



**2019-2020
GRADUATE CATALOG**



THIS CATALOG PROVIDES A GENERAL LISTING OF INFORMATION ON THE COLLEGE.

PLEASE VISIT OUR [WEBSITE](#) FOR MORE DETAILS.

**PLEASE VISIT OUR [CONSUMER INFORMATION WEBPAGE](#) FOR PERTINENT
INFORMATION FOR PROSPECTIVE STUDENTS AND FAMILIES.**

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History of the College

St. Thomas Aquinas College is an independent College of liberal arts and sciences located in Sparkill, New York. The College is empowered by the State of New York to grant the Master of Science in Education, Master of Science in Teaching, Master of Business Administration, Master of Public Administration in Criminal Justice, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Associate in Arts, and Associate in Science degrees.

The College opened in 1952 and currently offers more than 100 academic majors, minors, and specializations at the undergraduate level and eleven graduate programs in business, education, and criminal justice. In addition to its own graduate programs, the College enjoys articulation agreements with many colleges and universities, making it possible for graduates to pursue advanced degrees in academic areas not currently being offered by the College itself.

The College enrolls students each year at all levels of study, without regard to race, sex, color, age, national origin, religious affiliation, or physical limitations. The majority of undergraduate students are full-time, and freshmen typically enroll after high school, with 60% choosing to reside on campus. Graduate students are most often working professionals in the areas of business, criminal justice, and education and thus are part-time students. The College's 14,000 alumni reside primarily in the Middle Atlantic States, although alumni do live, work, and study across the country and the globe.

The Mission of St. Thomas Aquinas College flows from its founders, the Dominican Sisters of Sparkill, and reflects core Dominican and Roman Catholic values. The principle of "enlightening the mind through truth" serves as a philosophical underpinning to a college education committed to rigorous scholarly work and the preparation of students as articulate and responsible leaders in a global society. St. Thomas Aquinas College creates a welcoming environment to enhance a living-learning experience that fosters intellectual, moral, social, and spiritual growth.

Mission of the College

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 individuals' 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 programs student-life programs 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 lifelong endeavor.

Vision Statement

St. Thomas Aquinas College is a premier liberal arts and sciences college in the United States of America. We assert the vitality of the liberal arts and sciences to effect within a moral and ethical framework a student's development as an intelligent, curious, and socially engaged citizen.

The faculty will optimize student learning through rigorous, innovative and entrepreneurial undergraduate and graduate programs that will prepare confident and enlightened professionals to succeed in the global community.

The College will promote social responsibility through community engagement, providing broad accessibility to our learning resources, and becoming a platform for discourse on regional, national, and global issues.

The nurturing college community will promote student development through co-curricular and extra-curricular programs and services. The College is committed to embracing change, personalizing the educational experience, and leveraging emerging technologies to achieve this vision.

Non-Discrimination Policy

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, Borelli Hall 206E, 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 through 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 Accessibility Liaison at 845-398-4087.

There are several College committees that address issues related to accommodating the needs of individuals with disabilities. The Accessibility Liaison coordinates communications with these committees, and is the individual student's primary contact with regard to the certification and

accommodation of disabilities

PROGRAMS OF GRADUATE STUDY

GRADUATE PROGRAMS REGISTERED BY THE NEW YORK STATE EDUCATION DEPARTMENT

PROGRAM TITLE	HEGIS #	AWARD	CERTIFICATE
Masters of Business Administration	0506	MBA	
Business Admin Non-Business Track	0506	MBA	
Master of Public Administration in Criminal Justice Administration	2102	MPA	
Master 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			
Adolescence Education and Students with Disabilities	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			
Art Education	0831	MST	Initial/Professional
Art Education and Students with Disabilities	0831	MST	Initial/Professional

Master of Science in Education

Special Education	0808	MSED	Initial/Professional
Teaching students with disabilities, Grades 1-6			
Teaching students with disabilities, Grades 1-6 with specialization in Autism			
Teaching students with disabilities, in a content area, Grades 7-12			
Teaching students with disabilities, Grades 7-12 with specialization in Autism			

Literacy Education	0830	MSED	Initial/Professional
Early Childhood and Childhood Literacy (Birth-Gr 6)			
Middle Childhood and Adolescence Literacy (Gr. 5-12)			

Advanced Certificate

Autism Certificate Program	0808	Adv. Cert
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Post-Master's Professional Certificates

Literacy	0830	Adv. Cert
Initial/Professional		
Special Education	0808	Adv. Cert
Initial/Professional		

GRADUATE ADMISSION INFORMATION

Admissions: Graduate School of Education

Matriculated students in the Graduate School of Education are those who have been accepted as candidates for the MST or M.S. Ed. and who have completed successfully 9 credits of graduate study at St. Thomas Aquinas College. Specific admission requirements are outlined below:

ADMISSIONS REQUIREMENTS FOR THE MASTER OF SCIENCE IN EDUCATION* AND CERTIFICATE PROGRAM IN AUTISM

1. A baccalaureate degree from an accredited undergraduate institution. The School of Education reserves the right to require applicants to complete prerequisites prior to acceptance according to program and/or NYS requirements.
2. A valid teaching certificate.
3. A cumulative grade point average of 3.0 or above on a 4.0 scale.
4. Scores from the Graduate Record Examination (GRE) or Miller Analogies Test.
5. Evidence of potential to complete a graduate degree in education, to be provided through letters of professional references and a statement of professional goals.

ADMISSIONS REQUIREMENTS FOR THE MASTER OF SCIENCE IN TEACHING

1. A baccalaureate degree from an accredited undergraduate institution. The School of Education reserves the right to require applicants to complete prerequisites prior to acceptance according to program and/or NYS requirements.
2. A cumulative grade point average of 3.0 or above on a 4.0 scale.
3. Scores from the Graduate Record Examination (GRE) or Miller Analogies Test.
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 or MST Coordinator.

ADMISSIONS REQUIREMENTS FOR THE POST-MASTER'S CERTIFICATE PROGRAMS

1. A Master's Degree in Education.
2. A valid teaching certificate.
3. A cumulative grade point average of 3.0 or above on a 4.0 scale.
4. Scores from the Graduate Record Examination (GRE) or Miller Analogies Test.

ADDITIONAL ADMISSION REQUIREMENTS

APPLICANTS 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-Master's Certificate program need only submit an official copy of a transcript from the institution that granted the Master's degree.
3. Three letters of recommendation from employers or college professors.

OTHER INFORMATION

- Documents submitted in support of an application become part of the permanent records of the Graduate School of Education and cannot be released for any other use.
- Once all materials have been received and evaluated, decisions regarding acceptance are made; approval to register is generally given to those who meet the requirements, and a faculty advisor is identified.
- Students 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 M.S.Ed. and MST programs is granted upon completion of 9 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 must 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 coursework 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.

Admissions: Graduate School of Business

ADMISSIONS 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 # 39Z-05-10.) 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.

Students whose native language is not English must also submit their official scores from the Test of English as a Foreign Language (TOEFL) taken within the last four months. Evidence of a TOEFL score above 530 is required. The TOEFL is not required for students who have a New York State Regents Diploma.

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 scale, 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.

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 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.

Admissions: Graduate School of Arts and Sciences

MASTER OF PUBLIC ADMINISTRATION IN CRIMINAL JUSTICE ADMINISTRATION

ADMISSIONS REQUIREMENTS

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

1. A Baccalaureate degree from an accredited undergraduate institution.
2. A cumulative grade point average of 2.8 or above on a 4 point scale. Official transcripts of all undergraduate and graduate schools attended must be submitted. An applicant whose undergraduate GPA is less than a 2.8 may, under some circumstances, be admitted under a provisional acceptance status (see below).
3. Three letters of recommendation from employers and college professors. At least one must be from a college professor, unless the applicant graduated from college more than 10 years ago. In this case, a third employer letter may be submitted in lieu of a letter from a professor.
4. Scores from the Graduate Record Exam (GRE). General scores only for applicants whose GPA is less than 2.8. (Use STAC code 2807).
5. A brief essay stating why they are applying for graduate study in the MPA-CJ program.

Students whose native language is not English must also submit their official scores from the Test of English as a Foreign Language (TOEFL) taken within the last four months. Evidence of a TOEFL score above 530 is required. The TOEFL is not required for students who have a New York State Regents diploma.

ADMISSIONS DECISIONS

Candidates for admission should submit their completed application and supporting credentials at least one month prior to the quarter in which they plan to enroll. Approval to register is generally given to those who meet the requirements at this time. Notification of acceptance and assignment of a faculty advisor is generally sent within two weeks of receipt of a completed application by the College. 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 MPA-CJ program who show promise for advanced study but who do not meet the overall grade point average of 2.8 based on a 4.0 scale and/or do not meet the GRE requirements, or who have not yet taken the GRE, may be admitted on a provisional basis.

Provisional MPA-CJ 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.

GENERAL ACADEMIC INFORMATION FOR ALL GRADUATE PROGRAMS

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 session GPA is less than 3.0, or whose cumulative GPA falls below 3.0, will be placed on Academic Probation. The MBA Director, the MPA-CJ 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 School Dean will review such recommendations and recommend possible action to the Provost of the College.

CHANGE OF PROGRAM

MST and M.S. Ed. candidates desiring to transfer from one program to another must file a notification to this effect in the Graduate Education Office and Registrar's Office.

COURSE DESIGNATIONS

Graduate Education courses are as follows: MST courses are numbered 2000-2999 and above. M.S. Ed. courses are 3000 and above.

COURSE LOAD

MST candidates are typically full-time students carrying nine credits each semester. Full-time M.S. Ed. 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.

A full-time MPA-CJ 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.
- M.S. Ed. 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 taken one MBA course as an undergraduate should be able to complete all degree requirements in one calendar year. Typically, students registered for 2 courses per quarter, can complete the program in 6-7 quarters. Students are expected to complete the degree within five years.
- MPA-CJ students registered for 3 courses per quarter and having the appropriate undergraduate waivers and/or credits granted should be able to complete all degree requirements (with the exception of a capstone seminar and capstone project) in one calendar year. Typically, students registered for 2 courses per quarter, can complete the program in 5 or 6 quarters. 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.

- M.S. Ed., MST, and MBA programs all require practica and/or capstone course(s).
- The MPA-CJ program requires both a capstone seminar course and the completion of an independent capstone thesis project, under faculty advisement.
- Comprehensive assessment is required of all candidates in the M.S. Ed. programs.
- Post-Master's professional certificate programs in Literacy or Special Education require a supervised practicum.

GRADING

Candidates for Post-Master's Certificate, MST, MEd, MBA, or MPA-CJ 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.

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	

FX = Failure

Failure due to ceasing to attend class at or before the midpoint of the course. In the case of students enrolled in Online courses, an FX grade may be awarded to students who have ceased participation in the course.

In order to preserve the integrity of scholarship, changes in grades (other than Incomplete grades) 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 M.S. Ed. students who receive a grade of F, or when an Incomplete 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 Dean to work out a mutually satisfactory plan to eliminate the F and move toward the completion of their degree.

MBA and MPA-CJ students who receive an F, or when an Incomplete 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.

GRADUATION

MST, M.S. Ed., Post Master's Certificate, MBA, and MPA-CJ candidates must file an application and pay the appropriate fee. Applications are available in the respective offices of their School. All degree and certificates are conferred at the annual Commencement held on campus in May. Candidates for M.S. Ed. 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. MPA-CJ candidates who expect to complete their capstone seminar and project (assuming advisors

are available) during the immediate summer session, and who have completed all other degree requirements, may participate in the May commencement ceremonies. Participating in commencement ceremonies does not eliminate any requirements of graduate programs.

MST and MEd 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 and MPA-CJ candidates who have completed their programs according to the approved curriculum and who have maintained a GPA of 3.0 are eligible for graduation. MPA-CJ candidates also need to be within two months of completing their thesis (approval must be obtained from the Program Director). MBA and MPA-CJ 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:

M.S. Ed. and MST with Distinction	3.80
MBA with Distinction	3.85
MPA-CJ with Distinction	3.85

LEAVES OF ABSENCE

MST and M.S. Ed. 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 or MPA-CJ students may apply to the Program Director for a leave of absence. If a leave is granted, the 5-year degree completion time is automatically extended.

LOUGHEED LIBRARY

The Lougheed Library is located on two levels in Spellman Hall. In addition to its tangible collections of books, videos, and print periodicals, the library offers a variety of other resources and services for the college community. 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 webpage affords all college members 24/7 access 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 webpage.

The library facility, which is open year-round, offers public computers. Groups of students may study or work in enclosed study rooms. Numerous 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.

PLACEMENT SERVICES

Assistance in preparing resumes and accumulating pertinent materials to create an effective placement file is available through the Office of Career Services in the Romano 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.

PROFESSIONAL RESOURCE CENTER

The Professional Resource Center (PRC) is located in the lower level of Borelli Hall. 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.

READMISSION

- MST and M.S. Ed. 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.
- MPA-CJ candidates who have not registered for courses for a period of one year and who have not requested a leave of absence must contact the MPA-CJ Director for readmission.

REGISTRATION

Registration information and course offerings are available on the Registrar's webpage. Students must consult with their Academic Advisor prior to selecting courses. Tuition is payable on the day of registration for all M.S. Ed., MST, M.B.A., and M.P.A. candidates.

SCHEDULES

MST and M.S. Ed. 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. On campus classes typically meet Friday evenings and Saturday and Sunday mornings. Online classes start the first Friday of the quarter and end the last Sunday of the quarter. Entering undergraduate freshmen who with who take 9-12 MBA credits in their senior year can complete both the baccalaureate and Master's degree programs in five years.

MPA-CJ courses are scheduled during the Fall, Winter, Spring, and Summer quarters. On-campus classes typically meet during the evening on weekdays, Friday evenings, and Saturday and Sunday mornings. Selected courses are also offered on-line and as in a hybrid format. Students receiving maximum credit for waivers and/or transfer credits may complete the program (with the exception of the capstone seminar and capstone project) in one calendar year.

STUDENT 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.

TEACHER CERTIFICATION

Graduate Education Students who have met the academic and professional standards of the School of Education will receive an Institutional recommendation for certification at the discretion of the Dean. Assistance is available in the PRC for students wishing to apply for teacher certification in New York State. The School of Education submits recommendations for teacher certification for the candidates once they have completed the program and their degree is posted.

TEACHER CERTIFICATION EXAMS FOR NEW YORK STATE (NYSTCE)

Registration information for NYSTCE is available in the Professional Resource Center. The NYS required seminars in the Identification and Reporting of Child Abuse and on Violence Prevention are provided during the student teaching experience. Candidates are required to complete the CST and EAS test prior to student teaching and the edTPA during student teaching. Candidates in the M.S. Ed. programs will complete the CST prior to the practicum.

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. Upon 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.

TRANSFER CREDIT

M.S.Ed., MBA, and MPA-CJ 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 M.S. Ed. 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 Dean and receive approval before enrolling in courses at another institution.

A maximum of 6 semester hours which meet degree requirements may be transferred into the MBA program. A maximum of 3 semester hours which meet the degree requirements may be transferred into the MPA-CJ 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.

WITHDRAWAL FROM COURSES

Students who wish to withdraw from a course must consult with the Professor and complete the appropriate form in the Registrar's Office by the appointed date. An MST or M.S. Ed. candidate must withdraw before the seventh session during the fall and spring semesters or before the fifth session during the summer. An MBA or MPA-CJ 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.

FINANCIAL INFORMATION

GRADUATE TUITION AND FEES 2019-2020

Tuition per credit \$1035.00

Application fee 30.00

Technology Fee: MEd 60.00 MBA and MPA-CJ 30.00

Graduation fee 155.00 Placement credentials (each credential file after first) 2.00

Transcript (after the first) 5.00 State Certification fee (rate set by NYS Ed department)

Student Teaching fee 75.00

Audit fee (per course) 1000.00

Proficiency Exam fee (MBA candidates) 30.00

Late Registration Fee 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 Nelnet formerly TMS at 1-800-722-4867 (www.afford.com). Information and forms on this plan are available at the Business Office in Borelli 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 **Graduate School of 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 **MBA and MPA-CJ** 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 as possible. 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.

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.

FINANCIAL AID/SATISFACTORY ACADEMIC PROGRESS

Purpose

The purpose of this policy is to ensure that students receiving financial aid are meeting satisfactory academic progress standards. In an effort to comply with federal regulations, St Thomas Aquinas College has developed the Satisfactory Academic Progress Policy for students to maintain or re-establish eligibility to receive Title IV funds.

Policy

In accordance with Federal regulations on Satisfactory Academic Progress (SAP), St Thomas Aquinas College has established Financial Aid SAP requirements that all students must meet in order to remain eligible for Federal Title IV student aid. Title IV Student Aid Programs include but are not limited to: Pell Grant, SEOG, TEACH grant, Federal Work-Study, Federal Perkins Loan, and all Federal Direct student loans including the Federal Direct Parent Loan.

SAP is divided into three major components:

- Qualitative (GPA based)
- Pace (Cumulative Completion Rate – credit hours earned divided by credit hours attempted)
- Maximum Timeframe (complete an educational program within a timeframe no longer than 150% or published length of the educational program) measurements.

Students who are not making academic progress will not be eligible for financial aid at St Thomas Aquinas College until academic progress is met or the student submits an appeal for financial aid and the College approves the appeal.

The Financial Aid Office will review the satisfactory academic progress of enrolled financial aid recipients each semester. Each such review includes the Qualitative (GPA), Quantitative (Pace of Completion), and Maximum Timeframe (150%) measurements discussed below.

Qualitative Measure (GPA)

- The quality of a student's progress is measured by grade point average (cumulative GPA).
- It is imperative that students continue to make satisfactory academic progress toward graduation and the attainment of their graduate degree.
- All graduate school students must maintain a minimum GPA of 3.0.

Pace

- All graduate students must progress at a pace that allows the student to complete their program within the maximum allotted time frame.
- Pace refers to the length it takes to complete a program of study.

Maximum Number of Attempted Credits

The pace is calculated by dividing the number of successfully completed credits by the number of attempted credits. Students must successfully complete 67% of all credits attempted during the academic year *and* 67% of all credits attempted cumulatively during their undergraduate career, including accepted transfer credits. **Students must pass at least 67% of all attempted credit hours with a grade of D- or better or Pass (P). For the purposes of financial aid, non-passing grades are: F (failing), I (Incomplete), or W (withdraw).**

Repeated courses *will* count toward total hours attempted for the Cumulative Completion Rate (but only one passing grade will be considered as a completed course). The newest grade *will* be included in the GPA calculation and the older grade will be excluded. Federal student aid is available for only one retake of a passed course.

Calculating Your Pace of Progression

To determine if you have maintained a satisfactory pace of progression toward your degree, you will need to know how many credits you have attempted and completed both during the academic term and during your undergraduate career.

Divide the number of credits successfully completed by the number of credits attempted to calculate your percentage. For example, 18 credits successfully completed divided by 24 credits attempted would be $18/24 = 0.75$ or **75%**. This exceeds the 67% minimum and meets the satisfactory pace requirement.

If you have earned less than 67% of the credit hours you have attempted, you need to improve your ratio of earned credits to attempted credits. Your pace will be reviewed each semester as well as assessed cumulatively.

Maximum Time Frames

A student must consistently take and successfully complete courses that count toward his/her degree, and the degree must be earned within 150% of the published length of the program.

The published length for an undergraduate degree at St Thomas Aquinas College is 120 credits. No student may exceed attempted credit hours above 150% of their required degree plan therefore students are only eligible to receive financial aid for up to 180 attempted credits, including accepted transfer credits.

Specific Graduate Program Credit Requirements

The Financial Aid Office will review the satisfactory academic progress of enrolled financial aid recipients each semester. Each such review includes the Qualitative (GPA), Quantitative (Pace of Completion), and Maximum Timeframe (150%) measurements discussed below.

Please note the required number of program credits for students in the following graduate programs:

- MSEd – 36 credits
- MST – 36 credits
- MBA – 39 credits
- MPA in Criminal Justice – 36 credits

Cumulative Grade Point Average (GPA) - Qualitative Component

- A student must maintain a minimum cumulative GPA of 3.0

Pace Rate for Attempted Credit - Quantitative Component

- A student must complete at least two-thirds (66.67%) of all cumulative attempted credit hours.
- The following designations are considered to be attempted credit hours but are not considered to be successfully completed: F (failing), I (Incomplete), or W (withdraw).
- Transfer credit hours posted to the official transcript record are counted as attempted and earned credit hours.

Graduate School Maximum Timeframe: Degree Completion within 150% of the Average Program Length: Quantitative Component

- Students must complete their master's degree or certificate within 150 percent of the normal time required to complete a master's degree.
- For example, for a degree that requires 39 earned credit hours, students must be able to graduate within 45 credit attempts to remain eligible for federal aid.

Financial Aid Warning

Failure to meet the minimum satisfactory progress requirements will result in a status of federal financial aid warning. If a student is in a satisfactory status and fails to meet the minimum quantitative or qualitative requirement, he/she will be automatically placed on financial aid warning status for one semester.

Notification will be sent to the student that he/she is not meeting satisfactory academic progress requirements and he/she is at risk of future suspension of aid.

All federal aid will remain for the next semester while in a warning status. This is a one-time warning period for any student not meeting quantitative or qualitative SAP measures for the first time. These students will be reviewed at the end of the following enrolled semester to determine if they meet the minimum requirements (quantitative, qualitative) and will either be placed in a suspended status or reinstated to satisfactory.

Any student not meeting SAP requirements with regard to maximum timeframe will automatically be placed on Financial Aid Suspension.

Financial Aid Suspension

Students in a warning status who fail to meet the minimum satisfactory academic progress requirements or students who are not meeting SAP requirements with regard to maximum timeframe will be placed on federal Financial Aid Suspension. Satisfactory academic progress requirements are reviewed at the completion of the warning semester to determine if the student meets the minimum (quantitative, qualitative) requirements.

Those who do not will be placed on Financial Aid Suspension, and will be ineligible to receive federal financial aid.

Students will be notified of Financial Aid Suspension in writing. If a student is placed on Financial Aid Suspension, all federal and state aid will be withdrawn for future semesters. Students on Financial Aid Suspension have option to reinstate aid as described below.

Reinstatement

Financial Aid may be reinstated when one of the following conditions has been met:

- The student completes courses without federal aid in one or more terms (semesters) at St Thomas Aquinas College until the cumulative GPA and Cumulative Completion Rate meet the required standard (while meeting maximum time frame conditions).
- The student files an appeal and the Financial Aid Appeal Review Committee approves the appeal. (See appeal procedures below).

Appeal Procedures

Students who are suspended from federal financial aid may make a written appeal for reinstatement of eligibility if extenuating circumstances have contributed to their inability to meet the requirements for satisfactory academic progress, and the students' circumstances have changed such that they are likely to be able to meet those requirements at the next evaluation or through an appropriate academic plan. Extenuating circumstances may include, but are not limited to, the following:

- Death of an immediate family member
- Severe injury or illness of the student or an immediate family member
- Emergency situations such as fire or flood
- Legal separation from spouse or divorce
- Military reassignment or required job transfers or shift changes.

Note: Lack of awareness of withdrawal policies or requirements for satisfactory academic progress, or unpreparedness for college coursework will not be accepted as reasons for the purpose of an appeal.

To Complete the Appeal Process:

1. Complete the SAP Appeal form (available on the Financial Aid [forms](#) webpage).
2. Complete a personal statement explaining the circumstances that prevented academic progress toward a degree/certificate and a plan to ensure future academic success.
3. Include any supporting documentation (Examples: letters from professors, a doctor's statement, copy of hospital/urgent care/physician's bill, obituary, funeral notice or death certificate, etc.).
4. The appeal also requires that you meet with your dean or academic advisor to construct an academic plan. The academic plan will ensure that you are able to meet SAP standards by a specified time if you follow the plan. The dean will coordinate with the Office of Financial Aid to align the recovery plan with the student's plan to return to good standing for satisfactory academic progress.

To expedite your appeal, submit all documents together and be as detailed as possible in your personal statement.

Deadlines to Appeal

- **October 1** to receive aid in the **fall**
- **March 1** to receive aid in the **spring**
- **July 1** to receive aid in the **summer**

Appeal Decision

Each appeal will be reviewed by a committee. If the appeal is approved, the student will be placed on probation and will be eligible to receive financial aid as long as the conditions of the academic plan continue to be met.

Financial Aid Appealed Probation

Financial aid appealed probation is a status assigned to students whose written appeal and academic plan has been reviewed by the Appeal Committee and the decision was made to reinstate aid.

Students will be required to meet the individual academic plan while in appealed probation status.

You will continue to receive aid for as long as you continue to meet the terms of the academic plan. The academic plan will be reviewed at the end of each semester until you fulfill the requirements of the plan.

If it is determined that mathematically you cannot regain compliance with SAP requirements, you will **no longer be eligible** for financial aid unless you later come back into standard.

What happens when the appealed probation period is complete?

A student may regain or lose federal eligibility following the appealed probation semester. The status for the semester following the appealed probation semester will fall into one of the categories below:

- Stay in an appealed probation status.
In order to remain in appealed probation status, a student must meet minimum satisfactory academic progress requirements for the term (semester) based on his or her academic plan requirements. The student will continue to have an individual academic plan for regaining Satisfactory Academic Progress.
- Move back to a suspension status.
If a student does not meet either the required pace of completion or GPA for the semester or the requirements of his/her academic plan:

§ The student's status will return to suspension and federal aid will be cancelled for future semesters.

Move to a satisfactory status. If a student meets the overall GPA and Cumulative Completion Rate (while meeting maximum time frame conditions) for satisfactory academic progress, aid will be reinstated.

FEDERAL RETURN OF TITLE IV FUNDS POLICY

Purpose

Federal regulations require the Office of Financial Aid to apply a formula established by the U.S. Department of Education, titled R2T4, to determine the amount of federal financial aid a student has earned for students who have officially or unofficially withdrawn.

Official withdrawals are filed with the Registrar's Office, and students are expected to complete a withdrawal survey.

Unofficial withdrawals occur when students stop attending all classes at any point after the first week of classes.

How a Withdrawal Affects Financial Aid

Federal Student Aid (FSA), also known as Title IV funding, is awarded under the assumption that a student will complete course(s) for the entire semester and/or payment period for which the funds were awarded. When a student ceases attendance, officially and/or unofficially, in a course, regardless of the reason, the student may no longer be eligible for the full amount of Title IV funds originally awarded.

The return of funds to the federal government is based on the premise that financial aid is earned in proportion to the length of time during which the student attended. For example, a student who withdraws in the second week of the semester has earned less of his/her financial aid than a student who withdraws in the fifth week.

Once the 60% point in the semester/payment period is reached, a student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds.

Calculating Title IV Funding

If a student officially or unofficially withdraws from St. Thomas Aquinas College, federal regulations require St. Thomas Aquinas College to calculate the amount of Federal Title IV funds earned during the term from which the student withdrew.

The percent earned is equal to the number of calendar days completed up to the withdrawal (official or unofficial) date divided by the total number of calendar days in the semester/payment period. Official breaks of 5 days or longer, such as Spring Break, are not included in the count of total days in the payment period.

Earned Percent = Number of Days Completed ÷ Total Days in Payment Period

Unearned Percent = 100% - Earned Percent

As a result of a withdrawal, students who received federal funds will be required to repay unearned aid. For more information on calculating earned and unearned Title IV Aid, please refer to the link below for access to the federal worksheet:

<http://ifap.ed.gov/aidworksheets/attachments/2010IASGCreditHourFinal.pdf>

Determination of Withdrawal Date

The return of TIV funds process begins when the student:

1. *Officially withdraws from the college through the following process.* A student who leaves the College during any semester or special session must complete a withdrawal form, available from the Office of the Registrar. Students who return after one full year must reapply for admission and for financial aid, and may be subject to current curriculum requirements. If you are unable to come to campus to withdraw, please complete the information in the link below:

If you are unable to come to campus to withdraw, please complete the information in the link below:

[Withdrawal/Leave of Absence](#)

or

2. *Unofficially withdraws from the College or stops attending courses.* Registered students who never attend any classes are called "no show students" and are handled separately. However, students who attend classes for a period of time early in the semester, then stop attending classes without notifying the College, will be considered to have unofficially withdrawn from the College for the purposes of financial aid reporting -- and for the purposes of reporting this status, the student's withdrawal date will be the midpoint of the semester. Students will be assigned this status when they are reported by faculty as no longer attending classes at the time of mid-semester grades and given a grade of "FX."

Note: Instructors are required to report as part of mid-semester grading whether or not a student is still in attendance in a course by the day mid-semester grades are due.

Order of Return to Federal Aid Programs

In accordance with federal regulations, unearned aid will be returned to the federal programs within 45 days of the student's withdrawal in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Graduate PLUS Loan

Student notification of Repayment

While the school is responsible for returning unearned federal financial aid to the federal government, students are responsible for any loan obligations as well as any balances due to the College. A notification outlining the amount returned to the federal and institutional program(s) will be mailed to the student's address on file. St. Thomas Aquinas College will return funds on the student's behalf to the appropriate federal and institutional aid program(s) and subsequently will bill the student's account. Please note that the student is responsible for any outstanding balance resulting from a Return of Title IV calculation.

Post-Withdrawal Disbursements

A post-withdrawal disbursement will occur when the total amount of the Title IV assistance earned as of the withdrawal date is more than the amount that was disbursed to the student; this disbursement will consist of the difference between the two amounts.

Post-Withdrawal Disbursement of Federal Loan Funds

If a post-withdrawal disbursement includes federal loan funds, St. Thomas Aquinas College must obtain the students' permission before it can be disbursed. The borrower will be notified within 30 days of the date of determination of withdrawal of the opportunity to accept all or a part of the post-withdrawal disbursement. The student or parent has 14 days from the date of notification to respond. St. Thomas Aquinas College will disburse the loan funds within 180 days of the date of determination of the student's withdrawal date. Loan funds will be applied towards the outstanding semester charges on the student's account and may pay up to the amount of the allowable charges. Any remainder will be paid directly to the student or parent.

Consequences of Non-Repayment

Students who owe the US Department of Education for an overpayment (unearned due to not attending for more than 60% of the payment period) of Title IV funds are not eligible for any additional federal financial aid until the overpayment is paid in full or payment arrangements are made with the US Department of Education.

Students who owe the institution because of the return of Title IV funds calculation will not be eligible to register for subsequent semesters or receive academic transcripts until the balance is paid in full.

Additional Loan Information to Consider When Withdrawing

If the student is not enrolled at least half-time for more than 6 months, their loans will go into repayment. More specifically the student's six (6) month grace period begins the day their enrollment status drops below half-time. The student must complete Exit Loan Counseling at www.studentloans.gov and contact their servicer to make payment arrangements. Loans must be repaid by the loan borrower (student/parent) as outlined in the terms of the borrower's promissory note. The student should contact the servicer if they have questions regarding their grace period or repayment status.

VETERANS ADMINISTRATION (VA) EDUCATIONAL BENEFITS

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

GRADUATE ASSISTANTSHIPS IN THE SCHOOL OF EDUCATION

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 18 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.

GRADUATE ASSISTANTSHIPS IN THE MBA PROGRAM

To be eligible for an assistantship in the Graduate School of Business, students must be accepted as fully matriculated in the MBA program and apply to the Director. A student receiving an assistantship for the academic year will take 18 credits tuition free, work an average of 15 hours per week, and be awarded a stipend of \$2,000. The decision to award the assistantships based upon the student's past academic performance, recommendations, professional experience or promise, and, where appropriate, need.

GRADUATE SCHOOL OF 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 SCHOOL OF EDUCATION

The mission of the St. Thomas Aquinas College School of Education is to prepare knowledgeable and caring educators who are passionate about teaching and learning. We strive to prepare our graduates to make informed decisions that will result in effective, inclusive learning opportunities for diverse learners; to prepare future educators to become effective communicators and collaborators who have a strong understanding of their disciplines and the assessment practices that drive their instruction; and to create reflective, life-long learners who will have a positive effect on student achievement and will become master teachers and instructional leaders.

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 Educating All Students Test (EAS), and the Content Specialty Test (CST) for each certification area. They must also complete the Teacher Performance Assessment (edTPA) portfolio. Students seeking teacher certification in other states are required to pass examinations specified by the state. For *Additional Certification* candidates must pass the Content Specialty Test (CST) for each certification area.

College's Pass Rate for New York State Certification Examinations

Performance on NY Teacher Certification Exams	Program Year 2016-2017	Program Year 2015-2016	Program Year 2014-2015
STAC, Summary Pass Rate	90%	83%	85%
New York, Summary Pass Rate	89%	82%	85%

Below are the curricular requirements for the following programs:

- Master of Science in Teaching: Childhood, Childhood and Special Education, Adolescence, Adolescence and Students with Disabilities, Art Education, Art Education and Students with Disabilities
- Master of Science in Education-Special Education: Childhood and Adolescence
- Master of Science in Education-Special Education with a specialization in Autism: Childhood and Adolescence

- Master of Science in Education-Literacy Education: Birth through Grade 6; and Grades 5 through 12
- Post-Master's professional certificates: Literacy and in Special Education
- Middle School Extension: Specialist, Content Areas
- Advanced Certificate in Autism

MST: 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 Individuals

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: 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), including 15 hours in childhood education for students with disabilities and New York State teacher certification exams prior to student teaching.

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

MST: 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 Individuals

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 (9 credits)

GESP 2605 Autism and Low Incidence Disabilities

GESP 2606 Mild/Moderate Disabilities: Teaching Methods

GED 2107 Science: 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.

MST: 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 Individuals

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
- GESP 2603 Assessment: Principles and Practices

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 2410 Classroom Organization and Management: Secondary Classrooms

Summer (3 credits)

- GED 2403 Teaching Adolescents: Issues in Learning

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) including 15 hours in adolescence education for students with disabilities and New York State teacher certification exams prior to student teaching.

*Candidates are required to file an application.

**MST: ADOLESCENCE EDUCATION AND STUDENTS WITH DISABILITIES GRADES 7-12
(39 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 Individuals

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
- GESP 2603 Assessment: Principles and Practices

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 2410 Classroom Organization and Management: Secondary Classrooms

Summer (6 credits)

- GED 2403 Teaching Adolescents: Issues in Learning
- GESP 2703 Instructional Strategies (Secondary)

Fall (9 credits)

- GED 2700* Student Teaching (6 credits)
- GED 2708 Action Research and Evaluation (3 credits)
- GED 2709 Comprehensive: Action Research Project (0 credits)

*Candidates are required to (a) complete 150 hours of field experiences—100 hours in childhood (grades 7-12) and 50 hours in childhood education for students with disabilities (grades 7-12), and (b) New York State teacher certification exams prior to student teaching.

*Candidates are required to file an application.

MST: ART EDUCATION, GRADES K-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 Individuals

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
- GESP 2603 Assessment: Principles and Practices
- GED 2301 Art Methods for Middle/Secondary School

Pre-summer (3 credits)

- GESP 2410 Classroom Organization and Management: Secondary Classrooms
- GED 2302 Art Methods for Elementary School

Summer (3 credits)

- GED 2403 Teaching Adolescents: Issues in Learning

Fall (9 credits)

- GED 2200* Student Teaching (6 credits)
- GED 2208 Action Research and Evaluation (3 credits)
- GED 2209 Comprehensive: Action Research Project (0 credits)

*Candidates are required to complete 100 hours of field experiences in their area of certification (grades K-12) including 15 hours with students with disabilities and New York State teacher certification exams prior to student teaching.

*Candidates are required to file an application.

MST: ART EDUCATION (K-12) AND STUDENTS WITH DISABILITIES GRADES 1-6 (42 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
- GESP 2603 Assessment: Principles and Practices
- GED 2301 Art Methods for Middle/Secondary School

Pre-summer (3 credits)

- GESP 2410 Classroom Organization and Management: Secondary Classrooms
- GED 2302 Art Methods for Elementary School

Summer (6 credits)

- GESP 2605 Autism and Low-Incidence Disabilities
- GESP 2606 Teaching Methods: Mild/Moderate Disabilities

Fall (9 credits)

- GED 2200* Student Teaching (6 credits)
- GED 2208 Action Research and Evaluation (3 credits)
- GED 2209 Comprehensive: Action Research Project (0 credits)

*Candidates are required to (a) complete 150 hours of field experiences—100 hours in certification area (grades K-12) 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.

MST: ART EDUCATION (K-12) AND STUDENTS WITH DISABILITIES GRADES 7-12 (39 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
- GESP 2603 Assessment: Principles and Practices
- GED 2301 Art Methods for Middle/Secondary School

Pre-summer (3 credits)

- GESP 2410 Classroom Organization and Management: Secondary Classrooms
- GED 2302 Art Methods for Elementary School

Summer (3 credits)

- GESP 2703 Instructional Strategies (Secondary)

Fall (9 credits)

- GED 2200* Student Teaching (6 credits)
- GED 2208 Action Research and Evaluation (3 credits)
- GED 2209 Comprehensive: Action Research Project (0 credits)

*Candidates are required to (a) complete 150 hours of field experiences—100 hours in certification area (grades K-12) and 50 hours in childhood education for students with disabilities (grades 7-12), and (b) New York State teacher certification exams prior to student teaching.

*Candidates are required to file an application.

**MSED: 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 Autism and Low Incidence 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: Electives (6 credits)

Two courses in Literacy, Mathematics Education, Middle School Extension, Autism, or by advisement.

Level IV: Capstone Experiences (3 credits)

- GESP 6105* Practicum (3 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.

**MSED: SPECIAL EDUCATION WITH A SPECIALIZATION IN AUTISM
TEACHING STUDENTS WITH DISABILITIES IN CHILDHOOD, GRADES 1-6 (36 CREDITS)**

Level I: Core (12 credits)

- GESP 5004 Mild/Moderate Disabilities
- GESP 5401 Introduction to Autism Spectrum Disorders
- GESP 5101 Cognition and Instruction
- GESP 5102 Research Methods in Special Education

Level II: Specialization (21 credits)

- GESP 5201 Assessing Students with Mild Disabilities
- GESP 5208 Developing Learning Environments
- GESP 5304 Literacy: Reading and Writing Instruction
- GESP 5402 Applied Behavior Analysis
- GESP 5403 ASD: Curriculum and Instruction
- GESP 5404 ASD: Language and Social Communication
- GESP 5309 Collaboration Skills for the Special Educator

Level III: Electives

There are no electives in this program.

Level IV: Capstone Experiences (3 credits)

- GESP 6105* Special Education Practicum (3 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.

MSED: SPECIAL EDUCATION

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

Level I: Core (12 credits)

- GESP 5004 Mild/Moderate Disabilities
- GESP 5005 Autism and Low Incidence 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 III: Electives (6 credits)

Two courses in Literacy, Mathematics Education, Middle School Extension, Autism, or by advisement.

Level IV: Capstone Experiences (3 credits)

- GESP 6106* Special Education Practicum (3 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.

**MSED: SPECIAL EDUCATION WITH A SPECIALIZATION IN AUTISM
TEACHING STUDENTS WITH DISABILITIES IN ADOLESCENCE, GRADES 7-12 (36 CREDITS)**

Level I: Core (12 credits)

- GESP 5004 Mild/Moderate Disabilities
- GESP 5401 Introduction to Autism Spectrum Disorders
- GESP 5101 Cognition and Instruction
- GESP 5102 Research Methods in Special Education

Level II: Specialization (21 credits)

- GESP 5201 Assessing Students with Mild Disabilities
- GESP 5209 Developing Learning Environments – Secondary Classrooms
- GESP 5314 Literacy: Reading & Writing Instruction – Secondary Classrooms
- GESP 5402 Applied Behavior Analysis
- GESP 5403 ASD: Curriculum and Instruction
- GESP 5404 ASD: Language and Social Communication
- GESP 5309 Collaboration Skills for the Special Educator

Level III: Electives

There are no electives in this program.

Level IV: Capstone Experiences (3 credits)

- GESP 6106* Special Education Practicum (3 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.

MSED: LITERACY EDUCATION
EARLY CHILDHOOD AND CHILDHOOD LITERACY, BIRTH-GRADE 6 (36 CREDITS)

Level I: Core (6 credits)

GED 3101 Cognition and Instruction
GED 3102 Research Methods in Literacy

Level II: Literacy Specialization (18 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 Teaching Students with Literacy Difficulties: Birth-6

Level III: Electives (6 credits)

Two courses in Special Education, Mathematics Education, Middle School Extension, Autism, or by advisement.

Level IV: Capstone Experiences (6 credits)

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.

**MSED: LITERACY EDUCATION
MIDDLE CHILDHOOD AND ADOLESCENCE LITERACY, GRADES 5-12 (36 CREDITS)**

Level I: Core (6 credits)

- GED 3101 Cognition and Instruction
- GED 3102 Research Methods in Literacy

Level II: Literacy Specialization (18 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 Teaching Students with Literacy Difficulties: Grades 5-12

Level III: Electives

Two courses in Special Education, Mathematics Education, Middle School Extension, Autism, or by advisement.

Level IV: Capstone Experiences (6 credits)

- 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.

MIDDLE SCHOOL EXTENSION: SPECIALIST, CONTENT AREAS

- GED 1501 Psychology of the Middle School Student
- GED 1502 Middle School Curriculum and Instruction

POST MASTER'S PROFESSIONAL CERTIFICATES (18 CREDITS)

After satisfactory completion of program requirements candidates will be recommended for certification according to the program completed . All candidates for a professional certificate will complete a minimum of 15 credits at St. Thomas Aquinas College.

SPECIAL EDUCATION

Teaching Students with Disabilities, Childhood, grades 1-6

- GESP 5004 Mild/Moderate Disabilities
- GESP 5005 Autism and Low Incidence Disabilities
- GESP 5201 Assessing Students with Mild Disabilities
- GESP 5307 Instructional Strategies – Childhood classrooms
- GESP 5208 Developing Learning Environments – Childhood classrooms
- GESP 6105* Special Education Practicum

Teaching Students with Disabilities, Adolescence, grades 7-12

- GESP 5004 Mild/Moderate Disabilities
- GESP 5005 Autism and Low Incidence Disabilities
- GESP 5201 Assessing Students with Mild Disabilities
- GESP 5317 Instructional Strategies – Secondary classrooms
- GESP 5209 Developing Learning Environments – Secondary classrooms
- GESP 6106* Special Education Practicum

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

LITERACY EDUCATION

Early Childhood and Childhood Literacy, Birth-Grade 6

- GED 3301 Language Development: Foundation for Literacy
- 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 Teaching Students with Literacy Difficulties: Birth-6
- GED 6204 Organizing and Supervising the Literacy Program
- GED 6202* Literacy Practicum: Early Childhood and Childhood

Middle Childhood and Adolescence Literacy, Grades 5-12

- GED 3601 Expanding Literacy: Language Development in Adolescence
- GED 3603 Diversity Themes in Adolescent Literature
- GED 3622 Reading and Writing in the Content Areas: Grades 5-12
- GED 3625 Assessing and Teaching Students with Literacy Difficulties: Grades 5-12
- GED 6204 Organizing and Supervising the Literacy Program
- GED 6203* Literacy Practicum: Grades 5-12

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

ADVANCED CERTIFICATE IN AUTISM (12 CREDITS)

- GESP 5401 Introduction to Autism Spectrum Disorders
- GESP 5402 Applied Behavior Analysis
- GESP 5403 ASD: Curriculum and Instruction
- GESP 5404: ASD: Language and Social Communication

COURSE DESCRIPTIONS FOR THE GRADUATE SCHOOL OF EDUCATION

GED 1501: Psychology of the Middle School Student

This course examines established theory, research findings and clinical data on the middle childhood stage of development and integrates these findings with practical application. The physical, cognitive, affective and social-moral development of children in this transition stage will be explored.

GED 1502: Middle School Curriculum and Instruction

This course examines curricula and instructional strategies for the middle school grades. Topics of study include interdisciplinary curriculum, personalized instructional strategies for diverse classrooms, learning communities, and instructional technologies. Field experience required. Prerequisite: 1501.

GED 2100 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 Common Core standards adopted by New York State. Adaptation of instructional methods and materials to provide enrichment for students with special learning needs and students from linguistically and culturally diverse backgrounds. Prerequisite: GED 2101 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 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.

GED 2105: Social Studies: Teaching Strategies for Inclusive Classrooms

This course is designed to equip the prospective elementary school teachers 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 the Inclusive Classroom

This course will prepare the prospective elementary teacher to teach mathematics through the use of the Common Core Content and Mathematical Practices Standards. Focus is on the psychology of learning mathematics, the role of language, use of manipulatives, curriculum materials, content- specific pedagogy and differentiated instruction. Field experiences required.

GED 2107: Science: 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: 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 in childhood education. 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 Comprehensive: Action Research Project (0 credits)

(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 in childhood education.

GED 2200 Student Teaching

Candidates in the initial teacher education programs complete a 16 week supervised student teaching experience. Candidates are assigned two placements, each for eight weeks. Placements are at two developmental levels. One placement will be in an elementary classroom (K-6) and one placement will be in a secondary education classroom (7-12). Students are expected to demonstrate competencies developed in all courses in their particular Master of Science (MST) teaching program.

GED 2208 Seminar on Reflective Teaching

Effective teachers have used the process of reflection to guide self-evaluation and to improve their ability to design learning environments that empower students. This course is taken simultaneously with student teaching. An action research project allows candidates to document their effect on student learning as they analyze and modify instructional decisions and learning activities.

GED 2209 Action Research & Evaluation

(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 in adolescent education.

GED 2301: Art Methods for Middle/Secondary School

Candidates will learn methods of teaching art at the Middle and Secondary level through active participation in visual arts activities in drawing, painting, sculptures and selective crafts. Course experiences will prepare prospective teachers in developing a responsible pedagogical approach as well as studying curriculum in Art appropriate for Middle and Secondary school students. Adaptation of instructional methods and materials, and enrichment for students with special learning needs and students from diverse cultural and language backgrounds will also be included. Fieldwork required. Prerequisite: EDAT 332, admission to teacher education program. Fee: \$75.00

GED 2302: Art Methods for Elementary School

Candidates will learn methods of teaching art at the elementary school level through active participation in visual arts activities in drawing, painting, sculptures and selective crafts. Course experiences will prepare prospective teachers in developing a responsible pedagogical approach as well as developing curriculum in Art at the elementary level. Adaptation of instructional methods and materials, and enrichment for students with special learning needs and students from diverse cultural and language backgrounds will also be included. Fieldwork required. Prerequisite: ED206/208, ED212, admission to the teacher education program. Fee: \$75.00

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: GED 2101.

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: GED 2101.

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.

GED 2408: 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 in adolescent education. 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 2409: 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 in adolescent education.

COURSES IN LITERACY

GED 3101: Cognition and Instruction

Study of cognitive processes of perception, attention, memory, metacognition, and motivation in general education students and for 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

Focus 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 socio-linguistic theories of reading acquisition; stages of reading, writing, and oral language development; emergent literacy; sight-word acquisition; phonemic awareness and phonics instruction; vocabulary; fluency; creating a literate environment for learning; and sociocultural influences on language, learning, and literacy. Strong alignment with Common Core Standards.

GED 3302: Literacy Strategies: Early Childhood and Childhood

Focus on research-based strategies for teaching thoughtful, higher-order thinking and reading comprehension, and writing organized and developed responses to reading. Emphasis is on Common Core Standards instruction that includes teaching close reading, scaffolding for text complexity,

asking text-based questions, and identifying Big Ideas.

GED 3303: Diversity Themes in Children’s Literature

Focus is on culturally responsive pedagogy; diversity related themes using multicultural literature; understanding how culture and ethnicity impact on learning and literacy; critical literacy that examines how to teach students to be aware of social issues and multiple perspectives; and strategies for teaching English language learners using the acclaimed SIOP (Sheltered Instruction Observation Protocol) model.

GED 3304: Teaching of Writing: Early Childhood and Childhood

Focus on 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. Strong alignment with Common Core Standards.

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

Focus on the skills and strategies needed to thoughtfully read and write non-fiction and informational text at the early childhood and childhood levels with emphasis on Common Core Standards. Topics include understanding non-fiction text structure and organization, vocabulary development, comprehension strategies, using reference sources, primary and secondary research skills, document-based reading, genre and author studies, reading/writing connections, using technology as a tool for learning, and developing inquiry-based learning and integrative units.

GED 3325: Assessing and Teaching Students with Literacy Difficulties : Early Childhood/Childhood

Focus on the multiple purposes, processes, and principles of assessment, including uses of formal and informal assessments, and evaluating findings to plan literacy instruction. Focus on the most effective intervention methods for increasing motivation, engagement, and achievement for readers and writers who struggle, including studying and test-taking strategies. Supervised case-study of assessing and teaching is required.

GED 3601: Expanding Literacy: Language Development in Adolescence

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. Strong alignment with Common Core Standards.

GED 3602: Literacy Strategies: Grades 5-12

Focus on research-based strategies for teaching thoughtful, higher-order thinking and reading comprehension, and writing organized and developed responses to reading at the adolescent level. Emphasis is on Common Core Standards instruction that includes teaching close reading, scaffolding for text complexity, asking text-based questions, and identifying Big Ideas.

GED 3603: Diversity Themes in Adolescent Literature

Focus is on culturally responsive pedagogy; diversity related themes using multicultural literature;

understanding how culture and ethnicity impact on learning and literacy; critical literacy that examines how to teach students to be aware of social issues and multiple perspectives; and strategies for teaching English language learners using the acclaimed SIOP (Sheltered Instruction Observation Protocol) model.

GED 3604: Teaching of Writing: Grades 5-12

Focus on 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. Strong alignment with Common Core Standards.

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

Focus on the skills and strategies needed to thoughtfully read and write non-fiction and informational text at the middle childhood and adolescent levels with emphasis on Common Core Standards. Topics include understanding non-fiction text structure and organization, vocabulary development, comprehension strategies, using reference sources, primary and secondary research skills, document-based reading, genre and author studies, reading/writing connections, using technology as a tool for learning, and developing inquiry-based learning and integrative units.

GED 3625: Assessing and Teaching Students with Literacy Difficulties: Grades 5-12

Focus on the multiple purposes, processes, and principles of assessment, including uses of formal and informal assessments, and evaluating findings to plan literacy instruction. Focus on the most effective intervention methods for increasing motivation, engagement, and achievement for readers and writers who struggle, including studying and test-taking strategies. Supervised case-study of assessing and teaching is required.

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 who are struggling with reading and writing. Focus is on creating a summer literacy camp that uses brain research to develop instruction based on authentic reading and writing, acceleration, integration of all skills and strategies, and enrichment. Candidates attend a professional seminar following instruction with students.

Minimum of 20 days of college-supervised experience.

Prerequisites: all 3000 level coursework, GED 6204/7100, approval of the Director of Graduate Education.

GED 6203: Literacy Practicum: Grades 5-12

Supervised experience assessing literacy needs and designing, implementing, and evaluating an effective program of literacy instruction for students who are struggling with reading and writing. Focus is on creating a summer literacy camp that uses brain research to develop instruction based on authentic reading and writing, acceleration, integration of all skills and strategies, and enrichment. Candidates attend a professional seminar following instruction with students.

Minimum of 20 days of college-supervised experience.

Prerequisites: all 3000 level coursework, GED 6204/7100, approval of the Director of Graduate Education.

GED 6204: Organizing and Supervising the Literacy Program

In this capstone course, candidates focus on the role of the literacy specialist as a literacy coach who is a school leader that supports teachers. Emphasis will be on developing knowledge, understanding, and performance skills to organize and supervise school wide literacy programs that enriches the literacy program.

Prerequisites: all 3000 level coursework, approval of the 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 3000 level coursework, approval of the Director of Graduate Education.

COURSES IN MATHEMATICS EDUCATION

GED 3501: Developing Mathematical Practices

This course focuses on place value and the meanings of basic operations with whole numbers and how they relate to each other. Students will examine case studies to investigate the ways in which children develop basic mathematical reasoning, the use of manipulatives to develop conceptual understanding, the use of questioning to assess student thinking, multiple representations, meeting the needs of special populations, and error diagnosis. This class will emphasize modeling of the mathematical practices and how core mathematical ideas develop. Class work will include examining case studies and current research.

GED 3502: Fractions and Proportional Reasoning

This course will examine the development of children's reasoning about fractions, ratios, proportions, and percentages. The class will emphasize the conceptual meanings of fractions, assessing students' thinking and standards for mathematical practice, the use of manipulatives to develop conceptual understanding, the use of questioning to assess student thinking, multiple representations, meeting the needs of special populations, and error diagnosis. Class work will make use of case studies and readings on current research in mathematics education.

COURSES IN SPECIAL EDUCATION

GESP 2410 Classroom Organization and Management (Secondary)

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 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 (general education and special education), 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.

GESP 2601: Exceptional Individuals

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. Fieldwork required.

GESP 2602: Classroom Organization and Management (Elementary)

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. Fieldwork 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. Fieldwork required. Prerequisite GED 2601 Exceptional Children.

GESP 2605: Autism and Low-Incidence Disabilities

Characteristics of individuals with autism spectrum disorders and other low-incidence disabilities in the following areas of development: biological, cognitive, language, perceptual, and socio-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. Fieldwork Required.

GESP 2606: Teaching Methods: Mild/Moderate Disabilities

Research-based practices for effective instruction to develop students' 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 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 in childhood and special education. 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.

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 in childhood and special education.

GESP 2700 Student Teaching

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 (general education and special education), 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.

GESP 2701 Mild/Moderate Disabilities (Secondary)

Characteristics of students with high-incidence 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.

Prerequisite: GESP 2601. Fieldwork required.

GESP 2703 Instructional Strategies (Secondary)

Research-based practices for effective instruction for diverse students with mild/moderate disabilities. Strategies to develop students' cognitive, academic and social-communication skills. Examination of strategies for assessing and monitoring the progress of students with special educational needs across the content areas. Application of co-teaching, differentiated unit planning, explicit instruction and content enhancements.

Prerequisites: GESP 2601, GESP 2701.

GESP 2708: 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 in childhood and special education. 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.

GESP 2709: 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 in childhood and special education.

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: Autism and Low-Incidence Disabilities

Characteristics of individuals with autism spectrum disorders and other low-incidence disabilities in the following areas of development: biological, cognitive, language, perceptual, and socio-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. Fieldwork required.

GESP 5101: Cognition and Instruction

Study of cognitive processes of perception, attention, memory, meta-cognition, and motivation in general education students and for 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.

Prerequisites: GESP 5004, GESP 5101.

GESP 5307: Instructional Strategies

Research validated instructional approaches for elementary-aged students with high incidence disabilities. Examination of principles of curriculum design, differentiated instruction, cognitive learning strategies and study skills, and effective practices for instruction in mathematics, science, social studies. Strategies for assessing student's academic skills and monitoring progress.

Prerequisites: 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.

Prerequisites: GESP 5004, GESP 5101.

GESP 5317: Instructional Strategies – Secondary Classrooms

Research validated instructional approaches for secondary-aged students with high incidence disabilities. Examination of principles of curriculum design, differentiated instruction, cognitive learning strategies and study skills, and effective practices for instruction in mathematics, science, social studies. Strategies for assessing student's academic skills and monitoring progress.

Prerequisites: GESP 5004, GESP 5101.

GESP 5401: Introduction to Autism Spectrum Disorders

Definitions, identification and evaluation procedures for Autism Spectrum Disorders. Characteristics of students with Autism Spectrum Disorders, in the following areas of development: biological, cognitive, language, perceptual, and socio-emotional. Impact on family. Overview of theoretical interpretations, research methods and instructional approaches. Legal and ethical considerations in evidence-based practice. Fieldwork required.

GESP 5402: Applied Behavior Analysis

Description of the basic principles, philosophy, and procedures of Applied Behavioral Analysis. Behavioral research designs, methods and applications. Assessment methods used to identify factors that contribute to behavioral problems. Research validated procedures used to improve behavior and performance in diverse learners with autism spectrum disorders. Fieldwork required.

Prerequisite: GESP 5401.

GESP 5403: ASD: Curriculum and Instruction

Research validated curricula approaches for teaching students with autism spectrum disorders from early intervention through transition to adult services. Current issues and best practices in curriculum design, assessment and implementation, with a focus on integrating theoretical and practical concepts. Classroom organization and materials used in the instruction of students with autism spectrum disorders. Fieldwork Required.

Prerequisite: GESP 5401.

GESP 5404: ASD: Language and Social Communication

Social deficits in autism spectrum disorders: language delay and characteristics, pragmatics, and reciprocity. Communication systems and augmentative and alternative communication systems (AAC). Research validated approaches for teaching social and communication skills. Emerging best- practice interventions for teaching social understanding, shaping appropriate social behavior, building play and leisure skills, increasing social communication skills, and teaching coping skills. Fieldwork Required.

Prerequisite: GESP 5401.

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).

COURSES IN THE 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 decisions.

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 to 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.

GRADUATE SCHOOL OF BUSINESS

MASTER OF BUSINESS ADMINISTRATION

Program Requirements

The program offers four, nine-week sessions providing students with the opportunity to sign up for a new session in September, December, March and June. Campus-based courses meet once per weekend on Friday evenings, Saturday mornings, or Sunday mornings. The option for completing the Master of Business Administration degree completely online is approved by New York State. Busy professionals around the globe can take advantage of the virtual classrooms at St. Thomas Aquinas College. Online courses meet in a virtual classroom and are accessible 24/7 during the nine (9) week session.

The MBA curriculum requires the completion of 39 credit hours. At least 33 of the credits must be taken on the graduate level at St. Thomas Aquinas College. The program has a track for traditional undergraduate business majors and a separate track for non-business majors. Students in these tracks can choose a concentration in Finance, General Studies, Management, Marketing, or Sport Administration. There is a specialized track for undergraduate accounting students which also satisfies the 150 hour CPA requirement. These students earn an MBA with a concentration in General Studies.

The MBA Program for Business Majors

The traditional undergraduate business major MBA curriculum requires the completion of the following credits:

- Core courses (18 credits)
- Professional Communications Strategies (3 credits)
- Upper level courses (15 credits)
- Capstone Course (3 credits).

Professional Communications Strategies must be taken within the first twelve credits of the program. Completion of all Common Professional Component (Core) credits is expected before students enroll in Upper Level Courses and mandatory before students enroll in Capstone Courses. Capstone Courses will be completed within nine credits of graduation.

Accounting/Business Administration: General MBA

Undergraduate Accounting majors enrolled in this program earn BS/MBA degrees at St. Thomas Aquinas College. The program meets the CPA educational licensure requirements. The curriculum for this program requires students to complete MBA Core courses (18 credits); Professional Communications Strategies (3 credits); Nine credits of Upper level accounting courses and six credits of upper level electives(15 credits); and one Capstone Course (3 credits).

Professional Communications Strategies must be taken within the first twelve credits of the program. Completion of all Common Professional Component (Core) credits is mandatory before students enroll in Capstone Courses. Capstone Courses will be completed within nine credits of graduation.

I. Core Courses (Common Professional Component)*: 21 credits

GMBA 1102 MANAGERIAL ECONOMICS
GMBA 1104 MANAGEMENT INFORMATION SYSTEMS
GMBA 1116 OPERATIONS MANAGEMENT
GMBA 1108 LEGAL ENVIRONMENT OF BUSINESS
GMBA 1121 BUSINESS ANALYTICS
GMBA 1130 BUSINESS AND THE ENVIRONMENT
GMBA 1501 PROFESSIONAL COMMUNICATION STRATEGIES

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

II. 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, Marketing, or Sport Administration. 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 1204, GMBA 1302, GMBA 1402, GMBA 1503, or a designated special topics course.

A. Finance: (5 courses - 15 credits)

1. Twelve 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. Three credits selected from any of the concentration areas.

B. Management: (5 courses - 15 credits)

1. Twelve 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. Three credits selected from any of the concentration areas.

C. Marketing: (5 courses -15 credits)

1. Twelve 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. Three credits selected from any of the concentration areas

D. Sport Administration: (5 courses) (15 credits)

1. Twelve credits selected from:

GMBA 1601 SPORT COMMUNICATIONS AND PUBLIC RELATIONS

GMBA 1602 RISK MANAGEMENT AND LEGAL ASPECTS

GMBA 1603 GOVERNANCE OF INTERCOLLEGIATE SPORT

GMBA 1604 SPORT ADMINISTRATION SEMINAR

GMBA 1605 APPLIED ETHICS IN SPORT

GMBA 1606 FINANCIAL ASPECTS OF SPORT

GMBA 1607 SPORT INDUSTRY LEADERSHIP AND MANAGEMENT

GMBA 1608 SPORT MANAGEMENT ANALYTICS

2. Three credits selected from any of the concentration areas

III. Capstone Courses: (required) 3 credits, selected from:

GMBA 1502 LEADERSHIP, ETHICS, & BUSINESS

GMBA 1504 BUSINESS POLICY, RESEARCH, & DECISION-MAKING

The MBA Program for Non-Business Majors

The MBA curriculum for applicants without applicable undergraduate business preparation requires the completion of the following credits:

Core courses (24 credits)

Professional Communications Strategies (3 credits)

Upper level courses (9 credits)

One Capstone Course (3 credits)

Professional Communications Strategies must be taken within the first twelve credits of the program. Completion of all Common Professional Component (Core) credits is expected before students enroll in Upper Level Courses, and is mandatory before students enroll in Capstone Courses. Capstone Courses will be completed within nine credits of graduation.

I. Core Courses (Common Professional Component)*: 27 credits

GMBA 1101 FINANCIAL ACCOUNTING
GMBA 1102 MANAGERIAL ECONOMICS
GMBA 1103 MARKETING CONCEPTS & STRATEGIES
GMBA 1105 MANAGERIAL FINANCE
GMBA 1116 OPERATIONS MANAGEMENT
GMBA 1107 MANAGEMENT THEORY & PRACTICE
GMBA 1108 LEGAL ENVIRONMENT OF BUSINESS
GMBA 1121 BUSINESS ANALYTICS
GMBA 1501 PROFESSIONAL COMMUNICATION STRATEGIES

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

II. Upper Level Courses in one of the following areas: 9 credits

Students may pursue a general program of study tailored to their individual needs or concentrate in finance, management, marketing, or sport administration. To concentrate in a single area, three upper level courses must be chosen from that area (see above). The global course requirement must be satisfied with either GMBA 1204, GMBA 1302, GMBA 1402, GMBA 1503 or a designated special topics course.

III. Capstone Courses: (required) 3 credits, selected from:

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

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 845-398-4130.

COURSE DESCRIPTIONS FOR THE MBA PROGRAM

(All courses are 3 credits unless otherwise indicated.)

CORE AND BUSINESS COMMUNICATION COURSES

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 the 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, spreadsheets, 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, spreadsheets, statpacks, and graphic packages are required and are the key analytic tools used in the course.

GMBA 1116: Operations Management

This course aims to familiarize the student with the principal functions of operations management and equip the student with the ability to utilize the techniques of modern operations management in managing systems that provide goods and/or services. Expose students to tools and techniques used to improve decision-making in product and process design, resource allocation, and product quality management

GMBA 1121: Business Analytics

An introduction to analyzing data in order to discover trends, patterns, and relationships used to model business situations and make appropriate managerial decisions. Microsoft Excel will be the principal tool used in accessing data, data description, using probability, applying normal distributions, hypothesis testing, Regression Analysis, Chi-square and other analytic techniques.

GMBA 1130: Business and the Environment

This course will focus on identifying opportunities to create business value from environmental and sustainability issues. Using benefit-cost analysis, risk analysis, and return-on-investment (ROI) – how should investments be measured in a business? How to sustain supplies of energy, water, and other critical resources? What will some of the impacts of climate change be on all businesses? Is there a model for a sustainable business?

GMBA 1501: Professional Communications Strategies

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.

FINANCE COURSES**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 or equivalent.

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. The course examines applicable cases and problems.

Prerequisite: GMBA 1105 or equivalent.

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 or equivalent.

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 or equivalent.

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.

MBA/CPA COURSES FOR THE 150 HOUR CPA REQUIREMENT**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.

Prerequisites: GMBA 1101, GMBA 1105 or equivalent.

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 COURSES**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 or equivalent.

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 or equivalent.

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 or equivalent.

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.

Prerequisite: GMBA 1107 or equivalent.

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 or equivalent.

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 or equivalent, 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 or equivalent, 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 or equivalent.

MARKETING COURSES

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 or equivalent.

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 or equivalent.

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 or equivalent.

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 or equivalent.

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 or equivalent.

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 110, or equivalent.

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 or equivalent, GMBA 1121.

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 or equivalent.

SPORT ADMINISTRATION COURSES

GMBA 1601: Sport Communications and Public Relations

This course examines the role of public relations, mass media and social media in sports communications. It imparts an understanding of the operation of sports media and communications at all levels of sports (amateur, collegiate, professional), the role of sports in American society and how publicists, agents and sports marketers perform their jobs.

GMBA 1602: Risk Management and Legal Aspect of Sport

This required course provides the student with a background and understanding of the legal system in the United States and how law is used by and applied to, athletes and athletics. Some of the major legal problems and issues confronting the sports administrator to be covered include tort law, contract law, labor/antitrust law, constitutional law and various topics in sports and legislation. In addition to the topics covered in the text, this course will require students to learn the fundamentals of legal analysis, legal research, risk management procedures, crowd control and security, product liability and logic through the use of hypothetical situations.

Prerequisite: GMBA 1108.

GMBA 1603: Governance of Intercollegiate Sports

This course examines the purpose and practice of sports governance and how it relates to the administration and management of sports. The course will assess the value and practice of governance for intercollegiate sport including the NCAA, NAIA, & NJCCC. This course will also cover elements of NCAA regulations, rules interpretations, and enforcement decisions.

GMBA 1604: Sport Administration Seminar

This capstone course is designed to provide supervised fieldwork experience in the sport industry within the various students' areas of interest. This course provides planned observations in model programs or in various programs of interest and provides supervised administrative experience within an approved sport organization. All of these objectives relate to better preparing the student to be competitive in the sport industry upon graduation.

GMBA 1605: Applied Sport Ethics

This course is intended as an introductory examination of ethical issues that commonly arise in the sport business. The course provides an analysis of ethical issues facing youth, interscholastic, intercollegiate, Olympic, professional, and business sport entities.

GMBA 1606: Financial Aspects of Sport

The course is intended to provide an overview of the sport industry and is divided into sections reflective of the major issues surrounding the financial management of sport organization in both nonprofit and profit contexts with the emphasis on the latter.

Prerequisite: GMBA 1105 or equivalent.

GMBA 1607: Sport Industry Leadership and Management

This course is an examination of management issues and organizational behavior in the industry, with specific reference to staffing, motivation, and communication.

GMBA 1608: Sport Management Analytics

This course provides a comprehensive review of statistical and mathematical models as they relate to sports team administration, marketing and business management. The course gives students an opportunity to work with data relating to sports business tactics and strategy. This course will discuss the theories, concepts and development of analytics in sports today. Students will discuss and analyze the methods of sport analytic topics in today's industry, such as player performance, player management, sports data strategies, team management, game day operations and strategies, etc. Additionally, students will gather insight of how these aspects and more affect today's sport analytics.

Prerequisite: GMBA 1121.

CAPSTONE COURSES**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.

Prerequisites: Completion of all Core courses. Students must be within 9 credits of graduation.

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.

Prerequisites: Completion of all Core courses. Students must be within 9 credits of graduation.

GRADUATE SCHOOL OF ARTS AND SCIENCES

MASTER OF PUBLIC ADMINISTRATION CRIMINAL JUSTICE ADMINISTRATION

Program Requirements

The program offers four, nine-week sessions providing students with the opportunity to sign up for a new session in September, December, March, and June. Campus-based courses meet once a week, either on weeknights or on Friday evenings, Saturday morning, or Sunday mornings. Selected courses will be offered online and in a hybrid format.

The MPA-CJ curriculum requires the completion of 36 credits; at least 33 of these must be taken at the graduate level at St. Thomas Aquinas College. Classes are offered within the School of Arts and Sciences (21-24 credits), and in the School of Business, in their MBA program (12-15 credits). Upon successful completion, all courses earn 3 credits. These credits are grouped as follows:

I. Required courses offered by the School of Arts and Sciences (6 courses):

- GCJ 1209 Administrative Law
- GCJ 1213 Statistics for Decision Makers
- GCJ 1220 Public and Nonprofit Administration
- GCJ 1420 Evaluation and Evidence-based Research
- GCJ 1520 Capstone Seminar: Contemporary Issues for CJ Administration
- GCJ 1550 Capstone Thesis Project (taken at the same time as 1520)

II. Required courses offered by the School of Business (3 courses):

- GCJ 1101 Financial Accounting
- GCJ 1104 Management Information Systems
- GCJ 1107 Management Theory and Practice

III. Elective Courses offered by the School of Arts and Sciences (1 to 2 courses).

Sample electives: GCJ 1430 Criminal Justice Policy, Planning and Policy Analysis
GCJ 1502 Leadership, Ethics, and Criminal Justice

IV. Elective courses offered by the School of Business (1 to 2 courses):

- GCJ 1102 Managerial Economics
- GCJ 1103 Marketing Concepts/Strategies
- GCJ 1105 Managerial Finance
- GCJ 1301 Organizational Behavior
- GCJ 1305 Human Resources Management
- GCJ 1307 Managing Changes and Conflicts
- GCJ 1501 Professional Communication Strategies

Course Waivers

A maximum of 15 credit hours may be waived in the MBA courses based on a student's previous undergraduate work. A maximum of 3 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. Advanced undergraduates at the college may, with the permission of the Director and instructor, take up to 6 credits of graduate courses while still an undergraduate student.

Following demonstration of competency in selected courses, students may obtain a waiver. Students must apply to the MPA-CJ Director upon admission for such competency-based waivers. If granted, students will be expected to make a substantial contribution to the course(s) for which the competency-based waiver was granted (for example, teaching a class or classes, mentoring students).

UNDERGRADUATE COURSE(S) REQUIRED FOR WAIVERS OF MPA-CJ 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. The list of undergraduate courses, designated by course numbers from the STAC undergraduate catalog, required for waivers of MPA-CJ, is as follows:

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

Applications for admission to the St. Thomas Aquinas College MPA-CJ program are available in the Admissions Office. For further information, please contact the Admissions staff at 845-398-4100 or the MPA-CJ Director at 845-398-4192

COURSE DESCRIPTIONS FOR THE MPA PROGRAM

(All courses are 3 credits unless otherwise indicated)

GCJ1101: Financial Accounting

(also listed as **GMBA 1101** – see **GMBA 1101** for course description).

GCJ 1102: Managerial Economics

(also listed as **GMBA 1102** – see **GMBA 1102** for course description)

GCJ 1103: Marketing Concepts and Strategies

(also listed as **GMBA 1103** – see **GMBA 1103** for course description).

GCJ 1104: Management Information Systems

(also listed as **GMBA 1104** – see **GMBA 1104** for course description).

GCJ 1105: Managerial Finance

(also listed as **GMBA 1105** – see **GMBA 1105** for course description).

Prerequisite: GCJ 1101

GCJ 1107: Management Theory and Practice

(also listed as **GMBA 1107** – see **GMBA 1107** for course description).

GCJ 1209: Administrative Law.

Administrative Law explores the environment and legal framework of public administration in the context of academic scholarship and practice. Principles of constitutional law, the federal judiciary, constraints and flexibility in rulemaking and administrative discretion, human resources law, as well as values and ethics will be examined.

GCJ 1213: Statistics for Decision Makers.

This course theme is application: understanding and interpretation, and comprehension with respect to when particular techniques are appropriate. The goal is to assist criminal justice administrators in their decision making process. GCJ1213 will emphasize the practical role of statistics in criminal justice administration and decision making; portraying data; calculating, reading, and interpreting basic statistics from group differences through basic prediction models; and sampling and error.

GCJ 1220: Public and Nonprofit Administration.

This course discusses applied budgeting and administration for nonprofit and public sectors. It focuses on the management environment of government and nonprofit organizations; performance measurement and management; internal management processes, rules of public finance; budget cycle expenditures; taxation and revenue; and quantitative budgeting.

Pre or co- requisite: GCJ 1101.

GCJ 1301: Organizational Behavior

(also listed as **GMBA 1301** – see **GMBA 1301** for course description).

Prerequisite: GCJ 1107.

GCJ 1305: Human Resources Management

(also listed as **GMBA 1305** – see **GMBA 1305** for course description).

Prerequisite: GCJ 1107.

GCJ 1307: Managing Changes & Conflict

(also listed as **GMBA 1307** – see **GMBA 1307** for course description).

Prerequisite: GCJ 1107, GCJ 1304.

GCJ 1420: Evaluation and Evidence-based Research.

Evaluation and Evidence-based Research introduces criminal justice administrators to the scientific methodology involved in assessing a program's effectiveness. Topics to be covered include planning for evaluation, needs assessments, process analysis, outcome evaluations, cost-benefit analysis, the relationship between administrator, evaluator, and stakeholders, and using evaluation results in decision-making.

Prerequisite: GCJ 1213.

GCJ 1430: Criminal Justice Policy, Planning, and Policy Analysis.

Criminal Justice Policy, Planning, and Analysis considers how sound policies and programs can be identified, planned for, evaluated, and implemented in the public realm where there are diverse stakeholders, and within an ever-changing political and social context. This course should enable administrators and policy makers to use evidence-based information to strategically plan, implement, and monitor policies and programs that respond to contemporary issues.

Prerequisite: GCJ 1213; 1420 recommended.

GCJ 1501: Professional Communication Strategies

(also listed as **GMBA 1501** – see **GMBA 1501** for course description).

GCJ 1502: Leadership, Ethics, and Criminal Justice

This course explores the nature of leadership, and the requirement for ethical behavior, in the field of criminal justice administration. The constraints, challenges, issues, and dilemmas of ethical leadership in contemporary society is emphasized.

GCJ 1520: Capstone Seminar: Contemporary Issues for Criminal Justice Administration.

This course examines contemporary issues in the criminal justice field as it relates to the administration of these issues in the context of academic research. Fundamentals of RFP writing, case study analysis, and policy analysis will be emphasized in the class. Students will begin GCJ 1520 with a written project proposal that they have received preliminary approval for from their thesis project mentor. Students will then use the material from class to work on and develop their thesis projects, and will receive both faculty and peer critiques during the process. At the conclusion of GCJ 1520, students will orally present and defend their completed projects to a group of graduate students and faculty. Prerequisite: completion of all program requirements except GCJ 1550. Co-requisite: approved proposal, GCJ 1520 is taken at the same time as GCJ 1550.

GCJ 1550: Capstone Thesis Project.

The Capstone Thesis Project is the final requirement for students pursuing the MPA-CJ. Degree candidates will begin the semester with an approved project proposal, Typically taken as an independent study, students will conduct original research and project work,, analyze their data, and report their project results in a professional-level document. Corequisite: approved proposal, completion of GCJ 1520.