

**2009-2010
Graduate Catalog**



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GRADUATE EDUCATION CALENDAR FALL SEMESTER 2009

Mon.	Aug. 31	Open Registration
Tues.	Sept. 8	Fall Semester Begins
Fri.	Sept. 11	MST Orientation Meeting
Fri.	TBN	Literacy Program Review Committee
Fri.	TBN	MSED Orientation Meeting
Fri.	Sept. 19	Last day for 2007 graduates to apply for graduation
Mon.	Oct. 5	Applications Due:*
		<ul style="list-style-type: none"> • Matriculation MST and MSED • Comprehensive Exams (Spring/Fall) • Practicum (Summer) • Graduation-MSED candidates (Fall/Spring) • MST Program Completers (Fall/Spring)
Fri.	Oct. 9-26	Comprehensive Exams – MSED Special Education Pick up 10/9 before 4:00 p.m. Return 10/26 before 4:30 p.m.
Mon.	Oct. 12	Columbus Day- Holiday
Fri.	Oct. 16	Mid-Semester Grades must be submitted to Registrar
Mon.	Nov. 2	Incomplete grade from prior semester to Registrar
Tues.	Nov. 3	Election Day – Holiday
Thurs.	Nov. 12	Last Day to Drop a course
Wed.	Nov. 12	MST Student Teaching on-line application in ERC
Wed.	Nov. 25-29	Thanksgiving Recess
Mon.	Nov. 30	Classes Resume
M-F	Dec. 14-18	Exam Period: Classes must meet or an exam must be scheduled
Fri.	Dec. 18	Fall Semester Ends
Mon	Dec. 21	Final Grades must be submitted in person to Registrar by 11:00am

WINTER SESSION 2010 (Classes meet Monday through Friday)

Mon.–Fri. Jan. 4-22 Winter Session – **Holiday: Monday, January 18**

*Any application submitted after the due date will not be accepted.

GRADUATE EDUCATION CALENDAR SPRING SEMESTER 2010

Wed.	Jan. 7	Open Registration
Mon.	Jan. 18	Martin Luther King Day - Holiday
Mon.	Jan. 25	Spring Semester Begins
Fri.	Feb. 22	Applications Due:*
		<ul style="list-style-type: none"> • Comprehensive Exams (Fall) • May/August graduation-MSED candidates • MST Program Completers (Entering Fall '09)
Fri.	Feb. 5-22	Comprehensive Exams – MSED Special Education
		Pick up 2/5 before 4:00 p.m.
		Return 2/22 before 4:30 p.m.
Fri.	Mar. 12	Mid-Semester Grades must be submitted to Registrar
Mon.	Mar. 15-19	Spring Break
Mon.	Mar. 22	Classes resume
Tues.	Mar. 23	Incomplete grade from prior semester to Registrar
Wed.	Mar. 31	Last day to drop a course
Fri.	Apr. 2	Good Friday - Holiday
Mon.	May 3-May 7	Exam Period: Classes must meet or an exam must be scheduled
Fri.	May 7	Semester ends
Mon.	May 10	Final grades submitted to Registrar Office by 11am
Fri.	May 14	Commencement 2 PM

SUMMER SESSION 2009 (Classes meet Monday through Thursday)

May-June	Summer Session I - Holiday: Monday, May 24
July-August	Summer Session II

See Banner Self-Service or Registrar for a complete List of Offerings
Graduate Summer Sessions Dates to be announced

***Any application submitted after the due date will not be accepted.**

MASTER OF BUSINESS ADMINISTRATION DEGREE PROGRAM: 2009-2010 CALENDAR

Quarter I, 2009-2010

Sept. 4	Last day for Tues. class registration
Sept. 8	Quarter 1 begins (Tuesday night class)
Sept. 9	Last day for weekend class registration
Sept. 11	Weekend classes begin
Sept. 24	Last day to drop a course
Oct. 09-11	Holiday recess
Oct. 13/16	Classes resume
Nov. 15	Quarter I ends
Nov. 17	Final grades submitted by 11:00 a.m.
Nov. 17	Last day to apply for January graduation

Quarter II, 2009-2010

Dec. 2	Last day for registration
Dec. 4	Quarter II begins
Dec. 17	Last day to drop a course
Dec. 25-Jan.3	Holiday recess
Jan. 8	Classes resume
Feb. 14	Quarter II ends
Feb. 15	Last day to apply for May graduation
Feb. 16	Final grades submitted by 11:00 a.m.

Quarter III, 2009-2010

Feb. 26	Last day for Tuesday class registration
Mar. 2	Quarter III begins (Tuesday night class)
Mar. 3	Last day for weekend class registration
Mar. 5	Weekend classes begin
Mar. 15	Last day to apply for August graduation
Mar. 18	Last day to drop a course
Apr. 2-4	Holiday recess
Apr. 6/9	Classes resume
May 9	Quarter III ends
May 11	Final grades submitted by 11:00 a.m.
May 14	Commencement – 2:00 PM

Quarter IV, 2009-2010

Jun. 2	Last day for registration
Jun. 4	Quarter IV begins
Jun. 17	Last day to drop a course
Jul. 2-4	Holiday recess
Jul. 9	Classes resume
Aug. 8	Quarter IV ends
Aug. 10	Final grades submitted by 11:00 a.m.

OVERVIEW

BUILDING ON EXCELLENCE

St. Thomas Aquinas College is booming. It is a dynamic institution with a thoughtful, deliberate past, a resourceful, dramatic present, and an important, vibrant future. The College has risen to face each succeeding challenge with vigor and confidence, virtues instilled in its hallowed halls by its founders. Few small, liberal arts colleges can boast the success, the current stature, the same fiscal health as can St. Thomas Aquinas College!

We began in 1952 as a three-year teacher education college with thirty students. Today, we offer three masters degrees, thirty-one baccalaureate majors, two associate degrees, and a dual degree in engineering and in physical therapy. Our student body—some 2,700 full and part time students—is still small enough to give you the personal attention you'll benefit from best.

TRADITION

In 1952, The Board of Regents of the State of New York granted a Provisional Charter to the Dominican Sisters of Sparkill to operate a three-year elementary teacher education program under the corporate title of St. Thomas Aquinas College. This Charter was later amended in 1957 so that the College might conduct courses leading to the Bachelor of Science in Education Degree for members of the Sparkill Congregation. In 1958, the College graduated its first class into the ranks of the alumni - 30 strong!

In 1960, the Provisional Charter was made absolute and the College was empowered to grant the degrees of Bachelor of Arts, Bachelor of Science and Bachelor of Science in Education as well as to admit other religious women and lay-women. In 1967, the College was granted the Charter amendment to open its doors as a coeducational institution.

In 1981, the College was granted a Charter amendment to offer the associate in arts and associate in science degrees at the United States Military Academy at West Point. The program was designed and implemented at the Army's request for enlisted military personnel, officers, spouses and dependents and civilian employees at the military base at West Point and the Stewart Army Subpost.

In 1985, the New York State Education Department authorized St. Thomas Aquinas College to confer the Master of Science in Education on duly qualified students completing the registered programs and, simultaneously, approved the first graduate program in special education. Additional programs, in elementary education, in secondary education and in reading, leading to the degree of Master of Science in Education (M.S. in Ed.) as well as a Certificate of Advanced Study (CAS) leading to provisional certification (PreK-6, and 7-12) were authorized in May 1992. The CAS was superceded by the MST in 2002.

In 1994, the New York State Education Department authorized St. Thomas Aquinas College to confer the Masters of Business Administration in Business Administration, on duly qualified students completing the registered program with concentrations in finance, marketing or management. Five-year dual degree programs in engineering are offered cooperatively with The George Washington University in Washington, D.C., and Manhattan College in New York City. The College also has a dual degree program in podiatry in cooperation with the New York College of Podiatric Medicine. In 1995, the College started a five-year program, and currently (since 2002) offers a seven-year program that culminates with a Doctor of Physical Therapy from New York Medical College. In 1996, St. Thomas signed an articulation agreement with New York Chiropractic College which enables students to earn a B. S. in Biology from St. Thomas, and a Doctor of Chiropractic (D.C.) from NYCC.

St. Thomas students can now study in a variety of countries, including England, Ireland, Hungary, Italy and Japan, and in 1997, the College entered a partnership with the High Technology School in Morocco, establishing an MBA site in Rabat. The College's Director of International Study assists students in arranging study abroad opportunities.

In 2002 a Master of Science in Teaching (MST) leading to initial certification (Grades 1-6 or 7-12) was approved by New York State, and in 2006, a Master of Science in Education in Educational Leadership leading to School Building Leader certification was approved.

Since 1997, the College has formed additional strategic alliances with a number of institutions of higher education in transfer and cooperative degree programs. The following institutions in the area have entered into transfer agreements with St. Thomas Aquinas College: SUNY Rockland, SUNY Orange, SUNY Dutchess, SUNY Hudson Valley, and SUNY Nassau Community Colleges; CUNY Queensborough Community College; and Bergen Community College.

The College also has articulation agreements with the following comprehensive undergraduate and graduate degree programs: Barry University's School of Law; Catholic University of America (MA in English); Iona College (BA/MA in History); Marist College (MS in Psychology); New York University's School of Social Work (accelerated BS/MSW on the STAC campus); Pace University (MS in Counseling); Polytechnic University (BS/MS in Biomedical Engineering); Seton Hall University (MA in Corporate and Public Relations); St. John's University (BS,BA/MLS on the STAC campus; advanced standing agreements in graduate Biology, English, History, Math & Computer Science, Sociology, Spanish and Theology/Religious Studies); and St. John's University School of Law.

We now offer a total of 100 majors, minors, specializations and dual degree programs for our undergraduate students. Our enrollment grew 100% in just 20 years and our physical plant has grown from 23 to 48 acres. These strides, as well as all of the new projects on campus, speak of PROGRESS and we are proud of it. Yet our success and progress is a reflection of those very people we aim to serve — our students.

MISSION

St. Thomas Aquinas College is an independent liberal arts college, which provides education at the undergraduate and graduate levels for students from all traditions. In continuing its Catholic heritage and the spirit of its founders, the Dominican Sisters of Sparkill, the College is committed to the principle of enlightening the mind through truth, as exemplified by Thomas Aquinas, and to the Classical and Judeo-Christian ideals which have contributed to the development of humanity. Accordingly, the College is dedicated to the development of each student consistent with the individual's resolve to work and ability to achieve.

Consistent with its commitments, the College requires each undergraduate to attain a broad foundation in the liberal arts and sciences. The College provides a range of undergraduate majors and graduate programs to assist students to prepare for careers or for further education through a deeper focus in a major field of study.

The College creates a welcoming, caring and challenging environment for learning. Intensely student-centered academic activities and vigorous student-life programs are purposefully combined to enhance the educational process and to foster intellectual, moral, social and spiritual growth.

Within this environment, St. Thomas Aquinas College assists each student in the effort to develop as an articulate and independent member of society who uses a reasoned approach to all issues, who strives to become a responsible citizen and leader in shaping the diverse world community, who lives in a manner exemplifying the principles of service, mutual respect, and individual responsibility, and who appreciates the value of learning as a life-long endeavor.

VISION

Building On Excellence, engendered by a spirited and collegial foundation, St. Thomas Aquinas College will be an educational institution marked by quality and access. Quality is enhanced through increased access that brings to the College a diversity of peoples, ideas, and life experiences. Academic excellence will be the foundation for student-centered learning. Essential resources will be directed toward the successful accomplishment of mission-related outcomes that will make a significant positive impact on all people involved with the College.

Building on academic excellence, the undergraduate experience will be enlivened through its core courses of liberal arts and sciences. Professional education at the undergraduate and graduate levels will be broad based and responsive to societal needs. Graduates will be critical thinkers and effective communicators who welcome diversity and take a reasoned approach to all issues. Guided by a distinguished faculty, our students will be the leaders of tomorrow who work collaboratively to shape a humane future.

Building on quality and access, St. Thomas Aquinas College will respond to the distinctive needs of new student populations both here and abroad. All dimensions of the College will be affected: human resources, course scheduling, delivery of programs, costs, facilities, sites, program content and student-centered services. Ongoing strategic decision-making and planning processes will ensure efficient information flow about institutional performance and ever-changing environmental factors. Strategic alliances will be formed to maximize existing resources and to offer new educational programs. Information technology provides access to information and the means to support new ways of learning.

COLLEGE RECOGNITION AND MEMBERSHIP

St. Thomas Aquinas College is incorporated by the Legislature of the State of New York. The College has an absolute Charter from the Board of Regents of the University of the State of New York. The College is fully accredited by the Middle States Association of Colleges and Schools, the National Council for Accreditation of Teacher Education (NCATE) programs and most recently received accreditation for its Bachelor of Science and its Master of Business Administration degree programs in business through the International Assembly for Collegiate Business Education (IACBE).

St. Thomas Aquinas College holds membership in the American Council on Education, Association of American Colleges, Association of Governing Boards of Universities and Colleges, American Assembly of Collegiate Schools of Business, National Association of Independent Colleges and Universities, Commission of Independent Colleges and Universities, the Council of Independent Colleges, Council for the Advancement and Support of Education, the American Association of University Women. Members of the administration and faculty hold membership in numerous associations, including the Middle States Association of Collegiate Registrars and Admissions Officers, the National Education Association, College Art Association, American Association of University Professors, American Chemical Society, American Association of Mathematics, American Association for the Advancement of Science, National Council of Teachers of English, American Philosophical Association, American Psychological Association, Council of Exceptional Children, National Association of College Admissions Counselors, Society of Professional Journalists, Association for Continuing Higher Education and other educational and professional associations.





ADMISSION TO THE COLLEGE

St. Thomas Aquinas College seeks to attract men and women who give evidence of the potential for success and who can derive maximum benefit from the programs offered by the College. The College does not discriminate against students, faculty, staff, and other beneficiaries on the basis of race, color, national origin, gender, age, sexual orientation, disability, marital status, genetic predisposition, carrier status, veteran status, or religious affiliation in admission to, or in the provision of its programs and services. The Section 504 Coordinator, the Title IX Coordinator, and the Age Act Coordinator is the Director of Human Resources, Marian Hall 216, ext. 4038. St. Thomas Aquinas College provides accommodations and support services without charge to faculty, staff and students in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These include:

- Modified accessible on-campus housing
- Special dietary accommodations with Campus Dining Services
- Consultation for assistance in developing self-advocacy and networking skills
- Academic aids as required by Section 504 and ADA

Since no two people with disabilities are alike, our accommodations are individualized and decentralized so that you can fully participate in academic, employment and campus life. To find out more about disability services, you are invited to contact the Disability Services Coordinator/Director of Academic Advisement. Decisions about participation are yours!

There are several College committees that address issues related to accommodating the needs of individuals with disabilities. The Director of Academic Advisement serves as the Disability Services Coordinator and communications with these committees, and is the individual's primary contact with regard to the certification and accommodation of disabilities.

ADMISSION REQUIREMENTS FOR THE MASTER OF SCIENCE IN EDUCATION AND/OR THE MASTER OF SCIENCE IN TEACHING

Matriculated students are those who have been accepted as candidates for the MST or M.S.Ed. and who have completed successfully 12 credits of graduate study at St. Thomas Aquinas College. Admission requirements include:

1. A baccalaureate degree from an accredited undergraduate institution. The Division of Teacher Education reserves the right to require applicants to complete prerequisites prior to acceptance according to program and/or NYS requirements.
2. A teaching certificate (required only for M.S.Ed. candidates).
3. A cumulative grade point average of 3.0 or above on a 4.0 scale. The Division of Teacher Education reserves the right to require GRE scores from promising candidates whose GPA falls below this standard.
4. Evidence of potential to complete a graduate degree in education, to be provided through letters of professional references and a statement of professional goals.
5. An interview with the Director of Graduate Education.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR POST MASTERS CERTIFICATE IN SPECIAL EDUCATION AND IN LITERACY.

- Master of Science in Education degree
- Evidence of study in cognition and learning and research methods. Applicants lacking evidence of study in any of these areas will need to meet this requirement prior to completing the program.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR POST MASTERS CERTIFICATE, THE MASTER OF SCIENCE IN TEACHING, AND/OR THE MASTER OF SCIENCE IN EDUCATION, MUST SUBMIT THE FOLLOWING:

1. A completed application form and a non-refundable application fee.
2. **Official** copies of transcripts from all institutions of higher education attended. **Applicants for the Post Masters Certificate program need only to submit an official copy of a transcript from the institution that granted the masters degree.**
3. Three recommendations.
4. A copy of the teaching certificate (M.S.Ed. and Post Masters only)

Documents submitted in support of an application become part of the permanent records of the graduate programs in education and cannot be released for any other use.

Decisions regarding acceptance are made once all materials have been received and evaluated. Approval to register is generally given to those who meet the requirements at this time. A faculty advisor is also identified. Persons are encouraged to meet with their advisor regularly to ensure timely completion of all requirements.

Admission to study does not imply candidacy for a degree. Final matriculated status in the MEd and MST is granted upon completion of 12 credits and maintenance of a 3.0 GPA. Candidates maintain matriculated status by completing at least six credits during the fall and spring semesters. Persons who wish to take a leave from the program will apply for an official leave of absence and specify the expected semester of return.

Application and all supporting materials must be submitted by: June 30 for Fall Admission; November 15 for Spring Admission; March 1st for Summer Admission

Admission requirements for non-degree students

Non-degree graduate students are those who wish to complete course work for professional or personal enrichment or to transfer credit to another institution. Generally, six credits may be taken as a non-degree student. Persons wishing to take six additional credits must submit the following:

1. A completed application form and fee; 2. **Official** transcripts from the institution that awarded the baccalaureate degree.

ADMISSION REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION

Applicants must submit a completed application form and a non-refundable application fee. The following criteria are used in evaluating applications:

1. A bachelor's degree from an accredited institution with a minimum 2.8 undergraduate GPA, based on a 4.0 overall grade point average. Transcripts of academic records from all undergraduate and graduate schools attended must be submitted. A student whose undergraduate index is less than a 2.8 may, in some circumstances, be admitted under a provisional admission status. (See below)
2. Three letters of recommendation from employers or college professors.
3. Graduate Management Admission Test (GMAT) scores. (Use STAC Code #2807.) Waivers of the GMAT examination are available to St. Thomas Aquinas College graduates who meet all other criteria for admission, and may be available to other applicants with a minimum of five (5) years full time business experience at increasing levels of managerial responsibility. Waivers are also available for applicants whose undergraduate degrees are from colleges with whom STAC has articulation agreements and who meet all other criteria for admission.

ADMISSIONS DECISIONS

Candidates for admission should submit their completed application and supporting credentials at least one month prior to the term in which they plan to enroll. An interview with a member of the Admissions Office may be arranged after all materials have been received and evaluated. Approval to register is generally given to those who meet requirements at this time. Notification of acceptance and assignment of a faculty advisor is generally sent within two weeks of this interview. Applicants meeting the admissions standards will be offered admission and must earn a 3.0 overall grade point average to maintain matriculated status.

PROVISIONAL STATUS

Applicants for admission to the MBA Program who show promise for advanced study but do not meet the requirements of an overall grade point average of 2.8 based on a 4.0 and/or do not meet the GMAT requirements, (or have not yet taken the GMAT) may be admitted on a provisional basis.

Provisional MBA students are required to achieve a 3.0 overall grade point average during an initial twelve-credit probationary period. Upon completion of this probationary period, a student's academic performance will be reviewed to determine their enrollment status. Students who have not earned a 3.0 overall GPA during the probationary period will be dismissed from the program.

CERTIFICATE PROGRAMS

St. Thomas Aquinas College also offers Post Baccalaureate Certificates in Management, Marketing and Finance. Advanced Certificates are designed to provide discipline specific graduate courses for individuals in the workforce who desire or need graduate level work from our MBA program in order to enhance their current skills and career advancement goals. Students are required to maintain a 3.0 grade point average. Any student falling below this criterion will be placed on academic probation. Admission requirements are the same as our MBA program, excluding the GMAT (see page 12).

The Advanced Certificate in Finance, Marketing, or Management requires five (5) upper level courses in the specific concentration as identified in the catalog. To take upper level courses the student must meet any course prerequisites. One upper level course may be taken outside the concentration.

NON-MATRICULATED/NON-DEGREE APPLICANTS:

An applicant may be admitted to the MBA Program as a non-matriculated student if he or she has received a bachelor's degree from an accredited undergraduate institution. Non-matriculated students usually wish to complete specific graduate courses rather than to pursue a degree program and are limited to twelve 12 credits. Non-degree applicants must submit the completed application form, a \$30 application fee and an official transcript showing completion of an undergraduate degree. A request for a change to a matriculated status may be made after obtaining departmental approval.

CHANGE OF STATUS

A student who wishes to change his/her status must complete all admission requirements for the desired classification.





ACADEMIC INFORMATION

All **graduate students** are ultimately responsible for being knowledgeable about the information contained in this Bulletin.

ACADEMIC CALENDAR

All **graduate students** are to obtain an Academic Calendar containing current academic and program dates. Calendars are available in the graduate program offices.

ADVISEMENT

All **graduate students** are assigned a faculty advisor and are encouraged to consult with that advisor regularly.

ACADEMIC INTEGRITY

Academic integrity is a commitment to honesty, trust, fairness, respect and responsibility in an academic community. An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service. Honesty begins with oneself and extends to others. Such a community also fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.

An academic community of integrity establishes clear standards, practices and procedures and expects fairness in the interactions of students, faculty and administrators. We recognize the participatory nature of the learning process and we honor and respect a wide range of opinions and ideas. We all must show respect for the work of others by acknowledging their intellectual debts through proper identification of sources. An academic community of integrity upholds personal accountability and shared responsibility.

Academic integrity is essential to St. Thomas Aquinas College's mission to educate in an atmosphere of mutual understanding, concern, cooperation and respect. All members of the College community are expected to possess and embrace academic integrity. Academic dishonesty is any behavior which violates these principles.

ACADEMIC PROBATION/ DISMISSAL

All **graduate students** must maintain a 3.0 grade point average. A student whose quarterly or cumulative G.P.A. falls below 3.0 will be placed on academic probation. The MBA Director or the Director of Graduate Education will evaluate all students on probation at the end of each graduate session and will make appropriate recommendations for their status in the program. These recommendations may include continuing probation, academic leave, or dismissal from the program. The appropriate divisional Chairperson will review such recommendations and recommend possible action to the Provost of the College.

CERTIFICATION

Graduate Education Students who have met the academic and professional standards of St. Thomas Aquinas College will receive an Institutional recommendation for certification at the discretion of the Director.

CHANGE OF PROGRAM

MST and **MSEd** candidate desiring to transfer from one program to another must file a notification to this effect in the Graduate Education Office.

COURSE DESIGNATIONS

Graduate Education courses are as follows: **MST** courses are numbered 2000 and above. **MSEd** courses are 3000 and above.

COURSE LOAD

MST candidates are typically full-time students carrying nine credits each semester. Full-time **MSEd** candidates shall carry a minimum of nine credits each semester. Those who are employed are considered part-time students and will carry a maximum of six (6) credits each semester. Part-time students requesting to take more than six (6) credits in a semester must receive permission from the Director of Graduate Education.

A full-time **MBA** candidate shall carry at least 6 credits each quarter. Those who carry 3 credits are considered part-time.

DEGREE COMPLETION

All courses are cycled so that students may complete degree requirements within a reasonable time, as full-time or part-time students. **MST** candidates typically complete the program in 16 months. **MSEd** candidates maintaining full-time status generally will complete degree requirements in one academic year and two summers. **MBA** students registered for 3 courses per quarter and having the appropriate undergraduate waivers should be able to complete all degree requirements in one calendar year. Students are expected to complete the degree within five years.

EVALUATION OF STUDENT LEARNING

Evaluation of learning and performance may take various forms according to the nature of the course. Methods and criteria are identified on course syllabi distributed during the first week of each semester. All **MSEd**, **MST** and **MBA** programs require practica and/or capstone course(s). Comprehensive assessment is required of all candidates in the **MSEd** programs. Post Masters professional certificate programs in Literacy or Special Education require a supervised practicum.

LEAVE OF ABSENCE

MST and **MSEd** candidates who are unable to register for courses due to a serious illness, personal/professional reasons, extraordinary job requirements or military service may, upon formal request, be granted a one-year leave of absence. In such instances, all degree requirements must be completed within six years of initial admission. Leaves sanctioned by the College do not change the expiration date of provisional/initial teacher certificates.

MBA students may apply to the director of the program for a leave of absence. If a leave is granted the 5 year degree completion time is automatically extended.

READMISSION

MST and **MSEd** candidates who have not registered for courses for a period of one year and have not requested a leave of absence, must reapply for admission. **MBA** candidates who have not registered for courses for a period of one year and have not requested a leave of absence must contact the **MBA** Director for readmission.

REGISTRATION

Forms and schedules are mailed to students' homes. Students are encouraged to consult the Graduate Bulletin and the projected skeletal prior to selecting courses. Registration forms must be signed by the Academic Advisor/Director prior to registration dates. Tuition is payable on the day of registration for all **MSEd** and **MST** candidates.

SCHEDULES

MST and **MSEd** courses scheduled during the fall and spring semesters meet once a week in the late afternoon and evening. Pre summer May-June courses meet twice a week; Summer and Winter course schedules vary.

MBA courses are scheduled during the Fall, Winter, Spring, and Summer quarters. Classes meet Friday evenings and Saturday and Sunday mornings. Students receiving maximum credit for waivers and/or transfer credits may complete the program in one year. (See Course Waivers on Page 40). Entering undergraduate freshmen majoring in business administration can complete both the baccalaureate and master degree programs in five years.

TRANSFER CREDIT

MSEd and **MBA** candidates may transfer credits for appropriate coursework completed at another accredited institution.

A maximum of six (6) semester hours which meet the College degree requirements, standards (minimum grade of B), and time (within 5 years) may be transferred into the **MSEd** program. Requests for transfer of credit must be accompanied by catalog course description and be submitted during the first semester of study. After admission, the student must petition the chairperson and receive approval before enrolling in courses at another institution.

A maximum of 9 semester hours which meet degree requirements may be transferred into the **MBA** program. Decisions regarding waivers and transfer credits are based on the following: credit comparability to the College course, the grade received (B or better), semester lengths, and number of credits. Course work must have been completed within the last seven years.

GRADUATION

MST, **MSEd**, **Post Masters Certificate**, and **MBA** candidates must file an application and pay the appropriate fee. Applications are available in the respective Division offices. All degree and certificates are conferred at the annual Commencement held on campus in May. Candidates for **MSEd** in Reading or Special Education and **MBA** candidates who have completed all but 6 credits of their graduate programs and who register to take the remaining 6 credits during the immediate summer session may participate in the May commencement ceremonies. Participating in commencement ceremonies does not eliminate any requirements of graduate programs.

MST and **MSEd** candidates who have completed a minimum of 36 credits according to the registered degree curriculum and who have maintained a GPA. of 3.0, are eligible for graduation. **MBA** candidates who have completed their programs according to the approved curriculum and who have maintained a GPA of 3.0 are eligible for graduation. **MBA** candidates must file an application and pay the appropriate fee by the dates listed below:

- November 15th for a January graduation
- February 15th for a May graduation
- March 15th for an August graduation

HONORS AT GRADUATION

Honors at graduation are awarded to students whose cumulative quality point index meets the following criteria:
MSEd & MST with Distinction 3.80
MBA with Distinction 3.85

GRADING

Candidates for **Post Masters Certificate**, **MST**, **MSEd**, or **MBA** must maintain a B (3.0) average. Failure to do so will result in academic probation/dismissal. Dismissal will follow if a student fails to attain a grade of B in each of the next two courses (see page 15).

Student academic standing is indicated by the grade point average as noted:

A	96-100	4.00	A-	90-95	3.75
B+	86-89	3.50	B	80-85	3.00
C+	76-79	2.50	C	70-75	2.00
F	Failure		I	Incomplete	
W	Withdrawal				

In order to preserve the integrity of scholarship, changes in grades (other than Incomplete) will not be permitted.

The Incomplete (I) indicates that students have met all requirements and have attended class regularly, but must postpone the completion of final assignments for a serious reason that is satisfactory to the Professor. The student and the Professor must agree on a date by which the work is to be completed, which is to be not later than three weeks prior to the end of the next semester. Incomplete grades which are not changed by this time automatically revert to F. Students are not permitted to take a second incomplete where the first one has reverted to F.

MST and MSEd students who receive a grade of F, or when an I reverts to an F, must repeat the course the first time it is offered. Registration is restricted to 6 credits during the interim. Students should meet with the Chairperson to work out a mutually satisfactory plan to eliminate the F and move toward the completion of their degree.

MBA students who receive an F, or when an I reverts to an F, must repeat the course the first time it is offered. Students may only repeat a failed course once. Please see the policy on probationary status.

WITHDRAWAL FROM COURSES

Students who wish to withdraw from a course must consult with the Professor and complete the appropriate form in the Records Office by the appointed date. An **MST or MSEd** candidate must withdraw before the seventh session during the fall and spring semesters or before the fifth session during the summer. An **MBA** candidate must withdraw before the third meeting of that session.

Failure to observe the academic regulations such as those related to withdrawals or incompletes will not be deemed sufficient reason to alter student records.

STUDENT SERVICES

The Loughheed Library is located on 2 levels in Spellman Hall. In addition to its tangible collections of 95,000 books, CDs, videos, and print periodicals, the library offers a variety of other resources and services for the college community. 4 reference librarians are available to assist students, one-on-one, with research in person, by phone, or by email. Faculty may book Information Literacy classes with a librarian for students to learn to find, evaluate, and ethically use reliable and relevant information for their academic work. Interlibrary loan services make it possible for students, faculty, and staff to borrow materials from libraries around the country and the world. The library Web page (www.stac.edu>Current Students>Library) affords all college members 24/7 access from any Internet connection to the library catalog, numerous databases containing thousands of full-text journals, and a

variety of other knowledge resources for all disciplines. Database user guides are found in the library and on the library Web page.

The library facility, which is open year round (83 hours, 7 days-a-week in the fall and spring terms) offers 5 public computers and a networked printer. Wireless connectivity is available throughout the facility. Groups of students may study or work in 4 enclosed study rooms. Numerous, open study tables for 4-6 people are available on both library levels. Multiple individual study carrels are located on the lower level for those who wish to work independently in a quiet atmosphere. Soft seating for readers is found on the upper level.

EDUCATION RESOURCE CENTER

The Education Resource Center is located in the Teacher Education Division office suite. Its holdings include selected classroom texts and manipulative materials, state syllabi, multimedia technology and software, reading materials, programmed texts, video equipment, and an extensive test collection. Materials may be borrowed for a limited time by those who present a STAC student ID.

PLACEMENT SERVICES

Assistance in preparing resumes and accumulating pertinent materials to create an effective placement file is available through the Counseling Services Office (Student Center). Available positions are communicated regularly to interested students. Booklets containing information regarding the New York State qualifying examinations are available from this office. Evening hours are scheduled periodically. Students are encouraged to register with this office.

CERTIFICATION SERVICES

Forms are available in SG13 for students wishing to apply for teacher certification in New York State. Assistance in completing them is provided and they are sent to the state from this office once the degree is posted on the official transcripts after each semester.

NEW YORK STATE TEACHER CERTIFICATION EXAMS (NYSTCE)

Registration booklets for NYSTCE are available in the CAPS office in the Student Center. The NYS required seminar in the identification and reporting of child abuse is provided during the student teaching experience. The seminar on violence prevention is embedded in a course. Candidates will complete the LAST prior to acceptance into the MST programs, the CST prior to student teaching and the ATS-W during student teaching. Candidates in the MSED programs will complete the CST prior to the practicum/internship.

TRANSCRIPTS

An official transcript is one bearing the seal of the College. Official transcripts of academic records are not given to students or graduates but are mailed directly to the college, professional or graduate school, government agency or business concern as designated. An unofficial transcript is one given to the person whose credits are listed thereon and marked "Student Copy." The College accepts no responsibility for the accuracy of the unofficial transcript after it has been issued. On graduation each student is entitled to one unofficial transcript. There is a fee of \$5.00 for each additional transcript requested whether official or unofficial. Transcripts will not be issued during registration and pre-registration periods, and during the three weeks following the end of each semester.

STUDENTS RECORDS POLICY

In accordance with the Family Educational Rights and Privacy Act of 1974, no one outside St. Thomas Aquinas College shall have access to, nor will the College disclose any information (other than "Directory Information") from students' records without the written consent of students, except to appropriate personnel within the College, to officials of other institutions to which students apply, to persons or organizations providing students with financial aid, to accrediting agencies involved in their accreditation process, to persons in compliance with a judicial order, to parents of dependent students, and to persons in an emergency to protect the health or safety of students or other persons. Standard "Directory Information" is not protected under the provisions of the Privacy Act. The College, however, will honor student requests (in writing) to withhold any or all of the "Directory Information," which includes such things as, name, address, email address, honors achieved in the curricular life of the college, individually identifiable photograph, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. For further clarification students should consult the Registrar.

FINANCIAL INFORMATION

GRADUATE TUITION AND FEES 9/09-8/10

Tuition per credit	\$680.00	Application fee	30.00
Technology Fee:			
MSEd	40.00		
MBA	20.00		
Graduation fee	150.00	Placement credentials (each credential file after first)	2.00
Transcript (after the first)	5.00	State Certification fee (rate set by NYS Ed department)	
Audit fee (per course)	680.00	Student Teaching fee	75.00
Late Registration Fee	30.00	Proficiency Exam fee (MBA candidates)	30.00

PAYMENT OF TUITION AND FEES

Payment in full is due at registration. Checks should be made payable to St. Thomas Aquinas College. A tuition payment plan is available through Tuition Management Systems or by calling TMS at 1-800-722-4867 (www.afford.com). Information and forms on this plan are available at the Business Office in Marian Hall.

REFUND OF TUITION AND FEES

No refund is made except in the case of withdrawal because of prolonged illness or other legitimate reasons beyond the student's control. The date on which the Registrar is informed in writing will be considered as the date of withdrawal. Tuition for the teacher education programs will be refunded according to the following rates. No deductions are made for delay in returning at the beginning of each semester or for absences during the year. All fees are non-refundable.

Within the first two weeks	75%	Within the third week	50%
Within the fourth week	25%	After four weeks	no refund

Tuition for the business programs will be refunded according to the following rates: No deductions are made for delay in returning at the beginning of each semester or for absences during the year. All fees are non-refundable.

Within the first 8 days	75%	Within the first 13 days	50%
Within the first 17 days	25%	After 17 days	no refund

FINANCIAL AID

St. Thomas Aquinas College's Financial Aid Program provides assistance in the form of loans, grants and part-time employment for students who demonstrate academic potential, but whose resources are insufficient to meet the costs of higher education. The Financial Aid Office will review all applications and award assistance in the form(s) and in the amount(s) it deems most appropriate to the needs of the student in the light of his/her scholastic attainment and financial need. Since aid is distributed on the basis of need as established by the Free Application for Federal Student Aid (FAFSA) and depends upon federal and state appropriations, a student is advised to file this form as soon after January 1 as possible. Applications received through March 1 will be considered. However some funds in some programs may be exhausted by that time. No offer of financial aid will be made to a student until he/she has been accepted for admission to STAC.

All students are required to submit a Financial Aid Transcript (FAT) for all institutions previously attended. Contact the Financial Aid Office for a FAT.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

Students must obtain a College Scholarship Service Financial Aid Form (FAF) and STAC Application for Financial Aid from the Financial Aid Office, complete the FAF form and send it to the College Scholarship Service. Indicate in the appropriate space on the form that you want the information forwarded to St. Thomas Aquinas College, 125 Route 340, Sparkill, NY 10976. All students who receive any financial aid assistance must file a FAFSA form in the Spring semester (as close to January 1 as possible) to be considered for aid the following academic year. Since financial need is considered when the amount of a student's award is determined, it is the responsibility of the applicant to report promptly to the Financial Aid Office any financial aid made available to him/her from sources other than the College.

This includes scholarships, state incentives, and veteran's benefits. Financial aid packages awarded are reviewed and may require adjustments. This is required by the laws governing federally funded programs. Packages are awarded for an academic year with half applied to costs each semester.

TUITION ASSISTANCE PROGRAM (TAP)

Tuition Assistance Program is currently available in Graduate Education Programs at St. Thomas Aquinas College. New York State applicants must apply annually to the New York State Higher Education Services Corporation (HESC), 99 Washington Ave., Albany, NY 12255. The application deadline for the academic year is May 1. Applications are also available through the Financial Aid Office. The Higher Education Services Corporation determines the applicant's eligibility and mails an award certificate directly to the applicant indicating the amount of the grant. The applicant presents the Institutional Copy of the certificate as soon as he/she receives it, and this amount is credited to the student's account. TAP is an entitlement program based on the family's state net taxable income. Details of this program may be obtained from the Office of Admissions and Financial Aid or from the Higher Education Services Corporation at the address above.

The current definition of independent status is as follows:

1. 35 years of age or older on June 30, 2000 or
2. be over 22 and not be
 - a. a resident in any house, apartment or building owned or leased by parents for more than 6 consecutive weeks in calendar years 1995, 96, 97.
 - b. claimed as a dependent by parents on their federal or state income tax refunds for 1995, 2000.
 - c. a recipient of gifts, loans or other financial assistance in excess of \$750 from parents in calendar years 1995, 1996, 1997.

Graduate students may receive awards for four years. No student (including opportunity students) may receive awards for more than a total of eight years of undergraduate and graduate study. The amount of the TAP award is scaled according to level of study, tuition charge and net taxable income. Award schedules can be found on the TAP application. Independent status under the state definition does not necessarily insure independent status for federal aid programs.

FEDERAL STAFFORD STUDENT LOAN (SSL) PROGRAM

The student should obtain a loan application from a participating lending institution (bank, credit union, etc.) in his/her area of permanent residence. The completed application is presented to the financial aid officer at the post secondary institution being attended. The application is then routed to the lending institution and the Higher Education Services Corporation. To be eligible for a guaranteed loan a student must be: (1) a U.S. citizen or permanent resident alien; (2) enrolled in or admitted as a matriculated, at least half-time, student at an approved college, university or other post secondary institution in any of the United States or in a foreign country.

VETERANS ADMINISTRATION (VA) EDUCATIONAL BENEFITS

For information about VA benefits, please contact the Veterans Benefits Coordinator in the Registrar's Office.

ASSISTANTSHIPS

Assistantships are available to full time graduate students during the academic year and /or the summer. A student receiving an assistantship for the academic year will take 24 credits tuition free and be awarded a stipend of \$2,000. The student will work an average of 15 hours per week. Summer assistants will work a total of 60 hours during the summer semester when the assistantship is effective, and take one 3 credit course tuition free. Tutorial assistantships are available for graduate students whose writing proficiency is such that they can assist other students in the writing lab of the Center for Academic Excellence. Tutors are eligible for the same benefits and hourly requirements as all other graduate assistants. To be eligible for a graduate assistantship, students must meet entrance requirements for the Master of Science in Education, plan to study full time, and apply to the Director. The Admissions Committee of the Graduate Faculty will consider the student's past academic performance, recommendations, professional experience or promise, and, where appropriate, need. Applications are available in the Graduate Education Office. See calendar for due date.

To be eligible for an assistantship in business, students must be accepted as fully matriculated in the MBA program, plan to take at least 24 credits during the year, and apply to the Director. The decision to award the assistantship is based upon the student's academic performance, recommendations, experience, and ability. There are several available sites. The summer assistantship program mentioned above is not available in business.

PROGRAMS OF STUDY

GRADUATE PROGRAMS REGISTERED BY THE NEW YORK STATE EDUCATION DEPARTMENT

PROGRAM TITLE	HEGIS #	AWARD	CERTIFICATE
Masters of Business Administration	0506	MBA	
Masters of Science in Teaching Childhood Education (Gr. 1-6)	0802	MST	Initial/Professional
Special Education: Childhood Education (Gr. 1-6)	0808	MST	Initial/Professional
Adolescence Education	0803	MST	Initial/Professional
• English	7-12		
• Spanish	7-12		
• Biology	7-12		
• Chemistry	7-12		
• Physics	7-12		
• Mathematics	7-12		
• Social Studies	7-12		
Master of Science in Education			
Special Education	0808	MSED	Initial/Professional
Teaching students with disabilities, Grades 1-6			
Teaching students with disabilities in a content area, Grades 7-12			
Literacy Education	0830	MSED	Initial/Professional
Early Childhood and Childhood Literacy (Birth-Gr 6)			
Middle Childhood and Adolescence Literacy (Gr. 5-12)			
Educational Leadership	0828	MSED	Initial/Professional
Post Masters Professional Certificate			
Literacy	0830	Adv. Cert	Permanent
Special Education	0808	Adv. Cert	Permanent

The New York State seminars in the identification and reporting of child abuse and in violence prevention are offered as part of the program. All candidates must complete both these seminars to be eligible for New York State teacher certification.



TEACHER EDUCATION

In collaboration with the broader St. Thomas Aquinas College community and the professional community in schools surrounding our college, the teacher education program seeks to prepare educators who are able to meet the challenges of teaching in the twenty-first century. It is the vision of the teacher education program to prepare knowledgeable, caring educators who are dedicated to their students' intellectual growth and overall well being.

MISSION OF THE DIVISION OF TEACHER EDUCATION

The mission of the St. Thomas Aquinas College teacher education program is to prepare educators who are informed decision-makers who create effective learning opportunities for all students. They are knowledgeable, caring educators who have a passion for learning and who can develop that passion in their students. They possess a level of content area knowledge and skills that allows them to continue to learn and to apply their knowledge in their vocation as educators. They effectively promote learning through a socially mediated process that supports the learner's personal construction of knowledge. They are effective communicators and collaborators and can create supportive, inclusive environments for learning. They are thoughtful educators who critically reflect on practice. They are committed to lifelong learning in order to help all students achieve to their fullest potential.

To achieve our mission, the St. Thomas Aquinas College teacher education program creates a caring, challenging environment for learning that supports each candidate's development as an educator. In this learning environment, learning is a collaborative endeavor in which candidates speak and write about what they are learning, and question, analyze and discuss ideas with others who are at varying levels of expertise.

New York State requires that candidates for all teaching certificates successfully complete New York State Teacher Certification Examinations (NYSTCE). For *Initial Certification* candidates must pass the Liberal Arts and Science Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST) for each certification area. Students seeking teacher certifications in other states are required to pass examinations specified by the state. For *Professional Certification* candidates must pass the Content Specialty Test (CST) for each certification area.

College's Pass Rate for New York State Certification Examinations:

Test Category	Program Year 2005-2006	Program Year 2006-2007	Program Year 2007-2008
ATS-W	100%	100%	100%
LAST	99%	99%	99%
CST	96%	96%	94%

The Division of Teacher Education offers the following programs:

Master of Science in Teaching: Childhood, Childhood and Special Education, Adolescence

Master of Science in Education-Special Education: Childhood and Adolescence

Master of Science in Education-Literacy Education: Birth through grade 6; and Grades 5 through 12

Master of Science in Education-Educational Leadership: School Building Leader

Post-master's professional certificates: Literacy and in Special Education

**TEACHER EDUCATION: MASTER OF SCIENCE IN TEACHING
CHILDHOOD EDUCATION, GRADES 1-6 (39 CREDITS)**

Fall (9 credits)

GED 2101 Psychology of Learning/Models of Teaching
GED 2102 Reading and Language Development
GESP 2601 Exceptional Children

Winter Interim (3 credits)

GED 2103 Historical and Contemporary Issues in Education

Spring (9 credits)

GED 2104 Reading and Writing Across the Curriculum
GED 2105 Social Studies: Teaching Strategies for Inclusive Classrooms
GESP 2603 Assessment: Principles and Practices

Pre-summer (6 credits)

GED 2106 Mathematics: Teaching Strategies for Inclusive Classrooms
GESP 2602 Classroom Organization and Management

Summer (3 credits)

GED 2107 Science & Technology: Teaching Strategies for Inclusive Classrooms

Fall (9 credits)

GED 2100* Student Teaching (6 credits)
GED 2108 Action Research and Evaluation (3 credits)
GED 2109 Comprehensive: Action Research Project (0 credits)

*Candidates are required to complete 100 hours of field experiences in childhood education (grades 1-6) and New York State teacher certification exams prior to student teaching.

* Candidates are required to file an application for student teaching.

**TEACHER EDUCATION: MASTER OF SCIENCE IN TEACHING
CHILDHOOD AND SPECIAL EDUCATION GRADES 1-6 (45 CREDITS)**

Fall (9 credits)

GED 2101	Psychology of Learning/Models of Teaching
GED 2102	Reading and Language Development
GESP 2601	Exceptional Children

Winter Interim (3 credits)

GED 2103	Historical and Contemporary Issues in Education
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Spring (9 credits)

GED 2104	Reading and Writing Across the Curriculum
GED 2105	Social Studies: Teaching Strategies for Inclusive Classrooms
GESP 2603	Assessment: Principles and Practices

Pre-summer (6 credits)

GESP 2602	Classroom Organization and Management
GED 2106	Mathematics: Teaching Strategies for Inclusive Classrooms

Summer (9 credits)

GESP 2604	Mild/Moderate Disabilities
GESP 2606	Teaching Methods: Mild/Moderate Disabilities
GED 2107	Science and Technology: Teaching Strategies for Inclusive Classrooms

Fall (9 credits)

GESP 2600*	Student Teaching (6 credits)
GESP 2608	Action Research and Evaluation (3 credits)
GESP 2609	Comprehensive: Action Research Project (0 credits)

*Candidates are required to (a) complete 150 hours of field experiences—100 hours in childhood (grades 1-6) and 50 hours in childhood education for students with disabilities (grades 1-6), and (b) New York State teacher certification exams prior to student teaching.

*Candidates are required to file an application for student teaching.

TEACHER EDUCATION: MASTER OF SCIENCE IN TEACHING

ADOLESCENCE EDUCATION GRADES 7-12 (36 CREDITS)

Fall (9 credits)

- GED 2101 Psychology of Learning/Models of Teaching
GED 2401 Writing across the Curriculum: Teaching Strategies for Inclusive Adolescent Classrooms
GESP 2601 Exceptional Children

Winter Interim (3 credits)

- GED 2103 Historical and Contemporary Issues in Education

Spring (9 credits)

- GED 2402 Reading Across the Curriculum: Teaching Strategies for Inclusive Adolescent Classrooms
GED 2403 Teaching Adolescents: Issues in Learning

Teaching Strategies in Inclusive Adolescent Classrooms:

Choose one – According to Certification

- GED 2404 English: Teaching Strategies for Inclusive Adolescent Classrooms
GED 2405 Mathematics: Teaching Strategies for Inclusive Adolescent Classrooms
GED 2406 Social Studies: Teaching Strategies for Inclusive Adolescent Classrooms
GED 2407 Science: Teaching Strategies for Inclusive Adolescent Classrooms

Pre-summer (3 credits)

- GESP 2603 Assessment: Principles and Practices

Summer (3 credits)

- GED 2410 Classroom Organization and Management: Secondary Classrooms

Fall (9 credits)

- GED 2400* Student Teaching (6 credits)
GED 2408 Action Research and Evaluation (3 credits)
GED 2409 Comprehensive: Action Research Project (0 credits)

*Candidates are required to complete 100 hours of field experiences in their area of certification (grades 7-12) and New York State teacher certification exams prior to student teaching.

*Candidates are required to file an application.



MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION
TEACHING STUDENTS WITH DISABILITIES IN CHILDHOOD, GRADES 1-6 (36 CREDITS)

Level I: Core (12 credits)

GESP 5004	Mild/Moderate Disabilities
GESP 5005	Severe Disabilities
GESP 5101	Cognition and Instruction
GESP 5102	Research Methods in Special Education

Level II: Specialization (15 credits)

GESP 5201	Assessing Students with Mild Disabilities
GESP 5208	Developing Learning Environments
GESP 5304	Literacy: Reading and Writing Instruction
GESP 5307	Instructional Strategies
GESP 5309	Collaboration Skills for the Special Educator

Level III: Capstone Experiences (9 credits)

GESP 6103	Seminar: Issues in Special Education
GESP 6105*	Practicum (6 credits)
GESP 7100*	Comprehensive Assessment (0 credits)

*Candidates are required to complete New York State teacher certification exams prior to the practicum.

*Candidates are required to file an application.

TEACHING STUDENTS WITH DISABILITIES IN ADOLESCENCE, GRADES 7-12 (36 CREDITS)

Level I: Core (12 credits)

GESP 5004	Mild/Moderate Disabilities
GESP 5005	Severe Disabilities
GESP 5101	Cognition and Instruction
GESP 5102	Research Methods in Special Education

Level II: Specialization (15 credits)

GESP 5201	Assessing Students with Mild Disabilities
GESP 5209	Developing Learning Environments–Secondary Classrooms
GESP 5314	Literacy: Reading & Writing Instruction–Secondary classrooms
GESP 5317	Instructional Strategies–Secondary Classrooms
GESP 5309	Collaboration Skills for the Special Educator

Level II: Capstone Experiences (9 credits)

GESP 6103	Seminar: Issues in Special Education
GESP 6106*	Practicum (6cr)
GESP 7100*	Comprehensive Assessment (0 credits)

*Candidates are required to complete New York State teacher certification exams prior to the practicum.

*Candidates are required to file an application.

**MASTER OF SCIENCE IN EDUCATION: LITERACY EDUCATION
EARLY CHILDHOOD AND CHILDHOOD LITERACY, BIRTH-GRADE 6 (36 CREDITS)**

Level I: Core (6 credits)

GED 3101	Cognition and Instruction
GED3102	Research Methods in Literacy

Level II: Literacy Specialization (21 credits)

GED3301	Language Development: Foundation for Literacy
GED3302	Literacy Strategies: Early Childhood and Childhood
GED3303	Diversity Themes in Children's Literature
GED3304	Teaching of Writing: Early Childhood and Childhood
GED3322	Reading and Writing in the Content Areas: Early Childhood and Childhood
GED3325	Assessing and Evaluating Literacy: Early Childhood and Childhood
GED3326	Diagnosing and Teaching Students with Literacy Difficulties: Early Childhood and Childhood

Level III: Capstone Experiences (9 credits)

GED6201	Research Seminar: Current Issues in Literacy
GED6202*	Literacy Practicum: Early Childhood and Childhood
GED6204*	Organizing and Supervising the Literacy Program
GED 7100	Comprehensive Assessment (0 credits)

*Candidates are required to complete New York State teacher certification exams prior to the practicum.

*Candidates are required to file an application

Middle Childhood and Adolescence Literacy, Grades 5-12 (36 credits)

Level I: Core (6 credits)

GED 3101	Cognition and Instruction
GED3102	Research Methods in Literacy

Level II: Literacy Specialization (21 credits)

GED3601	Expanding Literacy: Language Development in Adolescence
GED3602	Literacy Strategies: Grades 5-12
GED3603	Diversity Themes in Adolescent Literature
GED3604	Teaching of Writing: Grades 5-12
GED3622	Reading and Writing in the Content Areas: Grades 5-12
GED3625	Assessing and Evaluating Literacy: Grades 5-12
GED3626	Diagnosing and Teaching Students with Literacy Difficulties: Grades 5-12

Level III: Capstone Experiences (9 credits)

GED6201	Research Seminar: Current Issues in Literacy
GED6203*	Literacy Practicum: Grades 5-12
GED6204*	Organizing and Supervising the Literacy Program
GED 7100	Comprehensive Assessment (0 credits)

*Candidates are required to complete New York State teacher certification exams prior to the practicum.

*Candidates are required to file an application

MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL LEADERSHIP SCHOOL BUILDING LEADER

Level I: Core (24 credits)

GED 7501 Educational Leadership
GED 7502 Management of Curriculum, Teaching and Learning
GED 7503 The Principalship
GED 7504 Assessment and Program Evaluation
GED 7505 Research Methods and Data Analysis
GED 7506 Supervision of Instruction
GED 7507 Management of Resource and Finance
GED 7508 School Law

Level II: Culminating Experiences (6 credits)

GED 7600 Action Research Project (0 credits)
GED 7601* Internship I (3 credits)
GED 7602* Internship II (3 credits)

*Candidates are required to file an application.

POST MASTERS PROFESSIONAL CERTIFICATE

After satisfactory completion of program requirements candidates will be recommended for certification according to the program followed. Prerequisites for both certificate programs include graduate course work in the following areas: Cognition and Instruction and Research Methods in Education. All candidates for a professional certificate will complete a minimum of 15 credits at St. Thomas Aquinas College.

SPECIAL EDUCATION

6 Credits (undergraduate or graduate) from the following prerequisites:

Prerequisites	(6credits)
GESP 2601	Exceptional Children
GESP 5004	Mild/Moderate Disabilities
GESP 5005	Severe Disabilities

Specializations	(12 credits)
GESP 5201	Assessing Students with Mild Disabilities
GESP 5307	Instructional Strategies – childhood classrooms
OR	
GESP 5317	Instructional Strategies – secondary classrooms
GESP 5208	Developing Learning Environments – childhood classrooms
OR	
GESP 5209	Developing Learning Environments – secondary classrooms
GESP 6102*	Special Education Practicum

Required for New Jersey Certification:

GESP 5204 Community Programs in Special Education (additional credits)

*Candidates are required to complete New York State teacher certification exams prior to the practicum.

POST MASTERS PROFESSIONAL CERTIFICATE (CONT'D)

LITERACY EDUCATION

Early Childhood and Childhood Literacy, Birth-Grade 6

GED 3301	Language Development: Foundation for Literacy
GED 3302	Literacy Strategies: Early Childhood and Childhood
GED 3303	Diversity Themes in Children's Literature
GED 3322	Reading and Writing in the Content Areas: Early Childhood and Childhood
GED 3325	Assessing and Evaluating Literacy: Early Childhood and Childhood
GED 3326	Diagnosing and Teaching Students with Literacy Difficulties: Early Childhood and Childhood
GED 6202*	Literacy Practicum: Early Childhood and Childhood
GED 6204	Organizing and Supervising the Literacy Program

*Candidates are required to complete New York State teacher certification exams prior to the practicum.

Middle Childhood and Adolescence Literacy, Grades 5-12

GED 3601	Expanding Literacy: Language Development in Adolescence
GED 3602	Literacy Strategies: Grades 5-12
GED 3603	Diversity Themes in Adolescent Literature
GED 3604	Reading and Writing in the Content Areas: Grades 5-12
GED 3625	Assessing and Evaluating Literacy: Grades 5-12
GED 3626	Diagnosing and Teaching Students with Literacy Difficulties: Grades 5-12
GED 6203*	Literacy Practicum: Grades 5-12
GED 6204	Organizing and Supervising the Literacy Program

*Candidates are required to complete New York State teacher certification exams prior to the practicum.



COURSE DESCRIPTIONS

TEACHER EDUCATION

(All courses are 3 credits unless otherwise indicated.)

GED 2100/GESP 2600 Student Teaching

(6 credits)

College supervised participation in teaching that addresses the full range of developmental and educational needs in the candidate's area(s) of certification. Students teach for a full semester under the guidance of a mentor cooperating teacher in two placements, eight weeks per placement, five-days-a-week, all-day. Students will serve one placement in grades 1-3 and the other placement in grades 4-6. Students are expected to demonstrate competencies developed in all courses in their particular Master of Science (MST) teaching program

GED 2101 Psychology of Learning/Models of Teaching

Students in this course will examine theories and research findings that explain how learning happens: how the brain develops, functions, and changes as a result of experience and maturation. These will be matched with suggested pedagogical practices or models of instruction that respond to what we know about learning. Through readings, discussions, trial performance and observation, students will explore these topics in order to better understand and make better choices about how to teach and how to assess learning.

GED 2102 Reading and Language Development

Fundamentals of language development with emphasis on the development of reading skills and strategies, including the uses of technology. Focus on the development of a comprehensive, balanced literacy program integrating reading, writing, listening, and speaking to enable students to meet New York State English Language Arts standards. Adaptation of instructional methods and materials to provide enrichment for students with special learning needs and students from linguistically and culturally diverse backgrounds. (Prerequisite: GED2101 Psychology of Learning/Models of Teaching)

GED 2103 Historical and Contemporary Issues in Education

This course will examine the major critical issues that confront education today and their historical roots. Among the issues to be studied are the following: the educational reform and restructuring movements of the 1980's and 1990's; local, state, and Federal roles in education; equality of educational opportunity for African American, Hispanic Americans, women, students with handicapping conditions, the new immigrants, and other minorities; the political influence of teacher unions; technology in the schools; multicultural and global education; and site-based management. Through analyses of contemporary issues, students will gain a broad knowledge of education, based on historical, social, legal, economic, and political foundations.

GED 2104 Reading and Writing Across the Curriculum

Teaching reading/writing connections across the curriculum in all content areas. Focus is on strategies for increasing comprehension in the content areas; expanding word identification, vocabulary; and spelling; locating and using a variety of informational sources, including technological sources; using multiple genres of expository texts; research and inquiry; responding to individual differences, including special needs learners and learners with linguistic and cultural differences. (Prerequisite: GED 2102 Reading and Language Development)

GED 2105 Social Studies: Teaching Strategies for Inclusive Classrooms

This course is designed to equip the prospective elementary school teacher to teach social studies to children. The content of this methodology course will follow the curriculum standards that have been developed through the National Council for the Social Studies and New York State Standards. The implementation of these standards will build upon the theoretical and practical experiences that students have gained through their graduate coursework, research endeavors, and field experiences. Through the in-depth construction of a unit plan and an annotated bibliography, the students will become "experts" in their chosen area of curriculum research.

GED 2106 Mathematics: Teaching Strategies for Inclusive Classrooms

This course will help future teachers develop a better understanding of the role of math education in the total curriculum; as an independent subject and as a set of objectives within an integrated curriculum. It will help them make educational decisions based on their own cognition of the nature of mathematical knowledge and of the process by which children learn mathematics.

GED 2107 Science and Technology: Teaching Strategies for Inclusive Classrooms

In general, every attempt will be made to connect the new concepts to the participant's previous experience, thereby encouraging the construction of new or adapted sets of concepts and procedures that will form the framework for self-directed future learning and instructional decision making. This approach is designed to serve as a model for the teaching/learning/assessment/process. The model will be applied to the instructional planning process as well as to the dynamics of situation bound delivery of instruction in science and technology. This may be interpreted as our recognition that every teaching/learning situation is distinct and individual.

GED 2108/GED 2408/GESP 2608 Action Research and Evaluation

Effective teachers have used the process of reflection to guide self evaluation and change to improve their ability to design learning environments that empower students. This course is taken simultaneously with student teaching. Student teachers are encouraged to develop positive dispositions toward professional development so that they can become deep-rooted students of pedagogy and human learning. The culminating Action Research Project required for successful completion of the MST is embedded in the final product of this course.

GED 2109/GED 2409/GESP 2609 Comprehensive: Action Research Project**(0 credit)**

(This will be completed during the Action Research and Evaluation course)

Action-research is a long-term project that incorporates self-evaluation, professional development, and educational change. Teachers will use a research paradigm to solve classroom based problems and make decisions.

GED 2400 Student Teaching**(6 credits)**

College supervised participation in teaching that addresses the full range of developmental and educational needs in the candidate's area(s) of certification. Students teach for a full semester under the guidance of a mentor cooperating teacher in two placements, eight weeks per placement, five-days-a-week, all-day. Students will serve one placement in grades 7-8 and the other placement in grades 9-12. Students are expected to demonstrate competencies developed in all courses in their particular Master of Science (MST) teaching program

GED 2401 Writing Across the Curriculum: Teaching Strategies for Inclusive Adolescent Classrooms

Use of various types of writing in order to expand understanding and enhance inquiry in the content areas. Focus on the writing process, its implementation in content area instruction and the assessment of writing and evaluation of materials. Modifications to accommodate the learning needs of all students. Review of national and NYS Regents standards related to literacy skills for students in middle and secondary schools. Field experiences required.

GED 2402 Reading Across the Curriculum: Teaching Strategies for Inclusive Adolescent Classrooms

Focus is on strategies for increasing comprehension, expanding word identification, and vocabulary in the content areas. Use of varied informational sources, including technology. Modifications to accommodate the learning needs of all students. Field experiences required.

GED 2403 Teaching Adolescents: Issues in Learning

This course based upon established theories of development, research findings and clinical data, presents a balanced account of adolescence as a critical transition from childhood to adulthood, as a positive and significant period of human growth, and a vital period of personal development, biological, sexual, cognitive, psychosocial and cultural variables; professional and personal implications with respect to education, career, marriage, and other life components. Field experiences required.

GED 2404 English: Teaching Strategies for Inclusive Adolescent Classrooms

Introduction to the national and NYS Regents standards for teaching and learning English Language Arts in the middle and secondary school. Organization of the curriculum, use of instructional methods and strategies and the development of learning environments to support student learning in the English language arts. Use of print and technology resources to support learning. Modifications to accommodate the learning needs of all students. Field experiences required. Prerequisite GED2101.

GED 2405 Mathematics: Teaching Strategies for Inclusive Adolescent Classrooms

Developing instructional strategies that enable learners to achieve the benchmarks of these standards, curriculum-based assessment, integration with science and technology. Adaptation of instructional methods and materials, and enrichment for students with special learning needs and students from diverse cultural and linguistic backgrounds. Introduction to NCTM and NYS Regents standards for teaching and learning math in grades 7-12. Field experiences required. Prerequisite GED 2101.

GED 2406 Social Studies: Teaching Strategies for Inclusive Adolescent Classrooms

This course provides candidates with the knowledge and skills to make decisions about curriculum, instruction, and assessment in the middle/secondary social studies classroom. The course focuses on active learning strategies that address students' diverse learning styles. National Council for Social Studies and New York State curriculum standards are explored as conceptual frameworks for curriculum and instruction in the social studies. Candidates are expected to critically examine their assumptions about teaching and learning. Field experiences required. Prerequisite: GED2101

GED 2407 Science: Teaching Strategies for Inclusive Adolescent Classrooms

This course provides candidates with the knowledge and skills to make decisions about curriculum, instruction, and assessment in the middle/secondary science classroom. The course focuses on active learning strategies that address students' diverse learning styles. New York State Mathematics, Science and Technology Standards and Regents standards are explored as conceptual frameworks for curriculum and instruction in science. Emphasis will be on research based instructional methods and strategies that enable learners to achieve the benchmarks of these standards, curriculum-based assessment, and integration with other content areas. Adaptation of instructional methods and materials and enrichment for students with special learning needs and students from diverse cultural and linguistic backgrounds. Field experiences required. Prerequisite GED 2101.

GESP 2601 Exceptional Children

Historical foundations and major legislation that underlie special education practice with a focus on the IEP process and current issues. Characteristics of children with special needs (i.e., disabilities, giftedness) in each of the following areas of development: biological, cognitive, language, perceptual, and social-emotional and the implications of those characteristics for educational intervention. Field experiences required.

GESP 2602 Classroom Organization and Management

Design of a positive classroom climate that facilitates learning for all students. Study of specific approaches to classroom management. Analysis of behavior from different theoretical perspectives and application of research validated strategies to decrease disruptive behaviors and establish positive behaviors. Ethical concerns and IDEA regulations related to behavior management. State mandated training in violence prevention. Field experiences required.

GESP 2603 Assessment: Principles & Practices

Examination of formal and informal assessment procedures to fulfill the assessment requirements under IDEA. Interpretation and use of standardized and informal procedures to inform educational decisions. Reporting assessment results to students, parents and professionals. Ethical concerns related to assessment. Prerequisite GED 2601 Exceptional Children. Field experiences required.

GESP 2604 Mild/Moderate Disabilities

Characteristics of students with mild/moderate disabilities in the following areas of development: biological, cognitive, language, perceptual, and social-emotional. Examination of assessment, identification and placement procedures, curriculum and instructional models/approaches with an emphasis on theories underlying effective instructional practice. Field experiences required.

GESP 2605 Severe Disabilities

Characteristics of individuals with severe disabilities in the following areas of development: biological, cognitive, language, perceptual, and social-emotional. Examination of assessment, identification, and placement procedures, curriculum and instructional approaches, specialized techniques and assistive devices with an emphasis on teaching functional skills and adaptive behavior to students who require moderate to intensive levels of support. Field experiences required.

GESP 2606 Teaching Methods: Mild/Moderate Disabilities

Research-based practices for effective instruction to develop student's cognitive and academic skills. Examination of strategies for assessing students' academic skills and monitoring progress, remedial strategies for teaching reading, writing, math skills, and learning skills, and procedures for consultation and collaboration with parents and professionals. Prerequisites: GESP 2603, GESP 2604. Field experiences required.

GED 3101 Cognition and Instruction

Study of cognitive processes of perception, attention, memory, metacognition, and motivation in general education students and in students with mild disabilities. Application of cognitive principles to the acquisition of beginning reading skills, reading comprehension, studying, content area studies, and problem solving, Current research related to cognitive processes and implications for instruction.

GED 3102 Research Methods in Literacy/Education

This course is designed to prepare teachers for their role as educated consumers of research and as researchers. Study of historical, descriptive, and experimental research methodology related to literacy education. Single subject research designs and qualitative research methods frequently used in literacy will also be studied. Recent research contributions to educational practice will be discussed. Additionally, the course will present a framework for analyzing, evaluating, and critiquing research

GED 3301 Language Development: Foundation for Literacy

This course focuses on the development of language as the foundation for literacy and the implications for creating a comprehensive, balanced literacy program in early childhood and childhood. Topics include psycho- and sociolinguistic theories of reading acquisition; stages of reading, writing, and oral language development; emergent literacy; sight-word acquisition; phonemic awareness and phonics instruction; creating a literate environment for learning; and sociocultural influences on language, learning, and literacy.

GED 3302 Literacy Strategies: Early Childhood and Childhood

This course focuses on research-based strategies for teaching reading comprehension at the early childhood and childhood levels. Focus is on development of comprehension skills and strategies needed to be a successful reader, including problem-solving strategies. Emphasis is on teaching self-monitoring techniques that promote independent reading for meaning at high standards.

GED 3303 Diversity Themes in Children's Literature

Course participants will explore literature for children to discover how diversity related themes are treated and to learn how to integrate these literary resources into the curriculum. Themes include culture and ethnicity, discrimination, racism and bias, ethnocentrism, ethnorelativism, multicultural perspective, and cultural competence. In combination, the literature and the themes provide an opportunity for teachers and students to understand how these themes are prevalent in the contexts of schools and the larger society.

GED 3304 Teaching of Writing: Early Childhood and Childhood

Understanding of writing as a developmental process in early childhood and childhood, and an emphasis on the steps of the writing process. Writing as thinking. Strategies for teaching English writing conventions, including word usage, sentence structure, grammar, and spelling. Reading/writing connections Using authors as mentors. Evaluating, and self-evaluating writing. This course will be taught as a writing workshop where students will keep a writer's notebook and write for publication while making connections to the teaching of writing.

GED 3322 Reading and Writing in Content Areas: Early Childhood/Childhood

This course focuses on the skills and strategies needed to read and write non-fiction and informational text at the early childhood and childhood levels. Topics include understanding non-fiction text structure and organization, vocabulary development, comprehension strategies, using reference sources, primary and secondary research skills, inquiry-based learning, document-based reading, genre and author studies, reading/writing connections, and technology as a tool for learning and presenting.

GED 3325 Assessing and Evaluating Literacy: Early Childhood/Childhood

Examination of the multiple purposes and processes of assessment and evaluation in literacy instruction. Understanding principles of assessment, purposes and procedures. Determining appropriate uses of formal and informal assessment procedures. Identifying individual literacy strengths and weaknesses. Planning, implementing, and interpreting multiple assessment processes, including observation, surveys, running records, rubrics, portfolios, performances, reading conferences. Bias-free assessments. Supervised case-study is required.

GED 3326 Diagnosing and Teaching Students with Literacy Difficulties: Early Childhood and Childhood

This course will focus on knowledge and skills needed to diagnose and instruct students with reading and writing difficulties at the early childhood and childhood levels. Focus will be on understanding nature and multiple causes of reading and writing difficulties, including current research on dyslexia; authentic diagnostic methods; creating an individual reading intervention plan; implementing research-based best practices to connect struggling readers and writers with literacy. Supervised case-study is required. Prerequisite: GED 3325

GED 3601 Expanding Literacy: Language Development in Adolescence

This course will focus on the language and literacy development of adolescents as they refine and deepen their knowledge, understanding, and experiences with reading, writing, listening, speaking, viewing, and representing. Emphasis will be on linguistic, cognitive, and sociocultural dimensions of literacy as they relate to constructing knowledge, creating a literate environment, expanding word knowledge, and developing a balanced literacy program for middle and high school students.

GED 3602 Literacy Strategies: Grades 5-12

This course examines research-based practices for teaching reading and writing strategies at the adolescent level. Focus is on development of skills and strategies needed for high level comprehension. Emphasis is on strategies that promote ownership and self-regulated reading and writing, development of critical thinking skills, reading/writing connections, and integration of curriculum.

GED 3603 Diversity Themes in Adolescent Literature

Course participants will explore literature for young adults to discover how diversity related themes are treated and to learn ways to integrate these themes into the curriculum. Themes include culture and ethnicity, discrimination, racism and bias, ethnocentrism, ethnorelativism, multicultural perspective, and cultural competence. In combination, the literature and the themes provide an opportunity for teachers and students to understand how these themes are prevalent in the contexts of school and the larger society.

GED 3604 Teaching of Writing: Grades 5-12

Understanding of writing at middle childhood and adolescence, and an emphasis on application of the writing process. Writing as thinking. Focus on expanding writing in multiple genres. Strategies for expanding understanding of English writing conventions, including word usage, sentence structure, grammar, and spelling. Reading/writing connections: Studying literary types. Evaluating, and self-evaluating writing. This course will be taught as a writing workshop where students will keep a writer's notebook and write for publication while making connections to the teaching of writing.

GED 3622 Reading and Writing in the Content Areas: Grades 5-12

This course focuses on the skills and strategies needed to read and write non-fiction and informational text at the middle childhood and adolescent levels. Topics include understanding text structures and organization; vocabulary development; non-fiction comprehension strategies; research skills, including technology; reading original documents; inquiry-based learning and integrative units.

GED 3625 Assessing and Evaluating Literacy: Grades 5-12

Examination of the multiple purposes and processes of assessment and evaluation in literacy instruction. Understanding principles for assessment, purposes and procedures. Determining appropriate uses of formal and informal assessment procedures. Identifying individual literacy strengths and weaknesses. Planning, implementing, and interpreting multiple assessment processes, including observation, surveys, running records, rubrics, portfolios, performances, reading conferences. Bias-free assessments. Supervised case-study is required.

GED 3626 Diagnosing and Teaching Students with Literacy Difficulties: Grades 5-12

This course focuses on the knowledge and skills needed to diagnose and instruct students in middle childhood and adolescence who are experiencing reading and writing difficulties. Focus will be on understanding nature and multiple causes of reading and writing difficulties, including current research on dyslexia; diagnostic methods; building motivation to read; matching students with texts; research-based intervention strategies; instructional adaptations; creating an individual reading intervention plan. Supervised case-study is required. Prerequisite: GED 3625.

GED 6201 Research Seminar: Current Issues in Literacy

This capstone course synthesizes knowledge, skills, and dispositions developed from core and literacy specialization courses through the completion of an in-depth action-research project designed to replicate and/or extend a published study dealing with a current issue in literacy. Weekly discussions will focus on current issues in teaching literacy. Prerequisites: 18 credits in the program, approval of Director of Graduate Education.

GED 6202 Literacy Practicum: Early Childhood and Childhood

Supervised experience assessing literacy needs and designing, implementing, and evaluating an effective program of literacy instruction for students at the early childhood and childhood levels who are experiencing reading and writing difficulties. Candidates will authentically assess students, plan a comprehensive intervention program based on researched best practices, implement the program under the supervision of a full-time faculty member with a terminal degree in literacy, report progress to parents and involve them in the literacy development of their child, and participate in a professional seminar to examine critical issues. Minimum of 50 hours of college-supervised experience. Prerequisites: all 3000 level coursework, approval of Director of Graduate Education.

GED 6203 Literacy Practicum: Grades 5-12

Supervised experience assessing literacy needs of adolescents, grades 5-12, and designing, implementing, and evaluating an effective program of literacy instruction at the middle childhood and adolescent levels who are experiencing reading and writing difficulties. Candidates will authentically assess students, plan a comprehensive intervention program based on researched best practices, implement the program under the supervision of a full-time faculty member with a terminal degree in literacy, report progress to parents and involve them in the literacy development of their child, and participate in a professional seminar to examine critical issues. Minimum of 50 hours of college-supervised experience. Prerequisites: all 3000 level coursework, approval of Director of Graduate Education.

GED 6204 Organizing and Supervising the Literacy Program

In this capstone course, candidates will focus on the role of the literacy specialist as a school leader and staff developer. Emphasis will be on developing knowledge, understanding, and performance skill to organize and supervise effective school wide literacy programs, including evaluation of programs based on International Reading Association Standards for Exemplary Reading Programs; developing literacy curriculum; planning and implementing professional development; supervising paraprofessionals; and developing school/home/community relations. Prerequisites: all 3000 level coursework, approval of Director of Graduate Education.

GED 7100 Comprehensive Assessment (0 credit)

A summative portfolio evaluation through which degree candidates demonstrate mastery of the outcomes of the degree program. Prerequisites: All required courses; approval of faculty advisor.

GESP 5004: Mild/Moderate Disabilities

Characteristics of students with mild/moderate disabilities in the following areas of development: biological, cognitive, language, perceptual, and social-emotional. Examination of assessment, identification and placement procedures, curriculum and instructional models/approaches with an emphasis on theories underlying effective instructional practice.

GESP 5005: Severe Disabilities

Characteristics of individuals with severe disabilities in the following areas of development: biological, cognitive, language, perceptual, and social-emotional. Examination of assessment, identification, and placement procedures, curriculum and instructional approaches, specialized techniques and assistive devices with an emphasis on teaching functional skills and adaptive behavior to students who require moderate to intensive levels of support.

GESP 5101: Cognition and Instruction

Study of cognitive processes of perception, attention, memory, meta-cognition, and motivation in general education students and in students with mild disabilities. Application of cognitive principles to the acquisition of beginning reading skills, reading comprehension, studying, writing, mathematics, science, and problem solving. Current research related to cognitive processes and implications for instructions.

GESP 5102: Research Methods in Special Education

This course is designed to prepare teachers for their role as educated consumers of research and as researchers. The course will focus on a study of historical, descriptive, and experimental research methodology related to education. Single subject research designs and qualitative research methods frequently used in special education will also be studied. Recent contributions to educational practice will be discussed. Additionally, the course will present a framework for analyzing, evaluating and critiquing research.

GESP 5201: Assessing Students with Mild Disabilities

Examination of formal and informal assessment procedures to fulfill the assessment requirements under IDEA. Interpretation and use of standardized and informal procedures to inform educational decisions. Reporting assessment results to students, parents and professionals. Ethical concerns related to assessment. (Prerequisite: GESP 5004)

GESP 5208: Developing Learning Environments

Design of a positive classroom climate that facilitates learning for all students. Study of specific approaches to classroom management. Analysis of behavior from different theoretical perspectives and application of research validated strategies to decrease disruptive behaviors and establish positive behaviors. Ethical concerns and IDEA regulations related to behavior management. State mandated training in violence prevention. (Prerequisite GESP 5004)

GESP 5209: Developing Learning Environments – Secondary Classrooms

Design of a positive classroom climate that facilitates learning for adolescents with mild disabilities. Study of specific approaches to classroom management. Analysis of behavior from different theoretical perspectives and application of research validated strategies to decrease disruptive behaviors and establish positive behaviors. Ethical concerns and IDEA regulations related to behavior management. State mandated training in violence prevention. (Prerequisite: GESP 5004)

GESP 5304: Literacy: Reading and Writing Instruction

Study of the development of literacy including listening, speaking, reading, and writing skills. Research-based interventions and strategies to develop receptive and expressive language; word recognition, decoding, and comprehension skills in reading; structural, mechanical, and ideational skills for writing. Current issues related to literacy instruction. (Prerequisite: GESP 5004, GESP 5101)

GESP 5307: Instructional Strategies

Research validated instructional approaches for elementary-aged students with high incidence disabilities. Examination of principles and effective practices for instruction in mathematics, science, social studies, learning strategies, and study skills. Strategies for assessing student's academic skills and monitoring progress. Selection and modification of commercial instructional materials. Design and Presentation of an Individualized Education Program. (Prerequisite GESP 5004, GESP 5101)

GESP 5309: Collaboration Skills for the Special Educator

Study of the special educator's role and interpersonal relationships with students, parents, professionals, and paraprofessionals in the inclusion of students with disabilities. Examination of collaboration, consultation and teamwork in the context of these relationships. Research based strategies/models to develop collaborative skills. Community service agencies for students with disabilities. (Prerequisite: GESP 5004).

GESP 5314: Literacy: Reading and Writing Instruction — Secondary Classrooms

Research validated reading and writing practices for adolescent learners with disabilities. Study of the structure of language and language development as applied to literacy instruction. Research-based interventions and strategies to expand receptive and expressive language; word identification, decoding, vocabulary, and comprehension skills; structural, mechanical, and ideational skills for writing. Current issues related to literacy instruction. (Prerequisite GESP 5004, GESP 5101)

GESP 5317: Instructional Strategies — Secondary classrooms

Research validated instructional practices for adolescent learners with disabilities. Examination of principles and effective practices for instruction in learning strategies, note taking skills, math skills and content area skills. Design and presentation of individualized Education Program. Design of curriculum based instruments for assessing student's progress, strategies for transition to post secondary educational settings and employment settings. Procedures for collaborative learning in the secondary school. (Prerequisites: GESP 5004, GESP 5101)

GESP 6103: Seminar: Issues in Special Education

Examination of trends/issues and practices in Special Education. Advanced knowledge of issues and research on special topics: classification, placement, Instruction, State/district wide assessment, home school, community agency partnerships, inclusion, and special education in multicultural contexts. (Prerequisite: All courses)

GESP 6105/6106: Practicum**(6 credits)**

Supervised experience in identifying instructional needs, writing instructional objectives, designing and implementing instructional activities, and monitoring, evaluating and reporting progress. Degree candidates lacking teaching experience in special education will complete a ten-week student teaching experience. (Prerequisites: All courses)

GESP 7100 Comprehensive Assessment**(0 credit)**

A critical essay through which degree candidates demonstrate proficiency in addressing a current educational issue through a critical review of research literature and applying appropriate findings to design effective instructional practices for students with disabilities. Prerequisites: Core and Pedagogy courses; approval of faculty advisor. (February/October).

GED 7501 Educational Leadership

This course examines the current theories of educational leadership and related effective practices. Change Theory and the organizational and institutional factors affecting change, is addressed. The nature and dynamics of building level organizations and the importance of ethnicity and cultural diversity in the school community is examined. Attention is given to models of problem solving, conflict resolution, strategies for collaboration, and effective communication skills including public speaking. This course is designed to examine the leadership knowledge base and research and stimulate leadership skill development.

GED 7502 Management of Curriculum, Teaching and Learning

This course examines the current theories, models, and research in effective instructional practices that promote learning for students, including students with disabilities. Knowledge of national and state content standards and best practices as it informs curriculum mapping and classroom implementation will be emphasized. Issues related to effective classroom management, student motivation, and discipline will be highlighted.

GED 7503 The Principalship

This course examines the role of the school principal in terms of school organization, community relationships, and human resources management to promote a positive building culture and climate. Topics include the development of effective partnerships with staff, parents, students, social agencies, and institutions of higher education; analysis of needs assessment, developing job descriptions, recruitment and retention of staff, and scheduling formats. Importance of data based decision making, personal reflection, and professional growth will be highlighted.

GED 7504 Assessment and Program Evaluation

This course examines current practices, trends, and issues in student assessment and program evaluation in schools. Topics will include use and relative efficacy of qualitative and quantitative measures, standardized testing, criterion referenced tests, and curriculum based measures. The interrelationship of curriculum, content standards, developmental levels and performance based assessment will be highlighted. Objective, reliable, and valid assessment of student performance and meaningful educational results that facilitate data based decision making in schools will be addressed. Current models and best practices in program evaluation are examined. Technology applications will be infused across the course's content.

GED 7505 Research Methods and Data Analysis

This course focuses on the basic concepts, principles, and methods used in quantitative and qualitative educational research from idea formulation through data analysis and interpretation. Methods of descriptive statistics including measures of central tendency, variability and correlation will be covered. Topics include variables, sampling, instrumentation, data collection, and parametric and non-parametric tests used in inferential statistics. SPSS data analysis program will be introduced. Design and implementation of action research projects for instructional improvement will be an outcome of the course.

GED 7506 Supervision of Instruction

This course examines the entire supervisory process. Principles and models of teacher supervision that use student data to inform instruction will be highlighted. Topics include observation techniques, reflective practices, professional inquiry, formative and summative evaluation procedures, and peer coaching. Importance of using these techniques to inform design of comprehensive professional growth plans for faculty and in-service education to advance student learning will be emphasized.

GED 7507 Management of Resources and Finance

This course focuses on a review of the principles and issues involved in managing fiscal and material resources in order to promote an effective learning environment. Topics include overview of revenue sources (federal, state and local), strategic long term fiscal planning and budgeting. Responsibilities of the school administrator including, inventory and purchasing procedures, facility management, allocation of resources, and transportation and food services governance will be addressed.

GED 7508 School Law

This course involves an analysis of the laws governing education on federal, state, and local levels including laws pertaining to education of students with disabilities. The rights of students and school personnel will be highlighted. Topics examined will include hiring and tenure issues, the impact of school budgets, pupil discipline, freedom of speech, church and state relations, and legal uses of computer technology. Landmark decisions and pertinent court cases will be discussed and critiqued.

GED 7600 Action Research Project

(0 credits)

This project requires the candidate to conduct action research to address a specific educational issue and demonstrate knowledge of basic research design, interpret findings, and present work in a scholarly fashion.

GED 7601 and GED 7602 Internship I and II

(6 credits)

The two-semester internship experience (200 hours each semester) provides a wide range of experiences to ensure that the candidate (a) acquires an in-depth understanding of the demands, expectations, and challenges of building level administrators; (b) develops leadership skills related to various roles of building administrators; (c) designs, implements, and evaluates an action research project that demonstrates the integration of theory and research with practice, and makes recommendations for change based on assessment data; and (d) identifies personal strengths and weaknesses in becoming a building level administrator. The candidate demonstrates meeting the competencies of the program through a presentation of the professional portfolio at the end of the internship.

TEACHER LEADERSHIP INSTITUTE

GED 7200 Special Topics

In-depth study of best practices and research in different curriculum areas to enhance student achievement in grades K-12.

GED 7201 Facilitating State Standards: Earth Science

Experienced teachers will practice skills in developing the trust and mutual respect between colleagues required for peer reflection and shared professional growth. They will also have the opportunity to develop additional skills in the constructivist approach and in presenting a program of scientific inquiry which is compatible with the earth science Regents curriculum (including units in geology, oceanography, astronomy and meteorology). This program will be offered in conjunction with Lamont Doherty Geological Observatory.

GED 7202 Peer Coaching Constructivist Teaching

Experienced teachers will practice skills in developing the trust and mutual respect between colleagues required for peer reflection and shared professional growth. They will also have the opportunity to adapt their own knowledge of the science/math teaching/learning process to reflect a grounding philosophy in the new constructivist approach.

GED 7203 Facilitating Standards Based Curriculum

Experienced teachers will gain new skills in learning how to identify specific content and performance standards that are designed down from more general commencement standards construct aligned enabling activities, resource materials, and matching assessments. They will practice communicating this skill to colleagues and evaluating curriculum in terms of its attention to alignment and articulation with formal assessments of traditional and alternative form.

GED 7205 Decision Making and Group Process

Teachers will engage models of problem solving, consensus building, communication & conflict resolution techniques in order to reach effective decision.

GED 7206 Facilitating School Change

The role of the teacher leader in effecting curriculum change will be explored. The factors of voice, vision and power will be considered in relation to the forces which mitigate for or against productive school change. The particular function of the teacher leader in current school reform trends will be addressed. The student will analyze a school culture and plan for an implementation of a specific curriculum reform.

GED 7207 Applying Technology in the Instructional Environment

The purpose of this course is to give teachers the capacity to using technology as a fundamental structure of the learning environment and building its applications into the planned curriculum and assessments. The focus will be on the incorporation of technology into everyday planning rather than on the technology itself (although the technology will be modeled). Participation in this class therefore requires a working knowledge of computers, teaching experience, and an understanding of curriculum construction.

GED 7208 Facilitating Standards Based Curriculum- Assessment Best Practices II

Experienced teachers will gain new skills in learning how use assessment to improve student achievement. Traditional and performance based alternatives will be compared. Teachers will examine the multiple purposes, processes and procedures of assessment and evaluation in their disciplines. Teachers will determine appropriate uses of formal and informal assessment procedures. Teachers will identify individual student strengths and weaknesses. Teachers will plan, implement, and interpret multiple assessment processes including observation, survey, running records, rubrics, portfolios, performance, bias-free assessments. Teachers will reflect on ethical concerns related to assessment. Teachers will adapt assessment methods and material to enhance student performance. Individual action research assessment project are required in teachers major discipline. Prerequisite: GED 7203



MASTER OF BUSINESS ADMINISTRATION

Program Requirements:

The MBA curriculum requires the completion of a minimum of 33 and a maximum of 57 credit hours. At least 33 of the credits must be taken on the graduate level at St. Thomas Aquinas College. The 57 credits are grouped as follows:

- A. **Common Professional Component (CORE)** 9-33 credits
- B. **Upper Level Courses, includes global requirement** 15 credits
- C. **Business Communications** 3 credits
- D. **Capstone Courses** 6 credits

A. **Core Courses (Common Professional Component)*:** 9-33 credits

GMBA 1101	FINANCIAL ACCOUNTING
GMBA 1102	MANAGERIAL ECONOMICS
GMBA 1103	MARKETING CONCEPTS AND STRATEGIES
GMBA 1104	MANAGEMENT INFORMATION SYSTEMS
GMBA 1105	MANAGERIAL FINANCE
GMBA 1106	OPERATIONS RESEARCH
GMBA 1107	MANAGEMENT THEORY AND PRACTICE
GMBA 1108	LEGAL ENVIRONMENT OF BUSINESS
GMBA 1109	MANAGERIAL ACCOUNTING
GMBA 1110	MONEY AND THE ECONOMY
GMBA 1111	STATISTICS

*Entering MBA students are expected to have competency in basic computer and quantitative skills, and oral and written communication skills.

B. **Upper Level Courses** in one of the following areas: 15 credits

Students may pursue a general program of study tailored to their individual needs or concentrate in finance, management, or marketing. To concentrate in a single area, at least four of the five upper level courses must be chosen from that area. The global course requirement must be satisfied with either GMBA 1503, GMBA 1204, GMBA 1302 or GMBA 1402.

a. **Finance:** (5 courses) (15 credits)

1. 12 credits selected from:

GMBA 1201	CORPORATE FINANCE
GMBA 1202	INVESTMENT ANALYSIS
GMBA 1203	FINANCIAL INSTITUTIONS & CAPITAL MARKETS
GMBA 1204	GLOBAL FINANCE
GMBA 1205	MERGERS & ACQUISITIONS
GMBA 1206	CAPITAL BUDGETING
GMBA 1207	QUANTITATIVE FINANCE & FORECASTING
GMBA 1208	COMMERCIAL BANKING

2. 3 credits selected from any of the concentration areas:

b. **Management:** (5 courses) (15 credits)

1. 12 credits selected from:

GMBA 1301	ORGANIZATIONAL BEHAVIOR
GMBA 1302	GLOBAL MANAGEMENT
GMBA 1303	ENTREPRENEURIAL MANAGEMENT
GMBA 1304	CORPORATE STRATEGY
GMBA 1305	HUMAN RESOURCE MANAGEMENT
GMBA 1306	DECISION THEORY
GMBA 1307	MANAGING ORGANIZATIONAL CHANGE & CONFLICT
GMBA 1308	ORGANIZATIONAL THEORY

2. 3 credits selected from any of the concentration areas

c. **Marketing:** (5 courses) (15 credits)

1. 12 credits selected from:

GMBA 1401	CONSUMER BEHAVIOR
GMBA 1402	GLOBAL MARKETING
GMBA 1403	MARKETING OF SERVICES
GMBA 1404	PRODUCT MANAGEMENT & NEW PRODUCT DEVELOPMENT
GMBA 1405	ADVERTISING, PROMOTION & MEDIA PLANNING
GMBA 1406	SALES FORCE MANAGEMENT
GMBA 1407	MARKETING RESEARCH
GMBA 1408	DIRECT MARKETING

2. 3 credits selected from any of the concentration areas

C. **BUSINESS COMMUNICATIONS** (GMBA 1501) (required)

(Three credits to be taken within the first 12 credits of the program)

A waiver by the Director of the MBA Program may be granted based on professional experience in communications.

D. **Capstone Courses:** (required) 6 credits

Generally, students will complete the capstone courses within the last 9 credits of their program.

GMBA 1502	LEADERSHIP, ETHICS, & BUSINESS
GMBA 1504	BUSINESS POLICY, RESEARCH, & DECISION-MAKING

Course Waivers

A maximum of 24 credit hours may be waived in the Core Courses (Common Professional Component) based on a student's previous undergraduate work. A maximum of nine graduate transfer credits may be accepted. Decisions regarding waivers and transfer credits are based on the following criteria: comparability to the STAC course, the grade received (B or better), semester lengths, and number of credits. Course work must have been completed within the last seven years. The level at which the course was taken (upper division or lower division) is considered. Students must submit detailed course descriptions for each requested waiver. Requests for waivers must be completed by the end of the first session of attendance, and are granted solely at the discretion of the College.

With the permission of the MBA Director, students may take proficiency examinations in core courses to obtain waivers. Students must apply to the MBA Director upon admission to take proficiency examinations. The examination must be taken during the first quarter of study. A fee is charged for each proficiency examination.

A list of undergraduate courses, designated by course numbers from the STAC undergraduate catalog, required for waivers of MBA core courses is as follows:

UNDERGRADUATE COURSE(S) REQUIRED FOR WAIVERS OF MBA CORE COURSE(S)

(Successful completion of undergraduate course(s) may warrant a waiver of one graduate core course. The student may not pursue additional undergraduate coursework to obtain waivers in lieu of completing the graduate level work.)

GMBA 1101 - FINANCIAL ACCOUNTING:

ACCT 101 - Principles of Accounting I
ACCT 102 - Principles of Accounting II

GMBA 1102 - MANAGERIAL ECONOMICS:

ECON 102 - Principles of Microeconomics
ECON 304 - Managerial Economics

GMBA 1103 - MARKETING CONCEPTS & STRATEGIES

MKT 102 - Principles of Marketing

GMBA 1104 - MANAGEMENT INFORMATION SYSTEMS:

CIS 101 - Introduction to Computer Technology, or
CIS 211 - Software Topics, and
MIS 330 - Introduction to MIS

GMBA 1105 - MANAGERIAL FINANCE:

FIN 201 - Principles of Managerial Finance and either
FIN 303 - Principles of Corporate Finance, or
FIN 202 - Investment Analysis

GMBA 1106 - OPERATIONS RESEARCH:

BUSA/MATH 381 - Operations Research and either
MATH 109 - Applied Calculus or
MATH 201 - Calculus with Analytic Geometry I

GMBA 1107 - MANAGEMENT THEORY & PRACTICE:

BUSA 121 - Management Process

GMBA 1108 - THE LEGAL ENVIRONMENT OF BUSINESS:

BUSA 205 - Business Law I
BUSA 206 - Business Law II

GMBA 1109 - MANAGERIAL ACCOUNTING

ACCT 205 - Cost and Budget Control

GMBA 1110 - MONEY & THE ECONOMY

ECON 101 - Principles of Macroeconomics
ECON 313 - Money & Banking

GMBA 1111 - STATISTICS

BUSA 302 - Business Statistics
MKT 406 - Marketing Research

or

BUSA 302 - Business Statistics
BUSA 208 - Data Analysis & Presentation

or

PSYC 310 - Statistical Methods in Psychology
PSYC 401 - Experimental Psychology

Applications for admission to the St. Thomas Aquinas College MBA program are available in the Admissions Office. For further information, please contact the Admissions staff at (845) 398-4100, or the MBA Office at (845) 398-4109.

COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION CORE COURSES

(All courses are 3 credits unless noted):

GMBA 1101 - Financial Accounting

Accounting principles and practices used to prepare financial accounting information for public reporting by management. Financial statement reporting and analysis, accounting terminology and mechanics, transactional analysis, cost concepts, income determination, federal income tax decisions, and the environment in which business decision makers and accountants work.

GMBA 1102 - Managerial Economics

Application of the use of economic theory, especially microeconomic theory to practical problem solving. Emphasizes the analysis of internal operations and optimal decision-making, especially in areas of resource allocation and price formulation.

GMBA 1103 - Marketing Concepts & Strategies

Concepts and processes of marketing goods and services. Targeting markets and developing a marketing mix: product, price, distribution and promotion strategies. Consumer behavior, marketing research, product planning, international marketing and effective leadership. The impact of the political, legal, social, economic, technological and competitive environments on the marketing activities of the organization.

GMBA 1104 - Management Information Systems

Information systems and associated technologies. Technical and managerial material required to understand the operational and strategic uses of information systems in organizations - for management control, decision support systems, as information processors, and knowledge work support systems. Future issues in information management technology, and ethical issues.

GMBA 1105 - Managerial Finance

Theoretical treatment of the fundamental concepts of finance and their application to practical decision making. Exchange in the capital and money markets, valuation, behavior towards risk, risk and returns, asset and security pricing, financial statement analysis and reporting requirements. Note: Students who were not undergraduate business majors are required to complete GMBA 1101 Financial Accounting prior to enrolling in GMBA 1105.

GMBA 1106 - Operations Research

The role that management science plays in the decision-making process. Quantitative methods currently used to solve business-related problems. Model building, goal and linear programming, queuing models, quantitative analysis for decision-making, inventory models, and simulation. Computer applications, spread sheets, statpacks, and graphic packages are required and are the key analytic tools used in the course.

GMBA 1107 - Management Theory & Practice

Current management theory and practice, managerial roles and responsibilities. Investigation and review of historical foundations and approaches. Managerial functions of planning, organizing, staffing, directing and leading, and controlling. An understanding of human behavior and the impact of demographic diversity on organizations. Defines the basic tasks of the manager in establishing the work environment, making decisions, setting strategy, allocating resources and executing programs. Competitive leadership to effect a more just and humane society in a variety of settings from smaller companies to global corporations.

GMBA 1108 - The Legal Environment Of Business

The relationship of law to business, including the development of law, the judicial system, contracts, agency, negotiable instruments, partnerships, and corporations. Ethical considerations and the law, effective leadership in a more just and humane society, and the impact of the political, social, regulatory and technological environments on organizations.

GMBA 1109 - Managerial Accounting

Management accounting as an instrument for internal planning and control, decision making and performance evaluation. Cost determination and allocation, responsibility accounting, profit planning and budgeting. Provides students with the tools to construct and evaluate accounting systems to assist management in fulfilling organizational objectives. Prerequisite: GMBA 1101

GMBA 1110 - Money & The Economy

An analysis of the macroeconomic components of the economy. Emphasis is on monetary policy and the functions of the federal reserve in the management of the economy, and on contemporary issues.

GMBA 1111 - Statistics

Broad coverage of statistics with strong orientation using descriptive and inferential statistics to model business situations and make appropriate managerial decisions. Provides the context required for managers to evaluate various research designs and data collection techniques. Computer applications, spread sheets, statpacks, and graphic packages are required and are the key analytic tools used in the course.

FINANCE:**GMBA 1201 - Corporate Finance**

Modeling and practical applications of the major problems confronting the management of the modern corporation. An understanding of financial reporting, analysis and markets. Particular emphasis on investment, financing and capital structure, and dividend decisions. Problems and cases. Prerequisite: GMBA 1105

GMBA 1202 - Investment Analysis

Analysis of different types of securities, markets in which they are traded, different security valuation models and basic portfolio analysis and valuation models. An understanding of the domestic and global economic environments on investment and organizations as well as ethical issues and moral leadership. Applicable cases and problems. Prerequisite: GMBA 1105

GMBA 1203 - Financial Institutions & Capital Markets

Financial markets and intermediaries in the process of capital concentration and allocation. Analysis of structure and performance of industries providing financial services, including banking, brokerage and insurance industries. Ethical aspects, the role of government regulation, and anti-trust policy. Prerequisite: GMBA 1105

GMBA 1204 - Global Finance

Survey and analysis of capital flows; foreign exchange markets and their role in international movement of funds; Eurocurrency; Eurobonds; international stock markets, interaction, integration and the regulatory aspects of international markets. The impact of political, ethical, social and technological environments on international finance. Prerequisite: GMBA 1105

GMBA 1205 - Mergers & Acquisitions

Why and how firms merge and restructure, and the effects on stock prices, capital structure and market power. Legal, ethical and regulatory aspects of mergers, and the understanding and influence of global economic environments. Prerequisite: GMBA 1201

GMBA 1206 - Capital Budgeting

Techniques and methods used by business firms for optimal capital spending in real assets. Cash flows consideration, opportunity cost of funds, selection between mutually exclusive projects and other capital budgeting criteria under different scenarios. An understanding of financial reporting and analysis, computer utilization and quantitative analysis in budgeting. Prerequisite: GMBA 1201

GMBA 1207 - Quantitative Finance & Forecasting

Quantitative methods of estimation and forecasting. Practical application of these methods on financial cases require extensive financial research on data gathering. An understanding of the impact of the global economic environment on financial decision-making. Prerequisite: GMBA 1202

GMBA 1208 - Commercial Banking

Role of the large commercial banks as money center banks. Examines their participation and influence on domestic and foreign money markets, and their portfolio, corporate finance, trading and distribution activities. Legal, ethical and regulatory aspects. An understanding of the global economic environment on the banking industry. Prerequisite: GMBA 1203

GMBA 1210 - Financial Statement Analysis

Provides the analytical tools needed to evaluate financial statements and supplementary data in order to gain information that is useful in forecasting and decision making. The course examines the impact of financial accounting principles, disclosure standards and alternative accounting practices on financial reports. Prerequisite: GMBA 1101, GMBA 1105.

GMBA 1211 - Information Systems: Auditing & Assurance

A study of Auditing, Assurance, and Internal Control in the contemporary management information system environment. Topics include: electronic commerce systems, data management, systems auditing of the revenue and expenditure cycles, and fraud detection. There will be special emphasis on computer assisted audit tools and techniques. Prerequisite: Advanced Accounting II and Auditing I

GMBA 1212 - Contemporary Accounting Theory

Analysis of the models, concepts, and assumptions which form the conceptual framework and theoretical aspects of accounting practice. Emphasis on modern accounting trends; contemporary controversial topics in accounting; accounting research on current issues. Prerequisite: Advanced Accounting II and Auditing I

MANAGEMENT:**GMBA 1301 - Organizational Behavior**

The interaction between individual behavior in organizations, group behavior in organizations and organizational behavior in social systems. Framework for thinking about the human side of the organization to effect a more just and humane environment. Individual behavior patterns, superior/subordinate relations, group dynamics, communication, motivation, decision-making, leadership styles, managerial stress and the impact of demographic diversity on organizations. Prerequisite: GMBA 1107

GMBA 1302 - Global Management

Problems, policies and operations of multinational corporations (MNCs). International strategies to organize and administer global operations. Political, economic, cultural, legal, social and ethical institutions of host countries. Strategies for expanding abroad, ownership decisions, global industry structures, implication of global competition, relationship between MNCs and host countries and codes of conduct of MNCs to effect a more just and humane society. Prerequisite: GMBA 1107

GMBA 1303 - Entrepreneurial Management

The entrepreneurial process and analyzing problems and issues faced by entrepreneurs. Stages of business development: identifying and evaluating opportunities, preparing the business plan, and identifying success factors, acquiring control over resources, managing resources, effective leadership and human behavior, and testing the business out. Managing a new or rapidly growing business. The influence of global economic environments and ethical issues on entrepreneurial management. Prerequisite: GMBA 1107

GMBA 1304 - Corporate Strategy

Individual and organizational decision-making theories. Organizational scope and competitive advantage. Dynamics of strategic decision-making under circumstances of uncertainty. Decision-making topics: expected utility theory, behavioral decision theory, game theory and negotiation applied to issues of competitive dynamics, competitive positioning, strategy analysis and implementation. Relationship between long-term planning and annual business plans. The development of leadership skills and the ability to make rapid and intelligent decisions in an increasingly complex and changing environment. Prerequisites: GMBA 1107

GMBA 1305 - Human Resource Management

The new and expanded role of the human resource professional. Attracting, retaining, motivating and upgrading human assets in organizations. Human manpower planning, recruitment, selection, appraisal, training, performance and reward systems, and development of wage and salary administration. Organizational design, organizational culture and quality of work life. Also understanding the impact of the political, legal, social, ethical, and technological environments on organizations. Prerequisite: GMBA 1107

GMBA 1306 - Decision Theory

Business decisions made using analytical procedures, and decisions made upon the decision-maker's judgment. Decision-making processes and methods for defining, analyzing and assessing alternative courses of action and solving complex problems. Use of computer models and quantitative analysis to estimate probabilities for uncertain events. Additionally, the course investigates the fallibility of human judgment, leadership, and behavior, the possibility of bias and the need to develop correct procedures to counteract bias. Prerequisites: GMBA 1107, GMBA 1304

GMBA 1307 - Managing Organizational Change & Conflict

Techniques for successfully managing change and conflict in complex organizations. Implementation of change in organizations as they respond to socioeconomic, technological, ethical, environmental factors and adapt to new competitive conditions. Analyzes: forces inducing change; organizational barriers to change; human behavior and demographic diversity; strategies for overcoming resistance to change; and intervention techniques of effective organizational change programs. Prerequisites: GMBA 1107, GMBA 1304

GMBA 1308 - Organizational Theory

The theoretical perspectives, empirical findings and controversies in organizational theory. Implications and consequences of a number of fundamental types of organizations. Classical approaches to the study of organizations. Bureaucratic theory, systems theory, institutional theory and decisional theory. Contemporary modes of analysis, the relationship of authority to role responsibility, organizational structure, agency theory, and the impact of demographic cultural diversity on organizations. Prerequisite: GMBA 1107

MARKETING:**GMBA 1401 - Consumer Behavior**

Consumers and influences upon their behavior as they search to find products and services to fulfill their needs and wants in the decision making process. An examination of socioeconomic variables, positioning, market segmentation, and ethics as it applies to the implementation of various research methods. The influence of political, legal, social, economic, and technological environments on the consumer and the marketer. Students will demonstrate acquired knowledge by introducing a product/service to a consumer behavior model. Prerequisite: GMBA 1103

GMBA 1402 - Global Marketing

Planning, organizing, coordinating, and controlling of the marketing function on a global basis. Environmental factors that influence marketing in the international arena (political, legal, social, cultural, economic, technological, and competitive). An understanding of human behavior and leadership and the impact of demographic diversity. Project involving the introduction of a product/service into a specific country and/or region. Prerequisite: GMBA 1103

GMBA 1403 - Marketing Of Services

Service organizations, not-for-profit enterprises, and service groups within manufacturing businesses. Strategies for marketing mix variables in the marketing of services. An understanding of the influence of the political, legal, social, ethical, and technological environments on the marketing of services. Research project. Prerequisite: GMBA 1103

GMBA 1404 - Product Management & New Product Development

Planning, development, and execution of marketing strategy. Analysis of the contents, required research and data, and structure of the marketing plan. Marketing mix applications, product life cycles, product mix, internationalization, and ethical considerations. Techniques and methods in identifying new product (product/service) opportunities. New product development strategy, and the influence of markets and technology upon new product success. Development and presentation of annual marketing plan and new product development model. Prerequisite: GMBA 1103

GMBA 1405 - Advertising, Promotion, & Media Planning

Analysis of the marketing communications of the firm. Planning, organizing, coordinating, and controlling elements in advertising, promotion, and media strategy. Social, ethical, and economic implications, international and cultural perspectives and the impact of cultural diversity, objectives, budgets, and evaluation of advertising effectiveness. Advertising and media plan. Prerequisite: GMBA 1103

GMBA 1406 - Sales Force Management

The management of the personal selling function of the organization as it relates to the overall marketing strategy. The selling process, recruiting, selection, training, evaluating, motivation, forecasting, time and territory management, and the social and ethical responsibilities involved in the personal selling function of the firm as well as effective leadership. An understanding of not only domestic but also global economic environments as they relate to selling activities and functions. Research project. Prerequisites: GMBA 1103, GMBA 1107

GMBA 1407 - Marketing Research

Materials, tools, and concepts from information systems, marketing, the social sciences, and mathematics. Implementation into the marketing research process. Social and ethical questions addressed, and upon marketing intelligence and management decision-making. The influence of the political, legal, social, economic, and technological environments as well as demographics. Development of marketing research project. Prerequisites: GMBA 1103, GMBA 1111

GMBA 1408 - Direct Marketing

Media (telephone, mail, newspaper, magazine, radio, television), techniques, and methods employed in direct marketing. Applications of direct marketing in obtaining inquiries, selling merchandise and services, providing support for the sales force and distributors, encouraging feedback, getting contributions, and getting potential consumers to visit shopping locations. Databases of customer information reviewed. The influence of domestic and global economic environments, demographics, and ethics as they apply to direct marketing. Prerequisite: GMBA 1103

GMBA 1501 - Business Communications

Strategies to produce brief, ethical, well-prepared communications. Topics include preparation of resumes, cover letters, memos, letters, short and long reports, and business cases. Students learn to accurately identify an audience, investigate the purpose, generate text, revise and edit documents, and make individual and group oral presentations. An understanding of the impact of the political, legal, social, cultural, and technological environments on effective communications.

GMBA 1502 - Leadership, Ethics, & Business

Strategies to bridge the gap between awareness and action and by examination of public responsibility, personal integrity, and competitive pressure. Leadership and change, long term strategic flexibility, traditional hierarchical systems. A team approach, and an integrated, self-managing structure. The significant influence of the political, legal, social and ethical environments upon leadership, ethics, and business. Group problem solving, interpersonal communication and leadership. Case studies, student lectures, and group discussion.

GMBA 1503 – The Globalization of Business

(satisfies global requirement for all concentrations)

The evolution in the worldwide economic transformation from domestic to international business. International topics and issues: international law, worldwide economic evolution, international human resource management, world financial markets, the multinational organization, global marketing, ethical issues in international business, technology in global markets and careers in international business. An understanding of human behavior, leadership, and demographic diversity in organizations. Group discussion, lectures, and student projects and presentations.

GMBA 1504 - Business Policy, Research, & Decision Making

Students will put to use all of the acquired skills obtained through their graduate studies. Extensive business research, computer simulation, written reports, and oral presentations will be required in the development of strategies, decision making in a case study environment, and the ability to make rapid and intelligent decisions in an increasingly complex and changing world.



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