	3 credits
NUR 850	Population Health in Nursing	3 credits
NUR 860	Quantitative Research	3 credits
NUR 870	Qualitative Research	3 credits
NUR 880	Quality Improvement in Health Care	3 credits
NUR 900	Practicum Project Proposal	3 credits
NUR 910	DNP Practicum I	3 credits
NUR 920	DNP Practicum II	3 credits
NUR 930	DNP Practicum III	3 credits

Academic Requirements

The DNP Program consists of 39 credit hours beyond the master's degree. Residency practice hours for DNP students with less than 500 master's-level residency hours will be individually evaluated based on their own transcripts. Additional residency hours can be completed in the program. The practice component is conducted with the assistance of professional mentors or supervisors. Goals and objectives of the practice experience are negotiated with the student's mentor.

Scholarly Project Requirement

The DNP Scholarly Project (DNP-SP) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to healthcare systems, processes, and/or outcomes. Working closely with mentors, students identify an issue or question within nursing practice that is of scholarly interest and conduct a thorough review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this project and disseminate findings and recommendations. The DNP-SP end-product will be tangible, practice-related, and deliverable. The final scholarly project will be reviewed and evaluated by an academic committee. The SP should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors, including publication. DNP projects must be successfully defended before the DNP Residency Project Committee and presented publicly.

Program Student Learning Outcomes:

1. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences in the delivery of care of rural and underserved populations (Essential I, Essential VIII).
2. Demonstrate transformational leadership, accountability, and analyze organizational models for safe and quality health care delivery for patients and populations at the advanced nursing role (Essentials I, II, IV, V).
3. Apply evidence-based knowledge to guide nursing practice at the advanced role to improve health care delivery and outcomes for patients, communities, and the nation (Essentials I, III, IV, VI, VII).
4. Demonstrate leadership in the different realms of nursing while utilizing and evaluating the use of health care information systems, information technology, communication systems, and patient care technology (Essentials III, IV).
5. Serve as leaders and participate in the creation and implementation of health policy to advocate for the nursing profession and the healthcare communities (Essentials V, VI, VII, VIII).
6. Communicate effectively, support, and collaborate with interprofessional teams to formulate effective practice approaches to improve individuals and communities' health outcomes (Essentials II, IV, VII).
7. Appraise scientific data to translate best evidence into nursing practice and health care delivery (Essential III, Essential VII, Essential VIII).
8. Develop health strategies based on scientific knowledge for health promotion, disease prevention, and elimination of health disparities for underserved populations (Essentials I, III, VII).
9. Implement culturally sensitive and holistic approaches to lead and mentor other nurses to achieve excellence in nursing practice and decision-making in complex situations based on scientific evidence with advanced levels of clinical judgment (Essentials I, VI, VIII).

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must maintain a grade of B+ or higher in each course for continuation in the program.
3. Completion of all required practicum hours
4. Final approval of scholarly project by academic committee

Satisfactory Academic Progression:

Students who receive a grade less than an 83% on a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. Students must successfully pass a term and or semester to successfully progress to the next.

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

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

Publishing the DNP Project: St. Thomas University requires that all projects be published in the St. Thomas University Library database and all students must submit their projects to ProQuest. Publication is subject to St. Thomas University policy on Intellectual/Creative Property.

Incomplete Policy: If doctoral student is unable to complete an assignment at the end of the course for a particular class due to a significant and extenuating circumstance, it may be necessary for a doctoral student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials. Additionally, students and instructors/mentors are asked to complete the necessary paperwork to request an Incomplete and to submit it to the Program Coordinator. The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the assigned due date in accordance to student/faculty agreement 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/mentor of record, unless that professor/mentor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.

Financial Aid: Various forms of financial aid may be available to students enrolled in the DNP program. Information on financial aid may be obtained from the University's Financial Aid Office.

CERTIFICATE PROGRAMS PROFESSIONAL & CONTINUING STUDIES

Bruce M. Ozga M.Ed.
Director of Professional & Continuing Studies

Academic Credentials: M.Ed., Colorado State University

Mission: The Center for Professional & Continuing Studies (CPCS) offers a variety of college credit and noncredit certificate programs, professional and corporate training, career focused certifications, CEU courses in a variety of disciplines and custom programs to fit your needs. CPCS delivers programs on our STU campus, online or at your facility. These programs are taught by STU faculty who are passionate, credentialed, and knowledgeable. STU faculty from across many disciplines will help you build your skills and talent to be contributing leaders in your field. Their teaching and business experience, research, cutting edge curriculum and engaging approach can bring you or your company towards meeting your goals. Disciplines include but not limited to: Business, Ethical Leadership, Law, Criminal Justice, Homeland Security, Financial Literacy, Nursing, Culinary Arts, Beverage, Hospitality, Education, Marketing, Human Resources, Accounting and Finance, Sports Administration, Media and Technology. The Director of the Center for Professional and Continuing Studies is Bruce Ozga M.Ed., Education and Human Resources.

DIGITAL INSTRUCTION AND DISTANCE EDUCATION

[Delivery Locations: Online]

Program Director: Timothy M. Stafford, PhD

Academic Credentials: PhD., Capella University, MEd. Capella University, BS Bethany University

Contact Information: tstafford@stu.edu

Program Advisor(s): T. Stafford

Program Description: Meet the high demand for online learning and instruction specialists with the progressive education technology skills you will learn in the Certificate in Digital Instruction online program from St. Thomas University. This post-baccalaureate certificate online program is ideal for K-12 support staff/teachers, higher education professionals, and corporate trainers who aspire to enrich their practice with advanced technical learning opportunities. In the online Certificate in Digital Instruction program, you will strengthen your pedagogy techniques, discover emerging trends in instructional technology, learn step-by-step instructions on how to integrate education technology into your curriculum, and develop your technical skills in multimedia design. As part of the coursework, you will also expand on your educational assessment and evaluation methods.

PROGRAM REQUIREMENTS:

12 credits

EDT	600	Introduction to Instructional Technology
EDT	630	Multimedia Design & Development
EDT	640	Advanced Multimedia Design & Development
EDU	511	Cross Cultural Communications and Understanding

CYBER SECURITY MANAGEMENT

[Delivery Locations: Online]

Program Director: Bernard Parenteau PhD

Academic Credentials: PhD, Florida International University; MA, Florida International University; MBA, University of Florida; BA, University of Florida.

Contact Information: bparenteau@stu.edu

Phone: 305-623-2353

Program Advisor(s): Bernard Parenteau

Program Description: 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 and hold a minimum of a bachelor's degree. The Graduate Business Certificate in Cyber Security Management is awarded after completing 12 graduate credit hours (four courses) at St. Thomas University

PROGRAM REQUIREMENTS: **12 credits**

BUS 608	Ethical Hacking for Business	3
MIS 674	Enterprise Information Security+	3
MIS 675	Cyber Security Operations+	3
MIS 677	Cyber Security Technologies	3

FINANCE

[Delivery Locations: Online]

Program Director: Peter DelPiano, DBA

Academic Credentials: DBA Nova Southeastern University, MBA Binghamton University, BS Lemoyne college

Contact Information: pdelpiano@stu.edu

Program Advisor(s): Peter DelPiano

Program Description: The Graduate Business Certificate in Finance is available to individuals who possess at least a bachelor's degree. The Graduate Business Certificate is awarded to those who complete 12 credit hours (four courses) at St. Thomas University.

PROGRAM REQUIREMENTS: **12 credits**

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

FORENSIC ACCOUNTING

[Delivery Locations: Online]

Program Director: Solange Amado Blunt

Academic Credentials: , EDBA, MBA, CPA Academic Credentials: EDBA, MBA, BA, St. Thomas University; MA, University of Miami

Contact Information: samadoblunt@stu.edu

Phone: 305-474-6957

Program Advisor(s): Solange Amado Blunt

Program Description: 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 five courses (15 graduate credits) at St. Thomas University from the following forensic accounting courses.

PROGRAM REQUIREMENTS:		15 credits
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

MARKETING

[Delivery Locations: Online]

Program Director: Hagai Gringarten PhD

Academic Credentials: PhD, Lynn University, MBA, University of Miami, BBA, University of Miami, AA, Miami-Dade Community College

Contact Information: hgringarten@stu.edu

Program Advisor(s): H. Gringarten

Program Description: 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 four courses (12 credit hours) at St. Thomas University

PROGRAM REQUIREMENTS:		12 credits
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

HUMAN RESOURCE MANAGEMENT

[Delivery Locations: Online]

Program Director: Lisa Knowles Ph D

Academic Credentials: PhD, Lynn University, MEd, BA, Northeastern University

Contact Information: knowles@stu.edu

Program Advisor(s): L. Knowles

Program Description: 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 the following twelve (12) credit hours (four courses) at St. Thomas University.

PROGRAM REQUIREMENTS:		12 credits
MAN 607	Human Resources Planning and Staffing	3
MAN 703	Human Resource Management (required)	3
MAN 712	Labor-Management Relations	3
MAN 727	Organizational Development	3

INTERNATIONAL BUSINESS

[Delivery Locations: Online]

Program Director: Nicholas Mathew PhD

Academic Credentials: PhD, MBA, BBA, Cleveland State University

Contact Information: nmathew@stu.edu

Program Advisor(s): N. Mathew

Program Description: 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 the following twelve (12) credit hours (four courses) at St. Thomas University.

PROGRAM REQUIREMENTS:		12 credits
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

MANAGEMENT ACCOUNTING

[Delivery Locations: Online]

Program Director: Solange Amado Blunt

Academic Credentials: EDBA, MBA, CPA Academic Credentials: EDBA, MBA, BA, St. Thomas University; MA, University of Miami

Contact Information: samadoblunt@stu.edu

Phone: 305-474-6957

Program Advisor(s): Solange Amado Blunt

Program Description: 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 the following four courses (12 credit hours) at St. Thomas University.

PROGRAM REQUIREMENTS:		12 credits
ACC 503	Management Accounting II - Cost Analysis	3
ACC 504	Advanced Accounting Information Systems	3
ACC 755	Seminar: Selected Topics in Accounting	3
ACC 770	Managerial Accounting	3

SPORTS ADMINISTRATION

[Delivery Locations: Online]

Program Director: Robert Epling PhD

Academic Credentials: PhD, University of Tennessee, Knoxville, MEd, BS, University of Georgia

Contact Information: repling@stu.edu

Program Advisor(s): R. Epling

Program Description: The Graduate Business Certificate on Sports Administration is available to candidates that 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. The Graduate Business Certificate in Sports Administration is awarded after completing the following four courses (12 credit hours) at St. Thomas University.

PROGRAM REQUIREMENTS:		12 credits
SPO 717	Seminar/Principles of Sports Administration	3
SPO 719	Legal Aspects of Sports Administration	3
SPO 506	Sports Tourism Development	3
SPO 544	Sports Marketing and Promotions	3

GRADUATE COURSE DESCRIPTIONS

ACCOUNTING COURSES

(All courses 3 credits unless otherwise specified)

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 Accounting

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

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 790, 791 Accounting Internship I, II

1-3 credits

Supervised internship, providing a practical learning mode for the graduate student to acquire skills, practice, and knowledge in the accounting field. Courses are evaluated on a pass/no pass basis. *Prerequisite: Program Approval*

ACC 870 Managerial Accounting

In-depth analysis of accounting information for planning, controlling and decision-making. Emphasis on financial statement analysis, cash flow statements, cost analysis, budgeting, and control techniques. Employment of comprehensive case study methods. This course incorporates doctoral level assessments. *Prerequisites: ACC 500, ACC 530 or equivalent*

BIOLOGY COURSES

(All courses 3 credits unless otherwise specified)

BIO 500 Cellular and Anatomical Neuroscience

4 credits

A study of the cellular processes of neurons including neuroanatomical organization. Topics include, membrane biology, neurotransmission and neuroanatomy. The class is taught by text and journal literature and analysis of published scientific data.

BIO 501 Biology Seminar**1 credit**

This course covers the concept of seminar presentation. A bi-weekly seminar will be presented by specialists in their respective fields. Student Researchers can also present their laboratory findings on a bi-weekly basis. A one-page review of the work presented in the previous seminar will be due the following week.

BIO 503 Cell and Molecular Biology**4 credits**

This course covers various aspects of cell and molecular biology including an in-depth study of the Central Dogma or DNA-RNA-Protein and the processes involved, as well as transcriptional regulation in both prokaryotes and eukaryotes. The class is taught by text and journal literature and analysis of published scientific data.

BIO 504 Pharmacology**4 credits**

Pharmacology is the science of drug interactions on biological systems and incorporates the sources of potential pharmaceuticals, their chemical properties, biological effects or potential toxicity and, therapeutic dosages. Pharmacology is a science that is basic not only to medicine, but also to pharmacy, nursing, dentistry and veterinary medicine. This course will examine the molecular, biochemical, and physiological effects of drugs on cellular systems and their mechanisms of action as well as the absorption, distribution, and excretion of drugs from the body. Pharmacologists also use molecular modeling and computerized designed drug discovery tools to understand cell function. New pharmacological areas include the genomic and proteomic approaches for therapeutic treatments, which will be discussed.

BIO 505 Journal Club**1 credit**

Research-related, topics class that will present the latest in literature-based research materials. Students will be asked to individually present and defend scientific research papers in a round-table format. Students will have several opportunities potentially (based upon class size) to present selected papers though out the semester. Presentations will be 30 minutes in time. General monthly topics or themes will be selected and chosen by the group and individuals will present within the topic of the month.

BIO 506 Field Experience I**3 credits**

Field Experience I is the first part of a two semester sequence of internships within the field of their choosing. Students will choose work experiences or internships of their choosing within the first week of classes of their second semester of the program. Students will maintain these internships for the entire second and third (final) semester and a minimum of 8 contact hours per week between mentor and mentee will be required. Mentors will be required to report on a bi-weekly basis through reply email to St. Thomas class instructors as to the progress of their mentee. Medical, dental, veterinary students will be asked to shadow professionals within their field. Potential Ph.D. students will perform research internships within St. Thomas University or affiliated Universities.

BIO 507 Field Experience II**3 credits**

Field Experience II is the second part of a two semester sequence of internships within the field of their choosing. Students will maintain these internships for the entire second and third (final) semester and a minimum of 8 contact hours per week between mentor and mentee will be required. Mentors will be required to report on a bi-weekly basis through reply email to St. Thomas class instructors as to the progress of their mentee. Medical, dental, veterinary students will be asked to shadow professionals within their field. Potential Ph.D. students will perform research internships within St. Thomas University or affiliated Universities

BIO 509 Developmental Biology**4 credits**

A study of the development of vertebrate and invertebrate organisms. This course will include cell biologically related aspects of development including, fertilization, induction, patterning, axis formation, gene expression and cell interactions. Early development of selected vertebrate and invertebrate organisms will be described. Weekly discussion of selected scientific literature papers is required. Students will prepare a mini grant proposal towards the end of each semester.

BIO 510 Bioethics**3 credits**

This course is an overview, at the graduate level, of fundamental principles as applied to contemporary human life bioethics. This course is taught from the Catholic tradition, and includes topics dealing with critical moments in the development of human life; at the beginning of human life, at the end of human life, and in healthcare. This course serves as bioethical support for students who are pursuing a graduate degree aimed at a professional life in healthcare. This course is thoroughly interdisciplinary, and draws from knowledge in science, medicine, technology, philosophy and theology.

BIO 513 Fundamentals of Catholic Bioethics

This course critically analyzes the fundamental Catholic moral principles and biological principles necessary for the proper determination of what may be done out of what can be done in empirical science, medicine and technology today. Technological advances in biomedicine presently afford an increasing number of interventions on humans and on nature, but the question still arises whether they should be done or not. This course includes an in depth analysis of key biological, philosophical, and theological principles relevant to contemporary bioethics, in turn grounded on a profound Judeo-Christian theological anthropology.

BIO 514 Responsible Research and Professional Conduct**4 credits**

Introduction to key theories, concepts, principles, and methodologies relevant to the development of responsible research and professional ethics. Includes student development of a code of professional ethics through written work, class discussion, and case analysis.

BIO 520 Biology of the Cell

This course covers the principles of cell biology. The cellular structures, functions, and metabolism of prokaryotic and eukaryotic cells, including cancer cells, are studied. The signal transduction methods used by cells to respond to the environment are emphasized. Techniques and their practical applications are discussed.

BIO 521 Molecular Biology and Biotechnology

This course covers the principles and techniques of molecular biology and biotechnology. Students will learn how to analyze and manipulate nucleic acids, proteins, and gene expression. Techniques including gel electrophoresis, polymerase chain reactions, molecular cloning, and immunolabeling will be covered. Students will be exposed to practical applications of molecular biology and how it is used for biotechnology. They will examine the impact of biotechnology on society.

BIO 522 Understanding the Human Brain

This course covers the fundamental principles of neuroscience. Neuroanatomical organization is studied. The cellular processes of neurons including membrane biology and neurotransmission are emphasized. Neural mechanisms underlying cognition, perception, movement, learning and memory are surveyed. Neurological disorders, including Alzheimer's disease and Autism Spectrum Disorder, are examined. Modern techniques to understand how the nervous system functions at the cellular and system level are emphasized.

BIO 523 Applied Plant Sciences

This course is focused on the applications of plant science and plant biotechnology.

BIO 524 Direct Research and Exposition

This course is designed to be an independent study course. Students will be required to perform research in the lab, keep a detailed lab notebook, write an original lab report summarizing the progress they made on their research project over the semester, and prepare and present a poster or talk. Students will be examined orally throughout the term on techniques learned and data interpretation.

BIO 597 Special Topics**Variable credits**

Diverse and modern topics in biological sciences. Topics will vary and are not repeated.

BIO 600 Bioethics of Human Population & Earth's Ecosystem**4 credits**

Explores the bioethical impact of the human population of Earth's ecosystems. Includes study of the earth's geosphere, atmosphere, hydrosphere, natural cycles, human recycling, energy sources and consumption, climate change, global warming, ocean acidification, biodiversity loss, mitigation, remediation and restoration. Particular attention is given to the carrying capacity of the human species on planet Earth.

BIO 601 Bioethical Decisions in Healthcare Services**4 credits**

Bioethical principles as they apply to areas of management, supervision, and clinical practice in the delivery of healthcare; bioethical dimension in decision making; case dealing with individual, family, professional, and societal rights and responsibilities within the context of caregiving.

BIO 602 Beginning of Human Life Bioethics**4 credits**

An examination of key issues and cases in beginning-of-life bioethics, including contraception, abortion, in-vitro fertilization, natural family planning, human cloning, and stem cell research, three-parent embryos, chimeras, and fetal medicine and surgery.

BIO 603 End of Human Life Bioethics**4 credits**

An examination of key issues and cases in end-of-life bioethics, including ordinary and extraordinary means of life support, assisting and substituting vital organs, the unconscious state, informed consent, proxy consent, DNR, POLST, MOLST, living wills, determination of death and organ donation.

BIO 604 Bioethics Internship**4 credits**

Supervised field experience in related activities/organizations relating to bioethics and/or medical humanities. 150 internship hours may be done either at a single location, or distributed among a variety of experiences; instructor will assist students in their search for meaningful internships in fields of interest and in the proper distribution of hours.

BUSINESS COURSES**(All courses 3 credits unless otherwise specified)****BUS 500 Fundamentals of Statistics****1 credit**

This course is an independent, self-paced study of statistical principles and practices for those with no previous background in statistics. As a one-credit-hour-course, it is for students who have not completed the MBA statistics prerequisite.

BUS 511 Cyber Security Management Law

Data breaches and other information security threats create significant risks for organizations that collect sensitive information about customers and employees. Students enrolled in this course will learn about the data security and privacy laws and

regulations that govern the collection, use, storage, and destruction of sensitive information. An understanding of these laws can help an information security expert understand how organizations can implement a program that will minimize legal and business risks. Students will respond to mock data breaches to apply what they have learned about how to keep a company compliant with applicable data security and privacy laws.

BUS 532 Statistical Analysis for Management

An overview of basic probability and statistical techniques, to provide a foundation in the use of statistical methodologies, and the interpretation of the findings in analyzing business data. This course is graded P/NP (Pass/No Pass).

BUS 533 Quantitative Methods for Business

Quantitative methods are used in business to aid managers and leaders in making decisions. The course provides students with a comprehensive working knowledge of techniques and skills necessary for the application of concepts in other MBA courses. Students will focus on decision analysis, forecasting techniques, linear regression, project scheduling, queuing theory, and linear programming. *Prerequisites: BUS 500 its equivalent*

BUS 536 Entrepreneurship

The formation of a new enterprise and management of a small, growing business. Characteristics of the successful entrepreneur; methods of identifying new opportunities; legal and tax aspects of starting a new enterprise; pros and cons of various forms of organizations.

BUS 606 Global Social Media Management

Social media has opened up a number of new communication avenues that can be utilized for marketing, many of them free or at a relatively minimal cost. This course introduces students to marketing management principles for the rapidly evolving disruptive impact that social media (Facebook, Twitter, LinkedIn, Instagram, YouTube, Pinterest and other alternatives) is having on traditional marketing and prepares them to incorporate social media into marketing strategy.

BUS 607 Cyber Law, Policy, & Security

The course will examine the national and international policy and legal landscape related to cyberspace and elements such as governance, privacy, security, cybercrime, cyber power, and the organizations involved in the formulation of such laws and policies. The course will consider the broader technology issues along with interdisciplinary influences and the regulatory role played by nations, in particular the U.S. government, the Internet Corporation for Assigned Names and Numbers, the United Nations, and treaty-based mechanisms for global governance, but with a focus particularly on the management and security of Internet.

BUS 608 Ethical Hacking for Business

This course will provide graduate students with a framework to understand the structure and dynamics of **Ethical Hacking and Intrusion Detection for Business** in relation to **Cyber Security Management** practices, tools, processes, and major functional activities related to the combination of offensive and defensive actions to protect information technology assets from threats, attacks, damages, and/or unauthorized accesses. In addition, this hands-on class intends to provide graduate students with a deep understanding and practical skills to develop **Ethical Hacking and Intrusion Detection for Business** plans and initiatives in a globalized business environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments.

BUS 613 Strategic Brand Management

Brands are among the most valuable assets of a company. This course will address the most important issues involved in creating and building strong brands and maximizing the value of existing brands. The course will provide a comprehensive overview of strategies involved in building brand equity and will provide a framework for understanding brands and when and how consumer perceive, evaluate, and respond to brands.

BUS 670 Advanced Operations Management

An overview of advanced concepts in operations management, including planning the operations system, organizing for and controlling operations. Concepts, theories, and decision-making techniques are combined with computer-augmented case studies.

Recommended: FIN 751

BUS 672 Global Marketing Concepts and Strategies

Concepts, theories, and applications of marketing in an international environment, including the analysis of marketing opportunities, structuring of marketing programs, marketing efforts, and legal aspects of multinational marketing.

BUS-673 Management Writing & Reporting

Effective methods of researching, writing, and presenting case studies and management reports. Required as a first-term course for the MBA program.

BUS 702 Marketing in Emerging Markets

This course will address the most important issues involved in global marketing in emerging markets, including those in Africa, Asia, Latin America, the Middle East, and Eastern Europe. The course will provide a comprehensive overview of strategies, tactics and challenges to global marketing in the new BRICS environment, and will provide a framework for understanding commonalities of different regions while highlighting religious, cultural, economic and financial challenges.

BUS 704 Policy, Planning and Strategy Systems

Concepts, theories, and practices in public, private, and non-profit organizations of policy-making, strategy, planning, budgeting, and various implementing systems. The case study method integrated with a contingency approach to management. This course should be taken after most of the MBA core courses have been completed. Prerequisites: ACC 770, BUS 777, BUS 750 and MAN 700 or permission of instructor.

BUS 705 Advanced Information Systems

Computer information systems approached from an operating manager's perspective - what the system's capabilities are, how they should be designed and managed, and how their benefits can be best assured for the organization.

BUS 707 Marketing of Services

Marketing techniques as applied to service organizations, including the marketing of programs such as housing, education, health services, sports, government, and transportation.

BUS 708 Business Data Management

This course provides students with the expertise to collect, curate, and manage data within a business context. It covers topics such as data governance, quality control, and the ethical implications of data handling. Students will learn to implement data management strategies that align with organizational goals, ensuring data integrity and accessibility. This course is vital for aspiring business leaders who aim to leverage data

as a strategic asset in today's data-information-centered environments. Pre-requisites: BUS 532 and BUS 777, BUS 710 or CIS 546

BUS 709 Business Data Apps

This course provides students with practical applications of data analytics tools in the business landscape such as Excel, Microsoft PowerBI, Tableau, SPSS, and SAS. Students will gain proficiency in a variety of analytics software, learning to analyze and interpret complex datasets to uncover valuable business insights. The course emphasizes hands-on learning with real-world datasets, enabling students to master the use of analytics applications in strategic planning, marketing, operations, and beyond. This course is crucial for those who aspire to transform data into actionable business insights, recommendations, and decision-making strategies and execution. Pre-requisites: BUS 532 and BUS 777, BUS 710 or CIS 546

BUS 710 Bus Data Visualization

This course provides students with the skills to interpret and present data in meaningful ways. Through hands-on experience with cutting-edge visualization tools and techniques, students will learn to create impactful reports and dashboards that tell a story and drive business decisions. The curriculum covers principles of design and best practices in visual representation and reporting, ensuring graduates can convey complex data insights clearly and persuasively to stakeholders at all levels. This course is essential for those looking to lead in data-centric roles across various industries. Pre-requisites: BUS 532 and BUS 777

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 774 Issues & Applications Import/Export

Contemporary issues in import and export. Determination of market demand, locating export markets, promotions, financing procedures, laws and documentation for exports and imports. Trade zones, dealing with banks, and techniques to reduce risk.

BUS 775 International Business

This course provides an introduction to the international business environment and the practices of multinational corporations in functional areas such as strategic planning,

foreign investment, international marketing, logistics, financial management, taxation, human resource management, etc.

BUS 777 Data Analytics for Business

This course provides an introductory framework to understand the structure and dynamics of Data Analytics for Business in relation to Descriptive, Diagnostic, Predictive, and Prescriptive Analytics through the use of data, quantitative mathematical and statistical models, and information technology software and applications. Graduate students will apply Data Analytics for Business tools to help decision makers gain improved insights about their business operations; and therefore to support them to make better, rational, fact-based, and data-driven business decisions.

BUS 780 Regional Business Economics Environment

This course is designed to familiarize students with the economic conditions and structure as well as the business environment and practices of one of four regions (Latin America, Europe, Africa, and Asia). It covers economic, cultural, political, institutional and legal issues relevant to the conduct of business transactions in the region.

Recommended: BUS 775

BUS 789 Graduate Project

Individual pursuit of specialized objectives on an intensive basis. *Prerequisite: Department Approval*

BUS 792 Business Internship I

1-3 credits

Practical learning mode for graduate student to acquire skills, practice and knowledge in the business world. Each internship is individually pre-arranged. Course is evaluated on a pass/no pass basis. *Prerequisite: Department Approval*

BUS 794 Seminar in Business Administration

Various topics in business administration will be presented in this seminar. *Prerequisite: At the discretion of the instructor*

BUS 795 International Management

This course analyzes the cultural, economic, strategic, organizational, technological and other issues that affect managerial performance in multinational corporations. Communications and negotiations as well as staffing and structural managerial decisions are explained in a dynamic context characterized by increasing cross-cultural interactions and globalization.

BUS 796 Cyber Security Management Field Experience

Practical learning mode for graduate student to acquire skills, practice and knowledge in the field of cyber security management. Registration by permission of Program Coordinator.

BUS 801 Quantitative Research in Business Administration

This course will introduce students to a variety of quantitative research techniques and prepare them for their doctoral dissertation by developing broader skills of scientific inquiry. The main focus of the course will be data collection techniques, interpretive data analysis techniques such as coding and reporting, multivariate analysis, regression analysis and time series analysis. The course will include hands-on computer laboratory activities using SPSS and other statistical software. *Prerequisites: Successful completion of the DBA first year course work.*

BUS 802 Qualitative Research in Business Administration

The course provides students an overview & practical experience in qualitative research methods in Business Administration and Management. Through the knowledge of the

theory and practice of this approach students will know how discoveries arise, imaginative theorizing can develop and how methodological rigor of research has to be assured. The focus of this course includes: ethnography, content (theme) analysis, deconstruction, ethnostatistics analysis, microstoria, grand narrative, narrative networks, and plot analysis.

BUS 803 Theory in Business Research

Introduces students to what is theory and how it is important to management research. Students will learn how to critically evaluate theory, how to develop constructs and operationalize them as measure, the difference between inductive and deductive theory development, and the impact of research paradigm on theory and research.

BUS 804 Research Design in Business Administration

This course is designed to equip students to be critical users of information by learning about the variety of research strategies, designs, and operations that can be used. The course is designed to build a core set of skills by examining the full range of methodological choices, constraints, and compromises that occur in the applied research process. Principles of research theory, methods, inquiry, problem formulation, data collection, literature searches, and ethical considerations. Emphasis on how to design a doctoral-level research study.

BUS 805 Policy Planning and Strategy Systems

Concepts, theories, and practices in public, private, and non-profit organizations of policymaking, strategy, planning, budgeting, and various implementing systems. The case study method integrated with a contingency approach to management. This course should be taken after most of the MBA core courses have been completed, but before taking the comprehensive examination.

BUS 806 Global Social Media Management

Social media has opened up a number of new communication avenues that can be utilized for marketing, many of them free or at a relatively minimal cost. This course presents in-depth marketing management principles for the rapidly evolving disruptive impact that social media (Facebook, Twitter, LinkedIn, Instagram, YouTube, Pinterest and other alternatives) are having on traditional marketing and prepares them to incorporate social media into advanced marketing strategy. This course incorporates doctoral level assessments.

BUS 807 Cyber Law, Policy, & Security

The course will examine the detailed national and international policy and legal landscape related to cyberspace and elements such as governance, privacy, security, cybercrime, cyber power, and the organizations involved in the formulation of such laws and policies. The course will consider the broader technology issues along with interdisciplinary influences and the regulatory role played by nations, in particular the U.S. government, the Internet Corporation for Assigned Names and Numbers, the United Nations, and treaty-based mechanisms for global governance, but with a comprehensive focus on the management and security of Internet. This course incorporates doctoral level assessments.

BUS 813 Strategic Brand Management

Brands are among the most valuable assets of a company. This course will address the most important issues involved in creating and building strong brands and maximizing the value of existing brands. The course will provide a comprehensive overview of strategies involved in building brand equity and will provide a framework for understanding brands and when and how consumer perceive, evaluate, and respond to brands. This course incorporates doctoral level assessments.

BUS 836 Entrepreneurship

The formation of a new enterprise and management of a small, growing business. Characteristics of the successful entrepreneur; methods of identifying new opportunities; legal and tax aspects of starting a new enterprise; pros and cons of various forms of organizations. This course incorporates doctoral level assessments.

BUS 850 Strategic Marketing Management

Comprehensive view of market analysis for new and on-going products and services. Competition, innovation, and the integrated organization of marketing and sales. A computer marketing simulation is utilized. This course incorporates doctoral level assessments.

BUS 875 International Business

This course introduces the international business environment and the detailed practices of multinational corporations in functional areas such as strategic planning, foreign investment, international marketing, logistics, financial management, taxation, human resource management, etc. This course incorporates doctoral level assessments.

BUS 877 Data Analytics for Business

This course provides a comprehensive framework to understand the structure and dynamics of Data Analytics for Business in relation to Descriptive, Diagnostic, Predictive, and Prescriptive Analytics incorporating quantitative mathematical and statistical models, and information technology software and applications. Graduate students will apply Data Analytics for Business tools to help decision makers gain improved insights about their business operations; therefore, making better rational, fact-based, data-driven business decisions. This course incorporates doctoral level assessments.

BUS 895 International Management

This course analyzes the cultural, economic, strategic, organizational, technological and other issues that affect managerial performance in multinational corporations. Thorough analysis of communications and negotiations, as well as staffing and structural managerial decisions, in a dynamic context characterized by increasing cross-cultural interactions and globalization. This course incorporates doctoral level assessments.

BUS 904 Policy, Planning and Strategy Systems

Concepts, theories, and practices in public, private, and non-profit organizations of policy-making, strategy, planning, budgeting, and various implementing systems. Comprehensive case study methods integrated with contingency approaches to management. This course incorporates doctoral level assessments. This course should be taken after most of the graduate core courses have been completed. Prerequisites: ACC 870, BUS 877, BUS 850 and MAN 800 or permission of instructor.

**COMPUTER SCIENCE COURSES
(All courses 3 credits unless otherwise specified)****CIS 541 Fundamentals of Data Science**

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 lifecycle and methodologies of data science will be introduced, including creating meaningful visualizations of data, model building and testing of models and hypotheses. Advanced topics such as clustering and association rules will also be covered. Ethical topics including inherent biases and potential model and statistical misuses will also be covered.

CIS 542 Internet Protocols and Network Security

This course provides an introduction to the field of network security and security protocols over the TCP/IP security. Specific topics to be examined include threats and vulnerabilities to network architectures and protocols, botnets, e-mail security, IP security, web security, network attack propagation modeling (traffic analysis, trace back mechanisms), and network security management techniques such as firewalls and IDS. Key protocols for network authentication, such as Key Exchange, Key Management, link layer security, routing security (IPSec), transport and application layer security, including (SSL/TLS, SSH, PGP), and security protocols in wireless networks are also discussed.

CIS 543 Programming for Data Analytics

This course will teach students how to program in R and how to use R for effective data analytics. Topics such as how to install and configure software necessary for a statistical programming environment shall be discussed in detail with their implementation in a high-level statistical language. The course covers practical issues in statistical computing which includes programming in R, reading data into R, creating informative data graphics, accessing R packages, creating R packages with documentation, writing R functions, debugging, and organizing and commenting R code. *Prerequisite: CIS 541*

CIS 544 Data Mining and Machine Learning

This course introduces the basic concepts and fundamental algorithms in data mining and machine learning. A number of well-defined data mining tasks such as classification, estimation, affinity grouping and clustering, prediction, and data visualization are discussed. Key topics such as predictive modeling and predictive analytics, linear discriminants, neural networks, decision trees, support vector machines, unsupervised learning, reinforcement learning and others will be discussed in detail. Design and implementation algorithms will also be covered. Students will use data mining software extensively throughout the semester. *Prerequisite: MAT 502, MAT 602, CIS 541, and CIS 543*

CIS 545 Data Warehousing

The primary focus of this course is on Data Warehousing and its applications to various fields. We will concentrate on topics like: requirements gathering for data warehousing; data warehouse architecture; dimensional model design for data warehousing; physical database design for data warehousing, extracting, transforming, and loading (ETL) strategies; introduction to business intelligence; design and development of business intelligence applications, expansion and support of a data warehouse. Pre-requisite: CIS 548

CIS 546 Data Visualization

This course will be a lecture/laboratory based class to introduce the graduate students to basic methodologies in data analytics and visualization. This course will include basic techniques and methodologies such as data administration, statistical analysis, algorithm design, results presentation and visualization. This course will prepare the student for future courses as well as internship courses at the 600 level. *Prerequisites: CIS 541 and CIS 543*

CIS 608 Ethical Hacking

This course will provide graduate students with a framework to understand the structure and dynamics of Ethical Hacking and Intrusion Detection in relation to Cyber Security Management practices, tools, processes, and major functional activities related to the combination of offensive and defensive actions to protect information technology assets from threats, attacks, damages, and/or

unauthorized accesses. In addition, this hands-on class intends to provide graduate students with a deep understanding and practical skills to develop ethical hacking and intrusion detection plans and initiatives in a globalized environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments. Pre-requisite: MIS 677

CIS 626 Analytics Applications

The primary focus of this course is on gaining familiarity with cloud platforms, such as AWS, and the capabilities which they enable. This course will include detailed material on current areas of data science and analytics such as bioinformatics and artificial intelligence. *Prerequisites: MAT 502, MAT 602, CIS 541, CIS 543, and CIS 544*

CIS 627 Analytics Capstone

The capstone course provides an opportunity for students to integrate and apply the data science, analytics, and/or cybersecurity skills and knowledge learned in the classroom to real world data. Students work individually on a project of their own design. At the end of the course, students submit a detailed report describing their work and summarizing their analyses and study outcomes. *Prerequisite: MAT 502, MAT 602, CIS 541, CIS 543, and CIS 544*

CIS 628 Cloud Services Fundamentals

Students will learn about many facets of cloud services from one of the largest cloud service providers. The class will go into some depth on topics including cloud security setting. It will also cover the various cloud storage options and what scenarios each is best suited for. And it will cover different ways computing resources can be applied. It will also discuss dynamic scaling and best practices in architecting cloud solutions. *Prerequisites: MAT 502, MAT 602, CIS 541, CIS 543, and CIS 544*

CIS 673 Cyber Security Risk Management

This course will provide graduate students with a framework to understand the structure and dynamics of Cyber Security Vulnerability Assessment, Risk Management, and Compliance in relation to Cyber Security Management practices, tools, processes, and major functional activities related to the combination of offensive and defensive actions to protect information technology assets from threats, attacks, damages, and/or unauthorized accesses. In addition, this hands-on class intends to provide graduate students with a deep understanding and practical skills to develop Cyber Security Vulnerability Assessment, Risk Management, and Compliance plans and initiatives in a globalized business environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments.

CIS 680 Analytics Internship

An internship offers students the opportunity to integrate their academic knowledge and experience with on-the-job training in an analytics or cybersecurity related field. *Prerequisites: MAT 502, MAT 602, CIS 541, CIS 543, and CIS 544*

CRIMINAL JUSTICE and JUSTICE ADMINISTRATION COURSE (All courses 3 credits unless otherwise specified)

CJA 630 Juvenile Crime and Justice

This course is designed to familiarize the student with the juvenile justice system's origin and workings and 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 classical experimental design, 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 throughout the world. It explores how deregulating the economy and 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. 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 full view of economics' contribution to 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 and 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 system. 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, and their unique crime and justice issues.

CJA 776 Professionalism, Ethics, and Criminal Justice: A Capstone Course

This course addresses the tenets of morality and ethics in criminal justice. It explores the importance of character and professional behavior as it pertains to the recruitment, selection, and promotion of personnel within the criminal justice system. Public corruption, its consequences for maintaining public trust, and its control are also examined along with strategies for ensuring public cooperation in maintaining law and order. *Prerequisite: 18 graduate credits leading to the MA in Criminal Justice*

CJA 780 Problems and Issues in Criminal Justice

Problems dealing with crime, community, victims, special interest groups, media relations, and other issues are addressed. Case studies and the examination of current problems provide a mixture of practical and educational experience intended to stimulate new ideas and strategies.

CJA 790 Directed Management and Development Project

Students work with criminal justice faculty to identify a particular research project for in-depth independent study. This course requires the student to clearly demonstrate intellectual skills and engage in management problem solving. *Prerequisite: Permission of program coordinator*

CJA 795 Special Topics in Justice Administration

This course is designed to give the graduate student exposure to a variety of contemporary topics in the administration of justice. Topics will vary from term to term based on student and faculty interest.

CJA 810 Theories of Crime

Students will learn about theories, concepts, and definitions of criminology under the field of sociology. This approach is commonly called theories of sociological criminology. This perspective gives explicit attention to poverty, race and ethnicity issues, the structure of communities and social relationships. Like much social behavior, crime is multifaceted and potentially shaped by a range of factors that operate inside and outside individuals as well as communities and have variety of effects in life. Our purpose is to capture the diversity of thinking on crime causation that now prevails within criminology. We will learn the past as well as present theories of crime.

CJA 815 Globalization & Crime

Students will learn whether ending violence is simply a matter of making laws, changing laws, and more social control through implementation of these laws? This course is set out to familiarize students with crime caused and fomented through globalization. Students will learn definitions of globalization, causes of global crime both sociologically and politically. During the semester students will learn how globalization has contributed to organized crime at a global level. Furthermore, can the same concept contribute to the control and deterrence of crime? We will study a few methods of controlling and defeating terrorism in the face of unending globalization and inequality and examine their application throughout the globalized world.

CJA 817 Criminal Law & Society

Students will learn the different perspectives that law and society scholars use to discern the relationship between law and human behavior. Does law always protect individuals and result in beneficial social advancement? Can law be used to repress individuals and limit their rights? They will learn how the respect that is accorded to the legal system can be altered and critically questioned. Do we concede to laws and legal measures of social control, or do we live in societies where law is an instrument of coercion employed by dominant groups in different realms of culture, economy, and politics? In this course students will examine the entangled dialectical relationship between criminal law, individuals, and groups.

CJA 818 Counsel Victims/Offenders

Students will learn how most victims of crime have lived with the psychological wounds endured long after the physical wounds have healed. It understands victims and offenders because of damaged relationships. How do victims suffer intense fear and shock during their victimization? Students will learn how victims cope with these sentiments followed by feelings such as anger, anxiety, depression, social isolation, and helplessness. In addition, what has caused the offender to perpetrate the crime? What are the social and psychological causes? Part of this course will delve into how survivors of prolonged, repeated victimization, such as abused children and battered women, may develop severe mental health problems.

CJA 820 Restorative Justice

Students will learn about the details of Restorative justice and how it has become the term generally used for an approach to criminal justice (and other justice systems such as a school disciplinary system) that emphasize restoring the victim and the community rather than punishing the offender. This course will examine how Restorative Justice aims to restore the well-being of victims, offenders and communities damaged by crime, and to prevent further offending. It is an emphasis on various aspects of justice and the power of community, and victim-awareness-work with offenders.

DEL/HED (PHD IN ETHICAL LEADERSHIP) COURSE (All courses 3 credits unless otherwise specified)

DEL 801 Interpersonal Leadership

Students within this course will develop capacity for self-reflection, a deeper understanding of self, personal hardiness, a more integrated philosophy of leadership, and a more transcendent perspective on how they and others can maximize individual growth and create more emotionally intelligent organizations.

DEL 802 Moral Imagination and Decision-Making

This course develops capacity for moral imagination aimed at advancing organizational decision-making. Students will engage in experiential activities to improve decision analysis and leadership effectiveness. Additionally, students will discover biases in judgment, the possibilities and pitfalls of rapid cognition, and incorporate structured decision-making techniques to shape cultures of effective delegation, crisis management, and design thinking in organizations.

DEL 803 Complex Problems

This course explores questions in human wellbeing, organizational sustainability, and community development building upon a foundation for addressing challenges associated with our most pressing global problems. Transdisciplinary experts will lead diverse and innovative experiences engaging students in discussion-based inquiry, complex adaptive problem solving, and the integration of economic, environmental, food, health, and social systems' perspectives.

DEL 804 Assessment and Evaluation

This course creates opportunities for students to explore and develop formative, summative, and developmental assessment and evaluation metrics. Students will design SMART objectives aligning with organizational projects and strategic initiatives. Additionally, students will learn about how to justify and articulate return on investment (ROI) to stakeholder groups and customer bases.

DEL 805 Leadership in Action

Students in the course will share Ethical Leadership narratives with one another creating case study learning opportunities while practicing collaborative leadership and group problem-solving. Through this process, students will gain experiential knowledge and confidence while extending their ability to practice ethical leadership and accomplishing strategic goals addressing adaptive challenges in organization and community settings.

DEL 806 Liberty & Governance

Students within this course will develop understanding for liberty and historical and current governance applied with in community and organizational contexts. Students

will develop and demonstrate integrated and practical approaches for ethical leadership within respect to liberty and effective governance.

DEL 807 Leadership, Vocation, & Mission

This course explores the intersections of leadership, vocation, and the mission of St. Thomas University, ethical leaders for a global community. It is grounded in the rich Catholic identity and tradition that is inherent to the university and leverages 1) faith, 2) character, 3) vocation, 4) gifts, and 5) skills to promote depth of reflection, effective decision-making, and service within organizational and community settings. Further it provides context for an integrated approach that blends philosophical understanding for the past, context for the current condition, foresight for the future, and a propensity to act. This course leads to ethical leadership agency and the accompanying practices.

HED 801 Foundations of Higher Education

Students will explore the history of higher education and educational inquiry in the field developing a foundation for understanding the evolution of higher education in the United States and the philosophical and methodological conversations to inform ethical leadership practice and future research.

HED 802 Academic Cultures & Issues in Higher Education

Students will examine the academic core of higher education and the intricacies that influence the institutional engagement with their educational missions. In doing so, students will analyze the critical issues and scholarship related to the development and implementation of curriculum, learning outcomes, and engaging in academic work.

HED 803 College Teaching

This course is designed to engage students in teaching techniques, curricula, and resources in Higher Education. Emphasis will be placed on instruction in both formal (classroom and online) and nonformal (outreach) settings. Students within this course will develop capacity for teaching and learning for adult learners in higher education. They will explore and apply knowledge by practicing instruction techniques and implementing course design concepts. Applications of integrated assessment tools to evaluate learning effectiveness will also be examined as a part of this course.

HED 804 Economics and Finance in Higher Education

Students will examine the economics of higher education and its impact on finances in colleges and universities. This course will explore financial issues, sources of funds, financial roles of stakeholders, and financial management within the context of higher education.

HED 805 Organization & Administration of Higher Education

Students will examine the complex nature of institutions of higher education through major theoretical traditions used to make sense of the function and dysfunction of higher education institutions. Students will explore critical issues, diverse perspectives, and scholarship related to ethical leadership, management, governance, decision-making, and change unique to higher education organizations.

**DOCTORAL RESEARCH COURSES (PH.D. IN ETHICAL LEADERSHIP &
ED.D IN LEADERSHIP and INNOVATION)
(All courses 3 credits unless otherwise specified)**

DIS 900 Doctoral Research Proposal

Students will develop a doctoral research plan. This course and the accompanying content create the trajectory for the culminating research experiences within the PhD in Ethical Leadership program. Additionally, students will develop an introduction to the problem, background, context, and abbreviated theoretical framework, purpose of the study, research objectives/hypotheses, significance of the study, investigator scope, definition of term, and an organizational timeline for completion of the doctoral research process.

DIS 901 Doctoral Research I

Students will submit their IRB application and develop their literature review including theoretical and/or conceptual frameworks. Additionally, students will develop their research methodology/design including research purpose, objectives/hypotheses, data treatment, data collection, and data analysis.

DIS 902 Doctoral Research II

Students will collect and analyze data associated with research in collaboration with the chair and compose the findings and results section of the doctoral research process.

DIS 903 Doctoral Research III

Students will compose the resulting implications, recommendations, and study limitations. Additionally, the student will prepare a formal presentation for the chair and committee members in hopes of successfully defending their dissertation or implementing the results from their action research process.

DIS 904 Doctoral Research Continuation (1 – 3 Credits)

Doctoral candidates who have fulfilled all the requirements for the degree, except the dissertation or action research process, are expected to be continuously enrolled in semesters preceding and including the graduation semester. Registration for this variable credit course will allow doctoral students to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair. The number of credits for each term will be determined by the student's research chair in advance of each term and in consultation with the student based upon the student's progress towards doctoral research completion milestones. Faculty, including chairs and committee members, may not provide guidance to any students not registered in a dissertation course. This course will be repeatable P/NP where a P constitutes substantive academic progress through an iterative doctoral process as defined by the College Dean in collaboration with the EdD, DBA, and PhD in Ethical Leadership program directors and faculty.

**ELI (ED.D. IN LEADERSHIP AND INNOVATION & PH.D. IN ETHICAL
LEADERSHIP) COURSES
(All courses 3 credits unless otherwise specified)**

DIS 900 Doctoral Research Proposal

3 Credits

Students will develop a doctoral research plan. This course and the accompanying content create the trajectory for the culminating research experiences within the doctoral

program. Additionally, students will develop an introduction to the problem, background, context, and abbreviated theoretical framework, purpose of the study, research objectives/hypotheses, significance of the study, investigator scope, definition of term, and an organizational timeline for completion of the doctoral research process.

DIS 901 Doctoral Research I

Students will submit their IRB application and develop their literature review including theoretical and/or conceptual frameworks. Additionally, students will develop their research methodology/design including research purpose, objectives/hypotheses, data treatment, data collection, and data analysis.

DIS 902 Doctoral Research II

Students will collect and analyze data associated with research in collaboration with the chair and compose the findings and results section of the doctoral research process.

DIS 903 Doctoral Research III

Students will compose the resulting implications, recommendations, and study limitations. Additionally, the student will prepare a formal presentation for the chair and committee members in hopes of successfully defending their dissertation or implementing the results from their action research process.

DIS 904 Doctoral Research Continuation

(1 – 3 Credits)

Doctoral candidates who have fulfilled all the requirements for the degree, except the dissertation or action research process, are expected to be continuously enrolled in semesters preceding and including the graduation semester. Registration for this variable credit course will allow doctoral students to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair. The number of credits for each term will be determined by the student's research chair in advance of each term and in consultation with the student based upon the student's progress towards doctoral research completion milestones. Faculty, including chairs and committee members, may not provide guidance to any students not registered in a dissertation course. This course will be repeatable P/NP where a P constitutes substantive academic progress through an iterative doctoral process as defined by the College Dean in collaboration with the EdD, DBA, and PhD in Ethical Leadership program directors and faculty.

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 802 Ethics and Accountability

In this course, students will analyze issues of ownership, control, ethics and accountability. The course employs a stakeholder framework, emphasizing an educational institution's social and ethical responsibilities to both external and internal stakeholder groups. The course further establishes how ethical or moral considerations are included in the public issues facing educational organizations and the decision-making process of leaders.

ELI 803 Information Management

This course will prepare students to use a variety of information applications in administration. Students will become familiar with data communications, the Internet,

multimedia other forms of technology and the applications of each to the field of leadership.

ELI 804 Leadership for Crisis and Change

Drawing on five-phase model of the change process, this course uses real-world examples to examine the design, development, implementation, and maintenance of educational innovations and improvements.

ELI 805 Globalization & Strategic Leadership

This course will prepare students to restructure and create empowering environments in their organizations. A body of research will be reviewed to provide an empirical framework that can be used to draw conclusions about global strategic management and leadership in organizations striving to provide an empowering environment in the 21st Century.

ELI 806 Accountability in Leadership

A study of the significant issues embedded in questions of accountability in Leadership that begin with treatment of personal ethical development, moving to the practice of Leadership Management, analyzing the issues of pluralism, and concluding with an ethical discussion of decision making in these areas.

ELI 807 Ethics and Governance

The course is concerned with issues of ownership, control, ethics and accountability. It employs a stakeholder framework, emphasizing business' social and ethical responsibilities to both external and internal stakeholder groups. It illustrates how ethical or moral considerations are included in the public issues facing organizations and the decision-making process of leaders.

ELI 808 Human Resources Development

Human resource management belongs in all organizations. In the 21st Century, human resource development has become an active participant in charting the strategic course an organization must take to remain competitive, productive and efficient. The course examines the skills an HR manager must employ to be an effective diagnostician and problem solver.

ELI 809 Innovation and Leadership

Innovation and Leadership revolves around the concept that innovation is the specific instrument of leadership; and that it is organized, systematic rational work. Sources for innovative opportunities are many and varied and are found within the changing environment. The course is designed to provide a deep grounding in the field of innovation and leadership to students whose goal is to play a leading role in an innovation-driven environment.

ELI 813 Leading a Learning Organization

Organizations are systems within which humans are continually developing structures that influence their action. This course helps students to become designers and members of organizations which engage in practices that encourage organizational learning. Students will examine ways that organizations create learning cultures, as well as leadership strategies that foster growth, creativity, and risk-taking while managing innovation, change, and future planning.

ELI 814 Cross-Cultural Relations

This course presents an analysis of major contemporary social problems with attention given to controversial issues that are common in the work place. Included in this course will be the emphasis of theory, structure, and the effective practice of diversity and its

application as a director, manager, employee, student and faculty of academic organization who are involved in a diversified workforce.

ELI 815 Public Policy Leadership

This course examines various approaches to developing and managing public policy. It is intended primarily for leaders who are department heads, policy developers, managers and executive officers in organizations, higher education, schools, school boards, government and statutory agencies responsible for formulating or managing policies.

ELI 816 Consulting Practices

This course enables students to assess real-world concerns and challenges, and using their knowledge, skills and aptitudes, evaluate strategies and solutions to resolve the challenges. The course also analyzes the consulting domain as it relates to internal and external barriers of organizations. Students will analyze, apply, synthesize, and evaluate consulting principles and practices through various instructional techniques. Additionally, students will evaluate the consulting process through case studies and research. The role of the consultant, project management concepts, and the application of key consulting methods and techniques will be evaluated.

ELI 817 Communication & Influence

Social media for all organizations consist of a range of web-based applications that allow anyone to disseminate information to online communities. The focus of this course is for students to assess the role of a social media presence in creating an online social or extended community for an organization's current clients; employees and friends, promote an awareness of the organization among potential clients, expand the mission of the organization and build an identity and brand image.

ELI 818 Doctoral Inquiry

This course will explain the components of scholarly writing as students prepare to identify problems of practice for a future dissertation topic. The course will include the process of a quality literature review using scholarly sources and peer reviewed articles. Students will identify problems of practice and conduct a literature review following a scholarly writing format.

ELI 819 Talent Development & Coaching

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.

ELI 820 Issues in Ed Leadership

This course examines current and emerging issues and trends impacting education. Topics may include socially and culturally responsive teaching, teacher resiliency, trauma responsive classrooms, differentiation, student stress and mental health, grit, emerging technologies, flexible classrooms, and cultivating creativity. Topics will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying beliefs and practices as they relate to education.

ELI 999 Special Topics

Special topics related to instructional and technical areas.

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.

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.

EDT 800 Foundation of Digital Education and Inst

This course serves as an overview and focuses on providing students with an introduction to the emerging technologies and pedagogically relevant resources to promote student learning in all organizations. Students will be introduced to the ideas, research, and terminology associated with learning and giving instruction in current complex digital environments, whilst also engaging in trying to understand the needs of future digital learning environments as technologies continue to develop as online learning evolves.

EDT 801 Digit Literacy and Citizenship

This course challenges students to define digital literacy and digital citizenship in a way that helps them to lead organizations of digital instructors and educators to provide excellence in instructional practice, collaborative inclusion, and safe learning environments for all students. This course also challenges students to think beyond a definition to the practical application of digital literacies and citizenship to organizations/institutions and all of their coordinated leaders, employees, students, and other stakeholders.

EDUCATION COURSES

(All courses 3 credits unless otherwise specified)

EDU 503 Applied Research Methods

This is an introductory course that surveys the variety of research designs used in educational settings with an application of evaluation research. This course is intended to make the student an informed consumer of research.

EDU 505 Methods of Teaching Modern Languages

This course offers a study of the methods of teaching foreign languages by investigating the evolving trends in language teaching, theories of second language acquisition and curriculum program development including instruction in the demonstration of teaching skills for individual analysis to improve performance.

EDU 506 Methods of Teaching English as a Second Language

This course offers a study of the methods of teaching English as a Second Language by reviewing the major methodologies and current trends in ESOL teaching and practicing various speaking, reading, writing and reading instructional strategies used in the ESOL setting.

EDU 511 Cross Cultural Communication and Understanding

This course is designed to develop awareness and understanding of the major cultures represented by the different language minorities within the state. It provides insights

that will enable participants to plan and implement curriculum, instruction, and assessment activities that will meet the special needs of limited English proficient (LEP) students who are speakers of other languages.

EDU 512 ESOL Curriculum and Materials Development

The course focuses on the teaching of second language philosophy and methodology. It highlights the development of curriculum and materials for teaching English to limited English proficient students.

EDU 515 The Catholic Educator: Issues, Challenges and Vision

This course helps the teacher develop a spirituality of teaching that assists their students in attaining their full potential as human beings. This is accomplished by exploring diversity, creativity, and ethical issues affecting the classroom.

EDU 516 Testing and Evaluation of ESOL

The course is designed to develop the knowledge and skills necessary in preparing students to select, adapt, and design assessment instruments and alternative testing techniques reflective of both instructional goals and the needs of linguistically and culturally diverse students in the ESOL classroom. Students will also become knowledgeable of the entry and exit procedures used to appropriately place students as well as the use of alternative assessment to determine readiness of LEP students to make a smooth transition to the regular classroom program.

EDU 517 ESOL Issues and Strategies with Field Experience

This course is designed to introduce issues and strategies of teaching English to speakers of other languages through content area instruction. The goal of this course is to develop the foundations of knowledge necessary to prepare teachers to understand the concepts upon which optimal environments for second language acquisition are based.

EDU 519 Charter School History & Leadership

This course will give charter leaders an understanding of the social, political, and economic context in which charter schools were conceived. It also examines the principles of leadership that would support efforts at addressing the issues and challenges facing those schools. It explores the processes, procedures, and curricula that would support a diverse community of learners.

EDU 521 Theory and Foundations of Effective Reading and Language Instruction w/ Field Experience

This course will familiarize students with current research-based theories of learning related to reading at the elementary and secondary level, with an emphasis on learning styles, cognitive development models, and computer-based learning experiences in reading. Practical application of the theories will be addressed. Adaptive instruction as it applies to meeting individual needs will also be explored.

EDU 522 Diagnosis and Remediation of Reading Disabilities

This course familiarizes the student with a variety of techniques both formal and informal, for assessing reading levels, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.

EDU 523 Content and Methods for Teaching Health and PE w/Field Exp.

This course uses a competency-based, research focus to identify appropriate content and methods in the area of children's health and physical education. It will explore the physical, social, and emotional growth and development, personal health and wellness, community health and safety issues, instructional practices, subject content and

appropriate curriculum design and assessment strategies in teaching physical education in the elementary school.

EDU 524 Literature and Multimedia in the Classroom

Students enrolled in this course will research and learn the various genres of Children's and Adolescent Literature by means of the Internet and through traditional means (e.g., texts, journals, classroom instruction, etc.). In addition, students will have opportunities to learn the use of various media for the teaching of Children's and Adolescent Literature (e.g., the computer, video, photography, etc.).

EDU 525 Content and Methods for Teaching Lang Arts w/Field Experience

This course provides students opportunities to learn and demonstrate skills in current practices of Language Arts instruction (K-12). Emphasis is placed on the use of Technology to teach the four basic components of Literacy: Reading, Writing, Speaking, and Listening. The diversified curriculum is based on current research in teaching elementary language arts that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 526 Content and Methods for Teaching Science w/Field Experience

This course focuses on the methods, materials and approaches for teaching science, including developmentally appropriate introductions to the physical, earth and life sciences. Emphasis is given to exemplary processes and projects. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching elementary science that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 527 Content and Methods for Teaching Mathematics w/Field Experience

This course focuses on methods, materials, and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and computational algorithms. Emphasis is given to the teaching and assessment of concepts. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching elementary mathematics that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 528 Content and Methods for Teaching Social Science w/Field Experience

This course focuses on recent trends and issues in curriculum development and instructional practice in elementary social studies. Models of social studies programs will be examined. Emphasis is on the areas of concept and skill development as they relate to the needs of children living in a multicultural society. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching elementary social studies that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 529 Content and Methods for Teaching the Arts w/Field Experience

This course focuses on the skills and techniques, cultural and historical connections, and creation and communication in the visual arts. Emphasis is placed on aesthetic and critical analysis of the visual arts and design and use of appropriate assessment strategies. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and

restructuring. The diversified curriculum is based on current research in teaching art that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 530 Educational Measurement

This course introduces prospective teachers to all of the elements of assessment that are essential to good teaching. It provides students with an understanding of the role of assessment in the instructional process. Students will learn how to construct effective test questions that are aligned with learning objectives and how to evaluate published tests and properly interpret scores of standardized tests as well as how to make appropriate modifications for ESOL students.

EDU 540 Effective Teaching and Classroom Management

Practical teaching methods, activities, and strategies will be emphasized to introduce the research on effective teaching. Psychological factors affecting the behavior of students in regular, special, and inclusive classrooms will be studied along with local codes of conduct. Participants must apply knowledge of classroom management practices, school safety, professional ethics, and educational law to meet the instructional needs of all students.

EDU 541 Instructional Methods in 6-12 Math and Science

This course is designed to introduce students to traditional and contemporary teaching methods used to introduce mathematic and scientific concepts and ideas to middle and high school students.

EDU 555 Applied Linguistics: Language and Literacy through ESOL

This course provides an overview of the subsystem of language (phonology, morphology, syntax, semantics, and pragmatic) and how they vary from language to language (L1 vs. L2 developmental patterns). In addition, students develop the understanding of how first and second language acquisition principles relate to the instruction of linguistically and culturally diverse knowledge and understanding of first and second language use to enable them to improve and adapt their teaching strategies in order to facilitate learning within diverse populations and environments.

EDU 600 Human Growth and Development

This course provides an advanced overview of current research and theory in life-span human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on standard physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, educational, clinical, legal, and ethical issues will also be addressed. Emphasis on the psychology of learning, maturation, nature-nurture, cognition, perception and personality.

EDU 668 Diagnostic Procedures of Testing

The procedures involved in psychological and educational testing instruments used in schools to measure achievement, aptitudes and abilities. Emphasis is placed on the principles and procedural elements involved in administering and analyzing standardized and non-standardized tests.

EDU 730 Classroom Management

Practical teaching methods, activities, and strategies will be emphasized to introduce the research on effective teaching. Psychological factors affecting the behavior of students in regular, special education, and inclusive classrooms will be studied along with local codes of conduct.

EDU 767 Assessment of the Exceptional Child

An overview of the formal and informal assessment procedures in intelligence, emotional and behavioral problems, language, achievement, transitional/vocational, and infant and early childhood. Application for exceptional student programming and placements.

EDU 882 School Administration

The responsibilities and tasks of school administrators are reviewed. Students will learn how school based administrators relate to other schools and to the district.

**EXCEPTIONAL STUDENT EDUCATION
(All courses 3 credits unless otherwise specified)****EEX 500 Survey of the Education of the Exceptional Child w/Field Exp.**

Foundations in exceptional student education in which historical perspectives, student characteristics, trends and issues, and medical and etiology of exceptional learners are discussed. Several techniques of prevention and intervention, from infancy through adulthood are explored.

EEX 501 Assessment of the Exceptional Child

This course provides students with a basic understanding of assessment concepts and their application to appropriate test selection, administration, and especially interpretation. It is a survey of assessment tools used to classify, diagnose, and evaluate individuals with disabilities with an emphasis on understanding and interpreting the most recently developed instruments and the development of informal assessments.

EEX 502 Language Development and Language Disabilities

This course provides students with a basic understanding of the nature of speech and language, of the developmental progression in language acquisition, and of the techniques for evaluating language development and remediating language and communication disorders in children. The study of language development and disorders, which includes the impact of language on learning and augmentative forms of communication, will be presented. Individual needs and remediation concerns are addressed from early childhood to adulthood. Impact of inclusion and alternate strategies for delivery of services in the mainstream are investigated.

EEX 503 Educational Management of Students with Exceptionalities

This course provides a comprehensive review of positive behavior supports as evidence-based practices to prepare special educators to meet the needs of students with challenging behaviors. The main objective is to prepare students to promote student's personal growth, and to foster positive classroom learning environments.

EEX 504 Vocational and Functional Life Skills

This course covers the personal, social, and vocational skills that students with disabilities must acquire in order to transition from school to work and independent living. It focuses on the knowledge, strategies, and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to work, continuing education, and independent living. Emphasis is placed on the context within which adolescence occurs, assessment and planning, instructional strategies, and collaboration with families and agencies.

EEX 505 Education of Students with Mild Disabilities with Field Experience

This course explores general approaches to teaching diverse students with mild to moderate disabilities in inclusive settings. It compares the interventions that emphasize

the disabilities vs one that uses the characteristics of learners. Prevention, curricular planning and intervention and a broad overview of individualized programming, instructional adaptation, consultation, collaboration and use of research based strategies are also covered. The role of parent and professional organizations in the field is explored.

EEX 514 Instructional Strategies for Students with Intellectual Disabilities

Instructional strategies for teaching students with intellectual disabilities are discussed. The development, implementation and evaluation of individualized educational plans are stressed. Special approaches to teaching functional skills, developmental programming, and data based management to students ranging in age from kindergarten through high school are also discussed.

EEX 520 Concepts, Theories and Research in Learning Disabilities

This course provides an overview of the field of learning disabilities. Concepts, theories, and research in the field are covered.

EEX 522 Curriculum and Materials for Students with Learning Disabilities

This course emphasizes curriculum development and materials and methods for children with learning disabilities. Individual education plans are formulated and implemented by the students.

EEX 524 Instructional Strategies for Students with Learning Disabilities

Instructional Strategies for Students with Emotional Disorders. Instructional strategies and specialized approaches for teaching children with emotional disorders are emphasized.

EEX 530 Special Topics

Special topics related to instructional and technical areas in exceptional student education.

EEX 531 Current Issues

Current issues in curriculum, instruction and programming are covered.

EEX 534 Instructional Strategies for Students with Emotional Disorders

Instructional strategies and specialized approaches for children with 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*

FIN 851 Financial Management

Acquisition of capital and debt, long-range and annual budgeting, budget management, cash flow management, short-term debt financing, interfacing with operation functions. This course incorporates doctoral level assessments. *Prerequisites: ACC 530 and BUS 724 or equivalents*

HEALTHCARE ADMINISTRATION COURSES (All courses 3 credits unless otherwise specified)

HQIS 610 U.S. Healthcare Delivery

Fundamental underpinning tenets of healthcare delivery for organizations, agencies, and systems include access, cost, quality, and continuity. The myriad of considerations for improving quality and creating an environment for safe delivery. Governing authorities, organizational hierarchies, types of management and leadership models will be examined with a special focus on the U.S. health care delivery systems. The management functions of planning, organizing, staffing, directing, controlling, and coordinating operations will frame discussions about fostering high quality and innovative organizational cultures. A comparative overview of global health systems will assist in guiding reflections and considerations concerning management process improvement and financial management.

HQIS 630 Healthcare Quality/ Performance Improvement

Improving healthcare outcomes requires the use of tools and strategies to change processes critical for measured advances in healthcare quality and/ or return on investment. The historical evolution of quality improvement implementation in healthcare, emanating from the manufacturing industry, will be examined. Approaches and practical tools for improvement such as value-stream analysis, flowchart mapping, wishbone diagrams, root cause analysis, and after-action review will be explored.

HQIS 650 Healthcare Law and Policymaking

Regulations, compliance, and risk- management factors combine with market forces and consumer behavior to influence further improvement across these delivery areas.

Modern reform to include the influences of landmark legislation such as Medicare and Medicaid and the Patient Protection Affordable Care Act (PPACA) will be examined. The effects of proactive risk-management initiatives to ameliorate system delivery and process outcomes will be examined. Course outcomes include an ability to describe the laws, and variables that affect the health care system and identify areas opportunities for innovation and improvement. The human resource legal framework, including the Fair Labor Standards Act and Equal Opportunity Commission guidelines will be discussed in relation to policies and procedures. Issues affecting Human capital/talent, threats of malpractice, and environmental risk factors influence quality and innovation.

HQIS 660 Healthcare Strategy

Engaging in a strategic planning initiative to help an organization articulate a vision requires an awareness of tools and their systematic uses. Products and services that differentiate organizations in the marketplace; and the tools used for establishing a desired organizational uniqueness are identified and examined. Strategic planning models, processes, and systems that foster efficiency and creativity to optimize return on investment, consistent with the organization's mission and vision, are explored.

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 I: Issues in Management

Various topics in management are presented in these seminars.

MAN 768 Seminar II: Issues in Management

Various topics in management are presented in these seminars.

MAN 789 Directed Readings in Management

This independent study course is reserved for students who have already demonstrated excellence in their chosen area of study. It allows flexibility for those who are pursuing specialized objectives on an intensive basis or for those wishing to delve into an area of management, which is not attainable through the normal course offerings. Directed readings are allowed only with the permission of the Department and recommendation of the Program Office.

MAN 800 Organizational Behavior

This course provides a micro-perspective on organizations within the context of motivation, leadership, communication, interpersonal relations and group dynamics. In-depth application of theoretical material to case studies and organizations. This course incorporates doctoral level assessments.

MAN 801 Organizational Design and Theory

Thorough view of organization from a macro perspective including the domestic and global environment. Size and technology are also explored in determining the structure and process of design while providing students with "diagnostic" skills. This course incorporates doctoral level assessments.

MAN 810 Legal and Regulatory Aspects of Management

Today's manager faces the complexities of legal and moral responsibilities created by administrative rules and procedures, which govern all phases of business. Comprehensive study of actual case law involves the learner in making both ethical and legal decisions. This course incorporates doctoral level assessments.

MAN 812 Labor-Management Relations

This course investigates the relationships between employees and employers. Systems of administration/management and the delivery of cost-effective goods are examined extensively in the context of historical, legal and structural frameworks that regulate and influence the course of employee/employer relationships. Detailed emphasis on negotiating and administering labor agreements effectively. This course incorporates doctoral level assessments. *Recommended: MAN 703*

MAN 827 Organizational Development

Organizational development (OD) is a planned approach to organizational change occurring through the introduction of philosophies, strategies and techniques of the

practitioner. Ethical issues and the future of organizational development are discussed. This course incorporates doctoral level assessments. *Prerequisite: MAN 703 - Recommended: MAN 810, 800, 801*

MAN 867 Seminar I: Issues in Management

Various topics in management are presented in these seminars. This course incorporates doctoral level assessments.

MAN 868 Seminar II: Issues in Management

Various topics in management are presented in these seminars. This course incorporates doctoral level assessments.

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

A course in statistical methods covering probability, inference, regression, and hypothesis testing. Two of the tools and environments most commonly used in statistics, python and R, are both introduced and used. Ethical topics including inherent biases and potential model and statistical misuses will also be covered.

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.

MASTER OF ARTS (MA) ETHICAL LEADERSHIP COURSES (All courses 3 credits unless otherwise specified)

MEL 503 Applied Research Methods

An introductory course that surveys the variety of research designs used in educational settings with an application of evaluation research. Intended to make the student an informed consumer of research.

MEL 580 Managing Technology

This is an introductory technology course on using and understanding information for people who use computers as everyday tools both at home and at the workplace, not for individuals aiming to learn programming and designing computer systems. This course focuses on communications using computer technology, the digital revolution, the Internet, and the World Wide Web. It covers the fundamental computing concepts surrounding the digital age including software, hardware, data, people, communications, and procedures. It also examines ethical issues in the information age and investigates emerging technologies that could impact individuals as well as organizations in the future.

MEL 600 Leadership Foundations and Skills Assessment

This introductory course emphasizes empowerment; collaboration; participative management; team decision-making and organizational challenges. The course focuses on the models of leadership in today's organizations. The course also investigates the psychology, leadership abilities, and learning styles based on personal and professional experiences, values, and attitudes. Students develop a personal profile of their leadership style utilizing several inventories for identifying leadership competencies. Focus is on applying various instruments to effectively ascertain group leadership styles and increase knowledge of organizational dynamics.

MEL 601 Interpersonal Leadership

Students within this course will develop capacity for self-reflection, a deeper understanding of self, personal hardiness, a more integrated philosophy of leadership, and a more transcendent perspective on how they and others can maximize individual growth and create more emotionally intelligent organizations.

MEL 607 Liberty & Governance

Students within this course will develop understanding for liberty and historical and current governance applied with in community and organizational contexts. Students will develop and demonstrate integrated and practical approaches for ethical leadership within respect to liberty and effective governance.

MEL 615 Performance Measurement and Control

This course develops a broad understanding of the economic environment in which organizations operate. Budgeting and control systems in organizations are emphasized in a manner that includes the establishment of performance criteria, accountability, and measurement of results.

MEL 620 Contract Negotiation and Development

This course focuses on management of the overall contract negotiation process and examines the basics of negotiation, including the procedures, processes, psychology, and skills. Perspectives of both government and commercial interests are explored.

MEL 630 Organizational Communication and Leadership

This course encompasses research, theories, and models of communication in organizations. The systematic nature of communication processes within the context of organizational environment, culture and structure are examined inclusive of maximizing communication effectiveness to overcome barriers and meet contingencies in achieving organizational goals.

MEL 635 Legal and Ethical Aspects of Organizations

This course encompasses the legal aspects of organizations to include regulatory agencies and their influence on organizations, torts, consumer protection, intellectual property rights, equal employment opportunity, and litigation. Ethical values include a study of their origins and the ways they are manifested in organizations as a basis for and stimulant of culture.

MEL 640 Organizational Leadership and Change

This course is a capstone course. This course provides knowledge of organizational development methods used in promoting organizational and large system change through concepts of diagnosis, development and implementation of intervention strategies and analyzing the effectiveness of change strategies. A leader's role in promoting change through strategic planning and change management is emphasized. In addition, students will produce a project-based research document examining their knowledge and skills gained from previous coursework.

MEL 645 Global and Cultural Diversity in Leadership

This course will prepare participants to recognize the differences in cultural value systems and behaviors in the global environment and how they affect leadership. Covers issues involved in multicultural organizations, including developing consensus within the organization for valuing diversity, relationship building, communicating across cultures, and managing people of different genders, races, and cultures. The course compares and contrasts styles and effectiveness of leadership practices of contemporary and historical leaders.

MEL 650 Conflict Resolution and Mediation

Theory, structure and practice of collaborative negotiation and mediated negotiation. Application of the skills used to resolve conflict is emphasized. This approach to conflict resolution is generic and therefore appropriate for all professions whether formally or informally involved in resolving conflict.

MEL 655 Grant Writing

Examines beneficial strategies for focusing proposal efforts including organizing time invested in grant seeking. Stresses developing proposal ideas, determining priorities, documenting needs, organizing materials into a proposal, identifying potential funding sources, and managing a funded project.

MEL 660 Project Management and Leadership

This course will explore the dimensions and elements of project management; concepts, methodologies, strategies, and structures. Attention will also be given to cost controls, teamwork, and quality management. The role of the leader in managing projects will also be examined. The focus will be on general business project management.

MEL 670 Quality Management

This course emphasizes applications of principles and techniques of total quality management (TQM) in organizations. There will be an introduction to TQM tools, techniques, models, and strategies. Develop skills in analyzing the concepts and techniques in a TQM case study.

MEL 675 Managing Innovation in Organizations

This course focuses on the sources of change and innovation in the business environment, and strategies for managing change, especially in dynamic environments. The course will review the impacts of technological innovation as well as social, economic, and cultural change on management strategy. Topics include a systems framework for understanding the types of change, reframing as a change management tool, and the practice of innovative leadership in diverse organizational settings.

MEL 700 Organizational Behavior

This course provides a micro-perspective on organizations within the context of motivation, leadership, communication, interpersonal relations and group dynamics. Students will be encouraged to apply theoretical material to case studies and their own organizations.

MEL 701 Ethical Leadership Capstone

This provides a culminating experience to students in the MEL program. Students will develop capstone projects in advancing practical and tangible organizational and community-based initiatives grounded in ethical leadership.

MEL 799 Special Topics

Special topics related to instructional and technical areas.

NURSING SCIENCE COURSES

(All courses 3 credits unless otherwise specified)

NUR 501 Philosophical, Theoretical Evidence Based Nursing Practice

This course will provide a forum for the student to analysis and utilize appropriate theory within their practice. Throughout the course, the student will enhance the skills to translate evidence-based research into evidenced based practice. The students will acquire skills in learning interrelationship between nursing theory, research, and practice along with the nature of scientific knowledge. The integration of theories from nursing and other sciences will enable the student to develop a broad and holistic methodology to care.

NUR 502 Advanced Pathophysiology

This course will provide the student with the advanced understanding of pathophysiology and a system-focused physiology. Content will focus on normal physiologic and pathologic mechanism of disease which serves as the foundation for clinical assessment, decision making, and management. Physiologic changes will be compared. Student will utilize critical thinking processes to analyze diverse client presentations of selected illness for symptomatology, pathophysiology, and health care implications.

NUR 504 Advanced Health Assessment and Differential Diagnosis

This course focuses on the advanced comprehensive health assessment of individual across the lifespan. The course builds on the students' knowledge and skills of basics physical health assessment and provides a foundational framework for the advanced practice nurse. Upon completion of this course, students will effectively integrate the comprehensive physical, psychosocial, spiritual and cultural components of assessment with diagnostic reasoning. This course requires that the student complete 20 lab hours.

NUR 505 Diversity in Advanced Health Practice

This course explores the complexities of health service delivery to diverse populations. The social ecological models will be used to provide a deeper understanding on how diverse populations impact health policies, social justice, structural inequities, and the value systems of these groups. Variables related to gender, age, lifestyle, religion, culture, social class, race, and, geography will also be explored.

NUR 506 Influencing Health Policy

This course focuses on influencing public policy related to the health system and resources at the state/national/global level. Emphasis will be placed on how health policies are formulated, how to affect this process, and how it impacts clinical practice and health care delivery.

NUR 507 Advanced Family Nurse Practitioner I: Children & Families

This course focuses on advanced practice nursing and health care management of children and adolescents. The focus will be on assessment, diagnosis, health promotion, prevention of illness, and management of common health problems in this culturally diverse population. This course is a co-requisite of NUR 507CL. The student must successfully pass NUR 507CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 507CL Advanced Family Nurse Practitioner: Clinical I 2 Credits

The role and function of the Family Nurse Practitioner (FNP) will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in an FNP capacity. This course is a co-requisite of NUR 507. The student

must successfully pass NUR 507 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 509 Advanced Family Nurse Practitioner: Adults

This course focuses on advanced practice nursing and health care management of adults. The emphasis will be on assessment, diagnosis, health promotion, prevention of illness, and management of common health problems in this culturally diverse population. This course is a co-requisite of NUR 509CL. The student must successfully pass NUR 509CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 509CL Advanced Family Nurse Practitioner: Clinical III 2 Credits

The role and function of the Family Nurse Practitioner (FNP) will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in an FNP capacity. This course is a co-requisite of NUR 509. The student must successfully pass NUR 509 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 512 Role Transition to Advanced Practice Nursing

This course will provide a forum for the student to examine the roles of the advanced practice nurse. The content will include professional practice issues for the advanced practice nurse, working independently and collaborating with other health care professionals within the multidisciplinary/multiagency team. This course will also look at the scope of practice, professional responsibilities, informatics, and financial aspects of advanced practice.

NUR 514 Advanced Family Nurse Practitioner: Women's Health

This course will provide a foundational framework for advanced practice nursing in women's health. The focus will be on assessment, diagnosis, and treatment of common health problems in the culturally diverse women population. This course will also look at health promotion and disease prevention strategies in women. This course is a co-requisite of NUR 514 CL. The student must successfully pass NUR 514CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 514CL Advanced Family Nurse Practitioner: Clinical II 2 Credits

The role and function of the Family Nurse Practitioner (FNP) will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in an FNP capacity. This course is a co-requisite of NUR 514. The student must successfully pass NUR 514 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 520 Psychopharmacology

The Psychopharmacology course will cover the common psychoactive medications, classes, uses, effects, side effects, and prescriptive implications related to nursing care of clients with psychiatric mental health illness. This course provides direction for the psychiatric mental health nurse who functions in an advanced role in a variety of settings. The emphasis of the course will focus on the selection, use and monitoring of psychoactive medications and the ethical and legal considerations of psychopharmacology.

NUR 530 Psychopathology

This course builds knowledge of theoretical foundations of advanced nursing practice, mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods and pathophysiology, with psychiatric patients. Individual therapy, cognitive-behavioral therapy, family-based interventions, psychopharmacological interventions, trauma-based interventions and combinations of these treatments will all be presented.

NUR 600 Clinical Pharmacology

This 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 about integrating research findings into practice with evaluation of client system outcomes. The students will be expected to present their research project via oral or PowerPoint presentation to the students and or faculty. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, 512, 600, 601, NUR 507, NUR 507CL, NUR 509, NUR 509CL, NUR 514, NUR 514CL, NUR 514, and NUR 514CL.

NUR 612 Adult Gerontology Acute

This course focuses on the management of acute/chronic and rapidly changing conditions of older adults. The emphasis will be on assessment, diagnosis, health promotion, prevention of illness, and management of common health problems in this culturally diverse population. This course is a co-requisite of NUR 612CL. The student must successfully pass NUR 612CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 612CL Advanced Family Nurse Practitioner: Clinical IV 2 Credits

The role and function of a Nurse Practitioner in adult gerontology health will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in adult gerontology. This course is a co-requisite of NUR 612. The student must successfully pass NUR 612 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 620 Psychiatric Management I

This course provides didactic experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidenced-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

NUR620CL Psychiatric Management I

This course provides clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidenced-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

NUR 630 Psychiatric Management II

This course provides continuation of didactic experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidenced-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

NUR 630CL Psychiatric Management II

This course provides continuation of clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidenced-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

NUR 640 Psychiatric Management III

This course provides the student with advanced knowledge in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

NUR 640CL Psychiatric Management III

This course provides the student with clinical knowledge in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

NUR 650 Psychiatric Management IV

This course provides continuation of advanced knowledge for the students in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

NUR 650CL Psychiatric Management IV

This course provides the student with clinical knowledge in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

NUR 670 Psychiatric Mental Health Nurse Practitioner Integration Practicum

This course provides students with comprehensive knowledge in psychiatric and mental health issues of clients across the life span. Students will apply the knowledge obtained throughout the program and will identify opportunities for collaboration, consulting, and referral within the context of the advanced psychiatric mental health nursing role.

The student will synthesize all elements of previously gained knowledge and skills from courses and clinical experiences.

NUR 800 Evidence Appraisal

This course will expand on the student's knowledge and experience in research with the emphasis on clinical applications using a variety of models. A review of research methods including problem identification, levels of research, design, data collection, and strategies for analyzing data will be done. The course gives knowledge of a variety of research models and designs used for specific purposes.

NUR 810 Transformational Leadership

This course synthesizes leadership theory and organizational models within the context of the health care industry. This course will enhance leadership competencies within organizational theory and behavior, leadership principles and practices, and organizational structure and workforce culture. Models of human resource management, change management, strategic planning, program development, and implementation will be explored and applied. Based on these theories and models, the student will derive the DNP's role in complex health care organizations.

NUR 820 Applied Advanced Research and Nursing

This course explores the bases for nursing knowledge and its relevance to advanced nursing practice at the doctoral level. Students will analyze steps on how nursing knowledge is generated, levels of evidence, nursing theories and theories from other disciplines and translate them into their advanced role. Students will identify and analyze concepts relevant to their topic of interest.

NUR 830 Information Technology and Nursing Implications

This course analyzes and synthesizes informatics and its role in the delivery of evidence-based care. Focusing on healthcare information technology's (IT) and contribution to data acquisition, it will enhance the understanding of how data is transformed into information and knowledge for scholarly practice. This course prepares the student to optimize the use of clinical systems and technology tools to continue to advance practice and drive clinical transformation.

NUR 840 Health Care Policy

This course addresses health policy and identifies steps for development, analysis of health policy and its economic impact within a socio-political context. The focus on the role of regulation within the U.S. health care system is addressed. The role of DNP contribution to health policy development is explored in a legal and ethical foundations

for health care, as well as policy processes designed to improve health care access among diverse populations.

NUR 850 Population Health in Nursing

This course examines the epidemiological concepts focusing on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Nursing practice and its outcomes on populations are analyzed and evaluated using epidemiological, environmental data and statistical measures. The DNP students will explore concepts and nursing strategies to improve individual, aggregate and population health.

NUR 860 Quantitative Research

This course is designed for doctoral students in the Doctor in Nursing Practice program with an emphasis on quantitative research planning, design, and evaluation. The primary goal of this course is to prepare doctoral students for future design and development of project proposal and conduct of dissertation study in the quantitative paradigm. This course will lay the foundation that builds on these basic concepts and helps students hone skills for writing a quantitative project.

NUR 870 Qualitative Research

This course explores the methods and procedures used in qualitative research. Topics include the philosophical basis for the method, the conceptualization of research questions, and selection of appropriate research designs, data collection data, manual and computerized data analysis, and the drawing of inference

NUR 880 Quality Improvement in Health Care

This course prepares students to design, implement and evaluate evidence-based quality health care practices for patient populations in acute, home, and community settings. The interdisciplinary teams work is illustrated and how to assess organizational culture, gather safety information, analyze data and translate findings into systems changes.

NUR 900 Practicum Project Proposal

This course enables the DNP student to translate evidence-based research and apply it into practice through complex clinical situations where the student will apply and demonstrate expertise and leadership qualities. This course will guide the DNP students how with research and best evidence well written project proposals are completed. Knowledge will be provided to Health care professionals in advanced practice to be able to deliver clinical project proposals using best evidence for advancing quality patient care. The course provides practical guidelines of common project models for developing and writing great proposals from start to finish.

Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880

NUR 910 DNP Practicum I

This course allows students to obtain residency experience and complete the required hours on the DNP program. The faculty advisors will work with students regarding goals and nursing interventions and their implementation following the AACN DNP Essential in Nursing. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880, NUR 900

NUR 920 DNP Practicum II

This course allows students to continue to obtain additional residency experience and complete the required hours on the DNP program. The faculty advisors will work with students regarding goals and nursing interventions and their implementation following

the AACN DNP Essential in Nursing. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880, NUR 900, NUR 910

NUR 930 DNP Practicum III

This course allows students to complete the residency experience and complete the required hours on the DNP program. The faculty advisors will work with students regarding goals and nursing interventions and their implementation following the AACN DNP Essential in Nursing Education. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880, NUR 900, NUR 910, NUR 920

PSYCHOLOGY

(All courses 3 credits unless otherwise specified)

PSY 590 I/O Psychology/Industrial Organizational Psychology

This course will provide a learning experience in industrial and organizational psychology, a scientific discipline that studies human behavior in the workplace. Organizational psychologists help institutions hire, manage, develop, support employees and align employee efforts with business needs. This course will provide a scientist-practitioner view of the discipline. Through engaging instructional methods, students will learn the scientific basis of human behavior at work and how they relate to processes of hiring, developing, managing and supporting employees. Along with learning organizational concepts, students will develop individual career plans for further training and entry to professional careers in psychology, health and human services, law, business, and other fields. Professional, educational, legal, and ethical issues in psychology and more specifically, industrial organizational psychology is addressed in a comprehensive overview and orientation to the field and to the psychology program. (Equivalent to PSY 600)

PSY 601 Research Methods I

In this introductory research course, students explore research designs used in the field of psychology, including experimental and quasi-experimental, quantitative and qualitative research, data collection, and sampling. The course introduces students to descriptive statistical methods such as mean & standard deviation, median & range, mode, frequencies and percentages; inferential statistical methods such as One sample T-test, Within Subjects T-test, Between Subjects T-test, One sample ANOVA, One-Way ANOVA, One-Way ANCOVA, Factorial ANOVA, Mixed Factorial ANOVA, Chi-square goodness of fit test, Chi-square test for independence; and correlational statistical methods such as Pearson r, Biserial, Point-biserial, Spearman, Rank biserial, and Contingency. Critical analysis and synthesis of scientific literature, and results reporting will be addressed. Students will become informed consumers of ethical research using evidence-based behavioral science research in their careers. Professional, educational, legal, and ethical issues in psychological research is addressed.

PSY 602 Developmental Psychology

This course provides an advanced overview of current research and theory in lifespan human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on research and theories of human physical, cognitive, emotional, social development and culture, diversity, and policies affecting human development. Professional, educational, legal, and ethical issues in developmental psychology will also be addressed.

PSY 603 Tests & Psychometrics

In this course, students will learn test construction principles and psychological measurement. Through rigorous exploration of the appropriate and ethical use of tests, the course presents principles of test construction, reliability and validity, and commonly used tests. The role of assessment in mental health, business, law, and other applications will provide students context for practicing administering psychometric tests, scoring, and interpreting standardized tests. Professional, educational, legal, and ethical issues in psychological testing is addressed. Students will be exposed to the following tests: the Wechsler Memory Scale, Fourth Edition (WMS-IV), WAIS-IV, MMPI-2-RF, Kaufman Short Neuropsychological Assessment Procedure, Millon Adolescent Clinical Inventory MACI Second Edition MACI-II, Holtzman inkblot technique (HIT), Thematic Apperception Test TAT, the Rorschach test, the Bender Visual-Motor Gestalt Test.

PSY 604 Data Analysis Lab

In this course, students will apply practical aspects of data analysis. Statistical concepts and procedures will be applied using manual or computer calculations, including organizing data entry, collection, analysis, and data interpretation. Students will become familiar with descriptive statistical methods such as mean & standard deviation, median & range, mode, frequencies and percentages; inferential statistical methods such as One sample T-test, Within Subjects T-test, Between Subjects T-test, One sample ANOVA, One-Way ANOVA, One-Way ANCOVA, Factorial ANOVA, Mixed Factorial ANOVA, Chi-square goodness of fit test, Chi-square test for independence; and correlational statistical methods such as Pearson r , Biserial, Point-biserial, Spearman, Rank biserial, and Contingency. Students will become proficient in statistical evaluation design using SPSS or other statistical analysis software. Professional, educational, legal, and ethical issues in psychological research is addressed.

PSY 605 Research Methods II

This is an advanced course in research design that includes experimental and quasi-experimental, quantitative and qualitative research, data collection, sampling, statistical methods, critical analysis and synthesis of scientific literature and results. Students will apply information literacy and evidence-based behavioral science research. Building on Research Methods I, students may be introduced to advanced data management and analysis techniques such as Factorial ANCOVA, One-Way MANOVA, Factorial MANOVA, Factorial MANCOVA, Bivariate Regression, Multiple Regression, Path Analysis, Discriminant Analysis, Logistic Regression, and Factor Analysis. Students will learn about communicating results, graphing, and synthesis of research findings and their implications for theory and future studies. Students will continue using SPSS and other related software for advanced research purposes. Professional, educational, legal, and ethical issues in psychological research is addressed. (Prerequisite PSY 601)

PSY 606 Psychopathology

This course covers psychopathology as outlined in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM). The scientific theories, descriptions, and research on major psychological disorders are studied to help students understand serious mental health disorders. The history of diagnostic classification and socio-cultural implications of mental disorders will be explored. Students learn about the types of mental disorders, assessment, treatment, and research. The professional, ethical, and cultural issues related to psychopathology and its treatment will also be discussed.

PSY 607 Biological Bases of Behavior

In this course, students will explore the detailed anatomy and physiology of the brain and its relationship to the nervous, hormonal, reproductive, and sensory systems and the attendant functions of digestion, sleep, learning and memory, emotion, and other biological functions. Theories that focus on the relationship between brain function and behavior will be reviewed, and students will learn essential brain networks, including those involved in sensation/perception, language, memory, movement, and emotions. Through a review of the history of behavioral neuroscience, students will learn about the relationship between symptom presentation and underlying theories of neuroanatomy/neurophysiology and how these concepts have evolved. Professional, educational, legal, and ethical issues in biologically based psychology is addressed.

PSY 608 Advanced Psych. Testing

This course provides advanced academic training in the principles, methods, procedures, and critical evaluation of clinical, behavioral, and psychometric assessments. The subject covers administration, interpretation, and report writing for tests of intelligence, memory, personality, achievement, learning disabilities, and forensic assessments. In each domain, the history and development of various tests are taught, and students will learn the limitations of testing with particular reference to reliability, validity, and cultural issues. At the end of this subject, students will understand the principles and methods underpinning behavioral, psychometric, and clinical assessment, and selection, administration, scoring, and interpretation of various psychological tests such as the Wechsler Memory Scale, Fourth Edition (WMS-IV), WAIS-IV, MMPI-2-RF, Kaufman Short Neuropsychological Assessment Procedure, Millon Adolescent Clinical Inventory MACI Second Edition MACI-II, Holtzman inkblot technique (HIT), Thematic Apperception Test TAT, the Rorschach test, the Bender Visual-Motor Gestalt Test. for a range of problems as they apply to adults and children. Professional, educational, legal, and ethical issues in psychological testing is addressed. (Prerequisite PSY 603)

PSY 609 Sci. Meth. Psych. Testing

In this course, students will apply the scientific method for a clinical case analysis employing biopsychosocial history, mental status evaluation, psychological testing, and treatment planning. Students will continue to call on their knowledge of the use of the psychological tests they have learned earlier in the program. Students will provide in-depth evaluation to demonstrate the achievement of the program learning objectives. Professional, educational, legal, and ethical issues in the science and practice of psychology especially as related to psychological testing is addressed. (Prerequisite PSY 590, PSY 601, PSY 602, PSY 603, PSY 604, PSY 605, PSY 606, PSY 607, and PSY 608)

READING COURSES

(All courses 3 credits unless otherwise specified)

RED 500 The Reading Process in the Content Area

Understanding reading as a process of student education including both fluent decoding of words and construct meaning through the content area in grades K-12. *Prerequisite: EDU 521*

RED 505 Techniques of Remedial and Corrective Reading

Understanding how to prescribe, differentiate and utilize appropriate strategies and materials based upon scientifically based research in order to address the prevention, identification, and remediation of difficulties in order to increase reading performance. *Prerequisite: EDU 521*

RED 506 Processes of Reading Comprehension

This course is designed to provide an overview of the nature of reading and the theoretical processes of reading comprehension from literary and cognitive perspectives. Students will be expected to make decisions about the instructional strategies for children in grades K-12 as they explore the complex dimensions of the literacy processes and current issues in comprehension research and instruction. *Prerequisites: EDU 521 and RED 505*

RED 510 Reading Practicum

A supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties. *Prerequisites: EDU 521, EDU 522, RED 500, RED 505*

RESEARCH COURSES

(All courses 3 credits unless otherwise specified)

RES 819 Research Methods

This course focuses on applying the principles, practices, and strategies for conducting scholarly research in the social sciences, including research problem development, qualitative and quantitative principles, theoretical and conceptual frameworks for a study, and ethical guidelines for research.

RES 820 Quantitative Research

This course focuses on applying the principles and practices for conducting a quantitative study. Within the context of quantitative methodology, students will learn about the different types of quantitative designs and quantitative data, approaches of collecting and analyzing quantitative data and basic statistical analysis techniques and tests. Students examine the logical alignment of the research paradigms and philosophical assumptions unique to quantitative approaches. Ethical considerations for a quantitative study are also considered. This course includes skill building exercises to prepare doctoral students for the design and implementation of a quantitative study. Descriptive statistics, one and two sample t-tests, one way ANOVA, bivariate correlation and regression are introduced and practiced.

RES 821 Qualitative Research

This course focuses on developing an understanding of qualitative research methods and design and applying the necessary skills to collect, analyze, and present qualitative data. Doctoral students will learn about the nature of qualitative research, including philosophical assumptions, interpretive frameworks, and specific qualitative research designs. They will also study how to collect and analyze qualitative data, consider ethical considerations unique to qualitative research, evaluate the quality/rigor of a qualitative study and identify and address issues of trustworthiness in qualitative research. An emphasis will be placed on practicing the skills needed to collect, analyze, and report qualitative data within the context of a potential research topic.

SCIENCE COURSES

(All courses 3 credits unless otherwise specified)

SCI 505 Scientific Inquiry: Concepts and Application

This course covers creative, inquiry-based teaching methodologies for STEM. The course also provides an overview of basic content knowledge in a range of STEM fields so that MS students produce conceptual modules synchronized with State Standards and the school district curriculum, and which are continuous with University STEM studies.

SCI 506 Understanding Scientific Research

This course will be a lecture/laboratory/journal club-based class to introduce teachers to scientific research. This course will include basic laboratory techniques and methodologies such as experimental design, calculations, pipetting, measurements, microscopy, quantitative analysis, notebook keeping, results presentation, database searching, scientific journal manuscript analysis, scientific writing and research ethics.

SCI 700 Capstone Practicum

MS candidates will develop laboratory exercises, demonstrations, and teaching methods from the MS course content and apply these as projects in their own classrooms. In accordance with the MS committee and school-district based needs, the MS candidate will choose a science topic that is regularly taught in the K-12 classroom, but poorly understood by students. The MS candidate will develop an inquiry-based learning module that will be tested in the classroom, write a report, and give a public presentation. *Prerequisites: SCI 505, SCI 506, MAT 507. Pre/co-requisite: BIO 524*

SCI 500 SPORTS NUTRITION (3 credits). The Sports Nutrition course is designed to provide students with a comprehensive understanding of the role nutrition plays in optimizing athletic performance and recovery. This course will build off advanced nutritional principles and delve into the use of nutrition as a tool when working with the active and athletic population, and include topics like ergogenic aids, supplementation, and periodized nutrition. Through a combination of lectures, discussions, case studies, and practical applications, students will explore the principles of sports nutrition, macro and micronutrient requirements, hydration strategies, supplementation, and the psychological aspects of eating for general health and athletic success.

SCI 507 PREVENTION & RECOGNITION OF ATHLETIC INJURIES (3 credits).

This course is designed for the application of medical knowledge to sport with emphasis on preserving the health of an athlete before, during, and after performance. Participants will gain a comprehensive understanding of the causes, types, and risk factors associated with athletic injuries, enabling them to develop injury prevention strategies and respond effectively to on-field incidents.

SCI 508 CURRENT TOPICS IN EXERCISE SCIENCE (3 credits). This advanced course explores cutting-edge research and trends in Exercise and Human Performance. Through a combination of lectures, discussions, and practical applications, students will delve into the latest developments in exercise science, physiology, biomechanics, nutrition, and psychology. Emphasis will be placed on critically evaluating scientific literature, understanding the implications of emerging technologies, and applying evidence-based approaches to optimize human performance across various populations and contexts.

SCI 509 INTERPERSONAL HEALTHCARE APPROACH (3 credits). This course is designed to enhance students' interpersonal communication abilities and develop essential psychosocial skills for personal and professional growth. Through theoretical frameworks, practical exercises, and real-world applications, students will explore various aspects of communication, emotional intelligence, active listening, conflict resolution, empathy, and self-awareness. Topics will include behavioral models, review of social factors on health and health beliefs, communication style, patient & family education, leadership, and professionalism.

SCI 600 BIOMECHANICS (3 credits). This course explores principles of bodily structure, mechanics, physics, and movement and how it all plays a role in exercise and motion. Through theoretical concepts and practical applications, students will gain an in-depth understanding of the biomechanical principles underlying human movement, and how these principles apply to various fields such as sports, rehabilitation, and ergonomics.

SCI 601 RESEARCH METHODS (3 credits). This course provides students with a comprehensive understanding of the principles of research methods in applied sciences, including the core concepts of scholarly writing using the PICOT method, hypothesis generation, and study design. Through a combination of theoretical discussions, practical exercises, and hands-on projects, students will gain a deep understanding of the various methods used to conduct research in fields such as exercise science, human performance, and applied kinesiology.

SCI 602 ADVANCED STRENGTH & CONDITIONING (3 credits). This Advanced Strength and Conditioning course is designed to provide students with a deeper understanding of training techniques and methodologies. This course explores the scientific principles underlying effective strength and conditioning programs, focusing on optimizing athletic performance, injury prevention, and enhancing overall physical fitness. Students will dive deeper into concepts of periodization, program design and individualization for the athletic population.

SCI 603 ADVANCED CLINICAL EXERCISE PHYSIOLOGY (3 credits). The Advanced Clinical Exercise Physiology course is designed to provide students with an in-depth exploration of the physiological responses and adaptations that occur during exercise in various clinical populations. This course builds upon the foundational principles of exercise physiology and delves into advanced concepts related to the assessment, prescription, and monitoring of exercise interventions for both general and special populations.

SCI 604 COACHING THE ATHLETE (3 credits). Coaching the athlete is an introduction into the coaching profession. It will be a comprehensive course that will focus on developing the knowledge of students on the skills, principles, and techniques necessary for effective coaching across the various levels of development and athletic competition from youth through adulthood. Students will be able to apply their knowledge and skills throughout their internships.

SCI 606 MOTOR LEARNING (3 credits). Motor Learning is a comprehensive course that delves into the complex processes of acquiring, refining, and optimizing motor skills. Drawing from the fields of psychology, neuroscience, and kinesiology, this course provides a deep understanding of the principles underlying the development and enhancement of motor skills across various contexts. Through theoretical exploration, practical applications, and hands-on experiences, students will gain insights into the intricate interplay between cognition, perception, and action in the realm of motor control and learning.

SCI 701 INTERNSHIP I (3 credits). This course is taken over two consecutive semesters (Internship 1 and 2). During this course, the student will engage in a practical internship experience as assigned by the director or instructor of the program. Successful completion of this course requires the student to demonstrate proficiency in Advanced Lab Techniques skill check. The Internship must meet the following:

- *Offer new educational learning experiences for the student. Students are not permitted to complete an internship at a current or past work, volunteer, or internship site.*
- *Be an extension of the classroom as a learning experience that provides for the application of knowledge gained in the classroom and is supported by objectives that are outlined in an official internship manual. The experience must not be simply to advance the operations of the employer or be work that a regular employee would routinely perform.*
- *Be aligned with careers related to clinical exercise physiology, exercise science, and kinesiology.*
- *Be supervised by a qualified preceptor who holds degree/s and certifications/licensures in kinesiology, exercise science, or related fields from nationally accredited programs and organizations.*

SCI 702 INTERNSHIP II (3 credits). This course is taken over two consecutive semesters (Internship 1 and 2). During this course, the student will engage in a practical internship experience as assigned by the director or instructor of the program. Successful completion of this course requires the student to demonstrate proficiency in Advanced Lab Techniques skill check. The Internship must meet the following:

- *Offer new educational learning experiences for the student. Students are not permitted to complete an internship at a current or past work, volunteer, or internship site.*
- *Be an extension of the classroom as a learning experience that provides for the application of knowledge gained in the classroom and is supported by objectives that are outlined in an official internship manual. The experience must not be simply to advance the operations of the employer or be work that a regular employee would routinely perform.*
- *Be aligned with careers related to clinical exercise physiology, exercise science, and kinesiology.*

- *Be supervised by a qualified preceptor who holds degree/s and certifications/licensures in kinesiology, exercise science, or related fields from nationally accredited programs and organizations.*

SCI 703 THESIS I (3 credits). This course is taken over two consecutive semesters (Thesis 1 and 2). A directed research and thesis writing experience in which the student works with a faculty mentor to produce a thesis proposal. The thesis proposal must be a hypothesis-based original research study that generates a descriptive study that will utilize a secondary data analysis. Successful completion of this course requires the submission of a research thesis demonstrating in-depth knowledge of a specific content area as well as the ability to conduct scientific research in this area and report the findings in a scholarly manner. The thesis will be evaluated by both the mentoring faculty member and two other faculty members, that make up the thesis committee.

SCI 704 THESIS II (3 credits). This course is taken over two consecutive semesters (Thesis 1 and 2). In this course the student will continue their directed research with an approved research proposal. Successful completion of this course requires the completion of data collection and analysis, and submission of the final paper and poster presentation. Graduation with a thesis is contingent upon student defense of their final project to their faculty committee and approval from the faculty committee that demonstrates in-depth knowledge of a specific content area as well as the ability to conduct scientific research in this area and report the findings in a scholarly manner.

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

SPO 503: History of Sports

The purpose of this course is to examine historical and philosophical aspects of sport from ancient times to the present, with an emphasis on nineteenth and twentieth century American sports.

SPO 504: Sport in Modern Society

The purpose of this course is to prepare students to think critically about sport in contemporary society. Students gain a better understanding of the socio-cultural, economic, and political issues facing sports leaders. The class will address contemporary sport issues at youth, scholastic, intercollegiate, professional, and international levels, and students will learn how individuals, communities, organizations, and societies address these issues.

SPO 506 Sport Tourism Development

This course is designed to examine the historical development of sports tourism, with an emphasis on types of sports tourism and career paths within the industry. (This course is web-enhanced)

SPO 507 Global Sport Tourism

This course examines sports tourism as a global industry that promotes understanding of historical and cultural values, and of international institutions that characterize global sports tourism systems. (The course is web-enhanced).

SPO 508 Florida Sport Tourism

This course examines sports tourism in Florida, a \$50 billion industry. Topics include opportunities and events in baseball (spring training and regular season), football bowl games, fishing, golf, senior events, Sunshine State games, and state and regional sports commissions. (This course is web-enhanced)

SPO 510 Sports Ethics

This course will examine ethics within the context of a sport management environment, utilizing theory and case application. Human resource principles and concepts will be infused in assignments and discussions to add depth and breadth to the consideration of ethical implications specific to sport managers. The course will address criteria specific to moral and ethical developmental theories, teleological and deontological theories of ethics and code of professional ethics. In-class discussions will include personal and managerial missions and values and situational analyses using various ethic models. *(This course is web-enhanced)*

SPO 540 Sports Media and Public Relations

This course covers a comprehensive study of the sports information profession on the collegiate, professional, and recreational levels. Included within the course are 1) the field of public relations, its history and evolution, 2) the skills and methods involved in the duties of the SID, public relations specialist, or media relations specialist and current attitudes and concerns in media relations between athletes, coaches, administrators, and owners. Students are exposed to professionals in the field, as well as athletic events in which the SID is involved. *(This course is web enhanced)*

SPO 543 Sports Financial Management

This course provides students with the facts, knowledge, and opportunity to better understand the true nature of financially operating a sports program/organization. The student develops additional knowledge and insight by exposure to actual situations. It will guide future administrators to become more effective financial managers when they plan and execute budgeting and accounting systems. *(This course is web-enhanced)*

SPO 544 Sports Marketing and Promotions

This course introduces students to the principles of sports marketing and the application of these principles to sports and sports related organizations. The primary focus of the course is on planning, with additional emphasis on promotions management. This course includes presentations by guest lecturers, instructor's lectures, and student's presentations and is conducted in discussion format.

SPO 546 Facility and Event Management

Included within this course are the elements which shape the planning and construction of sports facilities and the issues and problems involved in facility and event management, including marketing, production, personnel, and budget. Students may also participate in the management of events. This course also includes visits to local facilities.

SPO 547 Principles of Leisure Services

This course examines all areas of the leisure service field, ranging from not-for-profit entities such as parks and libraries to businesses such as hotels, restaurants, amusement parks and country clubs. Students analyze operating problems and participate in case studies to enhance their knowledge and outlook on leisure facilities and operational management.

SPO 548 Sports Psychology

This course is designed to introduce students to the factors influencing sport socialization and psychology. Students will be provided with an extensive foundational experience in

understanding the relationship between sport and the psychological contexts in which they exist. Topics for research will include, but are not limited to, the effects of personality, anxiety, motivation, and concentration as they relate to athletic peak performance. *(This course is web-enhanced)*

SPO 549 Athletic Fundraising

This course reviews the current approaches and techniques for increasing revenues and fundraising in athletic enterprises. *(This course is web enhanced)*

SPO 551 Negotiation in the Sports Industry

This elective course will introduce students to basic negotiating strategies applicable to the sports industries. The course will use, as its basic perspective, the theories and principles of current experts in the field of negotiation through reading text materials, faculty lectures, guest presentations, video presentations, practice negotiations, and case studies. *(This course is web enhanced)*

SPO 552 Governance of Intercollegiate Athletics

This course is designed to introduce students to the history, structure, rules and responsibilities of organizations that govern intercollegiate athletics. Current governance issues and trends are examined through a study of the literature, the insight of guest speakers, and actual case studies. Students are exposed to the complexities of the growing field of compliance.

SPO 717 Seminar/Principles of Sports Administration

This course is required for the Sports Administration graduate program degrees. It covers pertinent areas of overall management, leadership styles, decision-making, communication, philosophical and ethical conduct, and time and stress management. Timely topics of interest to the class are also researched and discussed. The course also provides students with opportunities to identify areas for potential internships and develop job/internship seeking skills. Guest speakers are frequently invited to class to share their experiences as practitioners in the field of sports administration. *(This course is web-enhanced)*

SPO 719 Legal Aspects of Sports Administration

This required course provides the student with a background and understanding of the court and legal system in America and how law is used by, and applied to, athletes and athletics in America. Some of the major legal problems and issues confronting the sports administrator covered are: contracts, due process, defamation, actions against professional, college, secondary school and community programs; actions involving safety procedures; antitrust; collective bargaining and arbitration; and risk management. *(This course is web enhanced)*

SPO 750 Issues in Sports Administration

Special issues courses may be offered from time to time on topics of particular significance to the sports industries.

SPO 755 Special Topics in Sports Administration

Special topics courses are offered focusing on areas of concern and change within the evolving business of sports.

SPO 789 Directed Readings

This independent study course is reserved for students who have already demonstrated excellence in their chosen area of study. It allows flexibility for those who are pursuing specialized objectives on an intensive basis or for those wishing to delve into an area of the sports industry that is not attainable through the normal course offerings. *Directed*

readings are allowed only with Department Approval and Program Coordinator Recommendation.

SPO 790, 791 Supervised Internship I, II

1-3 credits

Those students who have demonstrated ability and commitment to their major through active volunteer participation and adequate grade point average are encouraged and assisted in arranging internships with professional, college, and school programs; public and private recreational programs; sports facilities, or other sports related organizations. This experience provides a practical learning mode for the graduate student in which to acquire skills and practice in their area of study. Credit hours are directly related to the length of the internship and the work week. Internship is Pass/Fail only and requires the advanced approval of the Program Office. *(Course offered in online format)*

SPO 840 Sports Media and Public Relations

This course covers a comprehensive study of the sports information profession on the collegiate, professional, and recreational levels. Included within the course are 1) the field of public relations, its history and evolution, 2) the skills and methods involved in the duties of the SID, public relations specialist, or media relations specialist and current attitudes and concerns in media relations between athletes, coaches, administrators, and owners. Students are exposed to professionals in the field, as well as athletic events in which the SID is involved. This course incorporates doctoral level assessments. *(This course is web enhanced)*

SPO 843 Sports Financial Management

This course provides students with the facts, knowledge, and opportunity to better understand the true nature of financially operating a sports program/organization. The student develops additional knowledge and insight by exposure to actual situations. It will guide future administrators to become more effective financial managers when they plan and execute budgeting and accounting systems. This course incorporates doctoral level assessments. *(This course is web-enhanced)*

SPO 844 Sports Marketing and Promotions

This course introduces students to the principles of sports marketing and the application of these principles to sports and sports related organizations. The primary focus of the course is on planning, with additional emphasis on promotions management. This course includes presentations by guest lecturers, instructor's lectures, and student's presentations and is conducted in discussion format. This course incorporates doctoral level assessments.

SPO 846 Facility and Event Management

Included within this course are the elements which shape the planning and construction of sports facilities and the issues and problems involved in facility and event management, including marketing, production, personnel, and budget. Students may also participate in the management of events. This course also includes visits to local facilities. This course incorporates doctoral level assessments.

SPO 848 Sports Psychology

This course is designed to introduce students to the factors influencing sport socialization and psychology. Students will be provided with an extensive foundational experience in understanding the relationship between sport and the psychological contexts in which they exist. Topics for research will include, but are not limited to, the effects of personality, anxiety, motivation, and concentration as they relate to athletic peak performance. This course incorporates doctoral level assessments. *(This course is web-enhanced)*

SPO 852 Governance of Intercollegiate Athletics

This course is designed to introduce students to the history, structure, rules and responsibilities of organizations that govern intercollegiate athletics. Current governance issues and trends are examined through a study of the literature, the insight of guest speakers, and actual case studies. Students are exposed to the complexities of the growing field of compliance. This course incorporates doctoral level assessments.

SPO 855 Special Topics in Sports Administration

Special topics courses are offered focusing on areas of concern and change within the evolving business of sports. This course incorporates doctoral level assessments.

SPO 810 Doctoral Dissertation I

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801, 803 & 804*

SPO 811 Doctoral Dissertation II

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

SPO 812 Doctoral Dissertation III

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

SPO 813 Doctoral Dissertation IV

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

SPO 814 Doctoral Dissertation V

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

SPO 815 Doctoral Dissertation VI

This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. Variable credit (1-3 credits). *Prerequisite: BUS 801,803, 804*

THEOLOGY AND MINISTRY COURSES

All courses are online courses

(All courses are 3 credits unless otherwise specified)

STM 500 Theological Research and Writing

Empowers students to successfully communicate ideas and research through theological writing for academic study. Major genres of theological writing, correct styles of documentation, and methods to improve writing, researching, editing, and revising processes, will be addressed.

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 513 Fundamental Theology

The course examines the foundations of faith and theology. It considers the religious nature of humankind, the nature of divine revelation, the nature of faith, the development of the Christian tradition and doctrine and its role in Christian life, the inspiration, authority and theological interpretation of Sacred Scripture, the nature of magisterial authority, and the relationship of Christianity to other religions.

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

An introduction to Christian morality from the framework of Sacred Scripture and the theological and moral virtues. The student will discover that the goal of the Christian life is union with God. Christians can achieve this goal by living a moral life rooted in faith, hope, and charity and based on the virtues of prudence, justice, temperance, and fortitude as explained in the third part of the *Catechism* and through Church tradition and Sacred Scripture.

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 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 Ministerial Capstone

As an academic program that assists students in the development of theological and ministerial skills, the program requires students to reflect on and implement the knowledge they have developed in specific ministry contexts. The Ministerial Capstone requires students to identify a ministerial site where they will be able to apply this knowledge and skill set. Through the capstone, students demonstrate their competence in integrating principles drawn from coursework to concrete ministerial circumstances in their concentration area.

STM 600 Evangelization

This course begins by exploring the fundamental conviction that evangelization is the deepest identity of the Church and therefore influences every facet of her life. It will consider the theological foundations of evangelization and survey the Church's understanding of evangelization from the early Church to the present. The course will focus on recent developments stemming from Vatican II and the call to a new evangelization.

STM 601 Catechetics

This course offers an introduction to the history, methods, and contemporary practice in catechetics. Students will study the Church's catechetical documents, providing the necessary foundations for catechesis in the context of the new evangelization. Catechetical skills will be developed by analyzing specific doctrines in order to learn how to handle them in catechetical presentations, determining what is essential in presenting a catechesis that is systematic and organic in the contemporary context.

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 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 Sacramental Theology

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.

DOCTORAL COURSES

All courses delivered in online modality.

(All courses are 4 credits unless otherwise specified.)

STM 802 Introduction to Doctoral Research

Presents seminal works within Christian theology. This course provides theological background necessary for approaching doctoral work that integrates classics in the Catholic theological tradition. Empowers students to successfully communicate ideas and research through theological writing for their classes and their ministries. The course also covers how to construct professional theological writing, correct styles of documentation, and methods to improve writing, researching, editing, and revising processes.

STM 807 Theological Research I

3 credits

This course will guide students beginning their broad reading in their various areas of interest. A student will develop a thorough annotated bibliography of works that will be used in the formal writing of the dissertation.

STM 808 Theological Research II

3 credits

This course will continue the process of guiding students in their broad reading in their various areas of interest. In addition to continued work on the annotated bibliography of works that will be used in the formal writing of the dissertation, a student will also formulate the *status quaestionis* and establish a formal research question.

STM 812 Ecclesiology

Explores the scriptural and theological foundations for an understanding of the belief and practice of the church. Classic and modern texts will be examined in order to understand bottom up ecclesiology as well as top down ecclesiology. The historical approach provides a context for examining different ecclesiological models in dialogue with practical theology in a global context.

STM 813 Evangelization and Mission

Evangelization and Missiology introduces students' to key areas of ministry in areas such as catechesis, sacramental prep, youth ministry, RCIA, adult faith formation, marriage preparation, community building events, multicultural ministry, social outreach, social communication, mission, and evangelization. This course introduces skills to identify community or parish needs and socio-cultural context, gather and synthesize data, reflect theologically, and plan an appropriate pastoral response.

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 870 Theology of Leadership

This course will explore the theology and history of leadership in the Catholic Church. First, Jesus' servant leadership model will be examined in light of scripture. Second,

several leadership qualities of Saints will be examined. Last, Pope Francis book on leadership will conclude the course.

STM 871 Hispanic-Latino/a Leadership

This course will explore the theology and ministry of Hispanic groups within the United States, the Hispanic theological experience that emerged out of a 20th century Latin American context, and their contribution to theology and ministry in a Catholic US context.

STM 872 Business Leadership

Students are introduced to the study of business ethics from both a Catholic theological perspective and contemporary leadership theories and practices. Students begin by examining contemporary business dilemmas, followed by ethical principles of Catholic Social Teaching in order to think about what type of leadership practices could prevent or resolve. In analyzing contemporary business problems from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 873 Theology of Education

This course will explore the theological and philosophical foundations of education. It will consider distinctly Catholic features of education and survey the history of a Catholic approach to education vis-à-vis secular educational movements. The course will give particular attention to developments in Catholic education from Vatican II to the present, to facilitate the formation of a Catholic educational philosophy within the teacher and the school.

STM 874 HealthCare Leadership

Students are introduced to the study of health care ethics from both a Catholic theological perspective and contemporary leadership theories and practices. Students begin by exploring foundational topics such as the relationship between faith and reason and the moral principles that govern the patient-professional relationship. Students then focus on ethical challenges concerning—but are not limited to—determining when human life begins (and its associated implications for medicine), treatment for critically ill newborns, genetic screening/testing, and the duties of health care professionals with regard to end of life care. In analyzing contemporary health care problems from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 875 Addiction & Leadership

Students will explore the reality of addiction in the 21st century through consideration of how the desires of people and societies can lead to unhealthy forms of addiction. These pathological relationships can be analyzed with resources related to scientific, theological, and philosophical perspectives. In analyzing contemporary problems of addiction from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 876 Sport and Leadership

Students will explore how to use the intellectual virtue of prudence, as described by St. Thomas Aquinas, and used by Pope Francis, to develop a sense of faith that seeks understanding of the role of sports in contemporary US culture. In addition, students will learn to integrate the University of Notre Dame "Play Like a Champion" model with the Dicastery for Laity, Family and Life, "Giving the best of yourself" document in order to form their sense of mission and vocation in life and sport. In analyzing

contemporary problems in sports in the 21st century from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 877 Migration & Leadership

About 200 million people in today's world live in a country where they were not born. Migration as an endless motion surrounds and pervades virtually all aspects of contemporary society. Moreover, we often hear that historically America is a "nation of immigrants." Amidst current waves of migration, the Catholic Church is looking for new practices of encountering and accompanying those who migrate in order to practice mercy and to welcome the stranger as Jesus instructs in MT 25:35-46. In this course we will seek to understand migration theologically, biblically, historically, and ethically in the broader framework of leadership.

STM 878 Environmental Leadership

In a time when the adverse effects of anthropogenic climate change are beginning to be felt, this course will form students to examine how to respond to a call to environmental issues from a Catholic theological perspective. Students will explore the principles of faith and reason and the resources of the Catholic tradition regarding stewardship, the common good, and the option for the poor and vulnerable in the context of leadership theory and practice. In analyzing contemporary environmental problems from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 911 Formation and Spirituality in Practical Theology

Examines ecclesial and spiritual topics related to formational practice, especially in the context of religious education. Students will be trained to undertake a practical theological self-examination to understand how to use a practical theological method to integrate classic and contemporary theological sources for integrative religious practice.

STM 912 Sacramental Theology

Beginning with an examination of the sources of God's self-communication through revelation, this course focuses on mediation of God's presence and the human responses in symbol and sacrament. Students also examine the history and evolution of belief and practice of sacraments in the Catholic Church in order to acquire the theological language of symbol, liturgy, and sacrament, and be able to translate it into language and concepts that are useful in pastoral contexts.

STM 913 Catholic Social Teaching

Students explore the field of Moral Theology within Catholic Social Teaching. Students will examine the history of the Church's moral and ethical tradition from a practical theological perspective. We explore a number of critical political, economic, and cultural issues of moral importance with the goal of educating pastoral and lay ministers with knowledge of specific moral issues in the United States, and across the world; and what the Magisterium of the Catholic Church teaches laity concerning ethical action in regard to moral issues.

DIS 900 Doctoral Research Proposal (3 credits)

Students will develop a doctoral research plan in collaboration with their chair. Students will develop an introduction to the problem, background, context, and abbreviated theoretical framework, purpose of the study, research objectives/hypotheses, significance of the study, investigator scope, definition of term, and an organizational timeline for completion of the doctoral research process.

DIS 904 Doctoral Research: Continuation (1-3 credits)

This benchmark is designed to provide the opportunity for doctoral students to engage in reading, research, writing, and discussion on special topics relating to preparation and successful defense of the dissertation.

ADMINISTRATION

Office of the President

David A. Armstrong, JD, Cleveland-Marshall College of Law, BA, Mercyhurst University, President.

Matthew Whelan, Ed.D, Dowling College, MA, William Paterson University, BA, Mercyhurst University, Executive Vice President

Mark St. Louis, JD, Stetson University College of Law, MBA, Baker College, BA, Michigan State University, Associate Vice President of Compliance

Office of the Provost

Michelle Garcia-Johnson, Ed.D., MBA, BA, St. Thomas University, Provost.

Pamela Cingel, PhD, MS, BA, University of Toledo, Vice Provost.

Office of Academic Affairs

David Edwards, MS, BS, Florida International University, Dean of Gus Machado School of Business.

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Jeffery Plunkett, Ph.D., Georgia State University, BA, Miami University, Dean of College of Health Sciences and Technology.

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Maritza Rivera, MA, BA, Interamerican University of Puerto Rico, Director of Academic Enhancement.

Office of Administrative Affairs

Diego Britto, MBA, Hofstra University, Vice President for Administration and Chief Financial Officer.

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

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.

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Elmie Myrtil, MS, St. Thomas University, Director of Human Resources.

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Jan Bell, Ed.D., Temple University, M.S., State University of New York, B.S., Salisbury State College, Professor Emeritus of Sports Administration, 1985.

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ACADEMIC CALENDARS

Fall 2024

Undergraduate & Graduate		COLLEGE OF LAW
FL & FL1 First Payment Due Date (Payment Plan)	July 12	
*President's General Assembly and *Catholic Identity Training	*August 8	*President's General Assembly and *Catholic Identity Training
FL & FL1 Final Term Payment	August 12	
Faculty Welcome Week	August 12-16	
	August 13-15	Law School Orientation
FL – Term Residence Hall Check-in for New/Transfer Students	August 15-16	
FL/FL1 - Term Residence Hall Check-in Returning Students	August 17-18	
FL1 First Day of Class (Saturday)	August 17	
Convocation Ceremony & First Year Mass	August 18	
FL First Day of Class (Monday)	August 19	First Day of Classes - 1L Year and LL.M. (College of Law)
FL & FL1 Deletion for Non-Payment	August 21	
FL & FL1 Last day to Add/Drop Deadline 100% refund	August 23	
	August 26	First Day of Classes – Upper Classes (College of Law)
	August 26-30	Add/Drop Period (College of Law)
Labor Day / Holiday (No Class)	September 2	Labor Day / Holiday (No Class)
Academic Advising & Student Planning for Spring Terms: SP, SP1, SP2	September 10 – October 11	
FL1 withdrawal with "W" grade Deadline	September 20	Professionalism Day - 1L Students (College of Law)
	September 23-27	Graduation Registration (December Degrees)
Graduation Application Deadline (Fall)	September 30	
	Sept. 30 - Oct. 4	IL Midterms (College of Law)
FASFA open for application	October 1	
FL 2 Final Term Payment	October 7	
Last day to submit grade change for Summer Incompletes	October 11	
FL1 Term Ends	October 11	
FL2 First Day of Class (Saturday)	October 12	
Mid-Term Grades Deadline submission of Grades 9:00AM	October 14	
FL1 – Deadline for Faculty submission of Grades 9:00AM	October 14	
Registration for Spring Terms: SP, SP1, SP2	October 16	
FL2 Deletion for Non-Payment	October 16	
Last day to Add/Drop Deadline w/ 100% refund if registered only for FL2 (Undergraduate) and for all FL2 Graduate students	October 18	
Last day to submit Dissertation/Thesis to the library	November 1	
Life Experience Portfolio Deadline	November 1	
FL & FL2 withdrawal - "W" grade Deadline	November 15	
	November 25	Last Day of Classes (College of Law)
	Nov. 26 - Dec. 1	Reading Days (College of Law)
Founder's Day/Thanksgiving/ Holiday (No Class)	November 27-30	Founder's Day/Thanksgiving/ Holiday (No Class)
Final Exams - FL Term	December 2-5	
	December 2-13	Final Exam Period (College of Law)
FL & FL2 Term Ends	December 6	
Degrees Conferred/Posting Date	December 6	
FL & FL2 - Deadline for Faculty submission of Grades 9:00AM	December 9	
SP 2025 First Payment Due Date (Payment Plan)	December 13	Degrees Conferred/Posting Date (College of Law)
*President's General Assembly	*December 16	*President's General Assembly
SP 2025 Final Term Payment (Payment Plan)	January 3, 2025	
SP 2025 Deletion for Non-Payment	January 6, 2025	

*Mandatory for all faculty and staff.

05/31/24

ACADEMIC CALENDARS

Spring 2025

Undergraduate & Graduate		COLLEGE OF LAW
SP & SP1 First Payment Due Date (Payment Plan)	Dec. 13, 2024	
SP & SP1 Final Term Payment (Payment Plan)	January 6	First Day of Classes (College of Law)
	January 6-10	Add/Drop Period
SP – Term Residence Hall Check-in for New/Transfer Students	January 9	
*President's General Assembly	*January 8	*President's General Assembly
SP & SP1 - Term Residence Hall Check-in Returning Students	January 10-11	
SP1 first Day of Class (Saturday)	January 11	
SP first Day of Class (Monday)	January 13	
SP & SP1 Deletion for Non-Payment	January 15	
Martin Luther King, Jr. / Holiday (No Classes)	January 20	Martin Luther King, Jr. / Holiday (No Classes)
SP & SP1 Last day to Add/Drop Deadline 100% refund	January 17	
Graduation Application Deadline (Spring)	February 1	
	February 3-7	Graduation Registration (May/July Degrees)
Academic Advising & Student Planning for Summer and Fall Terms: SU, SU1, SU2 & FL, FL1, FL2	February 6 - March 17	
SP1 withdrawal with "W" grade Deadline	February 14	
Presidents' Day - Holiday (No Classes)	February 17	Presidents' Day - Holiday (No Classes)
	February 18	Monday Classes Meet (Tuesday) College of Law
SP1 Term Ends	March 7	
SP1 – Deadline for Faculty submission of Grades 9:00AM	March 10	
Mid-Term Grades Deadline submission of Grades 9:00AM	March 10	
SP2 Final Term Payment	March 10	
Spring Break	March 10-14	Spring Break
Last day to submit grade change for Fall Incompletes	March 10	
SP2 First Day of Class (Saturday)	March 15	
SP2 Deletion for Non-Payment	March 19	
Last day to Add/Drop Deadline w/ 100% refund if registered only for SP2 (Undergraduate) and for all SP2 Graduate students	March 21	
Registration for SU, SU1, SU2 & FL, FL1, FL2	March 25	
Last day to submit Dissertation/Thesis to the library	March 28	
Life Experience Portfolio Deadline	April 4	
	April 15	Last Day of Classes (College of Law)
Easter Break – (No Classes)	April 17-19	Easter Break – (No Classes)
	April 16-21	Reading Days (College of Law)
SP & SP2 withdrawal - "W" grade Deadline	April 21	
	April 22-May 2	Final Exam Period (College of Law)
	May 2	Degrees Conferred/Posting Date (College of Law)
Final Exams - SP Term	May 5-9	
SP & SP2 Term Ends	May 9	
Degrees Conferred/Posting Date	May 9	
SP & SP2 - Deadline for Faculty submission of Grades 9:00AM	May 12	
Summer 2025 Final Term Payment (Payment Plan)	May 12	
Baccalaureate Mass (Tuesday)	May 13	Baccalaureate Mass (Tuesday)
Undergraduate Commencement (Wednesday)	May 14	
Graduate Commencement (Thursday)	May 15	
	May 16	Law School Commencement (Friday)
*President's General Assembly	*May 19	*President General Assembly
Summer 2024 Deletion for Non-Payment	May 21	

*Mandatory for all faculty and staff.

07/11/24

ACADEMIC CALENDARS

Summer 2025

Undergraduate & Graduate		COLLEGE OF LAW
SU & SU1 - Payment Due Date	May 12	
SU1 – Term Residence Hall Check-in for New/Transfer Students	May 16	
SU1 - First Day of Class (Saturday)	May 17	
*President's General Assembly	May 19	*President's General Assembly
SU - First Day of Class (Monday)	May 19	
SU & SU1 - Deletion for Non-Payment	May 21	First Day of Classes (Wednesday) - College of Law
	May 21-23	Add/Drop Period (College of Law)
SU & SU1 - Last day to Add/Drop Deadline 100% refund	May 23	
Memorial Day Holiday (No Classes)	May 26	Memorial Day Holiday (No Classes)
	May 28	Monday Classes Meet (Wednesday) – College of Law
SU1 - withdrawal with "W" grade Deadline	June 13	
Summer/August Degree /Certificate Application	June 15	
Juneteenth/Holiday (No Classes)	June 19	Juneteenth/Holiday (No Classes)
SU2 - Payment Due Date	June 23	
SU1 - Term Ends	June 27	
SU2 – Term Residence Hall Check-in for New/Transfer Students	June 27	
SU2 - First Day of Class (Saturday)	June 28	
SU1 - Deadline for Faculty submission of Grades 9:00AM	June 30	
SU2 - Deletion for Non-Payment	July 2	
Independence Day Holiday (No Classes)	July 4	Independence Day Holiday (No Classes)
Last day to Add/Drop Deadline w/ 100% refund if registered only for SU2 (Undergraduate) and for all SU2 Graduate students	July 7	
Last Day to Submit the Dissertation/Thesis to Library	July 11	Last Day of Classes (College of Law)
	July 12-16	Reading Days (College of Law)
FL 2024 First Payment Due Date (Payment Plan)	July 14	
	July 17-24	Final Exam Period (College of Law)
	July 24	Degrees Conferred/Posting Date (College of Law)
SU & SU2 - withdrawal with "W" grade Deadline	July 25	
SU & SU2 - Term Ends	August 8	
Degrees Conferred/Posting Date	August 8	
SU2 - Deadline for Faculty submission of Grades 9:00AM	August 11	
*President's General Assembly and *Catholic Identity Training	August 12	*President's General Assembly and *Catholic Identity Training
FL 2024 Final Term Payment (Payment Plan)	August 18	
FL 2024 Deletion for Non-Payment	August 27	

*Mandatory for all faculty and staff

02/23/24